
**UNIVERSITY “ST. KLIMENT OHRIDSKI”
FACULTY OF EDUCATION
BITOLA**

**Third International Conference
EDUCATION ACROSS BORDERS**

**EDUCATION AND RESEARCH
ACROSS TIME AND SPACE**

(1100th Death Anniversary of St. Clement of Ohrid)



**6-7 October 2016
BITOLA**

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Faculty of Education



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Education and Research across Time and Space
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6-7 October 2016

Bitola

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University "St. Kliment Ohridski" in Bitola (Faculty of Education in Bitola) together with the University „Fan S. Noli“ – Korçë (Faculty of Education and Philology in Korçë), University of Niš (Faculty of Education in Vranje and Center for Byzantine-Slavic Studies in Niš), Plovdiv University "Paisii Hilendarski" (Faculty of Education in Plovdiv) and Adam Mickiewicz University in Poznań (Faculty of Polish and Classical Philology and Institutes for Slavic and Polish Philology in Poznań).

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A Word on the Slavic Patterned Teachings

Grozdanka Gojkov, Serbian Academy of Education in Belgrade

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PLENARY LECTURES

A WORD ON THE SLAVIC PATTERNED TEACHINGS

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Abstract

The literary works of St. Clement of Ohrid began to appear in the times of turbulent changes hovering over literature in the European cultural environment in general. Patristic had yielded with nothing new for nearly two centuries; antiquity, along with its rhetoric and poetics, had already become ineffective; and it was too early for shoots of new literary tendencies and their realization in newly discovered indigenous languages. It was this very literary vacuum that Clement of Ohrid would fill with his literary works which encompass laudations and advice the basis of which is more in the hagiographic rather than in the basic sermon literature. The core focus of this paper is placed on the patterns of Clement's ceremonial advisable speeches regarded as a model of a new all-Slav rhetoric and poetics which depict the Slavic Languages spectrum in the world in the times of severe civilizational clashes.

Key words: Saint Clement of Ohrid, literary works, Slavic linguistics picture, civilizational clashes

A WORD ON St. CLEMENT'S SLAVIC PATTERNED TEACHINGS

On this occasion of commemorating the 1100 anniversary of the death of the most honorable Macedonian enlightener – St. Clement of Ohrid, we again honor his name for it is he who has enlightened us with his beyond-millennial discourses: he taught us to count the days of the years – not according to the harvest or the drought – as the Devolan farmers, the most ancient fieldsmen of the southern sea floodplains and river deltas, used to, but according to the names listed in the church history; he also taught us to honor these names according to the deeds credited to them with universal importance for the overall humanity in creation; and he taught us to celebrate the hagiography model – the apostolic, martyrly, and especially the enlightening one, but not written by foreigners in a foreign-language-patterned style and in a foreign language, expressed with incomprehensible phrases or nasal and inarticulate ones. For you will all agree: one can listen to the reading of the Holy Scriptures in a foreign language! Even say a prayer in an unfamiliar and incomprehensible language – when one is troubled!!! But to make sense of the hagiographic account of a saint...? And to sympathetically realize it??? And to adopt it as an example to look up to???

St. Clement of Ohrid did render vernacular accounts for us to learn, not borrowed stories or treacherously imposed myths, though like many others, they also rest upon the Old Testament and the story of the first sin as the beginning of the history of all peoples and times; indeed, he taught us to our own values which – although vernacular, are in harmony with the Gospels, and that the last in the vineyard shall be first not only in the grapes harvest but in our culture and enlightenment as well, making the kindred a tribe and the tribe a people; even in Literature and in Arts, what makes the authors stand out in the crowd is the self-aware expression outlet in their works, as well as the genuinely experienced realization

that five words uttered in the church in one's own mother tongue are far more worthy than myriads of other words.

We are here today, celebrating St. Clement of Ohrid, stepping on the path of teaching he once took first and walked on to purposefully show us in the culture of contemporary and civilized lifestyle. The path he took was not a path rebuilt on the traces of the extinct civilizations or the ones mysteriously lost under the invasion of some wandering tribes and – in most cases, under the attacks of well-organized armies, nor of the ones vanished under the force of sorcery and black magic of the Devil's famers, with no traces of existence at all, but a path marked with his fresh and purely creative endeavor to use the newly reformed alphabet and language and record the new challenges of the time in the form of teaching discourses on burning topics and issues which shook the foundations of the two empires, which most probably – in order to ensure their survival, had never completely departed nor determined on their diverging courses. It was a path marked with his shrewd initiative to write discourses on the ideas which ailed the fragile tsardoms and kingdoms – at those times – unrecovered, yet craving predominance. It was in this merciless contest with swords raised and fire flaming, which – later on – continued spreading all over the regions and countries from the Baltic to the Black Sea, and in a time when numerous conquerors and invading tribes either lost their identity spirit by assimilating or only temporarily laid low settling in various places, that St. Clement of Ohrid responded with Slavic language patterned texts, comprehensible with linguistic freshness and life, and offering keys for scholastic questions probing deeply into the turn of the first millennium AD to the second and into that backbone-lacking logics of inferiority before the needs of the subjugating superior, questions never answered before, some of which unanswered even today.

Clement's Slavic language patterned hagiographies of the saints of the first millennium are the core of his literary discourses, the sprout of medieval Slavic literature in the time ranging from pre-humanism to pre-renaissance; they are the herald of the modern Slavic language literatures.

Although written in a time different from the preceding Patristic period in which – due to the apostolic and martyrial spirit deeply rooted in the patristic literature, one could have gained the impression that everything had already been said, Clement's concise texts were attractively comprehensible for his contemporaries. His writings were so intelligible that they managed to open up his contemporary time both for the prophecies – familiar by then only by intuition and memorization, and for the established paradigm of the first sin, a paradigm which sought new ways of setting the spirit and soul free, new ways of purification, and new opportunities for repentance. Simple with the strictness of the Slavic language style, they remain clear with their comprehensiveness as well.

New discourses which – written in the orthodox native language, would lead to the new man was the thought which had navigated Clement ever since the Moravian crises.

When reading his writings, we shall never discern any single reflection of the Byzantine literature, nor shall we empathically perceive any of the Roman ones, for Clement's Slavic language patterned discourses provide completely different creative, communicational, and cultural dimensions. Two key compound words in texts determine these dimensions: ИМЕРЕК (Say-Name)¹ and ЛИХОИМСТВО (Greed), on the basis of which two infinite sets of words can be derived, the former following the Christian tradition, whereas the latter – the pagan behavior. While continuing to cherish the respect for the already venerated ones, the former aims at establishing new enlighteners, capable of confronting the enemies of humanity, and new creators of new Slavic-language-based

¹ИМА РЕКЪ — «назвавши имя» *say the name or tell the name* of the God's servant to the priest who is to say prayers for that person or to baptize a baby under that name

cultures; the latter aims at procuring new topics that would strengthen the Slavs' endurance under the sinful desires by simply providing them with the linguistically defined groundwork: celebration of the Holy Trinity in their mother tongue in the very time of the *Filioque controversy* and with the support of the central figure in the post patristic literature, the Mother of God, Mary the Blessed Virgin! The discourses about the *Filioque issue* and about Saint Mary initiated other points to ponder: the altar, i.e. the holy table, the church relics..., thus leading to new insights into the nature of the sin and lusts which – having already been topics extensively worn out by the patristic hermeneutics, gradually turned into resources rich for artistic expressions, for instance, literatures spurring the introduction of vernacular languages. And vernacular writers.

Undoubtedly, one of the very first is Clement of Ohrid with his Slavic language teachings – in that time, intelligible for all Slavic peoples; teachings in which the picture of the world, depicted with Slavic linguistic means, deblurred and enhanced at the well of Christianity, yielding new topics. If not so, how else to explain the emerging of the unknown hero – the symbol of the nation? And how did an ordinary man become the driving force of literature??? Unquestionably, this could only be attributed to the *imerek!* To St. Clement's *imerek* introduced into *the Horologion*, which was later glorified in the plays, chronicles, stories in and about the life before and after the first approach to the church altar, before and after the priest's utterance of the first word in the name of the Holy Trinity!!!

Clement's easily communicated his teachings to the audience, undoubtedly, because he addressed it in second person, and with a gentle look and the arms widely spread, whereas the culturalism that he enriched his teaching with can be attributed to the etiquette, to the *imerek* which keeps enabling an infinite movement through time and space on the principle of *the Horologion, the Orthodox Church Calendar*, i.e. *the Prologue*, the first one being nothing else but merely a Slavic word to mark the introduction of a speech, and a permanent link to the philosophic *LOGOS*, the kernel of which is the Evangelic metaphor comprising the Antiquity and the New Testament, which – set free with the introduction of the Slavic literary forms, has embraced them under a single pan Slavic denominator, thus diverging from both the Ancient and the Byzantine rhetoric and poetics.

Although Clement of Ohrid, our first and greatest orator, did not leave behind a handbook of rhetoric like Aristotle did, he did offer a model of a brand new pan Slavic rhetoric and poetics; he did teach us to look it up in the Slavic *missal*, by which he presented us with the teaching on repentance and on the honor of purification; he did teach us to release ourselves from the burden of the sins imposed on the soul, and to mitigate the torment which gnaws at our bodies. In other words – he made the pressure of the religious yoke, the burning of the fire beneath our feet, the blade of the sword pressed hard against our throat, the fear of strangers and of embarrassing ourselves – relative. He also made it possible for us to adopt the enlightening knowledge offered by the linguistically and hierarchically independent church that he provided us with, and via literary depictions of the sufferings, he taught us to attain full literacy in a language which would serve us for higher artistic and scientific purposes; thus, having ploughed the medieval furrows of literacy, the key metaphor of the Devol farmers „*двајцата бевме впрегнати да ораме иста*² нива“ would resound with the reformed Macedonian language story-telling tone: „*орањето нивјето*“³! It is, in fact, exactly what King David recommends in his psalms – offering one's hand to the following generation and accepting the hand of the previous one. And staying connected to our roots – as our Macedonian reformational and revolutionary writers have instructed us.

²“*the two of us at the rear to plough the same field*”

³“*ploughing the fields*”

In Clement's Slavic-language-patterned teachings, the meaning of the word *imerek*, also typical in the Latin discourse patterns which opened up the path to beatification and canonization of the saints, is the subject of the anagram *lihoimstvo*, the contemporary counterpart of which is – empty words.

Clement's abomination of *lihoimstvo* marked the beginning of the establishment of a new environment of people's relations – without lies and deception, in the Slavic, educational, literary, and Christian church settings in Ohrid.

On a deeper level in the Slavic-language-patterned teachings, the complex structure of the term *lihoimstvo* is in a richer harmony and accord with the pagan sound pitch of the heretic songs, always accompanied with heretic dances. It is the firmest Slavo-pagan form of togetherness of the community, which in St. Clement's time, the time of challenges for the ordinary people, almost overnight gave the songs a demonic, i.e. satanic tone of most spoiling effect over the man. Therefore, for the sake of survival, it had to be abandoned since the pagan as such, had never been nor could ever be a leader or anyone else but one of the mob, a crowd in which squeezed in between other bodies and dragged around by its turbulent waves, he could not even rise the head than the others lest it should mark the beginning of the same old game of how to murder the King. Of course, this is the oldest of all pagan games, in which everybody participates, unconsciously sinning while celebrating the harvest from the soil under the heavenly firmament.

Clement's revolt against those pagan songs and dances was the essential protest of a single man against the crowd; an opposition to the never-evolving Devol framers' life style. It was an effort put for each subsequent kindred generation to be able to become more successful than the previous one, though, not in King David's sense of the word, who considered himself most successful. Even more, the rejection of the pagan of the crowd was in fact a release from the pagan within oneself and a step closer to the personal investment in literature. This could also be perceived in the creative endeavor witnessed in Clement's teachings.

Clement's, oratory fight against *lihoimstvo*, among other things, comprised the rejection of unnecessary words, empty conversations, incomprehensible prayers, and mutterings, thus laying down a foundation for a sociolect or culturelect to be developed in the Devol area activities within the Ohrid Literary School, either as purely religious or apocryphal-Bogomil literature. It was also a foundation for a novel simplistic form, named as *slovo*⁴, a discourse in which the speaker and the listener, the speech and the alphabet, and the language and the text concentrate.

The literary output of St. Clement of Ohrid emerged in times when literature and culture on the European ground were growing feeble: Patristics had yielded nothing new for nearly two centuries, Antiquity had no longer been functional with its rhetoric and poetry, and it was too early for the realization of new tendencies for new literature works in vernacular languages. It is this literary vacuum that St. Clement started filling with literary works of praises and advice the origin of which was not as much in the basic liturgical literature as it was in the hagiographic one. The enlightening one! And an enlightener never does iterate the story once told. Instead, he starts new stories which seek new interpretations and continuation.

Upon the platform of Ss. Cyril and Methodius' deeds, St. Clement of Ohrid has opened broad horizons of the pan Slavic literacy and elevated it to a level of a completely novel literature, which has supplemented those three striving to suffocate it, and either joined or confronted the new types of literature emerging on the European turbulent timeline. In fact, those were times of severe civilizational clashes, times when Eastern-Christian culture

⁴teachings

of a Byzantine type was weakening due to the surge of some other incomprehensible cultures, and times heralded changes in the Christian overall. Undoubtedly – in the name of survival. Even Clement of Ohrid would feel the hypocrisy of the troubled church on his own skin; and he would employ his own ways of transforming it in his literature, among the others – his clerical and bishopric call for non-hypocritical celebration. And he would plant the seed of non-hypocritical conduct to sprout with the dawn of the pan Slavic literature, as a genuine Slav linguistic perception of the world.

More precisely, one of the most significant changes at the turn of the first millennium AD, to the second, was the Slavic acceptance of the Christian civilization. Even more, it was St. Clement of Ohrid among the first ones to bestow it with a personal mark: by active participation in the composition of the Slavic Trebnik⁵, the hagiographies, and the Selected Akathists upheld by the living memory of the personally acknowledged saints – First-Teachers and Enlighteners of the Slavic peoples, and with his Slavic-language-patterned discourses, advisory – at a glance, but matrices in their essence, and ones to be embedded into the new literary pillar.

Thus, the Slavic unification with the Christian culture is one of the most fruitful symbiosis responsible for the blooming of the Christianity-loving literature and arts overall.

It is the literary work of St. Clement of Ohrid, as well as the Ohrid Prologue, initiated with his Slavic-patterned teachings, that this fruitful symbiosis has started with.

⁵Great Book of Needs

EDUCATION AND RESEARCH IN POSTMODERN WORLD

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Abstract

The issues of ontological and epistemological changes in postmodern philosophy are considered in the paper, according to the method of theoretical analysis. The influences of these changes are also discussed, as well as the challenges of globalization from the angle of liberalization of educational process, which are, along with the new understanding of function of knowledge in the age of postmodernism, considered to be significant causes of deterioration of normativism of thinking. Opinions of philosophers are referred to, according to which non-standard principal thinking has ambitions to get into new matrixes of thinking, considering that new ways will reveal new horizons of essence and levels of a being. The consequences are seen in the adjustment of education to the standards of "new world" characterized by high technology and standardization deprived from normativism of thinking, i.e. new standardization of education with new totalitarian rules within which rationalism of knowledge gives place to the absolute idea of pluralism and tolerance, leading to leveling of classical rationality and avoidance of scientific discourse. The changes at meta-scientific level have caused the clash of paradigms which has not been overcome but, according to numerous authors, has only been bypassed according to triangulation, having in mind that it is considered more useful to accept a modified conception of these matrixes of thinking, rather than to make a distance from them completely. It is thought that the reason lies in the fact that we are living in a changing, fragmental, "postmodern" world, so that we need any stability we can find. Nevertheless, the paper also raises the issue of controversy of interpretativism, pointing to the inner challenges directed to: persistent problems of criteria and objectivity, the lack of critical support, the problem of authority of a researcher, as well as the influences on education coming from general matrixes of thinking, moral and other patterns, like the Theory of chaos, Theory of everything... and their representation as a legitimate form of "metaphysics" in which the framework for explanation of research findings have been searched for. The paper also deals with the issue of neoliberal ideology of education and its influence on the changes of function of knowledge in postmodern world, discussing it from the angle of paradigmatic shift in understanding of social role and function of education and research moving from (neo) humanistic towards neoliberal concepts, whose traces have nowadays become even more visible at the meta-scientific level, as well as in pedagogical discourses.

Key words: postmodernism, methodological paradigms, neoliberal concepts of education

Introduction or social context of education and research

"Common sense is the collection of prejudices acquired by age eighteen."

Albert Einstein

Great changes have occurred in the world in the last decades, caused by the new social order pronouncedly characterized by liberal economy, the social context with

increasingly less emphasized humanism, and in the case of Serbia, along with the break of the state of Yugoslavia, dragging transition whose end cannot be discerned. With all the following consequences of the stated social currents, the system of value and philosophy of life has changed, and these turbulences of reality could have bypassed neither education, nor science, i.e. research. What is interesting is that we have managed to get involved into modern scientific and educational trends. This challenge was not easy even for other more stable regions, which were not part of the chaos in which we in the South-eastern Europe found ourselves in. Moreover, it seems that there is still the impression that the situation has not been completely stabilized yet. Before all, this refers to the changes which in the tremendous technological and scientific progress have neglected social and cultural substantial sphere of human existence (Golubovic, as cited by Gojkov: 2013), reducing social and cultural concept in the sense of growth of human capacities and according to Z. Golubovic (Ibid) leading to the manifestation of pronounced inability of people to understand the complexity of postmodern world, losing, under the influence of globalization, hope in possibility of struggle against dehumanization and of an individual and society as a whole, in all the more noticeable and increasing depression not only in those societies in transition, but also in more developed ones. Global terrorism and more emphasized repression have become dominant characteristics of modernity while reforms of education have become more and more characterized by utilitarian approach to understanding of the world, having its consequences for acquisition and transfer of knowledge oriented to preparation of young people to adjust to the existing structures of powers which, in the age of globalization, leads to xenophobia and stronger antagonism and clashes between different cultures, rather than accepting diversity. Thus reality has become more and more difficult to understand and the impression that it can be changed is increasingly less expected. As a substitute, virtual reality has been accepted, offered by digital technologies, as a postmodern way of life, through which a powerless individual is running away from reality, under the impression that there is no way for him/her to get involved into solving of increasing problems of global social crisis. It was Max Horkheimer (M. Horkheimer: 1963) who managed to notice the harmful consequences of "technological civilisation", considering that technological knowledge increases cognitive horizons, while diminishing ability of a man to resist growing mechanisms of manipulation, weakening the process of humanization and critical thinking. From the angle of culture of today, these are the characteristics of the time we live in and it might be said that this is the diagnosis of postmodernism ruled by entropic qualities of the "old culture" and clear signs of "ethnic paranoia" (Sloterdijk 2001: 47), as well as a description of postmodernism in which the break from the notion of culture as a "way of life" is manifested and in which culture has become an integrative factor of the "world of life" (Golubovic & Jaric prema: Gojkov, et al., 2013).

What is also significant to mention in the introductory part of this paper are the changes caused by the mentioned neoliberal tendencies in education, inspired and articulated by paradigmatic shift in understanding of social role and function of education. Markovic (Markovic 2008) considers that in the last decades understanding of education has significantly changed, leading towards neoliberal ideology of education, increasingly more expressed in systematic changes, reform trends of educational policy, as well as in specific articulation of theoretical concepts and their unfortunate practical articulation, tailoring once again pedagogical space and creating new meanings within pedagogic discourse. The interaction of elaborated trends and the synergy of ambivalent nature have for a long time now been modifying pedagogic and education discourse in Serbia. Education and science have been characterised by numerous problems manifested in various ways. What should be born in mind is the quality of higher education, its instrumentalization, or dehumanization, expressed in pragmatism, clashes at meta-scientific levels and other issues of education and

research manifested in variety of ways. Some of them will be considered further from the angle of postmodernism, i.e. in the sign of changes in the time characterised by some of the above described features of social context.

Education in postmodernism

Previously sketched social context is an introduction into postmodern framework including modern theories of knowledge, considering education achievements as "goods" created to be sold: knowledge is seen as goods, created to be objectified and valorised and transferred in a new object. Such a situation is opening up questions of power of economy over the whole social existence. Thus knowledge has ceased to be its own purpose, it has gained utility value; it is in the function of "economic rationality" with utilitarian orientation towards efficacy and success as most acknowledged values. On the other hand, this is considered a characteristic legitimizing postmodernism, rather than changes in art and architecture, pauperisation of culture, lack of "grand ideas", depersonalization of human communications and rehabilitation of national traditions without critical reconsiderations, as rebels against the imposed globalization, threatening to destroy historically built identities, encouragement of mass production, etc, as features of the end of the 20th century usually thought to be underlying the phenomenon of postmodernism. These are noticeable consequences which, according to the assessments of many authors, could have remained a mere European academic caprice, if not for the changes in the development of science and politics, which have given postmodernism its true importance. This leads to a conclusion that closely related to postmodernism is the phenomenon of relativisation of philosophical notions and research, manifested as a denial of the essence of philosophical discourse as critical reconsideration and understanding of existential issues and modernity, as relations towards modern reality, i.e. ethos; as a necessity to determine what we can do, what we should do and what we can hope for (Golubovic, op. cit). In this sense U. Eko (prema: Gojkov, G. 2013) insists on the need for critical and moral evaluation, which is opposite to the standpoint of *value free science* (Ibid), while he also believes that science cannot be liberated from philosophical grounds, since this leads to instrumentalisation of rationality (Gojkov 2013).

In the above rough draft of the socio-political and cultural context of postmodern societies dominated by neo liberal ideology it is not difficult to discern a striving for pure economic rationality and boiling an individual down to an addict of "economic success", as a basic criterion of behaviour of a man of "consuming society" insensitive to moral norms, advocated by Kant's categorical imperative.

Moral nihilism, as morality of postmodernism has, according to already cited Z. Golubovic (prema Gojkov, G., et al., 2013), been seen by numerous authors today as having the following distinctive features:

- a great number of individuals has nowadays been value-disoriented, being satisfied by reduced concept of live and living according to the principle of consuming mentality, without thinking about the importance of development of human and creative capacities and powers, being subjected to technocratic principles as imperatives of life and behaviour;
- imitation and reproduction have replaced individual and group creativity and imagination, while mediocrity is considered a norm, so that creativity and reflexivity are losing the battle in the race for spreading of populism;
- ideas of the Enlightenment have been assessed as inefficient and marginalized (as "grand stories"), together with humanistic approach which appeared with modernism, and they have been replaced by "neutral discourse".
- strong tendencies of Euro-centrism and ethno-centrism over creative intercultural communications have become visible, encouraging the sense of

helplessness at both individual and national level in the search for the way out from the global chaos recognized and publicly announced by the world crises at the end of 2008 (Ibid).

Along with the mentioned moral nihilism there is, from the standpoint of values in postmodernism, relativisation of consensus on the "highest" human value. According to some, it is human dignity, as a synonym for respect of each and every human being, as well as other liberal, i.e. democratic values (freedom, equality, autonomy, solidarity...). The system of values, as a part of a worldview (individualistic, collectivistic, altruistic, egoistic, activist, passive, hedonistic...) is also, according to its characteristics, featuring the shift from modernism to postmodernism (Gojkov 2006). What could also be discussed are the standpoints that in postmodern society ideas on the need for search for new visions and dignifying of human existence (better and more humane society) in order incite human intellectual potentials and decrease aggression, violence and poverty have been rejected. In other words, the end of the 20th century was marked by the alarming shift of the system of values from philosophical foundation of basic philosophical issues of existence towards narrowed definition of economic interests, boiling the whole social development to economic rationality, expressed by profit. The consequences in more emphasized critical tones are sketched as cynicism, despair, moral indifference and some kind of myopic directedness, while knowledge has gained a character of goods, knowledge acquisition is separated from education, individualism is ruling the scene, moral aspects of education have been neglected. The ethics of responsibility of globalization has been bypassed (Ibid).

It seems that the above outlines of the general context can bring us closer to the views on knowledge. Issues dealt within the view of knowledge in the age of postmodernism have commonly used Lyotard's standpoints as starting points in discussions. According to Lyotard, in its traditional form, knowledge used to have almost exclusively narrative character, while its legitimization referred to the transfer of grand narrations. Knowledge used to be marked by mythical discourse and indisputability, which makes basic determinants for qualification that, as it has been put by A. Halmy (Halmy, as cited by Gojkov, op. cit), could be called "primitive pattern of knowledge transfer". According to the same author, the postmodern, mythical incarnation of knowledge literally based on grand narrations (paradigms) used to be legitimated solely on the narrative convincingness of the authority. Modern science with its shaping was legitimized by speculative comprehensiveness within philosophy, on the one hand, and positive and exact verifiability within natural science framework, on the other – legitimization has lost its traditional characteristics. In postmodern society, sciences can no longer be systematized according to the unity of a wholeness guarantying truthfulness in traditional sense. In other words, it is needed to further consider the place of postmodern scientific paradigm and its possibilities, raising the following question: to what an extent do they promise the picture of civilization framework in general, as well as scientific development having in mind the abundance of interrelated independent scientific and other discourses?

The above question has sense if an attitude is taken into consideration that in contemporary postmodern society knowledge has a significantly different place. A true postmodern setting, at least according to intentions, should be de-ideologized, and knowledge should not be legitimised in ideological way according to traditional value and normative patterns. Such declaratively formulated aims should further find argumentation in favour of possibility to achieve in life. In other words, it is necessary to theoretically explain such social orientations determined by value categories of equality, freedom and rights of all social layers. Epistemological certainty and the fixed boundaries of academic knowledge have been challenged by a "war on totality" and a disavowal of all-encompassing, single world-views.

Rigid distinctions between high and low culture have been rejected by the insistence that the products of the so-called mass culture, popular and folk art forms are proper objects of study; the Enlightenment correspondence between history and progress and the modernist faith in rationality, science and freedom have incurred a deep-rooted scepticism; the fixed and unified identity of the humanist subject has been replaced by a call for narrative space that is pluralized and fluid.

It is also necessary to mention the postmodern attitude on the monistic concept as an obsession in the search for a sole principle, one truth and causality of complex relations in phenomena and unification as a form of generalization, i.e. reductionism. Logic empiricism and positivism with their faith in the possibility to get to a unique corpus of scientific ideas corresponding to objective reality, based on the system of theorems, axioms, postulates, has in the last decades been marked by the omen of reductionism, reification... at the same time, knowledge, as a reflection of objective reality, independent from the learner as a kind of fascination of revelation of causal determinations according to elegant process of rational decoding, has gained a mark of vain fascination, leading to the clash of rationalism and introduction of pluralism into science, trying to understand knowledge and cognition process according to a different logics. At this point it is important to mention that it has been emphasized in knowledge theory as a basic sign of postmodernism that only one type of knowledge is scientific and that it is determined according to the rules formed by scientific discourse. Deciphering the discourse within which a phenomenon is examined the perspective is considered according to which the phenomenon is observed; or, as postmodernists would like to say, the system of rules relevant for the discourse is being revealed (Lyotard 1993). It might be significant to mention the types of discourse found in Lyotard: narratives, assurances, questions, as well as the statement according to which the systems of rules create knowledge, and thus there is not knowledge statement without predetermined rules. The same refers to argumentation, cognition, examination, evaluation, illustration within a certain discourse, which are realised within the rules of the determined discourse (Lyotard op. cit.). So, the conclusion made by many in the field is not unusual, according to which there are no meta-criteria of scientific knowledge in relation to other types of knowledge, which has been pointed out by those acceptind Harman's view on gnoseological issues: "Cognition belongs to spiritual being and the highest level of reality. It is accompanied by the function of understanding as a way or a form of arrangement; it begins with simple observation and goes as far as notional understanding (Hartman, 1998, prema: Gojkov, G., 2013). Thus it is logical to accept the standpoint that the world of spirit is in itself multiply delineated and graded, and that there are no direct criteria on the truth and fallacy. Therefore many hold that scientific and unscientific discourses are incomparable, and that it is difficult to advocate for the existence or non-existence of a meta-discourse of general language, which would be grounds for a claim, or a judgement on which of the two discourses is better. This basic attitude, known postulate of postmodernism deals with the importance of research on the rules according to which scientific knowledge is constituted. The constitution of scientific knowledge in postmodernism is not directed to consensus and this explains the pluralism in philosophy, science and postmodernism, with the postulate gaining the status of constitutive element of postmodernism (Gojkov, G. 2005). Along with the previous statements, many authors emphasise the standpoint that the power of pluralistic theory is not in its coherence, but in its potential to defend incoherence. Bojanovic – Djurisc, M. underlines one of the significant determinants of pluralism in science – structuralism, based on the assumption that there is plurality of structures and elements underlying various natural and social phenomena. Thus in the end of the last century meta-theoretical conceptions of postmodernism in social sciences were created in post-structuralism and pluralism in philosophy (Djurisc – Bojanovic, M. 2009), establishing new currents as

compared to conventional approaches in science. As a consequence, meta-theoretical conceptions of postmodernism in social sciences (Ibid) have been created within post-structuralism and pluralism in philosophy, thus creating new movements as compared to the conventional approaches in science. According to numerous authors, this has emphasized an ambiguous line between science, myth and misapprehensions, insisted on in the previous period.

Therefore Lyotard holds: "Since its very beginning science is in conflict with narratives. Measured according to its own criteria, majority turns out to be a fiction. However, unless it is limited to demonstration of useful regularity of rules and if it searches for the truth, science has to justify its own play rules. As a consequence, it leads a discourse of justification of its own status. If the meta discourse explicitly reaches for one or another grand narration like dialectics of spirit, hermeneutics of sense, emancipation of a rational subject or actor, we decide to call "modern" the science which calls for the discourse in order to justify its own existence (Lyotard, 1987).

The essence of the standpoint refers to Lyotard's idea on "grand narratives", the philosophies serving to justify the status of knowledge. Therefore Lyotard holds that it is a narration that knowledge serves freedom and man emancipation, so that science contributes to abolition of traditional addictedness. W. Welsh seriously supported Lyotard's thesis within German language speaking community. His claim can be often found in the literature referring to the following: what happens here amounts to certain situation not longer interpreted according to known rules, but in a completely different way. Postmodern knowledge should develop such versatile interpretations according to different discourses and language games. Thus, according to W. Welsch (1993) postmodern knowledge is directed to "radical plurality" (Gojkov 2006).

It seems here that a question of radical plurality should be raised from another, socio-political angle, since postmodernism is viewed as a "historical era in which radical plurality was made more serious and become accepted as a fundamental social order, and as such it is prevailed by plural patterns of thinking and action, creating even, dominating and mandatory attitude. If this pluralism was to be explained as a pure manifestation of growth, its essence would remain incomprehensible. In the least, it represents a positive vision. "It is inseparable from true democracy" (ibid). And it is not difficult to notice at this point that the reflections are gradually slipping into the waters of meta-sciences which itself has a number of dilemmas, i.e. questions dealt with by many authors expressing opposite opinions. In other words, we are in the field of methodology, i.e. research, which was seriously shaken in the 20th century by the former view on the world, i.e. brought into question our intuitive understanding of reality. Quantum mechanics shocked us, as well as Einstein's thesis on relativity which describes the universe as curvilinear space-time, along with the theories claiming that all forms of matter and energy consists of tiny nine-dimensional strings. The very idea that there is a possibility that nature is organized in such an unusual way drives the feeling of curiosity and deep respect. Many mathematicians and physicists see this as an experience very close to religious belief (Zecevic, A., 2016). This is mentioned here since at meta-scientific level through striving for interpretativism to be established as a methodological paradigm, an attitude is imposed on the nature of knowledge as a type of belief. Nature of knowledge in constructivistic meta-theory refers to the attitude than all knowledge represents hypothetical, anticipative construction, implying a difference, a deviation from the traditional, objectivistic comprehension of knowledge as inner representation of reality. The discourses within these issues touch Kant's philosophy, as well as Popper's view according to which no knowledge is derived from pure observation, having in mind that each act of observation is saturated by theory (experience). Another type of assumptions meta-theories are based on are the assumptions on epistemic values, according

to which epistemic values are criteria used by scientists in order to make a choice from two opposite theory bodies. This issue is rarely raised in objectivistic meta-theory, having in mind that in this group of theories, i.e. meta-theory, knowledge is viewed as representation of reality, and thus explanations are chosen according to the correspondence with extrinsic world they represent, which actually is the basic criterion of truthfulness. Objectivistic understanding of knowledge and truth is closely connected with the inclination to justify (relying on the authority of facts justifying any claim pretending to the status of scientific knowledge), while the basic methodological demand in this traditional approach is correspondence between theory and experience. The task of scientific research in this meta-scientific approach consists of revelation of scientific truths added to previously established truths, standing in cumulative relation to them. According to this approach to acquiring knowledge, experience is objective, and the subject only registers and inductively generalizes it (Stojnov 1996).

Nevertheless, contemporary philosophers of science, i.e. Popper, Kuhn, Feuerband, Lakatos and others, have managed to shake up these standpoints, advocating for the view that such a conception of truth is not appropriate, and that experience itself is nothing else but a special type of theory which in the long process of history is actively construed by the subjects acquiring knowledge. This meta-theory is advocating for the viewpoint that without certain observation, referent system or a priory theory of observation it is not possible to have principles of observation; there has to be a specific theory offering principles of selection and classification of relevant stimuli from the environment. Researchers who deal with these issues are still discussing to following question: do categories reflect objective features of things they categorize, thus representing full reflections of the outer world, or they are social constructions of reality which are so idiosyncratic that the classification which seems so simple as a natural order of things to one group of scientists, can seem bizarre to another group of scientists. This and other examples have a function to show pure observational statements do not exist. The critics of observationalism claim that an assumption is false that reality is known through experience including non-theoretical and undisputed observational statements, i.e. they criticize the way reality is passively abstracted by senses and transformed into undisputable facts. What is also put under dispute is the standpoint that theories are grounded on firm grounds consisting of relevant pure observational statements. According to this understanding, experience is always theoretically interpreted.

Furthermore, it would be certainly important to turn to the questions of level and relations within meta-science, including:

- philosophical worldview, ontological and epistemological assumptions, axiological and ethical orientations, philosophy of science...;
- meta-theoretical level: theories on theories and theories on scientific method – methodology...;
- empirical level: history of science, sociology of science, psychology of science (Ristic 2011: 246).

It is also significant to take into consideration the relations within the above stated levels, as well as the relations between the levels of meta-science, having in mind that there are serious disputes going on in philosophy of science dealing with the relation between the general worldview, ontological assumptions, axiological and ethical standpoints and philosophy of science, as well as the relations between the theory on theories and theory on methods, the relation between the history of science, psychology of science and sociology of science. Researchers also pay attention to discussions within philosophical level of meta-science, having in mind that formulation of ontological assumptions is inseparable from establishing of epistemological problems and assumptions, and the reason lies in the established opinion that scientific activity, i.e. practical aspects in expression, start from

ontological assumptions and end with them. On the other hand, ontological assumptions are considered to be beliefs on the nature of the universe, the nature of what it contains and therefore they are not inherent only to science, but also to religion and philosophy. These assumptions are of high level of generalization, and their function is to guide us in acquiring knowledge and designing research on reality. Of course, not all ontological assumptions are of the same level of generalization, some of them refer to the universe, others to the nature of a man, etc. Those ontological assumptions on the nature of man and society are significant for social sciences (pedagogy, psychology, sociology...). A question might be raised here why previous statements and issues are significant for the title of the current paper, having in mind that many authors hold that abstract methodology is less valuable for the real development of scientific thought, and thus for research in general. An answer to this question might be searched for in the statement that philosophy or meta-physics in general, rather than only logics or methodology, are significant for scientific thought; consequently, in this sense it should be added that the fairytale understanding that the success of science is a result of a fine and carefully balanced combination of inventiveness and control. Accordingly, there is no scientific method which guarantees success or makes it possible. Scientists do not solve a problem because they know methodology or theory well, but because they also study a problem for a long time, and the solutions occur after making mistakes, after prolonged dealing with the problem, along with solid familiarity with meta-theoretical grounds they rely their research methodology on, since methodological assumptions and approaches depend on ontological and epistemological assumptions and the chosen research aims. Lock's ontological view on a man as a passive, reactive... and his epistemological assumption according to which scientific knowledge is real, objective... is the basis for the aims of scientific activity: anticipation, explanation..., and the appropriate approaches: nomothetic, elementaristic approach, analysis, experiment in strictly controlled conditions..., or as opposed to these, approaches of interpretativism in the choice of ontological and epistemological assumptions and the model of a man as a comprehensive personality, self-aware, unique, proactive, autonomous and with epistemological assumptions which assume the obligation of understanding such a person, along with teleological explanations, self-understanding.. It is beyond dispute here that these two approaches are in conflict, which could not have been overcome for several decades now. It is possible nowadays to frequently come across numerous attempts to sum up the types of epistemological problems within constructivistic and interpretativistic views, whose current state of affairs reflects synthetic impulse of postmodern Zeitgeist. For decades after the appearance in the challenges to scientism and efforts to bring social sciences back to its main focus on everyday world of lived experience, phenomenological-interpretative perspective has amalgamated with insights derived from constructivistic epistemology, feminist methodologies, post-structuralism, postmodernism and critical hermeneutics. This aspiration re-describe and re-conceptualize is the cause for the whole range of conflicting considerations, showing that the controversies "in the house" are far more intellectually vital and more interesting than simplicistic debates between the so called quantitative and qualitative methodologies, which are still going on in certain academic circles. The challenges from within are oriented towards the following:

- persistent problems of criteria and objectivity,
- the lack of critical support
- the problem of researcher's authority
- confusion of psychological and epistemological claims.

Controversies of interpretativism, as a significant issue of methodology, requires, before all, a brief overview of the issue of paradigms, as fundamental systems of beliefs, grounded on ontological, epistemological and methodological assumptions. A paradigm can be viewed as a set of basic beliefs(or metaphysics) dealing with basic or original principles. It

represents a world viewdefining (for the person it belongs to) the nature of "the world", the place of an individual in the world, as well as the range of possible relations with the world and its parts, similarly to, for example, cosmologies or theologies. Beliefs are basic in the sense that they have to be accepted simply according to belief or faith (no matter how well grounded they are); i.e., there is no way to confirm their ultimate truthfulness. If it had been so, the philosophical debates reflected upon on these pages would have been resolved millenniums ago. Paradigms are significant orienting points for researchers. Basic beliefs defining research paradigms can be summed up in the responses given by advocates of any paradigm to three main questions, intertwined in such a way that an answer given to any of the questions, regardless the sequence, would determine the answers to the other two. Lincoln and Guba are frequently mentioned in the literature and they often state the following questions:

1. Ontological question – refers to the form and the nature of reality, and at the same time, what can be found out about the reality (questions from the "real world", what can be grasped about it actually is "what things really are" or "how things really function");
2. Epistemological question – refers to the nature of the relation between the one who knows or the one who will know, or what is possible to be known? Epistemological question is directly linked with ontological one, i.e. the answer to be given to the question is limited by the answer already given to the ontological question; i.e. it is not possible to postulate any relation, but it is a form of the nature of reality. A belief that there is objective reality assumes liberation from values, assumption on objectivistic attitude implies the existence of the "real" world we should be objective about.
3. Methodological issue – refers to the way a researcher finds out anything considered possible to learn. Again, the answer to the question is conditioned by the answer to previous questions. For example, "real" reality investigated by an "objective" researchers imposes control of possible disturbing factors, with no regard whether the methods are qualitative (for example, observational) or quantitative (for example covariance analysis and vice versa – the choice of manipulative methodology (for example, an experiment) implies one's ability to be objective, as well as a real world to be objective about). The essence is that methodological question cannot be boiled down to the question of methods; methods have to be built into predetermined methodologies. This is the essence of previously mentioned issues of the criteria of interpretativism.

It seems that at this point we should open up other questions regarding paradigms nowadays being dealt with by natural sciences which are, as it has been mentioned before shocked by quantum mechanics, as well as Einstein's thesis on relativity which describes the universe as curvilinear space-time, along with the theories claiming that all forms of matter and energy consists of tiny nine-dimensional "strings". Consequently this is seen by many authors (Zecevic, op cit 9) as a possibility that nature is organized in such an unusual way drives the feeling of curiosity and deep respect in researchers, which is an experience very close to religious belief. In order to explain these phenomena researchers often rely on a new paradigm, called the Theory of Chaos. In this sense it might be said that majority of people still think about nature in the terms of Newton's classical mechanics, assuming, among other things, that physical process are in principle predictable, i.e. possible to anticipate. Nevertheless, research are convincing us that such a deterministic approach is oversimplified, i.e. that physical reality is far more complicated, dynamic and full of irregularities, and that deterministic causality cannot be believed. Many mathematicians and physicists nowadays believe that the fundamental structure of nature will for ever remain out of reach of science,

so that language, i.e. the notions according to which science is trying to describe reality, will never be completely adequate for this purpose. Modern insights in physical nature of universe challenge numerous deeply ingrained human beliefs on the world surrounding us and its physical characteristics. As a consequence, many of them are turning to the Theory of Chaos as another belief, pointing to the standpoint that reality is far more complicated and mystical than it seems at first sight (Ibid 11), or, as it is considered by N. Kuzanski (as cited by Zecevic, op. cit. 14), human knowledge has certain fundamental limitations which cannot be overcome either by science or by mathematics; as it seems today, the findings of recent discoveries of quantum mechanics, mathematics, theory of chaos, are in favour of the standpoint that such limitations really exist. Furthermore, when the limitations of human knowledge are in question, the theory of chaos leads to a conclusion that complex systems have certain features which cannot be established according to experiment, having in mind that even the least possible differences in the values of parameters have dramatic consequences and change the outcome completely. Therefore A. Zecevic (op. cit. 239) considers that errors are inevitable in case of practical measuring, so that experimental approach can give us only a limited picture of the behaviour of complex systems, and the fields of research in social sciences are classified within this category, as well as basic research in many fields of natural sciences (mathematics, physics...). Picturesque claim is well-known of theoretical infinite sensitivity to changes in external conditions offered by the researcher Edward Lorenz (as cited by Zecevic, op. cit), according to which the movement of a butterfly in California can have significant influence on long-term meteorological situation in China, meaning that modelling of complex phenomena requires inclusion of absolutely every detail in their surroundings. Today it is already a generally accepted viewpoint that indeterminacy and vagueness are fundamental characteristics of nature and our knowledge of microscopic process is necessarily limited. If we compare this viewpoint with the number of variables taken into consideration in majority of our research, especially in social sciences, it seems that any comment is redundant, with the impression that it is pointless to open any question. But, having in mind that curiosity is typical for researchers, I might be appropriate at this point to point out that indeterminacy of quantum system does not automatically transfer to the world of macroscopic phenomena. Already mentioned author Zecevic holds that it is known that deterministic behaviour of objects we meet everyday is determined by statistical characteristics of a great number of particles, conditioning interrelated "process of averaging", which greatly suppresses the consequences of quantum indeterminacy (Ibid). This does not mean that there is no quantum indeterminacy, while the fact that it is not noticeable at this level remains as a challenge for other research on mechanisms which "amplify" quantum indeterminacy perhaps in the same way small changes significantly change the behaviour of chaotic systems. For more information on quantum indeterminacy and fundamental unpredictability on nature (i.e. on the insight that unseen particles of matter have neither determined position nor speed, and that they are only a range of possibilities from the moment the measurement is done, on the superstrings referring to nine space dimensions...) see (Zecevic, op. cit. 239).

Specific features of basic patterns of thinking, as well as of Theory of chaos have already been discussed and the discussion might lead to a conclusion that their presence at the scientific scene today is a consequence of insufficiently and lack of possibility to reach answers to numerous significant questions on man's life, and each particularly accepted insight might be seen as a belief, or giving sense to possibilities of human knowledge which relies on the aspect of ontology and epistemology, believing that it is possible to get closer to answers to raised questions; in certain cases it is even acceptance of the "unknown" as a necessary condition for reaching the "known" or familiar. The example for this are black holes, in whose case the fact that there are no measurable information does not prevent

mathematicians and physicists to theoretically consider the physics of black holes and to provide the statement that according to the general theory of relativity, the density of matter strives for infinity in the centre of the black hole and that space and time (as we know them) cease to exist. The same is true for the laws of physics, and in this sense singularity in the black hole directly influences its environment. The well-known physicist Roger Penrose calls this phenomenon "cosmic censure". Without cosmic censure the universe in which black holes were bare would be completely unpredictable, while life in such circumstances would not according to all assumptions ever come to be created, which is another example that in physics what is "unknown" is a necessary condition for the existence of what is "known". A conclusion could be made here that the theory of chaos is considered to be similar to an explosion in science, created in the same way as previous explosions caused by paradoxes emphasizing the disharmony between physical reality and the existing scientific theories. Inability of science to explain certain experimental findings brought in the middle of the 20th century to fundamental changes in the understanding of reality and when physics is in question, in understanding of matter, space and time, creating space for the development of quantum mechanics, theory of relativity and theory of chaos; from the angle of methodological paradigms we faced limitations of justificationism, objectivistic epistemological paradigm and the acceptance that human knowledge ends at the level of axioms, leading to the question: what with complex formal systems consisting of truthful claims which cannot be proven by axioms and internal logical rules. Fundamental principles of this paradigm have survived in the domain of belief, and in this sense mathematics and religion are not too different, when talking about fundamental principles, having in mind that reality has in itself certain elements of mystery, which, according to many (Gary Flake, as cited by Zecevic, op. cit. 24) will never be grasped according to experiments, theories and simulations and for researchers this is a point of contact between science and spirituality. At this point a question might be raised why limitations of methodological paradigms have been emphasized in the previous text, as well as beliefs as essential characteristics of methodological paradigms which are still in a deep conflict, and the answer could be searched for in the reflections on the fact that, even though efforts are nowadays made to overcome the gap between objectivistic and interpretativistic matrix of thinking and belief through triangulation, and even though shared powerlessness made us call for help the theory of chaos in order to explain certain findings, we should not forget the statements on the relations between ontological assumptions and epistemological assumptions which are derived from them. Another reason lies in the fact that, in spite of the circumstances in which, in the increasing insecurity of the world he/she lives in, a man has an urge to create clarity and order, and therefore he/she is not able to confront the dynamism he cannot cognitively grasp, having in mind that reality was explained to him through science for 3-4 centuries in the way his/her cognitive system represented it to him/her; nevertheless, the question remains to what an extent scientists can allow themselves to neglect prescriptive feature of meta-scientific levels and relations of elements within levels of meta-science (philosophical, meta-theoretical, empirical – those that were mentioned in the text), as well as the relations between the levels of meta-science. Another question is also raised and it refers to the possibility of rejection of these distinctions, since this is the way to forget the basic principle of external consistency of paradigm, i.e. its essence reflected in the mentioned relation of ontological, epistemological, and methodological assumptions, i.e. aspects of research approaches, which are in the basis of disputes around the criteria of interpretativism. This very point, i.e. **internal consistency is also disputable for triangulation** or the already mentioned **possibility to blur the lines between science and the art of interpretation**, having in mind that we are dealing here with different ontologies, epistemologies, axiologies, or to put in more contemporary term, beliefs (Gojkov 2007: 256).

Finally, having said the above, it seems that reality, both natural and social is still a great enigma for science. As researches we might be happy about the perfection of nature, as well as of man, and we could admire the viewpoint on the perfection of deterministic chaos in which reality is functioning, since the standpoint of incomprehensibility and the sense of infinity in which researchers can deal with their explorative motives really are admirable. What does all this mean for education? Space limitation of the text allows not more but several questions to open, and only taxatively.

It might be concluded according to the previous text, that education and science, i.e. research, are burdened from many angles by complex problems we could say are characteristic for science and education in the whole world (Bok, 2005); on the other hand, there are those which have manifested in our part of the world as specific phenomena, especially in the last decades, and, of course, this did not bypass either knowledge or mind. The intentions of the text were not to consider all their dimensions, but to incite reflections on the issues which seem to be priorities nowadays, those that underlie the threat to jeopardise science, as well as university, since they do not function separately. Even if we accept with a dose of scepticism the titles we come across in press and if we think about the statements that research in USA imply serious decrease of intellectual potentials of the students in this country, as well as that the research conducted in England, Denmark and Australia have confirmed the same which had already been found by Dutch researchers, i.e. that intellectual potentials of population of these countries are falling since the studies according to the Bologna system had been introduced, it could be said that both science and university are from a variety of aspects burdened by common problems. There is also an issue of quality of education, even disputes around the very notion of quality – consensus has not been reached yet what it actually is, while the titles in press have been warning us about deterioration and decrease in higher education quality ("Amphitheatre as a Green Market", "Science for sale", "Academic market", "Big brother at the university", "Capital against free thought", "Owners of capital seem to have found a way to silence free thinking intellectuals working at universities"... (Milosevic 2015).

It is not easy to claim with certainty what university in Serbia looks like these days, having in mind that there are not serious comprehensive research to be found in the literate, while evaluation of university at various world lists, like, e.g. Shanghai, do not talk about the essence of quality of studies, but rather about assumptions of quality. The impressions and findings of explorative research (Gojkov et al. 2010; Gojkov&Stojanović 2015) with modest reaches of generalization, are in favour of insufficient attention paid to quality of studies, having in mind that it is not difficult to notice that the steps of the Bologna process have stopped at standardisation, i.e. at the structural level of reforms (Gojkov i Stojanović, 2015). Quality of studies has been stagnating, if not decreasing. As an illustration in favour of the attitude that there is a need for more determined organized approaches to reform current, several findings of the research carried out the author of the text are offered:

1. Research findings on the research aiming at considering the level of development of meta-components of learning autonomy as indicators of quality of university studies are in favour of a conclusion that most often students have expressed the style of learning characterised by reading until memorizing; they repeat aloud what they have read from their notes, learn parts, some of them even by heart. There is a small number of students whose learning styles characteristics are: reading the text as a whole, raising questions after reading the text, making syntheses, comparing with other ideas, positioning new knowledge in the context – finding examples, search for the better ways of presenting contents, regroupings of ideas, questions referring to the ways of easier ways to solve a problem, acquire new knowledge, critically reconsider contents, evaluate one's own learning

- strategies. This means that majority of students have poorly developed metacognitive components, or that they do not pay sufficient attention to them in learning; they do not get engaged deeper in understanding and analysis of questions and problems, they do not consider them as a whole, searching for links and relations between ideas, notions, etc(Halpern 1998 as cited byGojkov2014).
2. What was found refers to weak manifestation of the characteristics we could classify within self-reflective critical thinking (manifestation of networked, complex, or systematic thinking; manifestation of sceptical thinking; complex or systematic thinking, raising critical questions, making relations between ideas, etc). In other words, it is easily noticed that there is a lack of scepticism, complex considerations of links between ideas and notions, etc.
 3. It is also not difficult to conclude that majority of students have poorly developed metacognitive components, or that they do not pay sufficient attention to them in learning: they learn from notes, abstracts, thesis and in some case even by heart, aiming at memorizing drafts; understanding, connecting, comparisons, synthesis and other learning styles are rarely met. What is also easily noticed is that there is a small number of students who have manifested ability to elaborate and awareness on the ways to use prior knowledge, while the lack of resourcefulness is evident in contents structuring, organizing, paying attention to main ideas, etc. This is an indicator of inadequacy in monitoring and managing one's own work, due to the lack of raising new questions, meaningful organizing of material, reconsideration of other possibilities, questions on the importance of revealing meaning and fitting what has been noticed into existing knowledge. Student see explanation for this in the way the exams are organized (written tests, tasks demanding familiarity with facts...).

In spite of the fact that the findings of the explorative research on the topic of higher education quality, i.e. up to date effects of the Bologna reform of university, have shown that the previous steps, from the angle of organizational concepts and their contribution to higher education quality, are insufficiently efficient, so that structural changes are not functional to satisfactory degree, since they have not managed to inaugurate a system which would be in harmony with the changed philosophy of life in postmodernism and its influence on philosophy of upbringing and new pedagogic paradigms oriented to an individual and his/her comprehensive development (findings of other studies can be found in Gojkov, G., A. Stojanović A. & Gojkov Rajić, 2014). This is implied by the findings of research dealing with essential issues of purpose of learning, which is characterized by acquisition of instrumentalized knowledge and utility, while complex abilities, i.e. competencies, expected in quality of knowledge proscribed by European qualification framework (European Council, 2008, prema: Gojkov, G., 2013), do not appear in indicators of quality, at least not at expected level. This imposes the need to think about different concepts of organization climate during changes occurring at university, which would support its basic principles, which would find the way to reach students, fulfilling self-determination function of knowledge, proclaimed in modern theoretical discourses, and built into documents whose aim is to regulate contemporary currents within higher education and learning at this level of education; there is a great body of work dedicated to the issue and described in the cited literature.

Instead of a conclusion

Turbulent movements within science, before all the change of thinking matrix and appearance of postmodern plurality of approach to acquiring knowledge, on the one hand, and the change of the approaches to scientific knowledge and its ontological, epistemological

and methodological assumptions, on the other, have opened up a way to new understandings and approaches to education and research. As a consequence, strategies of education and science in all countries of Europe and beyond already have operationally defined determinations in the sense of expectations from education and research. Modern currents of changes in higher education have changed the purpose of higher education, viewed from a whole range of angles: the way of transformation of higher education, functions it should fulfil, relations with the business world... Awareness of the complexity of the issue has limited thought and boiled it down mainly to the questions raised in these reflections. Certain efforts are difficult to notice and they go in the direction of thinking about possible endangering of scientific position of university, as well as spreading of university and research conducted there, which is an unstoppable process; however, many authors wonder where this is leading; is university strong enough to absorb the new world and knowledge and to permeate it with the spirit of comprehensiveness of science, giving sense to itself, so that it does not transform into an educational plant deprived from the power of spiritual revelation. And, finally, a question encompassing all the previous ones: should university create spiritual aristocracy? a group of individuals liberated from its own origin, rarely met, equally in the rich and the poor, which is only a minority, as noticed by K. Jaspers (Jaspers, K, 2003), a group of free people with high aims, who in any conditions have a spirit open for the highest reaches. This might be one of the values and the essence of the idea of education and research, exceeding everything when discussing about them.

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OHRID LITERARY SCHOOL – THE FIRST SLAVIC UNIVERSITY

HERMENEUTICS IN THE PHILOSOPHY OF SAINT CLEMENT OF OHRID

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Abstract

Developing its educational activities in the Ohrid Literary School, Saint Clement has followed the philosophical platform of his teachers, the holy brothers Cyril and Methodius. One of the main ideas in his methodical approach was the idea of interpreting the mysteries of the Scripture and discovering the meaning of the Christian holidays in a clear and simple manner acceptable to the cultural and civilizational entity of the people who were under his pastoral protection. In this context, the paper analyzes the Extensive Hagiography of Saint Clement of Ohrid and part of his literary opus to illustrate hermeneutics in his philosophical thought.

Key words: Saint Clement of Ohrid, philosophy, hermeneutics, Ohrid Literary School

1. Introduction

The hermeneutical axiom is that all human thought involves interpretation. Human beings are capable of truth because they find themselves involved in clarifying the experience of the reality. In that context, the subject matter of hermeneutics is more difficult to grasp than of any other matter in the philosophical disciplines. Methodology of interpretation is engaged in analyzing the meaning and connection between words and things. But what is meaning? It is important to notice that meaning is not located in the physical form of words. Also, many words have usually more than one meaning. According to some experts, the sense of the words has relation to three sets of components: its prior sociohistorical referents, its author's intentions and beliefs, and language itself (McLean, 2012). Therefore the goal of hermeneutics is to discern what the original writer meant when he wrote his document.

Words carry thoughts. The words of the text are all we have of the writer's thoughts. If he hadn't written it down, we wouldn't know what he was thinking. So we can look closely at his words, carefully examining each one for the part they play in his message. Although a text has one intended meaning, it can have a number of significant theological themes. It can also have a number of different applications. Identifying these themes and understanding how they relate to one another is the most helpful key in grasping its meaning. This means looking at the text in terms of what it reveals about God and his dealings with his creation, particularly man. This is a theological interpretation. It arises from the assumption that the Bible is actually God's mean of making himself known to us.

Throughout history, various methods have been employed to understand the Scripture. The meaning of the Christian scriptures is very often explored as a main subject of the hermeneutic researches. Thus an important impact on early Christian exegesis is made by

Paul's Corinthian letters. In these letters is presented a different way of thinking about the "history of reception" of the biblical texts (Mitchell, 2010). Also it is necessary to take into consideration Greco-Roman rhetorical education which was appropriate for early Christian interpreters.

In the next centuries, the Medieval Christian hermeneutical practice defined its ideological relationship with antiquity in terms of continuity or of an organic and inevitable lineage. The Byzantine civilization helped disseminate early Christian values in the Middle Age. Indeed, it played a role in creating the common Orthodox culture in the Eastern Church. In that commonwealth its own place have found the Slavs.

Under Clement and Naum's guidance, the Ohrid Literary School trained about 3500 teachers and priests. It also continued translating religious texts from Greek into Old Church Slavonic language and maintained the Salonika brothers' high literary standards (Rossos, 2008). Clement himself wrote many sermons, prayers and hymns. In this line his work remained essentially educational, earning for him, as for his revered masters, the title of "teacher".

As little knowledge of Greek could be expected to be known in the remoter parts of Macedonia, for his flock he wrote many homilies in Slavonic. Clement was therefore the first prolific author of original compositions in Church Slavonic and also the first interpreter of the evangelical texts among the Slavs. He has to be assigned the glory of the development of the Slavonic as a written language extending beyond close translation of Greek sacred texts.

2. Saint Clement's theological and philosophical interpretation

With a deep and firm faith, Saint Clement thought and lived understanding the world in general and the role of the individual in that world. On this way he was led by the concern for goodness, beauty and immortality. Therefore he is recognized as a person with deep spiritual, emotional and cognitive capacity. Dedicated solely to God's truth, he unites his thinking and his behavior in one philosophical unity (Georgieva, 2015, pp. 191-199). In everyday practice and frequent meetings with his flock, Saint Clement has generously transferred his knowledge gained by his personal experience. But this knowledge did not apply only to helping and giving advices for the everyday engagements of the people. With true love and deep faith, in prayer dedicated to developing and nurturing the moral and spiritual capacity, he lived consistent with the fundamentals of Christian philosophy. In this context, special attention deserves his monastic and religious-spiritual pastoral activity where in a consistent manner are united the theoretical thinking and the practical behavior.

It goes without saying that knowledge of the authentic language of Saint Clement's literary opus is methodological requirement for a relevant interpretation of the living spiritual messages of this monk and saint who lived in a dynamic era (Velev, 2014). Actually, in the basis of this approach lies his monastic life within the framework of the monastic spirituality, and his church-educative activities. His biographer Archbishop Theophylact claims that Saint Clement wrote simple and clear speeches understandable for most people which intended to ennoble human souls and bring down the wall of the ignorance (Atanasov et al, 2004, p. 13).

His own life and work Saint Clement has founded entirely on his monastic choice. With his whole person, body and soul, he has united the temporal and the eternal as an essence of the Orthodox monastic spirituality. Commenting the Christian doctrine, Saint Clement has used simple expressions supported by numerous examples from the biblical events and holidays, from the texts of the prophets and apostles. Moreover, his main commitment is not to replace reflection with life. In this sense, his speech for the holyday of the Nativity of Christ proposes: "Shall we approach with pure consciousness to the sacraments of Christ's body and blood, without hate for anyone, not loving with tongue and with malice in the heart, but with the heart and the tongue to do goodness in order to be children of the light

and members of the heavenly kingdom in which invites us Christ" (Ugrinova – Skalovska, 1996, p. 47). In a laudable speech written in memory of Saints Cyril and Methodius, Saint Clement stresses that their name and their work will live from generation to generation. Also he says that their wisdom will be displayed between nations and the church will praise them. According to him, their merit is based on the faith's firm stone. In the Saint Clement's oeuvre clearly and unequivocally is showed his veritable and deep devotion for the Saints Cyril and Methodius philosophy. His commitment to the faith, the prayer and the church life, opens him the doors towards the deepest religious spirituality. It is the focal point around which his thought moves along the path of the eschatological hope. Spiritual experience complemented by the richness of the Christian tradition introduces Saint Clement into deepest inner experience of the faith. In that line, we can call his philosophy believing thought that thinks hermeneutically (Georgieva, 2015, p. 195).

This Clement's believing thought interprets and, at the same time, advises and transmits knowledge. Kocijančič claims that Christian philosophy really exists and that it represents a thought which thinks and lives in accordance with Christian doctrine (Kocijančič, 2001. p. 7). Also, this philosophy is based upon religious experience and upon respectability of the sacred. In this context, Christian philosophy leads on the path of immediate wisdom. It includes personal participation in the live knowledge of the God abiding fathers. Finally, from this point of view, Saint Clement's philosophy introduces in the hermeneutical the connection between the thoughtful effort and the spiritual dedication.

Saint Clement's philosophical hermeneutics comprises theological implications concerning faith and human nature from a Christian humanist standpoint (Gulevska, 2016).

It brings into focus the question what it means to listen the language and the word. The core of the hermeneutics is the subtle balance between the event of understanding and the subject who understands it. This is the primary reason why hermeneutics is theologically meaningful. According to him, the faith and the theology are human experiences leading to the understanding of what it is to be a human being in the world.

The word "interpret" can be used to mean "to understand," "to translate" or "to explain". Therefore the various kinds of biblical literature (prophecy, poetry, history, gospel, epistle) present their message to the reader in different styles and with different structure. As a skillful preacher Saint Clement knew to recognize the text's form and how it affects the meaning and follows a logical line of thought in what he writes.

A common and persistent myth about the Bible is that its real meaning is hidden behind the surface message. Even though the Bible uses symbolic or figurative language, most of it is clear to the reader. The use of figurative language in Scripture only enhances the plain meaning of the text. "Why do you complain about the splinter in your brother's eye when you have a plank in your own eye?" Jesus said (Matt. 7: 3). Even though this is figurative language, the readers have no trouble understanding what it meant. The use of the metaphors makes the text even clearer.

In that line, for Saint Clement discovering the writer's original meaning has been always the first task in preparing a preach. He could study the texts in the original language and could gain greater insight into the meaning. According to him, the Bible was not given by God to tell us about ancient religious people and how we should all try to be like them. It was given to tell us about the faithful God whom they either served or denied.

Finally, to be a teacher, to be able to educate others in philosophical doctrines, to prepare pupils for life in wisdom, requires qualities and knowledge. Teachers throughout history have been respected as influential leaders in communities and cultures. All those who had the role of teacher had influential power.

Thus, Saint Clement's interpretational activity was influenced by the philosophy of his teacher. Saint Clement in his eulogy dedicated to his teacher Cyril says: "*He has revealed the*

hidden secrets in the forms of words, reasonably interpreting for all nations, to one with letters, to another with a teaching". Also he continues with assertion in that line: "*His tongue overflowed sweet and life giving words, his clear mouth flourished with grand wisdom, his honest fingers established the spiritual organon (i.e. literacy) and decorated it with a glowing letters*" (Angelov et al, 1970, p. 427).

Abiding the philosophy of his teacher, Saint Clement develops own interpretative activity. The *Extensive Hagiography of Saint Clement* contains many examples which are interesting for illustration of this issue. In the chapter 6 of this book is stressed that ... τὰς θείας γραφάς πρὸς τὴν φωνὴν τοῦ ἔθνους τῆ ἐρμηνεία μεταγαγεῖν (Milev, 1966, p. 80). The paragraph throws light over the Clement's interpretative activity. Namely, the hagiographer claims that Saint Clement has made the translations of the divine Scriptures into the language of the Slavic tribes through an interpretation. Also, in the chapter 79 of the book is underlined that ... διὰ τῆς σῆς γλώσσης ἐρμηνευθείσας γραφάς (Milev, 1966, p. 144), i.e. that such interpretation was made on the colloquial language of the people who were under his pastoral auspices.

For example, in the Book of Psalms David says: "Blessed be he that cometh in the name Lord!" (Psalms, 117: 26). Saint Clement in his *Speech on the Flowery Sunday*, interpreting this psalm says: "Explain prophet, who is he? Where is he from? Where is he going?". In addition, he offers an interpretation of the psalm: "He is inexpressible, immeasurable, exists without beginning and before the centuries." (Angelov et al, 1970, p. 269).

Admiration in front of the wonderful organization of the universe and before the wisdom of its Creator is characteristic of the Saint Clement's sermons. He believed that the world as God's creation speaks for his creator: 'If you want to have wonderful and beautiful castles, see the sky adorned with stars after sunset, because for you is created such. You will say that this is not your home. How isn't yours? - says the Lord. Well, for you I founded the earth. For you I poured the rivers from of the abyss... Thirsts for that habitat, brethren, let look to the source of the life' (Angelov et al, 1970, p. 184).

In this context, we can conclude that Saint Clement has strived to discover the internal essences in the Biblical passages. Trying to determine the meaning of a passage he has interpreted historically, grammatically, and contextually.

3. Conclusion

Human beings are creatures that try to understand and to interpret every aspect of the life. Albeit every symbol calls for interpretation, no single method of interpretation is sufficient to completely uncover the real meaning of a symbol. There is no general hermeneutics, no universal canon for exegesis. In this connection, personal experience and individual, personal peculiarities (the self) are of decisive importance for the interpreting process. In this way, the boundaries of the "subjective and objective" world become even more precise and clear. In fact, meaning conditions being, while hermeneutics conditions meaning itself, since the question of meaning is a human hermeneutical question.

Admittedly, no culture or historical period is without interpretative activity; yet, the Middle Ages seem to have been continuously and explicitly conscious of such an activity. The history of medieval thought illustrates the dialectic of question and answer that is the foundation of hermeneutics.

According to Saint Clement, hermeneutics is the experience of life itself, or in other words, it is an attempt to overpass the unbridgeable gap between the divine and the humane world.

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CONTRIBUTION OF ST. CLEMENT OF OHRID FOR THE EDUCATIONAL ACTIVITIES AND SOCIETY

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ABSTRACT

The contribution of St. Clement of Ohrid for the educational activity is vast and multifaceted. His contribution as a teacher is multidimensional and it was: 1. teacher - missionary and disseminator of Christianity; 2. teacher - church preacher and referrer people to devotional life; 3. genuine, lovable teacher of children, boys and adults who introduced the mysteries of science; 4. teacher to people who keep on working on the expansion of their world view; 5. teacher with teaching people the agricultural, livestock and other activities helped to raise living standards.

St. Clement is the founder of the first National University (in today's terminology expressed), because it collected priests and other church officials, and they taught and prepared for further work with the people.

He was not only a teacher, or enlightenment worker, but was a superb educator and pedagogue, which through learning and enlightenment - educated and taught through upbringing and lightened.

It is especially important St. Clement's contribution to a wider social plan. Related to its educational, cultural, pedagogical and educational activity, several points are important for emphasizing: 1. St. Clement has been developed great literary activity as such as writer and composer of various religious books and other literary works, 2. composer of various lectures 3. translator of various church and other books. In that connection, he created more transcription-multicopying schools.

A great contribution of St. Clement of Ohrid was in the field of improving material standards of the population, particularly through the teaching of rational keeping farm (teaching of many agricultural activities, raise bees, brought many plants from Greece to slips and adapted for needs of the population, etc.).

Especially for respect is the contribution of St. Clement in the field of social and humanitarian activities. Namely, except that raised temples and schools throughout the territory where acting (Velika, Kutmichevitz), he raised and hospitals, various shelters for widows, orphans, old people and other socially disadvantaged persons and uncared.

Keywords: St. Clement Ohridski, contribution, education, formation, society

Introduction

The contribution of St. Clement Ohridski for the educational (or beyond, educational and cultural) activity and society, apart from more than 12 centuries, could be more objective and more fully understand if you have some insight into the characteristics of the times in which he have been lived and worked. It should be pointed out that there is a close link between the creation of the first Slavic states, receiving Christianity by the Slavs and the creation of Slovenians language and the first Slavic alphabet, the Glagolitic created by St. Cyril (Велев, 2014-б: 96-102; Штефаниќ:14-17).

There are opinions, even from eminent researchers and scientist that St. Clement of Ohrid created the Cyrillic alphabet (Алексова:142). After conducted numerous surveys, the

question that St. Clement did not create the Cyrillic alphabet, but stayed true to the memory of their teachers and continued to use the Glagolitic is considered closed (See: Велев, 2014-а: 79-80; Велев, 2014-б: 134; Каровски: 19-20, 22; Конески: 57-60; Поп-Атанасов: 19; Угринова-Скаловска: 12). Also considered a closed issue of primacy (in terms of time of inception) of the Glagolitic over Cyrillic (Велев, 2014-б:127-133; Каровски: 17-20; Штефаниќ: 16).

There are several assumptions why St. Clement was sent to an area that was so far from the former Bulgarian capital. Ugrinova Skalovska (1996: 12-13) lists three such assumptions: first, that St. Clement was sent to Kutmicevica, "as a zealous teacher and disseminator of Christianity and Slavic education"; second, because it was giving advantage to Glagolitic over Cyrillic, respecting the covenant he gave to their teachers and third, Clement himself wanted to go there, because it pulled longing for his homeland. Probably there is truth in all three assumptions.

The assumption that St. Clement disobeyed toward former Bulgarian Tsar Boris, and later Simeon, with strong arguments explaining Ilija Velev when it claims that St. Clement Slovenian bishop was personally appointed by St. Metodij, thereby accounting for the claim in the Life of Teofilact that St. Clement was appointed bishop by the Bulgarian ruler, could be rejected. In further explaining the author points out that "according to church canons secular ruler could not (to perform consecration) promote individuals in the church highdignified ranks of bishops, metropolitans, archbishops and so on. It makes cleric with higher or equal ecclesiastical rank "(Велев, 2014: 140). And Professor Blazhe Koneski, explain the thesis of contention of St. Clement with Bulgarian Tsar Boris (and then with Simeon) because they did not want to work to create, and then spread the Cyrillic and it cites two opinions of famous scientists - Vondrak and Illinski (Каровски, 1966: 15-17; see also: Takovski, 2012: x). Thus, some authors emphasize that St. Clement was sent in a somehow "honorary exile" (Каровски, 1966: 19).

Thanks to the overall contribution that made St. Clement of Ohrid, very soon after his death, it began to develop a cult for him and he is celebrated as a saint. Thus, it states that only 3 years after his death in the vault diploma Zografos monastery stated that the founding fathers that Athos monastery, it wanted to commit to St. Clement of Lihnidos (Велев, 2014-б: 141). A significant role there was the presentation of the image of the St. Clement in the form of portrait, or completely (for portraits of Kliment Ohridski more details can be seen in Грозданов, 1966: 101-106)

1. The first Slavic folk schools in Macedonia

Most authors agree that the Slavs in their settlement on the territory of geographical Macedonia were common, uneducated and illiterate people (Угринова-Скаловска, 1996: 27, 35; Илиевски, 1966: 46; Таковски, 2012: xiii; Лозановски, 1997: 15). This is witnessed by a number of texts, especially those of Archbishop Theophylact and Crnorizec Hrabar /Brave/ (Малески & Каваев, 1966: 72). Strong tradition to write the Slavonic with Greek alphabet, existed not only in Bulgaria, but in Macedonia, too (Конески, 1966: 59; Илиевски, 1966: 47; Штефаниќ, 1966: 15).

Macedonian Slavs used the Greek alphabet in writing, but it causing many difficulties. Such difficulties had even priests that should teach the people, themselves barely learned to read with the Greek alphabet. So, before the arrival of St. Clement, Kutmicevica (Devol area) there was a Greek school which: 1. was taught the Greek language and Greek alphabet or 2. It was taught the Slovene language with the Greek alphabet. The first were incomprehensible and meaningless, the second (Малески & Каваев, 1966: 73; Штефаниќ, 1966: 15-16).

After he have been came in Kutmicevica, St. Clement (886) made arrangements for opening schools all over the area (Devol, Kutmichevitz) which was entrusted. Thus began the literacy of the population with a school of Slovenian language in Macedonia, and from the beginning the number of students in them was great. Those schools were located in the courtyards of the churches around the churches in cities and around the monastery churches. These schools have been fixed (stationary) but St.Clement has been opened and practiced the moving (peripatetikos) schools (Малески & Каваев, 1966: 73-75). In its schools taught children and adults from all social strata (Малески & Каваев, 1966: 76-77), schools were financially supported by contributions from the people (Малески & Каваев, 1966: 83), and the teachers had not any salary (Малески & Каваев, 1966: 84), so it can justifiably be called folk schools.

According to some analyzes, can be said that, in the first Slavic schools in Macedonia, students were divided into lower classes, upper classes and different levels of education - there were three levels of schooling (Малески & Каваев: 75-76)

We should not miss mentioning the literacy and education of female children, but also of adult women. Although there is no direct evidence in his biographies about him (because there was little concern for women and the education of female children, they were not even allowed to write for them, unless they were saints or nuns) it can be assumed that some masters, according to the practice that existed in Byzantium, gave the opportunity to their children to be educated. Of course, they did not go to public schools, but education was done at their home, and for that some of the best educated St. Clement's students, were engaged (Малески & Каваев, 1966: 78).

With a high degree of probability, it can be assumed that women who have served like nurses and carers in the hospital, which was located next to the church of Sts. Panteleimon, were literate and educated, too. But it can also be assumed that the nuns and nuns and preachers' helpers in the churches, were literate and educated in order to perform their duties and activities in them (Малески & Каваев, 1966: 80).

Many are inclined to believe that the third level school is actually the first Slavic University, first in the Balkans and in Europe (Малески & Каваев, 1966: 76), nearly two centuries before the University of Bologna (1088.).

2. The contribution for the educational activity

Population Kutmicevica and girls, was of pure Slavic type, without mixtures of Bulgarian-Turkish elements that were characteristic of eastern Bulgaria, and ethnic and linguistic peculiarities in culture, stood higher than in Bulgaria, and there were the best conditions for educational and preaching-missions (Takovski 2012: x-xi)

The contribution of St.Clement of Ohrid for the educational activity is vast and multifaceted. His contribution as a teacher is multidimensional and it was: 1 teacher - missionary and disseminator of Christianity; 2. teacher - church preacher and referrer people to devotional life; 3. genuine, lovable teacher of children, boys and adults who introduced the mysteries of science; 4. teacher to people who keep on working on the expansion of their world view; 5. teacher with teaching people the agricultural, livestock and other activities helped to raise living standards (Каваев, 1966: 29-30).

1.1. Teacher - missionary and disseminator of Christianity

At the time of St. Clement under teacher was understood primarily preacher-missionary as a core professional and life task was holding various sermons about the basics of the Christian faith and religion, the monasteries and churches and various other gatherings. Closely related to this was spread (dissemination) of Christianity among the masses, which at

that time still practiced pagan polytheistic religion. St. Clement didn't failing up any opportunity to fulfill his preacher-missionary role (Кабаев, 1966: 29).

1.2. Teacher - church preacher and referrer people to devotional life

But St. Clement was the preacher who had the task to refer, pagan Slavs in Christianity and especially how they behave and live as devout Christians (Кабаев, 1966: 29). He all of them preached the saving divine commandments and dogmas. While St. Clement persuading listeners that, as pious life without learning is dead and bad-smelted and learning without life does not lead to salvation. "First he compares it to a blind man who has legs and hands and no eyes, while the latter compares with a man who has eyes but with severed hands and feet" (quoted according to Таковски, 2012: xii).

1.3. Genuine, lovable teacher who introduced the mysteries of science

St. Clement was a teacher who has expanded their horizons of knowledge of students, but it raised the level of general culture that had, through their literacy and introducing the mysteries of science (Кабаев, 1966: 29). He always endeavored to reduce disorder and to overcome ignorance, by constantly teaching his disciples and each according to his abilities and needs. Moreover, he 'does not dream of the eyes, nor slumber to your eyelids' (quoted according Кабаев, 1966: 35; cf. with Таковски, 2012: xiii).

1.4. Teacher to people who keep on working on the expansion of their worldview

One of the important tasks of the teacher is working to expand the worldview of their students. It also did St. Clement with his teachings and religious teachings and knowledge and skills useful in everyday life. For example, he taught not only how to live exemplary and honest life, but also how to upbringing and educate their children and so on. So he worked on raising social morality and social culture in general (Кабаев, 1966: 29).

1.5. Teacher who has been taught the people to the agricultural, livestock and other activities, and has been helped them to raise living standards.

1. St. Clement was a teacher who taught people the rational conduct of agriculture, how to breed animals, have learned to breed bees and produce honey, but also taught and graft trees. All this was aimed to help raise their standard of living (Кабаев, 1966: 38).

2. St. Clement is well known as the founder of the first National University (in today's terminology expressed), because it collected priests and other church officials, and they taught and prepared for further work with the people.

Fittest of them he preparing for a missionary preaching work and sending in those areas where it wasn't spreaded Christianity. Mastering of the priests was such that they were anything below by most preachers and missionaries who were celebrated, in that time.

Christianity is considered a religion of peace and love. This is confirmed by the texts of the Orthodox services, in which are most often calls for peace and love (Илиевски & Гоцевски, 2002: 9-12).

According to a Christian tradition, the texts in the Old, and especially in the New Testament, as we mentioned above Christianity could be determined as a religion of love and peace. St. Clement, as well, can be considered as a precursor of the so-called Peacefull education because he teaching his disciples, and the wider masses to "the spirit of wisdom," i.e. to the good upbringing (Кабаев, 1966: 29-32).

St. Clement in almost all his teachings calls for peace, meekness and love. For example, in "The Lesson to the Episcops and the Priests," he writes:

And I say to you, Hear, O shepherds, and keep the flock that is entrusted to you, teaching him with meekness and sending him in love ... " (Угринова-Скаловска, 1996: 157)

Or, for example, in "The Word of the Forty Martyrs" St. Clement calls:

... to live in purity and love sincere, in cross and obedience, to give up all evil and to decorate with good deeds! (Quoted according Костов, 1966: 63)

3. He was not only a teacher, or enlightenment worker, but was a superb educator and pedagogue, which through learning and enlightenment - educated and taught through upbringing and lightened (Кабаев, 1966: 29-33).

Pedagogical activity of St. Clement had been no less important than his teaching, educational and cultural activities. Moreover, they often were mutually intersection (Кабаев, 1966: 33).

3. The contribution for the society

It is especially important St. Clement's contribution to a wider social plan. Related to its educational, cultural, pedagogical and educational activity, several points are important for emphasizing:

a) St. Clement has been developed great literary activity as such as writer and composer of various religious books and other literary works; b) composer of various lectures; c) translator of various church and other books. In that connection, he created more transcription-multicopying schools (Кабаев, 1966: 29, 37-38).

b) It was very important for spreading more successfully the Christianity and the literacy, too. The above mentioned activities (from "a" to "c") could be count as a main reason why St. Clement was so successfull in fighting with the Greek and other influences in the regions of Kutmichevitsa and Devol.

c) A great contribution of St. Clement of Ohrid was in the field of improving material standards of the population, particularly through the teaching of rational keeping farm -teaching of many agricultural activities, raise bees, brought many plants from Greece to slips and adapted for needs of the population, etc. (Кабаев, 1966: 38)

d) Especially for respect is the contribution of St. Clement in the field of social and humanitarian activities. Namely, except that raised temples and schools throughout the territory where acting (Velika, Kutmichevitz), he raised and hospitals, various shelters for widows, orphans, old people and other socially disadvantaged persons and uncared (Кабаев, 1966: 38-40).

As stated N. L Tunicki in his "St. Clement Slavic Bishop" (p. 189), St. Clement of Ohrid had established a school for adults and school for children (indicated according to Лозановски, 1997: 126). So, St. Clement of Ohrid is probably the first who officially have been taught children in Old-Macedonian /Church-Slavic/ language (Кабаев, 1966: 35).

When we assessed the contribution of St. Clement of Christianity, education and upbringing, and wider society, it can be said that he was also a bishop, preacher, teacher, educator, pedagogue of the highest format, but also a protector of children, especially of orphans and widows, for old and infirm. So, he did not care only about the mental and spiritual health of people, but also for their bodily health. So his biographer writes:

... Did he forget to feed the bodily those he saw as having the need for such food? Otherwise, he would imitate him in half of his Jesus, whom he knew, along with teaching, he fed the unreasonable and the bread. That is why he (Clement) was the

father of the orphans, the widow's assistant, for whom he was cautiously concerned. The doors of his home were open to every wretch and traveler ... (quoted according Каваев, 1966: 40).

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THE SILVER BOX CONTAINING THE RELICS OF ST. CLEMENT OF OHRID FROM THE MONASTERY OF ST. NAUM OF OHRID IN THE TREASURY OF BITOLA METROPOLIS

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Abstract

In the *Chronicle of the Monastery of St. Naum of Ohrid*, which originates from the last quarter of the 19th century, in the list of monastery's movable property, it is stated that in a big iron casket placed on the monastery church porch, among other valuables, the silver box with part of the relics of St. Clement of Ohrid is kept. This silver box was detected in the chancel of the Church St. Nicholas in Krusevo in 2005 and brought to Bitola Metropolis. According to the series of details presented in the silver and based on the inscription written on the silver box, we can conclude that it is actually the silver box containing the relics of St. Clement of Ohrid, once kept at the Monastery St. Naum in Ohrid.

Key words: St. Clement of Ohrid, reliquary, relics, silver decoration

In the *Chronicle of the Monastery of St. Naum of Ohrid*, which originates from the last quarter of the 19th century, in the list of monastery's movable property, drafted back in 1877, upon the personal request of the cc at the time, Nikifor (1876-1878), it is stated that in a big iron casket placed on monastery church porch, the following valuables were housed: a silver box for Eucharist and a box containing the relics of St. Matrona, a silver box containing the relics of St. Kirikos and Julitta, the same type of box with part of the relics of St. Clement, a box with relics of various saints, another box with relics of various saints, a silver box with the hand of St. Marina and two boxes in filigree with relics of various saints.⁶

During World War One, or more precisely, in 1918, some of these items were collected from the monastery of St. Naum and taken to Bulgaria, at the time by director of the National Museum in Sofia, Bogdan Filov.⁷

Some of the items from the list mentioned in the *Chronicle* were repeatedly presented to the scientific public: the silver tabernacle, portraying the Seven Slavic Saints (Sedmochislenitsi) and the silver box containing the relics of St. Kirikos.⁸

These items can be found today in the National History Museum in Sofia.⁹

⁶ Н. Целакоски, Летописот на манастирот Св. Наум Охридски, *Наум Охридски*, Охрид 1985, 41

⁷ Ѓ. Димовски-Цолев и Ѓ. Грамосли, *Документи за оштетувањата и грабежите на цркви и манастири на територијата од Македонија во Првата светска војна*, Битола 1985, 46, 53; И. Гергова, *Поствизантиски охридски паметници в национални музеј в Софија*, *Зборник за средновековна уметност*, 5, Скопје 2006, 55-67

⁹ Т. Matkiewa-Lilkova, *Objets de culte du fonds du Musée National Historique*, Sofia 1995, 58, 66 (fig. 55, 57); Р. Лозанова, Дарохранителница от манастира Св. Наум край Охрид, *Известия на НИИМ*, 13, София 2003, 306-313; Е. Генова, *Църковните приложни искусства от XV-XIX век в България*, София 2004, 121-122; И. Гергова, нав. дело, 55-67; *National Museum of History* (Catalogue), Sofia 2006, 135 (fig. 135)

⁸ Т. Matkiewa-Lilkova, *Objets de culte du fonds du Musée National Historique*, Sofia 1995, 58, 66 (fig. 55, 57); Р. Лозанова, Дарохранителница от манастира Св. Наум край Охрид, *Известия на НИИМ*, 13, София 2003, 306-313; Е. Генова, *Църковните приложни искусства от XV-XIX век в България*, София 2004, 121-122; И. Гергова, нав. дело, 55-67; *National Museum of History* (Catalogue), Sofia 2006, 135 (fig. 135)

⁹ The silver tabernacle presenting the seven saints has been recorded under Inv. No. 29114, while the silver box containing the relics of St. Kirik, under Inv. No. 29193. Reference: Т. Matkiewa-Lilkova, нав. дело, 58, 66 (fig. 55, 57)

In the following text, we shall focus on one of the valuables specified in the list mentioned in the *Chronicle*. It is the silver box containing the relics of St. Clement of Ohrid. It was found in niche of the deaconate in the altar area of the church of St. Nicholas, located in the town of Krushevo. It originates from the monastery of St. Naum of Ohrid and it is kept today in the treasury of Bitola Metropolis.¹⁰ (Figure 1)



Img.1



Img.2

The silver box containing the relics of St. Clement has the following dimensions: width 21 cm, length 13 cm and height 16 cm. It is rectangular with a raised lid. (Fig. 2) The corners of the box are designed in the form of small pillars, finishing with legs.

In the middle of the lid, two arch-like curved acanthus leaves are formed in a medallion, a model of two-dome church is depicted, and behind probably a bell-tower or part of monastery quarters. (Fig. 3) Within the inside rectangular frame, it is decorated by medallion adorned by two leaved geranium flowers (lat. *Geranium macrorrhizum*), and with remains of gilding.

Under the central rectangular frame, there is raised strip, embellished with interwoven acanthus leaves, precisely stylized. On each of the four sides, the strip is decorated with a small detail – a shell. The strip on the bottom of the lid is adorned in a similar way, as the previous one, but in the middle of it, at each of the four sides, the symbols of the evangelists are presented: an angel (without captions), an Eagle (ICΘ) (Fig. 4), a lion (MK) and a bull (Λ), which are partly gilded.

On the front side of the silver box, in the two medallions formed by stylized acanthus leaves and flowers of dahlia (lat. *Asteraceae Dahlia*), two saints are bestowed in full figure, to the left St. Naum (O [A] ΓΙΟϚ NAOYM), and to the right, St. Clement (O [A] ΓΙΟϚ ΚΑΗΜΗϚ). (Fig. 5) St. Naum is blessing with his right hand, while in the left hand, he is holding unwrapped scroll on which several letters with unclear significance are encrypted. (Fig. 6) St. Clement is next to St. Naum, he is blessing with his right hand, while with his left he holds a closed Gospel. (Fig. 7) He is attired with an episcopal insignia. Traces of former gilding can be detected on the captions and the saints' halos, as well as on the flowers that form the frame of the medallion.

In the middle of the medallion, formed by stylized acanthus leaves, on both sides of the silver box, a simply tied dahlia bouquet is presented. The back side is composed in the

¹⁰The silver box containing the relics of St. Clement and St. Eustace, at the church of St. Nikola in Krushevo, on May 29th 2005 was spotted by the Metropolitan of Prespa and Pelagonia, Mr. Peter, who passed it for safekeeping in the treasury of Bitola Metropolis, where it is housed today.

same way, with the only difference, that there are two medallions, one with tied bouquets on each side. (Fig. 8)

Inside the silver box, on a flat silver plate, there are three holes accommodating the relics of St. Clement and St. Eustace. (Fig. 9) Next to each of the holes, there is a caption explaining to which saint the relics belong. In the middle of the silver plate, there is a silver cross decorated with scarce grain to the left and to the right of the cross, while on the silver plate, leaves of a certain flower are engraved. (Fig. 10)

Above the largest hole for the relics, on the bottom of the silver plate, a caption is engraved as follows: ΜΕΡΟΣ ΤΟΥ ΑΓΙΟΥ ΚΛΙΜΕΝΤΟΣ.¹¹ this caption also appears above the relic's hole located in the upper left corner of the silver plate (Fig. 11). Opposite it, in the upper right corner of the silver plate, there is a caption: ΜΕΡΟΣ ΤΟΥ ΑΓΙΟΥ ΕΥ[Σ]ΘΑΘΙΟΥ.¹² (Fig. 12)

Below the hole that houses the relics of St. Clement, there is the following inscription: ΤΟ ΠΑΓΟΝ ΕΓΕΝΕ ΤΟ ΕΠΙ ΤΟΝ ΗΜΕΡΩΝ ΤΟΥ ΠΑΝ ΗΓΟΥΜΕΜΕΝΟΥ ΤΟΥ ΑΓΙΟΥ ΝΑΟΥΜΟΥ ΣΕΡΑΦΕΜ ΙΕΡ. 1838 ΔΕΚΒΡΟΥ 10. (Fig. 13)

This inscription tells us that the silver box containing the relics of St. Clement and St. Eustace originates from the Monastery of St. Naum of Ohrid and that it was made in 1838, on December 10th, at the time of hegumenos, (abbot) Seraphim.



Img.3



Img.4



Img.5

The hegumenos (abbot) Seraphim I was born in the Ohrid village of Velgoshti. He got widowed very young and became a monk in the monastery St. Paraskeva in Velgoshti. He

¹¹Translation: Remains of St. Clement.

¹²Translation: Remains of St. Eustace.

was a devoted and very honest, characterized by personal austerity and low literacy.¹³ Seraphim I, commenced the managing of the monastery of St. Naum in 1835. He was the hegumenos /abbot of the monastery for twelve years and in his time, as it is stated in the *Chronicle*, he had left nothing undone. Abbot Seraphim I, died in 1847 and was buried in the monastery of the Dormition of the Mother of God in the village of Jankovec.¹⁴

The silver box containing the relics of St. Clement does not reveal any data on the master who had made it. However, according to the material from which it was made, the manner of the design, the iconographic details, the choice of the saints and the floral decoration, it has the most resemble to the silver box containing the relics of St. Kirikos from the same monastery, and the chronologically is very close.¹⁵ So if you compare the inscription on the silver box containing the relics of St. Clement, with the inscription engraved on the bottom of the silver box containing the relics of St. Kirikos from the monastery St. Naum (1837), it becomes clear that these two boxes are made within a time of distance of several years. The inscriptions show that the client for both silver boxes is the same person, the hegumenos /abbot of the monastery at the time, heironomk Seraphim I (1835-1847).



Img.6



Img.7



Img.8

In reference to the depicted two saints on the front side, on the two silver boxes indication great similarity. On our box, St. Naum and St. Clement (Fig. 5) are shown in

¹³ Н. Целакоски, нав. дело, 49. Овој игумен се спомнува и во *Охридскиот митрополиски кодекс*. For this, see: С. Ристески и Г. Ангеличин-Жура, *Охридски митрополиски кодекс*, Охрид 2005, 17

¹⁴ Н. Целакоски, нав. дело, 49

¹⁵On the silver box containing the relics of St. Kirik from the monastery St. Naum of Ohrid, the inscription engraved on the bottom of the box reads as follows: ΔΙΑ ΣΥΝΔΡΟΜΗΣ ΤΟΥ ΑΓΙΟΥ ΗΓΟΥΜΕΝΟΥ ΣΕΡΑΦΕΙΜ ΙΕΡΟΜΟΝΑΧΟΥ ΤΗΣ ΑΓΙΑΣ ΜΟΝΗΣ ΤΟΥ ΑΓΙΟΥ ΝΑΟΥΜ ΤΟΥ ΘΑΜΑΤΟΥΡΓΟΥ ΤΗΣ ΑΧΡΗΔΩΝ 1837 ΙΟΥΝΙΟΥ 18. **Translation:** ASSISTED BY THE HOLY ABBOT SERAFIM, THE HEIROMONK, TO THE HOLY MONASTERY OF SAINT NAUM THE WONDER – WORKER OF OHRID, 1837 June 18. See: I. Gergova nav. delo, 63-64

medallions, and the on box with the relics of St. Kirikos - St. Naum, St. Kirikos and St. Clement are displayed between arches. (Fig. 14) The space behind them, both in the medallions and the arches are also alike, and also the hatching. It was usual that on the front side of the lid of this type of silver boxes, the saint whose relics are inside to be depicted, as well as the patron of the church which kept the box of such relics.¹⁶



Img.9



Img.10



Img.11



Img.12

Treated similarly are the figures, and the faces of the saints, however the difference on our silver box is that the goldsmith-engraver had a characterize manner to give more details and a more realistic expressing of to the facial features. On both boxes, the Ohrid Saints, Clement and Naum, are represented in almost identical manner. Also there is a great similarity in addressing of the stylized floral decoration on the lids and the sides, as well as in the shaped corners in the form of pillars.

However, what draws special attention is the way the model of the church is presented on the lid on the two boxes. It is actually a stylized representation of Naum's monastery church, by the lake. This model is presented in the crown of the tabernacle portraying the Seven Slav Saints depicted in same monastery from 1833.¹⁷

This kind of model of depiction of Naum could be found in the icon-painting of the Monastery St. Naum of Ohrid. When we mention this, it refers to the icon-painting, especially to the altar icon of Ss. Naum and St. Clement, painted by Konstantin the Painter in 1711, where St. Naum is presented with a model of his church in his left hand.¹⁸ However, in

¹⁶For this, see: Е. Генова, *Култът към мощите и мощехранителниците в Рилския манастир, Проблеми на изкуството*, 4, София 2000, 38-39

¹⁷И. Гергова, нав. дело, 62, 63

¹⁸Ц. Грозданов, *Свети Наум Охридски*, Скопје 2004, 103-104

the treatment of the stylized floral decoration in both silver boxes, we can trace the influence of the graphic prints of St. Naum, made by Christopher Zhefarovich.¹⁹



Img.13

All this advocates that the silver box containing the relics of St. Clement and the silver box containing the relics of St. Kirikos were probably made in the same goldsmith-carving workshop or by the same master.

Although some researchers suggest that the author of the silver box containing the relics of St. Kirikos is Georgi Staiati of Kalarites, the author of the silver tabernacle portraying the Seven Slav Saints in the monastery St. Naum of Ohrid²⁰, nevertheless our opinion is that this work is from another master working for different goldsmith workshop. The author of our silver box, and at the same time the silver box containing the relics of St. Kirikos, maybe the figure of the jeweler Thomas Sider from Krushevo, who made the silver overlaid for the Gospel in the monastery Simonopetra (Mount Athos) in 1849²¹, which resembles, especially in the rococo manner of handling of the floral elements, as on our silver box.

It has to be noted that the rectangular shape of the silver box containing the relics of St. Clement and St. Eustace was a traditional and widespread form in the Balkans in the period of the 19th century. Also very common was the floral decoration.²²

According to the testimony of local people in the town of Krushevo, a silver box containing the relics of St. Clement of Ohrid was often given to be kept in homes of people that were ill within the town, hence the presence of the relics of the saint can bring a healing to the sick ones.

Finally, it is indistinct why, how, when, and who brought the silver box with the relics of St. Clement to the church St. Nikola in Krushevo. These unanswered questions can be an interesting topic for further research related to this silver box.

¹⁹ А. Гулевски, Графиката Св. Наум (1743) од Христифор Жефарович од Битолската митрополија, *Пелагонитиса*, 16-20 (2005-2008), Битола 2008, 55-70

²⁰ И. Гергова, нав. дело, 64.

²¹ Ј. Чокревска-Филип, Тома Сидер од Крушево, *Зборник за средновековна уметност на Музеј на Македонија*, бр. 3, Скопје 2001, 203-214; *Treasures of Mount Athos*, Thessaloniki 1997, 376-377 (fig. 9.40);

²² Е. Генова, нав. дело, 89-98, 121.

TEACHERS AND DISCIPLES (from 9th to the 14th century): SOPHIOLOGICAL AND EUCHARISTIC CONTEXT

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Abstract

Christianity has given a new meaning to the concepts *teacher* and *disciple*. Primarily, it was because of the teachership embodied by Christ – the archetype of teacher, that this notion received a holy and charismatic dimension. As the position of a teacher indicates specialism, disciples are also attributed a role of specialness. Observing this relationship, we can gain an insight into the interaction between teachers and disciples in Church Slavonic and Serbian liturgical literature, from the time of the Slavic apostles Cyril and Methodius to the XIV century in Serbia. It appears particularly interesting to observe the relationship between teachers and disciples from Sophiological and Eucharistic perspective.

Keywords: teachers, disciples, the archetype of teacher, Sophiology, Eucharistics

The meaning of this topic is the search for the spiritual dimension of the relationship between *ateacher* and *disciple*, *aspiritual father* and a *spiritual son*, a *pastor* and a *congregation member*, a *ruler* – who can be both a teacher and a minister, and *the people*. On the literary-theoretical level, it means detecting and defining the diversity of the theme-and-motif spectrum. The motifs exist in a complex constellation of relations and are determined by different moments. Genre conditionality implies that the nature and the origin of the motif are both conditioned by the type of the genre; the subgenre, in particular. Thus, for example, the words and lessons are often marked by legacies and sophiological motifs. The type of narration determines the way in which analogy is drawn with the event described. In such cases, even hymnographic texts become the pillar of developing an idea and designing a description. A good example is Domentijan's description of the translation of relics St. Sava; the description from the standpoint of a disciple enables an analogy to be drawn with the poetry written for venerating Christ. In other works, the key event of the liturgy – the Eucharist, becomes a motifless visible or compensated with an even indiscernible motif of non-Eucharistic communion. The relationship of a teacher and a disciple is frequently marked with a creative context in which the interpretation of the theology of the Logos begins with the interpretation of the theology of God's word, which is an important dimension of the theo-poetics of a text.

It is known that the practice of teachership and discipleship has existed over the whole world history. However, it is only with Christianity that this practice has become ecumenised, thus gaining a new meaning and universal dimension. The universe becomes a macro-school, the church its mystical implementation, whereas the pedagogical process coincides with the pastoral history. With Christ the archetype of a teacher and of a pastor, everyone who believes in Christ becomes a disciple of the macro-school and a subject participating in making the world sacred. Gaining practical knowledge and skills does not lose its meaning, but it remains on the margins of the real learning process. The divine knowledge, keeps its primacy, it comes from above and cannot be compared with the worldly knowledge, whose

heirs are often holy men, ascetics and recluses²³. The ancient education, characteristic for many of them, in the hagiographic interpretation, becomes an agent for comparison with the higher, charismatic knowledge. The divine teachings are the measure of the entire knowledge, and Christ – the teacher and pastor, is the measure of any teachership. The complementariness of the notions in this doublet determines the growth of students into teachers, who then, according to the archetypal model, become the successors of Christ's work.

In the New Testament Christ is clearly referred to as Teacher (Jewish: Rabbi), and not any teacher, but that – given, by God: "*Rabbi, we know that you are a teacher who has come from God. For no one could perform the signs you are doing if God were not with him.*" (John 3:2). In the same chapter of John's Gospel, we find the distinction between the divine, inspired teachers and the ordinary Israelite, therefore, the worldly ones. When Jesus said: "*The Spirit blows where it wishes...*" (John 3: 8)²⁴, Nicodemus, a leader of the Jews, asked "*How can this be?*" (John 3: 9). Jesus did not hide his surprise, primarily in order to emphasize the impotence of an impious teacher, and replied: "*You are Israel's teacher,*"... "*and do you not understand these things?*" (John 3: 10). St. John the Apostle wishes to stress that any real knowledge is divine, but the perfect knowledge, according to St. Paul, is in God, in his perfect love, which surpasses all current loves as they are of partial nature only: "*Love never fails. But where there are prophecies, they will cease; where there are tongues, they will be stilled; where there is knowledge, it will pass away. For we know in part and we prophesy in part, but when the perfect comes, the partial passes away...*" (1 Corinthians 1: 13).

As a separate issue in the understanding of the divine knowledge and learning, the problem of its acquisition arises. St. John the Apostle accentuates the importance of the spiritual, not the physical development, and accordingly, in a metaphorical sense, recommends the type of food: "*In fact, though by this time you ought to be teachers, you need someone to teach you the elementary truths of God's word all over again. You need milk, not solid food! Anyone who lives on milk, being still an infant, is not acquainted with the teaching about righteousness. But solid food is for the mature, who by constant use have trained themselves to distinguish good from evil.*" (Hebrews 5; 12-14).²⁵

The quoted words lead to the conclusion about the venerability of teachership, an attribute particularly highlighted in some of the writings of the Slavic teachers Cyril and Methodius. In these texts, there is a new conceptual doublet: preceptor and teacher. For example, in the title of the *Life of Constantine*, he is called "*blessed teacher... the first preceptor of the Slavic people*". The introduction of this biography reminds the reader of the story of the Good Shepherd (John 10), thus emphasizing that Constantine himself belongs to Christ's flock of teachers and shepherds, and therefore – his future teachership is anticipated. Indeed, he proved it by choosing his life companion to be Sofia - the Divine Wisdom.²⁶

²³St. Sava of Serbia in *The Words Of The True Faith* says: "Learning is not a game nor spiritual madness of human thoughts, but a holy religion preached, on which all sacred acts of Christ Jesus our Lord are based on." (Domentijan, 1988: 151).

²⁴In *The Life of St. Sava*, written by Teodosije the Hilandarian, we find a position similar to that in the Gospels. When the Archimandrite Sava – in the position of a teacher, preaches in the Monastery of Studenitsa, his brother Stefan, the teaching recipient (in the position of a disciple), poses a sophologically emphasized question: "Who gave him the wisdom to speak like this?" (Mat 13: 54). Then, he responds in the spirit of John's Gospel (3: 8): "It is clear, the Spirit blows where it wishes and to whom it wishes." (Teodosije, 1988: 169).

²⁵On the relationship between teachers and disciples, and related issues, see: Аверинцев, 1982: 170-203.

²⁶It is, in fact, Constantine's choice of The Logos of God and his commitment to Christ, accompanied by his parents' words taken from the Proverbs of Solomon: "*My son, keep the rule of your father, and have in memory the teaching of your mother:*" (Proverbs 6: 20) *for the rule is a light, and the teaching a shining light;* (Proverbs 6: 23). *Say to Wisdom, You are my sister; let knowledge be named your special friend;* (Proverbs 7: 4), *for Wisdom is more splendid than the sun* (Wisdom 7: 29) *and she will, if you choose her your companion* (Wisdom

Constantine, at an early age, opted for one more teacher, and it was St. Gregory the Theologian's doctrine that he studied devotedly. St. Gregory the Theologian's understanding of true faith was the determinant in his acquiring the status of educator: "O Gregory, thou art a man in body but an angel in spirit. Thou, a man in body, appeared as an angel. For thy lips praise God like one of the Seraphim, and enlighten the universe with the teaching of the true faith. Therefore, accept me who comes to thee with love and faith and be my teacher and enlightener." (Cyril and Methodius, 1964: 49).

Aside from the godly teacher, in Constantinople, Konstantin has teachers who teach him science and skills. However, this distinction between the godly teacher and the worldly one is made, as we have seen, in the New Testament already (John 3: 8-10).²⁷

Constantine's brother, Methodius, has the same attributes. An apostolic vicar – Roman bishop calls him "A Teacher come from God". In a letter to Kocel, he says: "Not to you only, but to all these Slavic Countries, I am sending him as a Teacher Come from God and from Peter the Apostle, the first vicar and the holder of the keys of the kingdom of heaven. (Cyril and Methodius, 1964: 157). Even in his last will sent to his brother Methodius, Constantine the Philosopher, the monk Cyril, emphasizes the primacy of teachership in the Economy of Salvation: "*Behold, my brother, we have shared the same destiny, ploughing the same furrow; I now fall in the field at the end of my day. I know that you greatly love your mountain; but do not for the sake of the mountain give up your work of teaching, for it is what will bring you salvation*" (The Vita of Methodius, 2016: 102).

In the description of the death of Methodius, the hagiographer uses the opportunity to highlight the role of Methodius' disciples in paying decent tribute to his teacher.²⁸ He points out that Methodius was a good teacher and shepherd. As a Slovenian Archbishop he rightly deserved the aforementioned attributes and the inseparable doublet (preceptor and teacher). Moreover, those who have had teachers like them became teachers themselves; one of the most important is St. Clement of Ohrid. According to the Greek hagiography, he had 3.500 students, whom he fed with the Word, the true bread.²⁹ It should be noted that the texts written by St. Clement of Ohrid, are also imbued with sophiological ideas, for instance, the *Eulogy to St. Cyril*. At its very beginning, the author emphasizes Cyril's holy gift and its sophiological nature: "*God's Wisdom made a temple in his heart, and over his tongue, as on a cherub, The Holy Spirit always rested, gifting every one according to the strength of their belief*" (Cyril and Methodius, 1964: 123).

The motif of teachers and students is also present in the works of old Serbian literature. Indeed, in St. Sava's short *Hagiography of Saint Symeon the Myrrh-streaming*, the main character – the Grand Prince Stefan Nemanjais presented as a teacher of his father land.

8: 29; 10: 9) *save you from many evils*". (Cyril and Methodius 1964: 47). This is a kind of an anthem to Wisdom and the Logos God, and an announcement of Constantine's "marriage" to Wisdom. See: Bojović, 2014a: 376.

²⁷We find this type of distinction in *the Hagiography of the Archbishop Danilo II*, written by his Pupil. Although Danilo is portrayed as a God-inspired teacher, in the hagiography there is information that he had his teacher and attended a specific school. Even more, in the spirit of the sophiological tradition, the Pupil emphasizes that Danilo was chosen by God, the true wisdom: "And this teacher, of good senses guided and inspired by God since early youth, and learning day and night in accordance of the will of God, was far more successful in understanding the depth of the words and letters in the books than all of the pupils in the same school. And among those who were to say the first instructions, he soon became a teacher of theirs, and they admired him and wondered: 'Where has he acquired his skills and quick wits?' – not knowing that the eternal true wisdom, God, has chosen him and enlightened his mind with a bright heartwarming light to convey the image of his own kindness" (Danilo's anonymous "Pupil", 1989: 82).

²⁸St. Sava's students have a similar role at his burial: "And the pupils of the Enlightened, having gathered the holy relics of the deceased Sava, with highest honour and prayers, hymns, and psalms raised, filled with awe, prepared his body for the funeral procession" (Доментијан, 1988: 223). They have a significant role in the translation of St. Sava's relics from Trnovo to Mileševo. (See: Доментијан, 1988: 224-232.)

²⁹See: <http://macedonia.kroraina.com/bugarash/ko/index.html> (Compare: John 10:11).

Although he has no particular students, all those whom he addresses and for whom his Word is intended can be called his students. Saint Sava's *Eulogy to Saint Symeon* is characteristic with the attributes heendows to Nemanja (teacher, preceptor, enlightener, and shepherd). Thus, he says St. Symeon is a teacher of the true faith, good faith and purity, and good manners; he is a preceptor of the true wisdom; enlightener of churches; a shepherd who tends his devoted flock and feeds it with faith. The eulogy ends with a sophiological idea from Luke's Gospel: "*There the child grew strong in body and wise in spirit. And the grace of God was on him.*" (Luke 2: 40). In this verse from the Gospel, Sava uses the phrase 'wisdom and senses'. Darko Krstić believes [t]hat it is most likely the result of Sava's excellent knowledge of biblical wisdom literature, in which the nouns 'wisdom' and 'senses' often form hendiadys and have almost the same meaning (compare: Proverbs 1: 2-7). In other words, Saint Sava's own immersion in the Biblical sophiology influenced him to add the word 'senses' in a gospel verse, thus employing *parallelismus membrorum* like it is in Solomon's Proverbs, in which 'wisdom' and 'senses' are a frequent hendiadys (Krstić, 2011: 120). The same author detects the sophiological framework in the last words of the Grand Prince Stefan – Symeon, the monk. However, it should be noted that in his Words he is not just a father speaking to his offspring, but also a teacher and a shepherd who speaks to his flock. Even when he directly addresses St. Sava in sickness, in his prayer to the Holy Trinity, he leaves a legacy to his successors, reminding them of the first commandment: "*Love each other*" (John 15:12). The description of the onset of the disease is an opportunity for the writer to return to the sophiological motifs. The sick monk – Symeon, among other things, leaves a sophiological message about eternal life to his child: "*For through wisdom your days will be many, and years will be added to your life.*" (Proverbs 9: 11). Since the seventh day from the onset of the disease, both the sophiological and the Eucharistic context have been parallelly employed in the description, thus making it analogue of the inevitably nearing death and apotheosis of eternal life. That day since, many monk have started visiting Symeon (receiving the blessings and teachings by spreading them among one another); that day since, the holy old man "*had taken neither bread nor water until his death, but kept receiving the Eucharist every day, the Holy and Divine Secrets, and the sacraments of the Body and Blood of the Lord God and Saviour Jesus Christ*" (St. Sava, 1988: 112). Thus, the concepts of eternal life and the Kingdom of God, along with these events, mark the end of this hagiography by Sava. The earthly bread is juxtaposed with Christ's post-resurrection body in Heaven, and water with the blood of Jesus Christ, thus standing as symbols of immortality. Eschatological motifs that also abound in the hagiography and the accompanying description of the illness and death³⁰ are of anagogic function only in the shading technique that Sava uses in the context of soteriology. In addition, the description of death in Teodosije's *Hagiography of St. Peter Koriški* has a similar meaning. At the end of his life, Peter says his last teachings to his monk brothers and receives the Eucharist: "*After the preparation of his grave, having a few days of life left to live until his death, he taught his monk brothers to solitary monastic life and eremitic life in the desert, encouraging them not to fear any encounter with the devil's temptations. And he told them every single thing about his own life. Afterwards, fevered and afflicted with a human illness, he received the Eucharist; the holy and divine secrets of Jesus Christ*" (Teodosije, 1988: 283). Then Peter says a prayer which is abundant with eschatological motifs.³¹ Thus, in the spirit of his teacher to wisdom and religion, Petar Koriški passes on the teachings from his spiritual guide to his students.

The concept of teachership acquires its full meaning in Domentijan's *Hagiography of Saint Sava*. The results of Sava's teachership are introduced in the very beginning of the

³⁰See: Bojović, 2003. and Rakićević, 2015.

³¹See: Bojović, 2004.

hagiography: "For God he prepared people of excellence: making some of them enlighteners and shepherds of clever flocks; teaching others to become true worshipers of God, and instructing the rest to become true believers in Christ. He built a good many monasteries; blessed many Saracen genuine believers to receive the promised Holy Spirit through faith, and taught all to piety by his Christian priesthood" (Domentijan, 1988: 65). As a teacher of his disciples and of all of the Priesthood, Sava surpasses even Paul the Apostle, who kept teaching night and day for a period of three years incessantly, whereas Sava "not for three years only but from early youth to late age incessantly taught the Priesthood" (Domentijan, 1988: 188).

A whole spectrum of relationships between the 'God-bearing Teacher'³² and his disciples (both the direct and indirect ones), as well as of those between a good shepherd and his flock, is given its specific and natural place in the subgenre of sermons. In those lectures, Sava addresses either his disciples or his flock (the assembly of priesthoods, which over the talk receives the communicated message through the reception of each of the assembly members). The series of Sava's orations delivered at the assemblies in the Monastery of Studenčica and in Žiča Monastery rest upon the form of the sophiological texts and upon the sophiological concepts that in this hagiography originate mostly from the New Testament. Thereby, Domentijan – Sava's disciple, largely steps back from the Old Testament sophiology that prevails in Sava's *Hagiography of St. Symeon*. Bearing in mind that St. Sava's role and mission of enlightening the priesthoods is realized through communicating and talking to his indirect disciples who later on become the performers of the same mission, it is worthwhile identifying the sophiological paragraphs in Sava's sermons and teachings. Most of them are taken from Saint Paul the Apostle's letters.

The influence of Saint Paul the Apostle is exceptionally vivid in the reception of his key sophiological thought that is the apogee of both his teaching on Wisdom and the proof of following the sophiological doctrine in the Old Testament. This sophiological thought is embedded in *the First Letter to the Corinthians* (1 Corinthians 1: 24), in which Christ is called "the power of God and the wisdom of God".

The first time that Saint Sava uses this thought of Paul the Apostle is in his renowned *Sermon on True Faith*³³ delivered at the Assembly at Žiča Monastery. This sophiological idea has a special place in Sava's distinction between 'the preached holy wisdom from God' and 'the foolishness of the wisdom of the world'. Relying upon the said about *Christ Jesus himself being the cornerstone* in the letter to the Ephesians (Ephesians 2: 20) as the axis of faith and preaching, Domentijan proposes the key sophiological thought of Saint Paul the Apostle about Christ – the All-Wisdom and Power of the Holy Father: "... because spiritual teaching is not foolishness of man's thought, but preaching on the Holy Faith upon which all sacred acts of our Lord, Jesus Christ, announced with the Holy Spirit of God by prophets and learned and taught by the apostles, professed by martyrs, enshrined with all saints, and cherished by sinless venerable monks, are grounded as an indivisible 'cornerstone' of the Church – 'Christ the power of God and the wisdom of God' (1 Corinthians 1: 24), who, in fact, is of powerful, hearty, firm, and positive faith filled with the Holy Spirit, and who has been asserting himself to many so far, avowing and confessing the genuine faith in the very loving God who reaches everyone with his lavish grace, thus filling in the gaps of our imperfection; a genuine shepherd who wants to gather us – the stray sheep, together behind the *Divine Fence*" (Domentijan, 1988: 152). As one can see, the writer does not borrow and

³² In the title of Domentijan's Hagiography of Saint Sava, Sava is called a *God-Bearing Teacher*, and in the title of Teodosije's one, he is called *Teacher of the Serbs*.

³³ In the sermon, the Bishop Atanasije Jevtić finds 17 čines or allusions taken from the Letters of Saint Paul. See: Bishop Atanasije, 2004: 76-92.

employ long biblical lines; instead of that, he introduces the sophiological concept in certain contexts, referring to that concept many times, at different points.

The second time we find this lines of Saint Paul the Apostle is in *Sava's Second Sermon at Žiča*, known as *Lecture on Teaching Disciples*. The said sophiological concept is now employed in the context of the message on following, a message in which Sava invites his disciples to follow his path: "*Come, my children and friends, and by making good deeds please your God, and – as you see me, follow me, walk after me, and we shall never be misled to eternal riches; for our Lord is Jesus Christ, the Son of God, the Wisdom and the Power of God, and without Him no one can make any goods*" (Domentijan, 1988: 186). Further in the sermon, Sava denotes Christ as '*a preceptor teaching to the good*' and '*a good teacher*'.

The stated information shows that – just like Christ, Sava has two classes of disciples: Christ has the *Oikoumene* and his direct disciples, whereas Sava has the Priesthood and his indirect disciples. Sava's beloved disciple Domentijan and Teodosije leave a testimony to the life of many of those disciples (Athanasios, Hilarion, Arsenius, Methodius).³⁴In the *Hagiography of Archbishop Arsenius*, written by Danilo II, Christ is called '*the teacher to all*', Sava – '*the first teacher and preceptor to priesthoods*', and Arsenius as the second one: "*This blessed Arsenius (note from the author) as a genuine and wise disciple of his Christ-following-teachers, hearing God's words, and later on, listening to the sweet teaching words of the Most Reverend, the blossom of which felt like sweet myrrh and colourful flowering, willing to follow him and become the second teacher and preceptor to his priesthood, lived in the cell of St. Sava's and displayed God-pleasing and wondrous deeds; whatever he did was what he learnt from his teacher from the very beginning, exerting himself more than the others*" (Danilo II, 1988: 158).

One of the significant teachers of the Serbian Church is Danilo II, as well, Archbishop, writer, artist, and constructor, who creates the unique *Victuals of Wisdom* like painting a fresco,³⁵ full of words and literary food (Danilo II, 1988: 46). We tend to believe that our writer has taken this sophiological motif from Saint John of Damascus.³⁶Owing to the testimony of Danilo's Disciple, we can conclude that, besides gathering his disciples at the Victuals of Wisdom, he also gathered them at the Liturgical-Eucharistic services, sticking to the teaching; "*But whenever it was a day of God's Holy Days, he would perform the service with the children he was assigned by God to teach, and with the entire clergy of the church, ending it together with their voices elevated in offering to God prayers corresponding to the Holy Day that was to be honourably praised; as a famous and quality poet, he, in fact, managed to invoke everyone to a genuine endeavor of spiritual gain. It was so because he heartily and firmly held the church rubric on teaching; and everything beyond*" (Danilo's Disciple, 1989: 108).

The motif of Eucharist always alludes to the motif of immortality. A similar connotation lies in the motif of divine food and literary meals, which is also found with Sava's disciples. Namely, it is a motif of no-wine-and-bread Eucharist. We find this motif for the first time in the *Service of Translation of the relics of Saint Sava* (around the year 1337), when a disciple of Sava's invites guests to a Holy Day Eucharist with words. Aside from the biblical influence, we should bear in mind the possible influence of Saint Maximus the Confessor who in his *Questions to Thalassius* speaks about the life-giving bread of theology that makes the ones who consume it never experience deterioration of their entity. (Bojović, 2017: 411).

In the writings of another disciple of Sava's, Domentijan's *Hagiography of Saint Sava*, there is a passage from Sava's letter to Nemanja, which is the core of the no-wine-and-

³⁴See: Bojović, 2011.

³⁵See: Radojčić, 1982.

³⁶See: John of Damascus, 2002: 37. and 179.

bread Eucharist and sweet taste of the divine food. The passage begins with a verse from John's Gospel (John 15:22), and the proceeding lines only interpret the words of Christ (*for God himself has said with his truthful lips*): "[f]or If I had not come and spoken to you, you would not be guilty of sin; but now you have no excuse for your sin; for I have come to you to preach to you of the eternal, the holy and the divine joy which you can receive by hearing my word and believing in me without being suspicious of me, and I shall give you the Kingdom of Heaven, to live there like angels for good. Once you have enlightened yourselves with eternal light, filled yourselves with the joy of the Holy Spirit, enjoyed the food of the Heavens from above, with angels you will incessantly praise me through the coming ages, and rejoice in me with a whole choir of angels and people" (Domentijan, 1988: 76). There is a similar passage in the *Sermon on True Faith* delivered at Žiča. The words from John's Gospel (8: 51), quoted in the Sermon ("Very truly I tell you, whoever obeys my word will never see death.") are a complementary words from the previous quotation: "for I have come to you to preach to you of the eternal, the holy and the divine joy that you have received by hearing my words". After this citation (John 8: 51), lines follow about sin and death, on the one side, and immortality, on the other side. The key verse in this conceptual section is imparted from the *Liturgy of the Holy Gifts (Taste and see how good the Lord is)*: "Well, my beloved children, what is more valid and just than these words testified by Christ himself, the righteous one? What is better than never tasting death at all? Because not tasting death is far from the sin. By tasting the sin, mankind before Christ tasted death. This was the reason he tasted death; being sinless and immortal by his first birth designed by his Father; he tasted death and suffered for our sins so that we can taste the immortality by means of his faith – as the prophet said: 'Taste and see that God is good'; 'good' meaning just and faithful to his words, and to all his deeds in his faith" (Domentijan, 1988: 152). The well known verse from John's Gospel (8: 51) speaks of immortality through words, propounding the possibility of receiving the Eucharist with words only, as the cited verse from the Psalms does, i.e. that it is the Eucharist that opens the gates to salvation.³⁷ Saint John Chrysostom, also testifies that salvation is determined in two ways: by the word and by the body, which, in fact, is a single road to immortality, via the Logos of God, by whose word and body man is saved: "The Word became flesh and made his dwelling among us" (John 1: 14). The great Domentijan, educated with holy teachings, skillfully connects the complex thought of Saint John Chrysostom with the original ideas coming from his teacher; thus, they become a complex theological system in Domentijan's interpretation. On that account, his *Hagiography of Saint Sava* should not be observed within the poetic dimension only nor should it be simplified with a genre label only; instead, it should be approached with the standpoint that Domentijan simultaneously designed a multiplex ideological composition that is more than a hagiography. It equally fits into the prevailing trends of Church Slavic and in the Medieval Serbian literature, yet, often surpassing both with his creative skill of synthesizing the most important messages and concepts of the holy teachings.

There is an unbroken string extending from the disciples Cyril and Methodius to the disciples Sava and Danilo II, the two Serbian archbishops, that displays the subtle spiritual connection between a teacher and a disciple. The sophiological and the Eucharistic motifs that mark this relationship contribute to the reinforcement of the specific literary text as a whole, as well as to its contextualization in the milieu of the entire Christian literature.

³⁷The Medieval Serbian literature also houses a motif of Eucharist with an apple, presented in the *Hagiography of Despot Stefan Lazarevič* written by Constantine the Philosopher. This motif also has its origin in the teaching dating back to the *Song of Songs* and the documents of patristic liturgies. See: Bojović, 2014.

Thereby, the teachings have not only been preserved, but also revealed in a new spiritual ambience, which repeatedly gives them a contemporary relevance.³⁸

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³⁸This paper, *Teachers and Disciples (from 9th to the 14th century): Sophiological and Eucharistic Context* by Dragiša Bojović, has been translated by Stela Bosilkovska for the needs of the Faculty of Education – Bitola, UKLO, and cannot be used elsewhere without asking for permission.

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BRIEF REFLECTIONS ABOUT THE CHRONOLOGICAL ASPECT OF THE GLAGOLITIC AND CYRILLIC

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Abstract

The question about the lead regarding the genesis of the two oldest Slavic scripts, Glagolitic and Cyrillic, takes the central place into paleoslavonic researches a long time. Until recently, there was an open space for dilemmas and scientific controversies: who was the first standardized Slavonic orthographic system or the first standardized Slavic alphabet, the Glagolitic or Cyrillic? That, consequently, brings forth the question which alphabet has created from the great apostle of the Slavs Constantine - Cyril? The names of many significant experts in the field of Slavic studies like Dobrovski, Shafarik, Kopitar, Miklošič, Jagikj, Leskin, Fortunatov, Lavorov, Vondrak etc. are related to the resolution of this historical problem. Retrospective review of the final scientific perceptions of this, in a sense, still current issue, will be the main subject of this article.

Key words: Glagolitic, Cyrillic, genesis, scientific dilemmas, Slavic studies

German historian and paleographer Gardhauzen Victor (1845-1925), centuries ago said: "Language is a benefit to the relatively primitive civilizations, and the writing was already benefiting the real high civilizations. Man differs from the animals in language and the civilized man from the barbarian in the letter. Language is only a prerequisite, and the writing is the foundation of culture and, in general, the entire communication system" (Kulundžić, 1957 p. 23).

So in that context, today the biggest cultural, historical and civilizational landmarks in the Slavic people, without exception, is the creation of original Slovene system of signs or the first Slovenia alphabet, created and based on the speech of the Macedonian Slavs who lived in the surrounding area of Thessaloniki, which means on the basis of speech belonging to the Macedonian language dual system. That happened in the second half of the 9th century, when the ingenious brothers, Saints Constantine-Cyril (827-829) and Methodius (826-885), then matured in social, political and educational conditions, as highly educated and outstanding intellectuals, and they were selected as first official missionaries in spreading the Christianity among the Slavs in their native, Slavic language whose processing created the first Slavic alphabet, and thus the first Slavic literary language which translated from Byzantium-Greek language, the first liturgical texts.³⁹ After their death, their grandiose work is continued by their loyal disciples St. Clement, St. Naum, Angelarij, Gorazd and Constantine of Bregalnica, who stayed in the Preslav literary center in Bulgaria, and there he finalized and finished the second Slavic alphabet.⁴⁰ And while St. Clement and St. Naum come to Ohrid and formed the famous Ohrid university with 3500 students who zealously until the 14th century will cultivate the verbal Cyril and Methodius tradition, performing a multitude of literature.

³⁹Радмила Угринова-Скаловска, Старословенски јазик, Скопје 2001,19.

⁴⁰Илија Велев, Историја на македонската книжевност/Средновековна книжевност, том I, Скопје 2014, 130-131.

Cyril and Methodius possess an enormous bibliography, and the bibliography of St. Clement and St. Naum, composed of various authors who analyze the work of the brothers and their students from various aspects: literary-historical perspective, historical and linguistic point of view, philosophical, sociological, etc.

Our thematic orientation of this brief review guides us, specifically, to the old Slavic alphabets, their mutual relationship and their reciprocal antiquity. In this respect, despite the analytical scale of the scientifically foundation, particularly around the issue of time primate-frame for both old Slavic alphabets, even today, some analysts have philological duality in their scientific settings. In the latest period, however, quasi-interpreters appeared, who are very ambitious and have their own, I would called them, *short views* about this issue. These, first and foremost from the scientific, time relativizations of the age of two Slavic alphabets certainly comes from the "unfortunate" fact that the average age of the most archaic preserved canon (Old Slavonic) text, i.e. transcripts was any verbal Cyrillic, differs from the hypothetical originals for at least 100 years, and it indicates a lack of authentic material data which will eliminate the smallest hypothetical versions on both alphabets.⁴¹

In the content of, for the time being the only global information document, the well-known writings "O' pismeneh" (early 10th century), written by a person under the pseudonym Crnorizec Hrabar,⁴² in his accounts, the development of the Slavic alphabet, they would fall into 3 stages: when pagan Slavs had no letter, but write with crisp lines and count and the second stage, i.e. after the conversion into Christianity an attempt to write in Latin and Greek letters, without a system. Some paleoslavists assume that, at this stage, in fact, "that the Greek alphabet without known rules" is the Cyrillic, but with unfinished "void" shape and is witnessed by the discovery of Preslav Cyrillic inscriptions (between 913-916) into which non-Greek phonemes are marked with a Glagolitic letters, and flag that Cyrillic is a graphic mixture of borrowed Greek letters and newly adapted Slovenian points based on Glagolitic), and, third, when Constantine the Philosopher "a man righteous and true" creates the letter. So Hrabar talks about a Slavic alphabet, but doesn't say that alphabet.

The other historical sources from the oldest period of Slavic literacy (as the same legends or extended hagiographies of St. Cyril and Methodius),⁴³ which are quite scarce, offer no clear answers to this question, i.e., almost always, they say just Slavic alphabet, never naming it Glagolitic and Cyrillic. In compliance with the paleoslavistic speech about the first Cyrillic letters, which is not verified and the issue of the time frame of two Slovenian alphabets, as already mentioned, under a long period, and even today, leaves ambiguities, especially for the Glagolitic which usually leads to emergence of the extreme and one-sided theories (recently and extremely populist basis as those that the Glagolitic script was used in secret for secret messages, and Constantine-Cyril invented the Cyrillic alphabet for general use, then Slavic-Macedonian oldest substance in all languages of the globe etc.). That unnecessarily distorts the already rounded scientific axioms.

Starting from the firstly emerged paleoslavistic theories, somewhere in the second half of the 19th century, when the Slavic basis as a separate science of the general Slavic language, the multiplied assumptions about the timetable of the two letters are expanded and

⁴¹Види повеќе: Ladislav Matejka, Ann Arbor, Grafemski sustavi u ranoj slavenskoj pismenosti, Slovo 21, Glagoljica, jedanaest stoljeća jedne velike tradicije, Zagreb 1971, 71 – 93.

⁴²Види повеќе: Vladimir Mošin, Još o Hrabru, slavenskim azbukama i azbučnim molitvama, Slovo 23, Zagreb 1973, 5 – 73; Вера Стојчевска-Антиќ, Кон средновековната книжевна ориентација, Литературен збор 5, Скопје 1983, 7.

⁴³Панонски легенди, превод Радмила Угринова-Скаловска, Скопје 1987.

the issue of their origin, i.e. as created, whether borrowed and adapted graphemes or self-styled.

The theories - versions, about the verb graphology are fairly more current and more numerous than Cyrillic. I would like to remind You as a few. Some believe that the Glagolitic is caused by a revolutionary (proto Slavic) old letter from over 4000 years, some who associate with Coptic and Armenian alphabet, others propagate the so-called Gothic theory where they take for a base the Gothic-runic letter with some conclusion of Constantine and Methodius, third with Latin cursive script, so old Hebrew, Syria, Georgia etc.

Sustainable arguments delivered by the scientific and technical profession around etc. model which is made according to the morphology of the letters represent the most widely distributed and accepted thesis that the Glagolitic is new and perfectly aligned phonetic alphabet for the time, and which, in turn, with their features clearly indicates that the creator of this system graphically, St. Constantine - Kiril had in front of him, but just as an example, not completely taking the Greek minuscule, uncial letter (these are small letters that very often are linked) from the 8th and 9th century. Newly created characters according to Greek uncial been so altered that never gave the impression of any connection with them, even some researchers believe that it is such an authentic adaptation, Constantine-Cyril created a new *majuskula* (large and independent letters, the main feature is their separate writing).⁴⁴ For the specific Slavic voice, he stylized appropriate zoning eastern letters he had known. Simply, Glagolitic at first glance gives an image of the original set of graphitic system, all flooded with different circles, that no other European alphabet contains, so some have compared it with the Coptic and Armenian alphabet, which, according to its systematic has no synergy.

In fact, the Glagolitic as a typical Christian scriptures, represents a system of sacred Christian symbols in order to preach (or glagoliet) Christian faith and visually (graphically), which are cross (symbol of the faith) the triangle (symbol of the Holy Trinity) and the circle (the symbol of infinity and perfection).⁴⁵ And not only that, originality can be seen at the base of her graphical and phonetic level, which is based on the monographic principle, i.e. a sign of a voice, and it is connected with her vocal system, built on the phonetic basis of southern Macedonian dialect, and even more, as noted by our most eminent dialectologist Bozidar Vidoevski, even until today in the Macedonian dialects in Suho, Zarovo and Visoka they vary as vocal phonemes.

The term Glagolitic started to be used initially on Croatian soil in the 17th century, and officially in the 19th century and comes from the old Slavic word meaning *glagolati* which means talk.⁴⁶ Depending on the species, there are 38 letters, and there are two forms: obla-it is a Glagolitic that since its occurrence in the year 862 until the 12th century was used in Moravia, Pannonia, Czech Republic, Macedonia and it is also known as Macedonian and Moravian Glagolitic and is synonymous with the oldest Glagolitic and angular or Croatian Glagolitic (younger), created in the 12th century in Croatia. Before that, sometime in the 11th century the name Kirilovica can be found - a Russian entry, which is not preserved, but in his two copies of the 15th century, in which there are whole words written with a Glagolitic paleoslavistics declare that it is named Glagolitic.

From the Ohrid literary center, as already stated, a specific type of Glagolitic alphabet was formed with rounded paleographic drafts of letters or signs or the so-called *obla* or the round Glagolitic,⁴⁷ on which the oldest surviving monuments are written: **Assemanov**

⁴⁴Olga Nedeljković, Još jednom o hronološkom primatu glagoljice, Slovo 15-16, Zagreb 1965, 23.

⁴⁵Петар Хр. Илиевски, Појава и развој на писмото. Со посебен осврт кон почетоците на словенската писменост, Скопје 2001, 133-137.

⁴⁶Josip Hamm, Staroslavenska gramatika, Zagreb 1958, 11.

⁴⁷Ѓорѓи Поп-Атанасов, Македонската глаголица, Скопје 2015, 6.

gospel beginning of the second half of the 10th century), now kept in Rome in the Vatican Library; **Icon gospel** (the second half of the 10th century or early 11th century) kept in the Russian National Library in St. Petersburg; **Codex Marianus** (10-11 century), kept in the City Library in Moscow; **Sinai Psalter** (11th century) kept in the monastery of St. Catherine in Sinai; **Sinai evhologij** (prayer) from the 11th century are kept in the monastery of St. Catherine in Sinai, but there are also part of the Russian National Library in St. Petersburg; **University verb petals** (end of 10th and beginning of 11th century), is kept at the University Library in Odessa; **Macedonian verb sheets**, which will stagger to be incurred in Rila Monastery (11th century), two held in St. Petersburg, and 6 in the Rila Monastery; **Officer** (since cr. 11th century) kept in the Russian National Library in St. Petersburg etc.

There almost none verbal epigraphic monuments in Macedonia or the inscriptions are deduced on two pillars in the monastery St. Naum of Ohrid, from the late 10th century, more in Cyrillic inscription indicates that Macedonia, in addition to Bulgaria and other Slavic countries begins quite early to suppress Glagolitic administrative and everyday life. But the replacement of the Glagolitic alphabet in Cyrillic liturgical texts in Macedonian is a long process that almost completely ended in the late 13th century.

As for the origin of the letter composition of the alphabet, unlike the Glagolitic script, things are much simpler. Namely, its creator (as mentioned at the beginning of this article, science thought it was classmate of St. Clement and St. Naum, Konstantin of Bregalnica) who, for unknown reasons, agreed to carry out the upgrading and accommodating of the Byzantium - graphical letter, new Slovenian orthographic system. To this end, he fundamented the Cyrillic alphabet by directly taking the 24 letters of the Greek uncijal, and individual blueprint for other nonexistent voices in Greek phonetics or pronunciation (14), and existing in the Slavic language, after the example of the verb radiographs. Cyrillic was officially standardized by the church council in Preslav, 893, and in eastern Bulgaria by the end of the 11th century it almost was completely refine and performed expansion in other Slovenian regions.

The epigraphic memorials or inscriptions in Cyrillic outnumber verbal written monuments. I will point out a few Cyrillic inscriptions from the late 10th and early 11th century: **the Samuel plate** 993, **Varosh inscription** from 996 **Monastir plate** in 1015 - it is Macedonian, then Russian Gnezdovski inscription from 908 year who is the eldest, **Dobrudzhanskiot Bulgarian inscription** from 943 year, the **Preslavskiot tombstone inscription Chrgubilja Mostich** of 976 etc. The number of the oldest written Cyrillic monuments in Macedonia, unlike that of the verbal, is significantly lower. Here are a few: **Hilendar ballots** early 11th century, they kept it in Odessa; **Macedonian Cyrillic sheet**, end of 11th century, kept in St. Petersburg; **Bitola triode**, 11-12 century, kept in BAN-Sofia has parts from the Glagolitic; **University Apostle** from 12th century kept in Moscow and has parts and Glagolitic; **Dobromirov Gospel**, 12th century, kept in St. Petersburg, **Slepche apostle** of the 12th century, kept in St. Petersburg; **Grigorovichev parimejnik** 12-13 century kept in Moscow etc. In the so-called transition period of 12-13 century, as can be seen, Macedonian Cyrillic manuscripts with verbal parts can be met, and from the 13th century further Cyrillic letter becomes primary alphabet in Macedonia. The presented short survey or retrospective approach to understanding the circumstances chronological advantage of Glagolitic and Cyrillic, found that a Glagolitic original Slavic alphabet, and in addition to that, we wrap the essential facts:

1. The territory where the first Slavic educational mission of Brothers (Moravia, Pannonia, Croatia) took place stored traces and texts only Glagolitic (this leaves the Kiev and Prague fragments), while lacking such Cyrillic;

2. Most arguments made by the first explorers-paleoslavists the advantage of the Glagolitic alphabet, still have probative force because, through cutting-edge paleographic-textually, and especially linguistic analysis of all levels: phonetic, phonological, morpho-syntactical and lexicological, of course, comparative methodological approach, they are confirmed during the subsequent hundred years of research, i.e. and in the 20th century, and even today, it means they do not have any scientifically backed anti-theories. Namely, monuments or manuscripts written in Glagolitic possess the most archaic own language features, such as a simple astigmatic aorist without the formant -C- which produces newer sigmatic forms of the perfect tense then have adjectival forms without contraction eg.: *dobraago m. dobrogo*, *bosuumu m. bosumu* etc. Texts with such archetypal language features such as the already mentioned Kiev and Prague grammar characteristics from the mid 10th century, affirm the temporal advantage of a Glagolitic;

3. The oldest Slavic manuscripts: Gospels Maariinsko, Zografski, Assemanov, Sinai Psalter, Sinai evhologij and others are written in Glagolitic and come from the Ohrid literary center, where St. Clement and St. Naum Ohridski continued the activity of their teachers with their original letter :

4. Many ancient Slavic Cyrillic monuments represent palimpsests (those texts, written on parchment and a Glagolitic which places deleted and it has featured on newer Cyrillic text, no example of a reverse situation, i.e. the deleted Cyrillic text on parchment have written verbal text etc..

Generally, most scholars of the genesis of the first Slavic alphabet created by the holy brothers Cyril and Methodius have determined attitude that it's Glagolitic although it may have been an extremely small time difference, about 3 decades (Glagolitic has occurred in 862 AD, and Cyrillic 893), which crumble and dilemmas about the chronological primacy of the two Slavic alphabets, i.e. the Glagolitic preceding the Cyrillic alphabet

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METHODICAL ASPECTS AND PRINCIPLES IN THE TEACHING ACTIVITY OF ST. CLEMENT OF OHRID

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Abstract

After being appointed as a bishop in Velika and sent to Kutmitchevica, St. Clement of Ohrid developed enormous theological, educational and social activity. The basis of his work was educational activity. This activity was very successful as a result of the personality traits of St. Clement, and of the principles that he used in teaching.

As a bishop and as a teacher, St. Clement attracted many people because of his personality traits: calmness, kindness, gentleness in word and attitude towards people, his immense patience, especially the love he had for all who were in contact with. So he practiced the principles of Christian ethics in his everyday life for what he was very successful, and the most favorite person among the people.

Methodical principles that he has practiced in his teaching and sermons, as well as - in his writings are closely related to this. In this paper there are several teaching principles recognized as the most significant methodological principles that St. Clement of Ohrid has applied in his educational activity. They are as follows: clarity and simplicity, individual approach in teaching, adaptation to students, flexibility, visibility, overcoming gender issues as obstacles and other biases in teaching etc.

In letters and other written texts, methodical principles of teaching, which are listed and explained in this paper, are directly linked to his style as a writer. St. Clement was approaching critical to the texts and authors who have read, which made him to be original. In addition, his personality as an author was abstracted in all cases.

Keywords: St. Clement of Ohrid, education, methodology, principles

Personal Features of St. Clement of Ohrid

In order to write about teaching activity of St. Clement, first we have to write about his character traits, and what he was as a man in general, how did he treat his work, but also how was he in communication with other people. This is necessary, because the essence and the quality of his teaching activity was closely related to his character and his character traits.

Most notable is the fact that St. Clement of Ohrid as a disciple and successor of the work of his teachers, Sts. Cyril and Methodius did not only want to continue their work, but he also felt that he should invest all of his physical and spiritual strength in his mission which was about spreading the Christian faith and enlightenment of the population that he was entrusted by the Bulgarian tsar Boris and also by his son Simeon.

St. Clement of Ohrid was a man of many abilities and talents and therefore performed different functions throughout his life. He was very well educated and he is known as the one of the best disciples of St. Methodius, he had also profound knowledge of the great Christian religion and dogma, he was missionary and educator, teacher, preacher, but he was also a doctor, agronomist, and he was very skilful practitioner above all "a man of action", all in order to realize the two key tasks: "First, to introduce the Macedonian Slavs' area in the spirit

of Christian ideology and, second, to get consciousness of being Slavs" (Костов, 1966: 42-43).

According to what can be derived from direct and indirect sources, St. Clement was ultimately responsible to all of his obligations. By committing to achieving the goals of his mission, he worked tirelessly and he was continuously helping people. As Theophilact has written, St. Clement was "everything to everyone" (Костов, 1966: 43) and *we have never seen him in the state of doing nothing* (Милев, 1966: 127).

Clement was calm, quiet and deliberate, but he also was active and combative (this is especially notable in the so-called polemical texts or texts with debates/discourses/disputes), did not wander and experimented (in the negative sense of the word, meaning "taking unknown and reckless actions"), but he knew exactly what he wants, meaning that he would take concrete action in compliance with the need. He would first observe, analyze, assess and then he would act appropriately to the need. Such was the case with the tame trees that he brought from Greece and planted in this region where he lived and worked at that time in the north and northwest of Ohrid – the area between Debar, Kichevo, Veles and Strumica (Велев, 2014: 140). He knew that the climate would be appropriate which serves as a reason for which he did that. He had never done anything without rigor. (Костов, 1966: 43).

He was good-natured, compassionate, empathetic, which can be concluded from the long hagiography written by Theophylact in the place where he says: *he* (referring to Clement of Ohrid) *was father of the orphans and protector of the widows, and his door was open for each poor human...* (Меловски, 1996: 156).

Methodological Aspects and Principles in the Teaching of St. Clement of Ohrid

St. Clement of Ohrid was influential as a teacher because of his linguistic abilities, but also because he was a man of virtue that believed truly in the Christian philosophy and because he lived according to the Christian principles. In the following text, we will give arguments about the fact that St. Clement of Ohrid had applied specific methodological principles in his act of teaching that we have come to by analyzing the content of: his writings and of the texts that the scholars think that he had authored; The long hagiography of Clement of Ohrid by Theophylact and "The Ohrid Legend" (short hagiography by Homatian published by Melovski (Меловски, 1996: 135-167) in Macedonian language and by Milev (Милев, 1966) in Greek and Bulgarian language with introduction and comments by Milev; and also other secondary and tertiary sources that refer to his personality and his work.

Clement isn't just rewriter of texts as we usually recognize among the scholars of his time, but also a compiler, creator, i.e. writer. The overall written work of unconditional love is divided into: hagiographic (Hagiographical), oratorical and rhetorical prose and hymnographic (Godserving's poetic) works (Velev 2014: 143). In this paper, we are specifically interested in the oratory and rhetorical prose. They are further deferred to: praise (praise texts/"slova") lessons (instructive/didactic texts) and polemics, i.e. texts with strong opposite arguments. In the scientific literature (paleoslavistic), there is a figure of around 100 original oratory-rhetorical prose that has been written by St. Clement of Ohrid (Велев: 144).

Macedonian scholars who study or have studied the life and the literary work of St. Clement of Ohrid use different classification of his works. Thus according to one classification, the texts of St. Clement are classified by theme: the first group of texts are devoted to Jesus Christ; the second group - sermons dedicated to the Virgin Mother; the third group of texts are dedicated to other Christian saints, and the fourth group - sermons dedicated to important Christian holidays and other important days for believers (Ugrinova-Skalovska, 1996: 20). Therefore, we can conclude that Clement of Ohrid has been gradually working on contemplating the Ohrid Literary School by enriching its library (rewritings and original works) for the aims of enlightening of the Slav people. We can conclude, here, that

the principle for using appropriate sources that are in accordance with the purpose of teaching have been used. If the contrary, without appropriate literature in the library, The Ohrid Literary School would have not been on the as stage as it was in the Clement's time.

In the texts written by St. Clement, methodological principles of teaching are directly related to the linguistic style of his which is elaborated thoroughly by Vladimir Kostov (1966: 42-70). *The linguistic style of St. Clement is clear and understandable*, on one hand, but it is also very poetic and rich with epithets, comparisons, metaphors and other semantic figures of speech, which is very notable in *Пофалното слово за нашиот блажен отец и словенски учител Кирил Философ* (Св. Климент Охридски, 110-116), but also in *Пофалното слово за светите и преславни учители на словенскиот народ, кои му создадоа писменост и кои го преведоа Новиот и Стариот завет на неговиот јазик, односно за блажениот Кирил и за Панонскиот архиепископ Методиј* (117-131). *Похвала за четиридневниот Лазар* (143-147), *Похвално слово за Свети пророк Илија* (178-183) and *Похвала за успение на пресвета Богородица напишана од епископ Климент* (190-194) should also be mentioned in this context, especially for the fact that in the mentioned texts, poetic gift of St. Clement is quite evident for his use of numerous metaphors from the A=B type, but also for the use of the complex metaphors, metaphorical epithets, comparisons and apostrophes. Therefore we can conclude that *St. Clement of Ohrid was a poet by his soul and pen* (Наневски, 1989: 125). The clarity and simplicity are, we suppose, the first most significant features of St. Clement's works that was written in such a manner that the average people could understand them. That means that the texts were intended to be used by scholars and educated people, but also – they were aimed to reach the other social categories of people. As genuine master of the words, St. Clement of Ohrid has been addressing the audience by using the proper poetic and rhetoric figures of speech. He hasn't been addressing to the titles, egos nor vanities, but – to the Human himself, meaning that he hasn't been using empty rhetoric. In addition, he addressed to the Slavic people in their own mother Slavic tongue by using Glagolitic letters and understandable language (compare: Конески, 1966: 58-59; Костов, 1966:51; Угринова-Скаловска, 1996:16). In his mission to conquer the ignorance, i.e. to make the texts more understandable and approachable for the Slavic priests and for those who could not understand the religious service in Greek language, he has *created simple and clear texts that have nothing profound nor too much thought-provoking* (Меловски, 1996: 156), in order to be appropriate for the ordinary people. Therefore, he has been spreading the Christianity among the Slavic people by practicing *appropriateness of the learning material to the abilities and needs of the students* as didactic principle.

We should note here that there is wide spread fallacy that St. Clement of Ohrid is the author of the Cyrillic letters, which is a statement that originates from Chomatian (the author of the short hagiography of St. Clement) who has made apparent mistake in interpreting the part of the long hagiography of St. Clement from Theophylact in which it is said that St. Clement *has found other forms of the letters that were more clear than the Cyril's* (Милев, 181). In fact, the truth is on the opposite side: in the name of the life and work of his respected teachers, St. Cyril and Methodius, St. Clement, St. Naum of Ohrid and Constantine Prezviter were dedicated to affirming The Ohrid Literary School, and The Slavic literacy was spread by using the first Slavic alphabet – Glagolitza (Велев: 142). In the name of the truth, this has been presented by our well known linguist, professor and academician Blazhe Koneski, 50 years ago, in the text titled as *The Ohrid Literary School* (Конески, 1966: 58-59).

The act of introducing literacy, enlightenment, and enriching the culture of the people, was made by using literature. According to Petar Ilievski (Илиевски, 1989: 273), St. Clement has coined a special term - *prosvōdāîēā áúkvamû* in which the word *áúkvamû* does not signify only letters, but also books. It makes us conclude that he has been using the method

of text, i.e. the principle – *teaching by using literary texts*. It should also be stressed that St. Clement was using critical approach to the texts that he has been using. He was also very modest as a person (in accordance with the canons of the Christian religion), and therefore his personality was extracted, meaning that he didn't sign all of the texts that he has written with his name (Поленаковиќ, 1966:73). Therefore, scholars were facing problems in the process of identifying his true works in the cases in which the works weren't signed. There are about 40 such works that are considered to be St. Clement's work (according to the analysis of the stylistic and the semantic features), but there are also 15 written works that even though they have St. Clement's signature, their authorship is questionable (Угринова-Скаловска, 1996: 19-20).

Speaking about St. Clement's of Ohrid teaching activity, we shouldn't forget that he was a great preacher in the first place, and then he had knowledge from the theology, and he was especially informed about the life Christ's teaching and philosophy. He knew the human nature, i.e. the psychology of the people that he was working with every day. He managed to accomplish perfect harmony between his holy preach and his personal life (Костов, 1966:54).

The thorough knowledge of the theology, especially the Christian principles, helped St. Clement as an author and as a teacher to be free and rich in the expression, but also to be suggestible and credible in order to be more efficient in accomplishing his goals, which means that he could be using the principle *rationality*. It also enabled for Clement to apply the *ethical principle* in his teaching as a principle that has the love toward the humanity in its center.

The success that St. Clement has achieved in his preaches was, probably, due to the fact that he has accepted Christianity not as a dogma, as many Middle Ages' priests have been doing, but as a teaching towards better way of living. Therefore, we can recognize the *creativity* as a principle that St. Clement was using The Holy Bible in his teachings. In addition, he does not use quotes only, but he interprets some of the sayings by using paraphrases, by reading between the lines and by using critical analysis. We can, here, present part of his text titled *Поука за петтата недела од светиот пост* (Климент Охридски, 427-430) as a prove: *...Jesus said to them: "You will drink the cup I drink and be baptized with the baptism I am baptized with, but to sit at my right or left is not for me to grant. These places belong to those for whom they have been prepared." We see two things in the presented demand: first, that it is already prepared who will sit, and second, that the Lord cannot allow for anyone to sit at his right or his left, because no one will sit at his right or at his left. And when you hear in the Holy Bible about the sit many times, you should not understand a usual sit, but the greatest honor...* This shouldn't be taken as a weakness (although the dogmatists could give such a remark), and in the contrary – it served as a help in the process of making the Holy Bible more familiar and understandable for the ordinary people that were not educated. It also made his texts to be more acceptable for the people, as Theophylact puts it *...he was teaching and managing all the time, making the unknown known, managing the chaos, and becoming all for everyone according to his/her needs* (Меловски, 1996: 156). The latter points out to the fact that St. Clement was using *individualization* as a principle, meaning that every student was unique person for him that needed specific and different methodological approach. In addition, we can say that he was also implementing *differentiation of the contents and of the methodological approach* as didactic principles according to the individual needs of the students, which is one more argument for the implementation of the principle *using the contents that are appropriate* for the abilities and the needs of the students. For the chosen ones among his students (by using the principle inner goodness according to Theofylact (Меловски, 1996: 154)) he was unrevealing the deepest thoughts in the books by being constantly around his students in

order to be able to follow their development. His dedication to the enlightening of the people and to his work, as well as the methods that he was using can be recognized in the following words of Theophylact: *We have never seen him idle, and on the contrary, he was either teaching the children in different ways* (interpretation: he was using various teaching methods according to the needs of the students): *he was introducing the forms of the letters to one group of students* (interpretation: using of the method of demonstration of the graphical representation of the letter, and the method of writing), *he also explained the meaning of the texts to another group of students* (interpretation: using method of explaining – interpreting), *and he was preparing the third group of students' hands for writing, and not only during the day, but also during the night* (interpretation: using method of writing, possibly for the purpose of hand muscles development as part of the preparatory activities for beginners' writing such as: orientation on the writing surface, regulation of the strength and the pressure of the hand during the writing process, developing accuracy and precision, coordination of the movements, esthetical writing, etc.), *or he was devoting himself on pray, or reading and writing of books* (which points out to the conclusion that he has been preparing for teaching thoroughly, and that he has been working continuously on the self-personality development and on the broadening the amount of knowledge that he possessed. Therefore, we can say that he was thorough, comprehensive and competent.), *and sometimes he was doing two things at the same time: writing and teaching the lessons to the students* (combination of two methods: writing and explaining), *because he knew that laziness teaches to evil things, and wisdom teaches to doing all kinds of good things* (Меловски, 1996: 154). Therefore, we can conclude that St. Clement of Ohrid was using: method of oral expression, i.e. explanation and interpretation of the texts, method of reading and analysis of text, method of demonstration (principle of visibility), but also methods for teaching reading and writing for the purpose of development of the hand muscles as a preparatory phase for writing. We can also note that Clement wasn't using just one method, but combination of methods during his teaching, which implies to the implementation of multi-methodological approach as a modern principle that helps in using individualization and durability of the gained knowledge as teaching principles. The fact that he was working on the development of his-own personality all the time by reading books, writing and praying makes us to consider that he was implementing scientific approach as a principle, but also contemporary and authentic approach. The fact that he was working during the day and during the night alone and with his students points out to his diligence, indefatigability and persistency which are personality features that he wanted to be part of his students' personality in order to defeat the laziness as a source of the evil.

St. Clement's texts, as part of his teaching activity, have stable structure (composition). Introducing the new Christian moral to the people was his main idea. He was working on that idea through his didactic texts (by interpreting the Christian canons) and in the praise texts (by using examples from the life and work of the significant Christian saints). We should also note that praise texts can be divided in two thematic groups: Texts for people and Texts for events. Such texts have its own composition: introduction, story, crossing, praise, and conclusion (Велев: 145).

Our well known scientist and scholar that interests mostly for the Middle age literary works of the Slavs, Ilija Veleв, divides the didactic texts in five thematic groups: General didactic texts, Before-festive didactic texts, Festive didactic texts, Didactic texts about the fast and Didactic texts about the Christian mysteries (Велев: 146).

St. Clement's texts were composed for the purpose of oral expression in front of the audience: *St. Clement's prototype of didactic texts manifests three-part or four-part conceptual structures. In addition, by having in mind the simple rhetorical style, it can be*

concluded that they were meant to be orally expressed in front of the audience most of the time for the purpose of religious and cultural enlightening (Велев: 148).

The structure of all St. Clement's texts is similar. He addresses the audience with the most simple and most common words, at the beginning, by using the vocabulary that people used on a daily basis, and he didn't miss to say that he addresses to them as to his own family (види Костов, 1966: 55), which indicates the implementation of the principle *closeness and directness*, i.e. *using democratic approach*. Ante Popovski (1989: 133-134), also, concludes that Clement was holding ideology according to which all people are equal, and all languages are also equal, meaning that everyone has a right to be educated on his-own language – attitude that comes out directly from the Constantine The Philosopher's teaching (The hagiography of Constantine The Philosopher written by St. Clement (439-478)). The latter is one argument more to the stand that St. Clement had democratic views on the issue education. Then, St. Clement introduces the saint and his work, i.e. what is most notable for him. It is not unfamiliar for the style of St. Clement to tell a story or to focus on an event that is remarkable for the saint that he was talking about. What is remarkable for St. Clement's style is the fact that he used dialogues in biblical style in his addressing, and he was also using quotes from the Holy Bible. The narrative method is content-rich, vivid, and thus – interesting and appealing for the readers/listeners. The latter can serve as an indicator for St. Clement's educational practice: he reached theoretical issues by using many examples (*linking theory to practice* as didactic principle).

In St. Clement's praise texts, there are many advices and didactic guidance. There are more numerous than his preaches, and the most significant didactic advices come at the end of the text, as a rule, which leads us to conclude that *ethicality* is the basic didactic principle in the teaching activity of St. Clement.

Naturalness and spontaneity are features that can be prescribed to the teaching activity of St. Clement, because the advices and the didactic issues come out easily and logically, instead of being extracted by force, and thus – seen as something artificial and not acceptable. We can conclude from the latter that St. Clement was using inductive approach in his teaching, by starting with what he considered to be simple, concrete, and one numbered, and moving to what he considered to be complex, more abstract, and general, which is indicating that he was systematic and methodological (*systematic and methodological approach* as teaching principles) in his teaching. Gradation is also recognized in his rhetoric in the process of oral representation of the texts by starting with less and by ending with more emotions. He managed to achieve such emotional state of mind on the part of the listeners with using many poetic and rhetoric figures of speech, which are features of the hymn as a type of poetry, and thus maintained to be founder of the Slavic hymn poetry (Костов, 1966:57). However, we should emphasize the fact that he was tremendous and serious teacher, without being too theatrical.

He was also very eloquent and he paid much attention to the esthetical elements of his speech, but also to the love for the truth and acknowledgment. His goals was to soften the people's hearts by using the beauty of the words (Милев, 1966: 135), which implies to the implementation of the *esthetic approach* as didactic principle.

Conclusion

Methodological principles that Str. Clement of Ohrid been using in his teaching were tightly related to his character and his virtues. We can conclude from what was previously discussed that the most important methodological principles of St. Clement were: appropriateness of the learning material to the abilities and needs of the students, clear and understandable linguistic style, individual approach, differentiation of the learning material and of the methodological approach, teaching by using literary texts, rationality, ethical

approach, creativity/ flexibility, visibility, multi-methodological approach, durability of the knowledge, scientific approach, authenticity, closeness and directedness, democratic approach (by going above the prejudices regarding gender differences in teaching), systematic and step by step approach, linking theory to practice, inductive approach, esthetical approach. If we compare these methodological principles to the principles that contemporary teaching scholars suggest, we can conclude that there is not much difference in the theory basis: St. Clement's teaching practice and what is today considered to be contemporary and modern teaching are based upon the same principles that rise from the love for the humans and from the understanding that teachers should respect the student's personality. We are surprised by the fact that even at the end of the ninth and at the beginning of the tenth century philosophy of teaching is based on democratic principles that serve as a basis of gaining literacy and of building the present civilization. Therefore, we can say that St. Clement of Ohrid is a teacher in the true sense of the word: man that was closely related to the ordinary people, a poet, orator, practitioner and theoretician, i.e. that his teaching is based on human and democratic principles.

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ST. CLEMENT OF OHRID - PRECURSOR OF THE LEARNING FOR PEACE AND NON-VIOLENCE

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Abstract

The paper provides a brief overview of three major concepts of peace: PAX AUGUSTA (Romana) which has divination man-emperor; PAX BYZANTINA (Romana), when Christianity was recognized as the state religion and PAX DIVINA (God's Peace), which according to Christian doctrine should bring real peace for all people.

Christianity is considered as a religion of peace and love. No chance in Orthodox worship and most commonly referred prayers for peace.

The New Testament is filled with messages of peace, love, helping to others, forgiveness (as a basis of peace with oneself and others), and St. Clement in his sayings and teachings used many parts of the New Testament.

This paper presented a quantitative analysis of the terms used in the words and teachings of St. Clement, related to peace and nonviolence. According to the analysis, it can clearly see that St. Clement was the forerunner of the doctrine of peace and non-violence in the region.

Keywords: St. Kliment Ohridski, teaching, peace, non-violence

ST. CLEMENT OF OHRID - PRECURSOR OF THE LEARNING FOR PEACE AND NON-VIOLENCE

Instead of introduction: terminological-idea's distinctions and concepts of peace

Peace is considered as one of the fundamental values important for human life, for society and for humanity. To live in peace is indeed a privilege and know truly appreciated only by those who have experienced the bitterness of armed conflicts and wars. The only peace and human society can develop and satisfy their is not only basic but also higher needs.

Term peace has multiple meanings. In further text will be mentioned only some that we believe are relevant to this paper. Thus the Greek word "passalos" came from the word "pakjalos" = wedge pole, pole, pole refers to something that supports them, keeps, strengthens. Such importance was widespread in Rome, but in the early Byzantine period. On the other hand, the Hebrew word shalom extends semantics framework that relates to peace and under it is understood that peace is not merely the absence of war and an agreement for a peaceful life, but the fullness of happiness, a condition in which the "man live in harmony with God, with people, with nature and with themselves "(Ilievski & Gocevski: 13)

1. Roman (Pax Augusta / Romana) and Byzantine (PaxByzantina) concept of peace

In the history of Mankind has been offered many concepts of peace. For us, from so-called "Western civilization" where they were dominant, among others, the Roman and Byzantine Empire, we can argue about the concepts of so-called Roman peace (Pax Augusta / Romana) and Byzantine peace (PaxByzantina), who wanted to make peace, but above all, from a legal standpoint. Certainly in terms of completeness, we along with the previous two

concepts to consider the concept of God / the divine peace, or paxDivina (Ilievski & Gocevski: 12).

Mythological patrons of peace Eirene (Irin) in ancient Greece and Pax in ancient Rome were written in capital letters to indicate them as goddesses. But at the time of the Roman Empire used the word *otium*, meaning "free, serene weather, peace" (Ilievski & Gocevski: 15). What is important for the development of the Roman Empire and the development model of peace in her processes to deification of the emperors, beginning with the death of Augustus. Namely, during the beginning of the reign of Tiberius Caesar Augustus was declared *divifilius* = "son of God" (Ilievski & Gocevski: 16). But he is the "son of God" (as on the concept of "man-god") and is different from the "Son of God" (as on the concept of the God-man, Jesus Christ). And accordingly and the concepts of peace are different, too. The cult of "man-god" comes from the Roman concept of peace, which was intended only for the citizens of the Roman Empire, the divine peace (PaxDivina) who brought Jesus Christ, was "for all people and peoples from all walks of life and of all ages, not partial, party regime peace" (Ilievski & Gocevski: 18). Because one concept (Pax Augusta) was based on inequality, inequality of men (except the Roman citizens) and was essentially unjust, and the other (PaxDivina) was based on the equality of people, so in essence are imposed as righteous was inevitable clash between man-God and God-man, which led to the persecution of Christians, because they were regarded as a danger to the Empire (Ilievski & Gocevski: 18-22).

It was not until the beginning of the 4th century when Emperor Constantine issued the Edict of Tolerance of religion (in 311 AD), and two years later adopted the famous Edict of Milan (313) that Christians not only are they given equality, but also to have given certain privileges, especially church-property issues (Ilievski & Gocevski: 24).

From persecuted, early Christians turn into persecutors. Especially the spread of Christianity radically changed. In the beginning, according to the Christian principle of free will, Christianity spread from the lower layers (poor) to higher. And after passing the "Edict of Milan", Christianity began to be imposed from above, from the state and the church leadership to the lower layers. During the reign of Justinian the Great confiscated all pagan temples and pillars and marble of them were used to build the church "Hagia Sophia" in Constantinople (Ilievski & Gocevski: 25-26).

With the emergence of Muslim's religion (7th century), the Christians in non-Christian countries, especially the countries in the Arab world and Persia were outlaws marks and persecuted. Christians were always obliged to wear yellow scarves (so they can be recognized from a distance), and their homes, the doors were cartooned with demonic figures. These are historical facts that have mentioned the Arab historian Tabari, and is mentioned in the "Hagiography of Constantine-Cyriil". Hitler applied similar designation of the Jews, when forced to wear special yellow (David) stars as a sign of recognition (see this in Ilievski & Gocevski: 33).

Unlike the world peace that it offered and offer world empires (and commonly implemented forcefully and casualties), the concept of peace that brought the Son of God Jesus Christ (if not abused, that in the name of God is made much crimes in history), it is a real, honest, provides justice and equality for all. It is based on love as the most important ethical principle, self-sacrifice and forgiveness through sincere reconciliation with God, and then in mutual reconciliation of people (Ilievski & Gocevski: 35).

2. Christianity as the religion of peace

For us, from this region, which first was spread Christianity in Europe (conversion by the Apostle Paul, the first woman in Europe - of Lydia), it is important to emphasize that

Christianity is considered a religion of peace and love. It is also according to the "New Testament", but according to the practice of Christian worship. Especially in Orthodox worship and most commonly referred prayers for peace (Ilievski&Gocevski, 2002: 9). For illustration here we give only a brief excerpt from the text of Service in the Orthodox Church: "In peace to pray to the Lord; heavenly peace and salvation of our souls ..., for peace throughout the world, the welfare of the holy churches of God and the union of all ...; again and again in peace to pray to the Lord; all day perfect, holy, peaceful and sinless to ask for the Lord; Christian end of our life, painless, non-shamed, quiet, and to give a good answer to the terrible judgment of Christ ...; Angel of peace, a faithful guide, guardian of our souls and bodies, ask for the Lord; that is good and useful for our people and peace in the world, ask for the Lord "(Ilievski & Gocevski: 10).

3. Clement and learning for Peace and Nonviolence

As one of the most fervent disciples of their teachers Sts. Cyril and Methodius, St. Clement of Ohrid consistently practiced Christian principles and teachings of Christ in action. He achieved harmony between personal life and practical implementation of the most important Christian principles of peace, love and goodwill among people.

The most significant sources of life and work of St. Clement of Ohrid "extensive hagiography" by Archbishop Theophylact (dated 1107 or 1108) and "Short hagiography" (also known as "The Ohrid Legend") written by Archbishop Demetrios Homatian (compare: VelevTakovski , Preface: vi-vii, Ugrinova Skalovska-8, etc.).

Regarding the creation of unconditional love there are several divisions of his works. Thus according to a division all his works can be divided into: 1. texts dedicated to Jesus Christ; 2. texts dedicated to the Blessed Virgin; 3. teaching texts and boasts dedicated to other Christian saints and 4. texts and praise dedicated to important Christian holidays and other important days (Ugrinova-Skalovska: 20).

Another division, all the works of St. Clement can be divided into: 1. Superscripted and arguably speeches and lectures; 2. Words and lessons with high probability attributed to St. Clement and 3. Lives (Takovski: 530-534).

The quantitative analysis which follows the work is done on the first (40 "words" and teachings) and the third group of cases from St. Clement (two hagiographies) above.

4. Research on the use of terms related to the concept of peace and non-violence at St. Clement of Ohrid

4.1. Subject of research

In this research subject was the text of St. Clement as follows: 1. superscripted and arguably "words" and teachings (40 in number) 2. "Life and life of our blessed teacher Constantine the Philosopher, the first teacher of Slavic people" 3. "Sixth day of April, memorial Life of our blessed father and teacher Methodius, Archbishop of Moravia"(according to the book "St. Kliment Ohridski - collected works: Words, lessons, hagiographies, Translation and Preface Archpriest Dr. Jovan Takovski, 2012).

Sample size. The scope of all superscript and arguably "words" was 194 pages "Life of Constantine the Philosopher" (Ss. Cyril) has a volume of 39 pages and "Life of St. Methodius" has a volume of 14 pages. Or, if you collect two hagiographies they have 53 pages of text, compared with the "words" and lessons covering 194 targets, or 4 times as the two saints hagiographies together. These parameters will be taken into consideration and will be used in the analysis that follows, and are given here for the reader to have a clearer idea of the investigated material.

Basic units for analysing are the terms "peace" and "love" and two complementary terms, more. Such that the term "peace" were "humility" and derivatives / calm / calmness and "meekness" and derivatives meek / meekly, and for the term "love" were "beloving", loving and derivatives / beloved.

The "content analysis", as a method of research, in this article was used. The results we received were interesting even to us, and in favour of confirming the thesis that St. Clement of Ohrid, with the right (based on this study), may be considered as one of the most important precursors of learning about peace and non-violence areas where she lived and worked, and beyond.

For starters attach Table 1 in which one can see several important data.

First, it can be noted that the term "peace" (and derivatives calm / peaceful) is used 22 times as he met and humility the derivatives / calm / calm. Slightly less (16 times) meets the derivatives meek / gentle / meekly. Or, if you collect, the term peace with its derivatives in the "words" and teachings are used 60 times.

On the other hand, the term "love" is used 49 times, and the derivatives beloving / loving / beloved 43 times, while the derivatives mercy / compassion / mercy 37 times. If we bring in, we come to the number 129.

Or, if you collect the frequencies of the term "peace" and its derivatives and frequencies of the term "love" and its derivatives that are ahead given the figure comes to 189 (60 + 129).

Table 1 - Superscripted and arguably "words" and teachings of St. Clement of Ohrid

Peace	Calm	Meekness	Love	Beloving	Mercy
Peaceful	Calmness	Meek			Merciful
Peacefully	Calmly	Meeks		Beloved	
22	22	16	49	43	37

The table No. 2 in the Life of St. Cyril term "peace" and its derivatives meet 3 times (39 pages), and the term "love" and derivatives given further meet 5 times.

Table 2 – Hagiography of St. Cyril

Peace	Calm	Meekness	Love	Beloving	Mercy
Peaceful	Calmness	Meek			Merciful
Peacefully	Calmly	Meeks		Beloved	
1	-	2	3	1	1

In the Hagiography of St. Methodius term "peace" and its derivatives meet 5 times, and the term "love" and its derivatives are found 10 times (see detail in table no.3).

Table 3 - Biography of St. Methodius

Peace	Calm	Meekness	Love	Beloving	Mercy
Peaceful	Calmness	Meek			Merciful
Peacefully	Calmly	Meeks		Beloved	
2	1	2	5	2	3

5. Conclusion

If we compare the size of the text can be drawn interesting conclusions:

First, the terms "peace" and "love" and their derivatives (two as shown further in the text) and the instruction words are used on each side score (189 terms used in 194);

Second, in the Life of Cyril the mentioned derivatives meet 8 times (39 pages), or roughly one fifth derivative of each page;

Third, above-mentioned terms in the Life of St. Methodius meet 15 times (14 pages), which means more than one term on each side.

Here it is necessary to provide several methodological explanations:

1. Frequency representation of the terms related to peace and nonviolence in words and lessons in the Life of St. Methodius meet almost identical (one of each page);

2. In the Life of St. Cyril proportion is much lower (every 5th page at a time). What accounts for it? The answer can be found in the nature of the texts. Namely, in the Hagiography of St. Cyril has a lot of historical data and facts, it will not do or at least not on this scale, nor in the Hagiography of St. Methodius, or in the "words" and teachings that were subject of this research. So, narrating and describing the history and historical events has extended space and has thinned using the term peace and nonviolence.

3. It should be added that the further research done which include other terms related to peace and non-violence (such as e.g. a pure heart, a clear conscience, without anger, without malice, humility, obedience, justice, purity, charity, branches of evil, do good, good deeds, kindness). If you add frequencies of them (about 117 words and lessons, and plus 8 for the two saints) then it comes to a total number of 337 (212 + 125) for 247 pages. This means that St. University rightfully can be considered a precursor of the learning/doctrine of peace and non-violence, according above-mentioned use of terms, and even more by his life and overall activity.

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LANGUAGE & LITERATURE

THE MODERN MACEDONIAN LANGUAGE – PROBLEMS IN THE TEACHING PRACTICE (ACCENTUAL UNITS AND CLITIC EXPRESSIONS)

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Abstract

Nowadays, the modern Macedonian language, built upon the central Macedonian dialects, as a beyond-dialect standardized variety, is a completely developed language system in various fields (phonetics and phonology, morphology, word-formation and word-building, lexicology, syntax etc.), which helps the speakers of the Macedonian language, in spoken as well in written form, to articulate the most complex abstract contents regarding the civilization and the cultural features of the society in every sphere of human activities. However, when learning the modern Macedonian language, teachers and students encounter certain difficulties in all of the above mentioned fields, mainly because the Macedonian language Course Textbooks do not provide precise explanation of certain segments that should be learned by the students. Taking this into consideration, the paper employs some of the most insufficiently explained and ambiguous content sections that are confusing for both, the teachers and the students, in the field of phonetics and phonology, and it offers commentaries, interpretations and explanation, in order to make this type of contents clearer. In the future, this analysis would be useful when preparing the new editions of the Macedonian language Course Textbooks and additional teaching materials.

Keywords: Macedonian language, teaching practice, problems.

Introduction

The existence of the Macedonian people is marked by several historic moments. From the establishment of foundation of the literacy, until the transformation into its final form, the Macedonians went through several important periods. Namely, the most important period of all which represents the peak of the development of the language began in 1944, when the Macedonian people managed to escape from the claws of the enemies. This period was extremely important because of the first session of the Anti-Fascist Assembly for National Liberation of Macedonia (ASNOM) that resulted with the decision for codification of the Macedonian language. The questions regarding the alphabet and the orthography were clarified with the establishment of the following three principles: (1) the Macedonian literary language should include the forms of the central dialects which would connect all variations, and they would be easily acceptable for the people on the whole territory; (2) the language should be a reflection of the folk basis, meaning that the vocabulary should be enriched with words from the dialects, new words should be coined with native suffixes, and foreign words should be adopted only if there is a necessity; (3) the Macedonian alphabet should contain as many letters (grapheme) as there are sounds (phonemes) in the language, i.e. the orthography

should be based on the phonological principle, (Koneski, 1987: 56–57). The newly formed country became part of the Yugoslav federation and the Macedonian literary language became an official language. The next important period began in 1991, when the country separated from the federation and became independent. In regard of the existence of specialized literature for studying the Macedonian language, it could be said that the first attempt to write a Macedonian grammar was done by Gjorgji Pulevski who printed "Slognica rečovska" in 1880 in Sofia. Further on, the year 1903 was very significant because Krste Petkov Misirkov introduced the book "On Macedonian matters". In addition, Krume Kepeski publishes his book "Macedonian grammar" in 1946, followed by the voluminous book "Grammar of the Macedonian literary language I-II" written by Blaže Koneski, published in the period between 1952 and 1954 (in the paper the reprinted edition from 1987 is used). Koneski also published another very important book named "History of the Macedonian language" from 1981 in which he gives an insight of the history and the development of the Macedonian language.

Today, the modern Macedonian language, build upon the central dialects, has all the features of modern language system which completely reflects the needs of its users and allows them to articulate the most complex and abstract contents. The specialized literature comprises topics concerning all aspects and all parts of the Macedonian language, including the field of phonetics and phonology. Namely, phonetics is a study that is concerned with the production of speech sounds, their description and classification, whereas phonology deals with interpretation of speech sounds in a particular language, with reference to their distribution and patterning. In phonetics, stress is the degree of emphasis that is given to certain syllables in a word (word stress), or to certain words in a phrase or sentence (sentence stress). When talking about word stress, it should be emphasized that there are words that have their own stress, and those words are independent, whereas the words that do not have their own stress are called clitics, and, as such, they are not independent. The accentual units are the most intriguing category because they are formed with two or more elements, and also because there is a lack of information concerning their formation. Above all, recently, changes were made in the overall information about the stress and the accentual units, which makes them even more complex for elaboration.

Concerning the teaching process, it should be emphasized that the great number of specialized books indicates the importance of having well written materials for gaining proper knowledge of the language. Consequently, the teaching process should be performed with the help of appropriate and correctly written materials which would enable the students to perform their activities in the most effective and precise manner. The objective of the paper is to denote some of the most insufficiently explained and ambiguous content sections that are confusing for both, the teachers and the students, in the field of phonetics and phonology, and to offer commentaries, interpretations and explanation, in order to make this type of contents clearer. In the future, this analysis would be useful when preparing the new editions of the Macedonian language Course Textbooks and additional teaching materials.

Methodology of the Research

In order to obtain the desired results, this paper employs the qualitative paradigm (content analysis) and descriptive design. The data collection is performed on the basis of two fields of the language, that is, phonetics and phonology, or to be more precise the content sections that refer to stress and accentual units from the following sources: Grammar of the Macedonian literary language I-II (1987), Orthography of the Macedonian literary language (1998), Syntax of the Macedonian standard language (2000), Orthography of the Macedonian literary language (2005), Orthography of the Macedonian language (2015), and Macedonian Language Course Textbook for secondary education (1998). Consequently, the sample

contains excerpts from the above-mentioned primary sources which refer to stress and accentual units. These books are the primary source which provides important information regarding the stress and the accentual units. Other sources are not taken into consideration because the provided information is the same as in the already mentioned primary sources. The analysis of the data is done from a point of view of its preciseness and correctness, and at the same time, the content sections are compared, providing a basis for obtaining conclusions. The methods used for processing the data, and also for obtaining conclusions are analysis and synthesis, and the comparative method.

Results and Discussion

The stress in the Macedonian language is dynamic, and also fixed because it is placed on the antepenult (third-from-the-last syllable) of words with three or more syllables. In disyllabic words the stress is placed on the second-from-the-last syllable, and in monosyllabic words the stress is placed on the only vowel in the syllable. The bearer of the stress is the vowel or, in certain cases, the consonant *r*. This rule is applied on native words, but also on foreign words that have adopted the Macedonian stress, (Koneski, 1987: 140–141). The stress mark (') is placed above the vowel in the stressed syllable, (Orthography, 1998: 30; Orthography, 2005: 30). Before we continue with the analysis of excerpts from the above-mentioned books that serve as primary sources for writing course textbooks, and also as additional teaching materials, it should be noted that, in the latest edition of the Orthography (2015), two relevant changes were made in the information regarding the stress and the accentual units. Accordingly, in the latest edition of the Orthography, the stress mark is changed, thus the initial stress mark (') is replaced with other mark (') which should be placed before the vowel in the stressed syllable, (Orthography, 2015: 27). The second change is associated with the terminology. Namely, according to the latest edition of the Orthography, there is a distinction between *accentual units* formed with two independent words that have their own stress, and *clitic expressions* formed with clitic, which is an element that does not have its own stress, and an independent word that has its own stress, (Orthography, 2015: 33–34). So far, the content sections in the specialized literature that refer to the field of phonetics and phonology comprised only *accentual units*, that is, accentual units that contain two independent words, and accentual units that contain clitics (enclitics and proclitics), (Koneski, 1987: 161–177; Bojkovska et al., 1998: 84–88; Orthography, 1998: 35; Orthography, 2005: 35). This indicates that the term *clitic expression* does not exist in the above-mentioned specialized literature. Taking into consideration the fact that the part in the Orthography (2015) which refers to the stress, accentual units and clitic expressions is written by specialists in the field of phonetics and phonology, there is no uncertainty regarding the justification of the changes. However, it should be emphasized that these changes initiate imminent changes in the teaching practice, and in the area of publishing as well. This comes as a consequence to the fact that, until 2015, the teaching process in all of the educational stages (primary school, secondary school and university education) was performed and it is still performed with course textbooks and additional teaching materials that contain the old rules regarding the stress and the accentual units. Therefore, there is a necessity for promoting the changes among the teachers who would introduce those changes to the students. This would lead to their regular use in the teaching practice, and it would also lead to modification of this type of content in the course textbooks according to the new rules. Further in the text, the new terminology would be used.

The attention would be given to the inaccuracies, vagueness and ambiguity of the content sections that refer to the stress, the accentual units, and also the clitic expressions. The majority of accentual units (formed with two independent words) and clitic expressions (formed with enclitic or proclitic and independent word) are stressed according to the rule for

accentuating words with three syllables. However, in a clitic expression formed with proclitic and a verb, the stress could be placed either on the proclitic or on the verb, depending on the elements that are part of the unit. The same happens when a clitic expression is formed with proclitic and a noun, meaning that the stress could be placed on the proclitic or the noun, depending on the elements that are part of the unit. The vagueness and ambiguity are especially evident in the contents that refer to clitic expressions. In two editions of the Orthography, (1998: 35; 2005: 35) clitics are defined as words without their own stress, which is a correct statement. The ambiguity appears in the information which defines clitics as "short words". Namely, in these two editions of the Orthography, there is not further information which would make the meaning of the phrase "short words" less ambiguous. For example, the short objective pronouns for third person singular *mu(him)* and for third person plural *im(them)* function as clitics and both could be considered short words. However, in the further analysis it would be seen that there are other words which function as clitics but are much longer than the short objective pronouns. Further on, in the two above-mentioned editions of the Orthography there is the following statement: "Clitics ... form a unit with the short objective pronoun after them (i.e. enclitics) or before them (i.e. proclitics)...", (Orthography, 1998: 35; 2005: 35). This statement is not correct because of three reasons. Firstly, it could be incorrectly understood that clitics are the independent words that have their own stress, and not the elements that go before or after the independent word. That is why, in the latest edition of the Orthography (2015: 34) it is clearly stated that clitics are the elements that appear before or after the independent words. Secondly, it could be incorrectly understood that only short objective pronouns function as clitics. Thirdly, it could be understood that there should be only one clitic before or after the independent word, which is also not correct, because there could be more than one, and all of them would function as enclitics after the independent word, or as proclitics before the independent word. The forms or the elements of the following groups usually function as proclitics before the verbs: "the short objective pronouns, the short reflexive pronouns, the particles *skje(will)* and *bi (would)*, other particles, conjunctions, the verb *to be* as an auxiliary verb, interrogative words and so on.", (Bojkovska et al., 1998: 87; Orthography, 1998: 36; Orthography, 2005: 36). As it can be noticed, part of the listed groups that function as proclitics are written with a definite article (*the short objective pronouns, the short reflexive pronouns*), which leads to the conclusion that all of the forms of the mentioned groups are included. However, other part of the listed groups that function as proclitics are not written with a definite article (*other particles, conjunctions, interrogative words*), which means that not all elements of the mentioned groups function as proclitics, but only some of them. Consequently, there is a dilemma about whether all of the elements of the mentioned groups always function as proclitics or there are situations in which they do not have that function. For example, whether all particles always function as proclitics or there are situations in which they do not have that function. In the effort to provide an answer to this question, we would first discuss the verb *sum (to be)* as an auxiliary verb. The above-mentioned list of proclitics does not indicate whether only the verb *to be* as an auxiliary verb in first person singular *jas sum(I am)* should be considered proclitic or all of the forms of the verb *to be* as an auxiliary verb, that is, for all the other persons in singular and plural in present tense: *ti si (you are)*, *toj/taa/toa e (he/she/it is)*, *nie sme (we are)*, *vie ste (you are)*, *tie se (they are)*. The answer to this question could seemingly be found in the Orthography from 1998 (1998: 36) in which next to the following text: "... the verb *to be* as an auxiliary verb" ... in parentheses the information: "(with its forms)" is written. The explanation in the parentheses does not solve the problem because, once again, it appears the question about whether this information refers only to the forms of the verb *to be* as an auxiliary verb in present tense: *sum, si, e, sme, ste, se (am, is, are)* or it refers to the forms of the verb *to be* as an auxiliary verb in all of the tenses.

Moreover, the question cannot be answered with the help of the examples that are provided in the course textbooks, (Koneski, 1987: 161–177; Bojkovska et al., 1998: 86–88), nor in the different editions of the Orthography, (1998: 36; 2005: 36) because these materials only contain the forms of the verb *to be* as an auxiliary verb in present tense, and most often only the form for first person singular in present tense. In the latest edition of the Orthography from 2015, there are not examples for the verb *to be* as an auxiliary verb in a function of proclitic, (Orthography 2015: 33–36). Further on, the examples of the following type: *kje beše dobar*, *kje bidam dobar* (*will have been fine*, *will be fine*) and so on, are also problematic because there is lack of further explanation about them in the materials. Namely, the function of the elements in these two examples could be explained in two manners. Firstly, if it is agreed that the only forms of the auxiliary verb *to be* that could function as proclitics are those in present tense, then it could be said that, in this situation, the particle *kje* (*will*) functions as proclitic, whereas the form *beše* (*have been*) represents the form of the verb *to be* in imperfect, and the form *bidam* (*was*) is the form of the verb *to be* that denotes finished action (aorist). Consequently, in this situation, the two forms of the verb *to be*, that is, *beše* and *bidam* are regarded as word forms with their own stress, which means they are the independent element in the clitic expression, whereas the particle *kje* functions as proclitic in the clitic expression. On the other hand, if it is agreed that all forms of the verb *to be* as an auxiliary verb could function as proclitics, and not just those that are in present tense, then the situation would be different. In this case, it could be understood that the proclitic and also the auxiliary verb do not have their own stress, thus they form clitic expression with the adjective *dobar* (*fine*) and, accordingly, they are considered part of a copular verb. The function of the auxiliary verb *to be* as proclitic also evokes the following dilemma: If the only forms of the auxiliary verb *to be* that could function as proclitic are the forms in present tense, then how should the syntagm *beše dobar* (*has been fine*) be interpreted? Is it an accentual unit that consists two independent words, or is it a clitic expression that consists proclitic and an independent word? The fact that in the latest edition of the Orthography, (2015: 33–36) there is not even one example for accentual unit, nor for clitic expression that consists the auxiliary verb *to be*, makes the clarification of the dilemma more complicated. Moreover, it makes doubtful the explanation that already exists in the materials about the auxiliary verb *to be* in a function of proclitic. Consequently, it is more than evident that the information in the Orthography, (1998: 36): "... the verb *to be* as an auxiliary verb ... (with its forms)" should have been supplemented with following text: *...in all of the tenses ...*, so that there are not many possibilities for ambiguity. Nonetheless, this supplement would not have solved all the dilemmas that appear in the practical use of the language. When talking about the verb *to be* as an auxiliary verb another dilemma appears on the horizon. Namely, it cannot be determined for certain what function the auxiliary verb has in the answer: *Jas sum* (*I am*), when it comes as a response to the question: *Koj e?* (*Who is?*; *Who is it?*). Special attention should also be given to the question *Koj e?* (*Who is?*; *Who is it?*) because it contains the auxiliary verb *to be* only in third person singular. In this situation, it is neither reasonable nor logical to say that the auxiliary verb should be interpreted as proclitic. On the other hand, it is reasonable to question its function. Thus, the most logical question here would be whether, in this case, the auxiliary verb *to be* functions as independent word, or maybe it functions as enclitic. Proper answer cannot be provided, at least for now, although probably, in this case, the auxiliary verb functions as independent word. Further, let us assume that there is a question of the following type: *Si za?* (*Are for?*; *Are you for?*) that comes as a response to previous suggestion or proposal, and the answer to this question is simply: *Sum* (*am*). How should the auxiliary verb *sum* (*am*) be interpreted now? If, in this situation, the auxiliary verb *sum* (*am*) is equal in meaning to the particle *da* (*yes*), then the function of the particle *da* (*yes*), should be determined in this context. This makes the explanation even more

complicated because particles are among the listed groups as words that function as proclitics. In this situation, we could address the information provided by Minova-Gjurkova, (2000: 163) in which it is explained that the interrogative particle for yes/no questions *dali* has its own stress and it could be used independently. However, slight degree of uncertainty is evoked by the syntagm *used independently* and also by its meaning. Logic implies that if we assume that the syntagm *used independently* means that the form has its own stress, and in certain cases, does not form clitic expression, then it could be said that the auxiliary verb in the last two situations has its own stress and as such it could be used independently, thus, it is not part of a clitic expression. On the other hand, if we accept that the auxiliary verb, in certain cases, functions as an independent word, then follows the question about whether it could be part of accentual units formed with two independent words. For instance, the following example: *Jas sum (I am)* implies that, in this case, most probably there is not an accentual unit because this type of examples are not given in the sources employed in this paper. However, in the following example: *Jas sum toa što sum (I am that what am; I am what I am)*, it is evident that the verb *sum (am)* forms clitic expression with *toa (that)* and functions as proclitic. In the second part *što sum (what am; what I am)*, the most logical explanation would be to say that *što (what)* functions as proclitic, and the verb *sum (am)* functions as the independent element in the clitic expression.

In the above-mentioned list of proclitics, besides the particles *kje (will)* and *bi (would)* it is also written that there are *other particles* that function as proclitics, but there is not further information explaining which they are so that we would know for sure, (Bojkovska et al., 1998: 87; Orthography, 1998: 36; Orthography, 2005: 36). If we take into consideration the fact that the particles are diverse group of words, then it is questionable whether it could be generalized and said that all particles function as proclitics, or it rather could be suggested that each particle should be analyzed separately, i.e. depending on the context. For example, the negation *ne (no)* is a particle with negative meaning that does not have its own stress, but it is the bearer of the stress in the clitic expressions, (Koneski, 1987: 166; Bojkovska et al., 1998: 87; Orthography, 1998: 36; Orthography, 2005: 36; Orthography, 2015: 34). Thus, it could be concluded that this particle functions as proclitic. In the group of particles with negative meaning are also the particles *ni (no, nor, neither)* and *nitu (no, nor, neither)* which are used for the purpose of intensifying the negative meaning, (Minova-Gjurkova, 2000: 83). Thus, if we draw an analogy between the negation *ne (no)* and the particles *ni (nor, neither)* and *nitu (nor, neither)*, it could be implied that the two of them also function as proclitics, which means that they do not have their own stress, for example *ni luk jal, ni luk mirisal (no garlic ate, nor/neither garlic smelled, idiomatic exp. butter would not melt in his mouth); nitu odam, nitu sakam (neither go, nor want; neither I go, nor I want to go)* and so on. The negation *ne (no)* as a negative answer to a question can be used independently, thus, it is not clear whether in this case *ne (no)* has its own stress. On one hand, it could be understood that, in a situation such as this one, *ne (no)* does not have its own stress, because as it is known, the economy principle of the language implies that, in several occasions, some parts which have already been mentioned or are assumed, could be omitted. The answer to the following question: *Dojde Marko? (Came Marko?; Did Marko come?)* would be *Ne (No)*, as it is assumed that the answer also includes the verb *Ne dojde (No came; He did not come)*. Consequently, although the negation *ne (no)* is used independently, it actually functions as proclitic which forms clitic expression with the verb. On the other hand, if we recall the statement which indicates that the interrogative particle for yes/no questions *dali* has its own stress and it can be used independently, and as it was mentioned earlier, the independent use signifies that the word has its own stress, then it could be acceptable to say that, in this situation, *ne (no)* is not proclitic. For instance, the example *Ne, ne dojde (No, no came; No, he did not come)* has a very interesting structure, because it is intriguing how the two

negations would be interpreted in this situation. In addition, it is also questionable whether the comma causes changes in the interpretation. The most probable answer to this would be that the first particle is used independently and it does not function as proclitic, whereas the second particle forms clitic expression with the verb. In this situation, the comma does not lead to any changes in the interpretation. Further on, same interpretation could be given for the function of the particle *da* (*yes*) which is used for giving affirmative answer. The explanation given by Minova-Gjurkova, (2000: 75, 83) provides the conclusion that there should be a distinction between *da* (*yes*) as a particle for giving affirmative answer, and *da* (*to* + verb) as a particle-conjunction (modal particle, marker of the subjunctive). If we take into consideration the fact that *da* (*to*) functions as a conjunction in subordinate declarative clauses, (Minova-Gjurkova, 2000: 264), then it becomes clear that the question regarding the particles functioning as proclitics cannot be easily answered. The particle-conjunction is actually the bearer of the stress in the clitic expressions. For example, in the following clitic expression: *da*∪*vidi* (*to*∪*see*) the particle-conjunction *da* is the bearer of the stress. According to Minova-Gjurkova, the particle *da* (*yes*) as an affirmative answer is used independently. Thus, in this case, there is possibility for two different interpretations. The first interpretation would be that part of the affirmative answer is omitted because of the language economy. For instance, instead of *Da, dojde* (*Yes, came*; *Yes, he came*) the example could be simply *Da* (*Yes*). In this situation, even though the particle is used independently, it could still function as proclitic. Also, it is also questionable whether the comma causes changes in the interpretation, but most probably it does not cause changes. The second interpretation would be that, in this situation, the particle *da* (*yes*), same as the negation *ne* (*no*), is used independently and does not function as proclitic. As it was already stated, the particle *dali* is an interrogative particle used for asking yes/no questions which has its own stress and it can be used independently, (Minova-Gjurkova, 2000: 163). Consequently, another question concerning the difference between an interrogative particle and an interrogative word appears. In the following example: *Dali*∪*dojdovte* (*Did*∪*come*?; *Did you come*?) *dali* is a particle for asking questions which forms an accentual unit with the verb *dojdovte* (*came*). In this situation it is not clear whether we could say that *dali* is also an interrogative word, but most probably it is both, i.e. an interrogative particle and also an interrogative word. The independent use of *dali* could be assumed in the following context. Namely, when someone says something in a form of a statement and the other speaker responds with the question *Dali?* (*Is that so?*), the person who asks the question actually expresses doubt about the statement made by the first speaker. Further on, there are other particles that function as proclitics (Koneski, 1987: 541–543; Minova-Gjurkova, 2000: 83), but there is not any information about their role as proclitics. Logically, it could be said that the particle *neli* (*isn't it so*) functions in the same manner as *dali*, meaning that *neli* is a particle without its own stress, but also a particle with its own stress. The difference between *dali* and *neli* is that the latter is placed at the end of the statement. Above all, in the latest edition of the Orthography, (2015: 34–36) there is not information about the function of the particles as proclitics which makes the analysis of the particles that function as proclitics difficult to a great extent. On the other hand, special attention should be given to the demonstrative particles: *eve* (*here*), *ene* (*there*), and *ete* (*there*) (Koneski, 1987: 541; Minova-Gjurkova, 2000: 83; Orthography, 1998: 35; Orthography, 2005: 36). These demonstrative particles (in the latest edition of the Orthography they are defined as demonstrative words, 2015: 35) are considered words with their own stress, and as such, they form clitic expressions with short objective pronouns that are placed after them, for example, *eve*∪*go* (*here*∪*him*; *here he is*), *ete*∪*ja* (*there*∪*her*; *there she is*) and so on. Thus, in this situation, these particles function as the independent element of the clitic expression, whereas the short objective pronouns function as enclitics. Consequently, it cannot be generalized or said that all particles function

as proclitics, but it rather could be suggested that each particle should be categorized as proclitic depending on the context.

A further dilemma appears when considering the function of prepositions as proclitics. It is denoted that prepositions function as proclitics in clitic expressions formed with prepositions and nouns, (Koneski, 1987: 179–203; Bojkovska et al., 1998: 87–88; Orthography, 1998: 36–37; Orthography, 2005: 36–37). However, the word *prepositions* is not written with a definite article (*the prepositions*), which might suggest that not all prepositions function as proclitics when they are placed before a noun, but only some of them. The examples provided in the book by Bojkovska and in the editions of the Orthography from 1998 and 2005, cannot be used as a reference because there is only a list of the most common prepositions that are used as proclitics before the noun: *od* (*from*), *bez* (*without*), *do* (*next to, beside, close, until*), *za* (*for*), *na* (*on*), *pred* (*before, in front of, earlier*), *pod* (*below, under*), *so* (*with*). In the above-mentioned materials it is denoted that the stress does not transfer to the following prepositions: *dokaj* (*until, about*), *zaradi* (*because*), *nakaj* (*towards, around*), *nasproti* (*against*), *osven* (*except, beside*), *otkaj* (*from, by*), *poradi* (*because*), *spored* (*according*). However, it could be concluded that they function as proclitics. In addition, it could also be said that some of the prepositions that are listed here are in contrast with the information which defines clitics as "short words". For instance, *zaradi* (*because*), *nasproti* (*against*), *poradi* (*because*) are prepositions that have three syllables, thus it could be confirmed that there are other words which function as clitics, but are longer than the short objective pronouns. Moreover, in all of the sources employed in this paper, except the latest edition of the Orthography (2015) there is a mention of the particles that have three syllables: *poradi* (*because*), *zaradi* (*because*), *nasproti* (*against*) and so on. Consequently, it is not clear why this kind of particles is not mentioned in the latest edition of the Orthography. One possible answer is that the term "preposition" includes all prepositions, thus there is no need to address them separately. The conclusion that these particles function as proclitics is also supported by sentences of the following type: *Zaradi tebe ...* (*Because you...; Because of you*), *Poradi nego ...*, (*Because him...; Because of him*), *Nasproti toa ...* (*Against that...*) and so on. In (simple or complex) sentences these prepositions are part of the prepositional object. Even though they have three syllables, again, it should be emphasized that they function as proclitics, thus in the category of proclitics words that cannot be characterized as short are included. Further on, Koneski provides an overview of all the prepositions in the Macedonian language. In the overview there are examples which denote the situation in which the stress transfers to the prepositions, and the situation in which it does not transfer, depending on the word that comes after them. In the overview, the prepositions and the nouns are not connected with the mark for connecting clitic expressions (◡), but the prepositions are primarily analyzed from a point of view of whether the stress transfers or does not transfer to them. Although the provided information is not precise, this overview could be used as a confirmation that all prepositions can function as proclitics when they are placed before nouns. This conclusion is further confirmed with the examples that are given in the latest edition of the Orthography. Namely, the examples denote the situations in which prepositions function as proclitics: preposition + long objective pronoun; preposition + noun; disyllabic preposition + long objective pronoun; and disyllabic preposition + monosyllabic noun. In addition, the provided information in this edition of the Orthography indicates that all of the prepositions could function as proclitics and not just part of them, (2015: 34–35). Moreover, this conclusion is also supported by the fact that the prepositions and the nouns are connected with the mark for connecting clitic expressions (◡), even though in some situations the stress does not transfer to the prepositions. That is how we know that they form clitic expressions and that the prepositions function as proclitic in that situation.

Conclusion

The analysis of the Macedonian Language Course Textbooks and the additional teaching materials, which are currently used in the teaching practice, demonstrates that certain contents contain inconsistencies and incorrect information. Certainly, this has an influence on the teaching practice of the teachers, as well as on the knowledge gained by the students. On one hand, it is more than certain that teachers provide correct and precise information to the students, but, on the other hand, it is also true that students rely on the course textbooks. Consequently, it is of a great importance that the materials for realization of the teaching process should be well written, and should contain precise and correct information, so that the students are able to gain proper knowledge of the language. Further on, the changes in the stress mark and also in the terminology, in the latest edition of the Orthography (2015) should be addressed, because they serve as a proof of the modifications that should be made so that the contents are less ambiguous. Moreover, the analysis demonstrates that only the latest edition of the Orthography (2015) gives precise explanation for the term *clitics*, which means that, in the last ten years, incorrect and ambiguous materials were in use, and students did not gain correct knowledge of the matter.

The analysis demonstrates that the most ambiguous content that evokes most of the questions is the one that refers to the auxiliary verb *to be* and its function as proclitic. Namely, this conclusion comes as a result of the imprecise content which does not denote whether the only forms of the auxiliary the verb *to be* that function as proclitics are those in present tense, or in all of the tenses. The answer to this dilemma could make a great difference in the interpretation of numerous sentences, i.e. the content would be much less ambiguous with the above-mentioned supplement that all of the forms of the verb *to be* as an auxiliary verb could function as proclitics. In addition, it could be concluded that the verb *to be* as an auxiliary verb also functions as independent element, thus a special attention should be given to this information when considering the contents from this field of the language. Nonetheless, it remains unclear whether the auxiliary verb *to be* forms accentual units with two independent words. Furthermore, the most common dilemma that appears is whether all elements of certain groups could function as proclitics, or only part of them. The fact that part of the listed groups that function as proclitics are written with a definite article (*the short objective pronouns, the short reflexive pronouns*), and other part of the listed groups that function as proclitics are not written with a definite article (*other particles, conjunctions, interrogative words*) makes the conclusion more difficult to grasp. For instance, for the particles the conclusion that it cannot be generalized and said that all of them function as proclitics was reached, but rather it could be suggested that each particle should be analyzed separately, i.e. depending on the context. That was the case of the demonstrative particles *eve (here), ene (there), ete (there)* that have their own stress and, as such, they function as the independent element of the clitic expression, and not as proclitics. The analysis also demonstrates that the ambiguity of the information which defines clitics as "short words" is consisted in the fact that there are words that have three syllables, such as the prepositions *zaradi (because), nasproti (against), poradi (because)* which function as clitics as well. Thus, it could be said that this type of information is not only ambiguous, but also incorrect, because with the analysis it could be confirmed that there are other words which function as clitics but are longer than the short objective pronouns. Finally, the economy principle of the language also contributes to the ambiguity by implying that, in several occasions, some parts that have already been mentioned or are assumed, could be omitted. For instance, the example *Ne (No)* from the longer answer *Ne dojde (No came; He did not come)* lead to the conclusion that the negation *ne (no)* functions as proclitic which forms clitic expression with

the verb, even though, in this situation, it is used independently. On the other hand, the example *Ne, ne dojde* (*No, no came*; No, he did not come) indicates that the first particle *ne* (*no*) could also have its own stress, and as such, it can be used independently and not as proclitic, whereas the second particle *ne* (*no*) functions as proclitic because it forms clitic expression with the verb *dojde* (*came*).

The analysis of the materials and the provided information indicate the need for more precise and correct contents in the Course Textbooks, and the additional teaching materials which refer to this important segment of the language. The inconsistencies in the contents lead to ambiguity, and most certainly lead to knowledge that is not in accordance with the latest changes in the language. The commentaries, interpretations and explanation that are given in this paper are with the purpose of making this type of content sections clearer for both, the teacher and the students. In the future, this analysis would be very useful when preparing the new editions of the Macedonian language Course Textbooks and additional teaching materials.

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FOLK TALES AND ITS ROLE IN CHILDREN'S EDUCATION BEYOND SPACE AND TIME

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Introduction

Among the most well-known types of narrative folklore is fairy-tale. It has been a primary need of the human used to express their dreams and the beauty, through traveling in an amazing world. The fairy tale universe, its abundance of themes and motifs, its consolidated compositional structure, the myths and real world's characters, the numerous and unexpected actions of the hero, the symbolic language etc., are performed in a reach world that is unique to the fairy-tale, which has a special chorotype through which the space and time limits are ruined. Created relatively during the childhood of humanity, fairy-tales, nowadays are addressed mostly to the kids, who are most probably interested and wish for a fantastic world, for adventures full of courage and surprises, which lead to the triumph of good and happiness. Nevertheless, there is no doubt that being related to mythology, to the primitive development stage, the fairy-tales were however created by the language of folk art, not simply to entertain the children but also as a necessity of the human world aesthetic expression. Fairy-tales continued their way through the centuries. They were enriched in accordance with life conditions and essential features that were raised in the roots of this type, to the extent of time requirements and the level of existing mentality about life and man.

Little history about the most important fairy tales publications

The 19th Century introduced to the children's literature many qualitative fairy tales publications. The children were keen on them, which is why these publications reached the record number of sales. During the years 1800, in many countries of the world there were assembled and published many fairy tales collections. The first fairy-tale publication was Perrault's only piece of work "Mother Goose's Fairy tales", published in 1627 and translated in English in 1729, which was much argued about. The publication of the Perrault's fairy tales for the first time was the biggest event and the most extraordinary enjoyment for the kids. The eight stories of Perrault, are written with a perfect style, which means that they have more clarity and sophistication than the other stories. Throughout in his fairy tales we encounter the perfect French logic, lacking the unbelievable episodes. The magic is there, widely used and combined with the reality in a very harmonious way. Perrault tried to improve the traditional stories. Often he intervenes in the subject as in "Little Thumb". In general these stories intake a dramatic feeling, however they are still liked by the children. Surprisingly, after the Perrault's book, there were no other collection of French folk stories, until Barbara L. Picard published "French legends, tales and fairy stories", in 1955.

It is said that Grimm Brothers have been the first who applied the modern science of folklore. While Perrault changed the stories adapting them to the time being, Grimm Brothers, very reliant began to write with great passion but preserving with purity the source of these fairy tales. In 1815, the second edition of their book were faced with a severe criticism and the stories were not welcomed enthusiastically. One edition was followed by another and as such the book started to be translated in 17 languages. The subjects of the stories are suitable for children since 7 years old and they can be read with pleasure even by

adults. While reading the stories, one can feel a fanciful youthfulness. Among them there are also gloomy stories about children who find love and security after a lot of endeavours. So, a girl looks at the fairy and remains deaf despite all her efforts and prayers. These stories show the different attitudes of the people towards life, towards human relationships and towards moral standards. They possess reality and fantasy all together and they are definitely very amusing.

Scandinavian popular tales were recorded by two researchers: Peter Christian Asbjornsen and Jorgen Moe and they were translated by George Webbe who was greatly influenced by Jacob Grim. Names of the three of them are closely related to the tales of the book that is represented under the name Asbjornsen and Moe. The Norwegian stories have a serious nature witch is evident in many popular fairy tales, they have more humour than the German fairy tales. There is a lot of magic in the content of the Norwegian fairy tales: giants, wild pigs, witches, axes, arrows, magical oars etc. In these fairy tales, the winds are speaking and taking part in the human's errands anytime, a polar bear (symbol of the north), a colossal horse, a wolf in grey legs are animals that speak like humans. These stories are classical and beautiful presentations that any child would appreciate listening to.

When J. Jacobs started to gather English popular fairy-tales, there was a different principal from that of Grimm Brothers. He compiled his collections (miscellanies) in order to be used for the immediate entertainment and amusement of the children and not remaining in the archives of the society folklore. In this way, Jacobs removed the brutal incidents, adjusted the language, and even changed occasionally any of the episodes. Jacobs took some of the fairy tales from Australia and some of them from sources printed some time ago. It was his merit, which made the fairy tales well-known around the world and not being covered by the dust in the antic volumes. The fairy tales of Jacobs are distinguished for the combination of three elements: giant killers, humour and suitability for children. Among the most well-known collections are: "The Story of the Three Bears", "The Story of the Three Little Pigs", "Henny-Penny", "Johnny-Cake" etc. These stories have been much appreciated by the children since then and still are much liked nowadays. Jacobs was the only English folklorist who had been working on fairy tales, until 1954. When the Anglo-Saxon popular fairy tales volumes started to circulate. Beautifully narrated and with nice forms and illustrations, these books expanded the state of British popular fairy tales. Scottish legends and fairy tales written by Barbara Wilson are simple for the pre-schoolers, comic for the big kids and even romantic. They are full of magic, with miscellaneous creatures, sometimes they are jolly and often wonderful.

Expect the European groups we have collections of Arabic fairy-tale known with the title "A thousand and one nights" or "Arabic Nights". Everyone during the childhood certainly remembers long stories with flying carpets, shining golden jewellery, genie of the magic lamp and the mysterious word like "Open Shazam". The origin of the "Arabic Nights" is very complicated, because these fairy tales came from a population which had not an authentic literature of their own. In the Muslim world they only were told around in cafes or markets. The stories are very old and it is thought that some of them are rooted in Ancient India or in Persia. The French man Antian Galand translated them in 1704, from a manuscript sent from Syria but written in Egypt. Thus, the long travel of fairy tales made it hard to find their origin. The stories were so lucky that fell in the hands of a skilled narrator and translator. These oriental tales obtained magical colours and often some of them can be considered as drama. Even now days, these fairy tales are liked by the children who during their childhood, they wish to live in one of this magical fairy tales. A. M. Afanasiev was the one who summarized Russian fairy tales, as well as the Grimm brothers summarized those German. These stories are for the folklore students and not for children because they are scary, bloody, exciting and with many overtones. A part of these stories are very famous such

as: "Snow virgin", "Fire bird", "Sadko" etc. Another part of the Russian fairy tales are found in the Arthur Ronson's summarize, entitled "Old Peter's Russian pearls".

USA are the biggest storehouse of folk tales from all over the world. Americans are proud for this great heritage, which they could only discover by exploring European libraries. Joel Harrison was really attracted by fairy tales he heard from the black people working in plantations for the simple fact that in first place he was familiar with the dialect they used, their humour, their terminology, as well as was in love with both their lives and histories.

The real origin of these tales still remains unknown and many variants of them have been widespread. They embrace a real philosophy of life and freedom of the poetic imagination, an appreciation of the human nature as well as the children's desire for adventure.

This indisputable world treasure inhibited in fairy tales has been continually read and appreciated by children, whose imagination continues posing its impact even to the present day, showing this way that the fairy tale is a creation able to surpass space and time boundaries and still remain lovable and of the same importance in the education of children.

The importance of the fairy tale and its impact on children

The nineteenth century demonstrated a real confrontation of various critical approaches concerning the real impact fairy tales had on children. During the twentieth century, especially in the twenties and thirties, in Russia, England and some other countries as well, a real controversy arose on the impact the tale had on children. For some psychologists, a fairy tale was something antique and fossilized, product of the primitive society. Maksim Gorki has been among the first supporters of the preservation of the fairy tale as a literary genre and branch of children's literature. Such a debate has existed even in Albania, especially in the late sixties, when the belief that the fairy tale effects negatively child's psychological development, prevailed.

1) The free, brave fantasy embodied in a fairytale helps the development of children's fantasy and imagination, sharpens his logic and thought, enhances his curiosity on the mysteries of life and society as well as helps him think and dream for the realization of his desires, and enhances his aspiration for what is good and perfect.

Providing these images on nature, the world and social life by means of its folk art, our human society has disclosed to the world of children the spectacle of a big life, dreams and visions that have created in them a fascinating world promoting their imagination. Through tales, children have learned orally and over generations, about wars and the people's struggle to freedom, about the beauties of nature, but at the same time even for the world mythology so rich in fairies, dragons and villains, which constitute a real and irreplaceable treasure of folk art. Through tales and fables they have learned about the life of animals, birds and poultry, but at the same time folk art, by means of its allegory, has taught them about actions, events and phenomena similar to those of human society.

Tales gives children knowledge about the surrounding world, in a dose acceptable to their stage of mental development, helping them understand that in nature there are even forces that do not obey the man. It gives knowledge about the society and social relations. It is true that knowledge inhibited in tales in by no means promising for scientific precision, but anyway it manages, though temporarily, to meet the gap either in experience or in the knowledge of the child. It is also true that in tales, the subjugation of nature in the majority of cases is imaginary; however it helps prepare the child for a real submission. Scientific as well as realistic explanations are often incomprehensible for children because they lack abstract thinking.

There is no clear boundary for a child separating the abstract items from the living beings. In his attempts to understand the world, it seems reasonable to expect answers from

animals, rocks, trees which tingle his curiosity. The child, who considers himself the focal point, expects these entities discuss on various issues, as animals do in fairy tales. The child is convinced that the animal understands and he knows things as he himself does. Tales proceed in a manner consistent with the opinion of the child and his experience of life; that's why a fairytale is so compelling. The child can benefit much more by a fairy tale rather than by efforts based on adult logic, reasoning and views on life (Bruno Bettelheim "The child need for the magic, New York 1988, Pg.86).

On the other hand, sound logic, precise knowledge of the material world, as well as the basic attributes of objects and animals perfectly function in a tale. Just the deer and no other animal sheds tears like a human, the snake removes its skins, the fox lies etc. The fact that fairy tales keep being read by millions of people worldwide, both children and adults, shows that behind the imaginary world of the tale there is the man with his dreams and aspirations. It is exactly the need of man to find through his fantasy a solution to problems difficult to be solved in reality that makes fairy tales exist. Today, the magical element poses no risk to children's mentality because with the passing of the age when the real and unreal merge, boundaries naturally occur between them. Thereafter, the magical element is naturally perceived as conventional, as an artistic law within the tale rather than as a reflection of real life. The fairy tale therefore can be considered as the cradle of fantasy. Lack of dandling in this cradle creates people who, in a way or another, will suffer from a lack of imagination.

2) Tales help in the mental education of the little ones. In their motives and themes one may find various forces of nature: overflowing rivers, floods and especially natural disasters in which folk fantasy has humanized and created beings, supernatural beings gifted with special features. By means of this artistic wealth, children learn how man faces with and wins over the dark forces of nature, always based on the principle: good wins over evil. Figures such as: Monsters, one-eyed giant or villains, embody the cruelty of the sea. The motivational world of fairy tales is always filled with elements where the victory of good over evil is projected, which encourages in children the love for the world and human happiness. It is this war that has divided the characters into good and evil.

3) The fairy tale tells the child what is good and bad in life, helping him shape his love for the good work and the right principles, sincerity and self-confidence. Some of the moral virtues such as bravery, courage, intelligence, fighting for the truth, patriotism, which are just basic human virtues persistent in every time and place, have been highly worshiped in fairy tales. Basically, it is not magical element that educates children but the actions of heroes, their character and moral traits. On the main axis of elaborating the tale stands the struggle of good against evil. By addressing events on the fight of good against evil, people have created images, which face each other and often encounter. In this way the in the characterization of the main figures, there are two main lines that represent good and evil. In these tales, the moral and ethical norms prevail, expressing children's wish and dream for a better life. The family as the basic unit of society is the focus of attention. The orphaned child having lost his mother and facing a bad stepmother, becomes the hero of several poignant tales such as "Cinderella". This theme will also be found in other tales as well, which in a few pages express a world of its own, human emancipation and defeat of the evil, a sentimental feeling that expresses a human touch. This feeling is obtained in many fairy tales with bad stepmothers, orphaned children and other painful motifs, which served as a starting point for cultivated artistic creations.

4) A very efficient tool used in folk tales, which helps to realize a strong communication with the children is language. Tales help to educate children with the poetry values and beauty of our language, develops imagination and fits the thinking and features of childish psychology. Tales bring true linguistic models of the mother tongue. They are one of the safest havens for maintaining universal language idioms of folk dialects and rich

vocabulary. The tale's language takes us back to our motherly tongue, avoiding at the same time the influence of other languages. It is characterized by the use of a rich phraseological language, the construction of the phrase, the cliché entrances and closures etc.

5) Tales are liked and curiously followed by children's credulity because the beauty of fantasy they embody, the peculiar details and magnificent images are so fragile and full of sense: the eagle finding and bringing the lost white cloth of the beauty of the earth, or the queen bee hanging on her chest trying with a covered face to find the boy she seeks, or two jewels in the poor hunter's house who sleeps with the beauty of the earth; the only stones to emit light in the city.

These examples and also others arouse beautiful aesthetic feelings, because within them lies an emotional human reality and you can feel the desire and hope for happiness, for a kingdom of light and the satisfaction that comes after much tribulations, matches with witches, dragons, rogues and after the defeat of evil comes the happy ending.

6) Wonderful and fantastic that constitutes the terrain of the tale stirs the imagination and plays a key role in reading the text. Propmentionsfiction as representative quality of the tale. Tales, legends, myths have been a source of creative imaginary human spark. By this we understand that in recounted tales we find symbols toy, their language and if we are to grasp their meaning we must know how to read into things, seeing this movement event as a movement of symbols. Folk tales are known for their fantasy diversity and interesting subjects. Fairy tales are generally known for adventurous treatment of the subject. A large part of them are treated like traveling's, in which the heroes encounter barriers and opponents to overcome, so the form of travel is very preferred. In folk tales there are no boundaries between realistic and fantastic characters. They interact with each other and the relations between what is known with the unknown are unlimited. And this is one of the main aspects that makes the tale beloved by the children. Generally tales begin with a series of cliché formulas like "once upon a time.." "there was a time.."etc. The treatment of the characters, as well as other elements of reality in fairy tales are performed schematically, in two colours: black and white. But this schema does not overshadow these characters, because their repetition from a tale to another has given them a certain uniqueness, has made them fully recognized as characters, and in many cases has turned them into true "masks", whether positive or negative ones. As for the fantastic imaginary conditions of the events in the tale, their solution is made in a mechanical way. The strength of the story in a tale lies in the agility of the dialogue, which corresponds quickly with the course of actions, coming one after another. Cliché patterns, that occasionally are an entire picture of actions, are also the organic part of the story, so they are like foundation stones on which the subject lies. However, the tale has in its own composition more features of the story called literary artistic. Tales are distinguished for their simplicity, because people with a word, or just a physical characteristic, use them to individualize characters or landscapes. The means of comparison are rarely seen in the tale, as the characters names themselves or landscapes are vivid comparison tools. The story in the popular tale is usually narrated in the past tense. However, to show the sequence of events we may also use the present continuous tense. Tale events intertwining usually is based on three elements; about three, and in some cases even seven characters because we know that kids are attracted by simplicity and clarity of the narration. Fairy tales end with a happy ending. This archetypal ending is not a simple "prefabricated", it has become a law, without which the tale cannot be conceived. This is related to the human dream to be happy, to be prone of happiness, passing large spaces, forests, seas, caves, the fantastic world and then to return often to the point of departure, from where the action started near the small house which often becomes a palace. This addiction to happiness brings a long ago popular optimism, hope and dreaming that life comes and

touches us even in our days. But this also fits very well with the nature of the child who always requires the completion of events that give a sense of joy.

What attracts the child specifically to folk tales and how should it be reported properly?

It is believed that in order to attract a child by the story, some elements must be considered such as:

- 1) gesture, mimicry, intonation of narrator
- 2) resonances between the method of conception and the reality artistic treatment of folk tales and the child intellect degree of development
- 3) the degree of his ability for abstraction, concrete figurative character of his thinking, resonances between the tale's soul and the child's soul.

In tales often the child finds the strength of feeling, freshness, naivety, simplicity, sincerity and develops his taste for vivid colours and sounds, always in motion. In the tale objects and items become more vivid souls, even animals act and speak of human feelings and take shape with all these concrete figures. All these make the fairy tale world and the ideas that it wants to transmit, very interesting, tangible and accessible to children.

A characteristic of the folk tale that suits perfect to the child's nature is the special place it occupies the action, action in relation to the description, and the original character of the dialogue.

Conciseness, clarity and simplicity, are also tools that serve to the tale for a better communication with children. A special role in the story takes even the popular and wise humour, that serves not only to discover the comic and negatives, but also to give the fairytale a light atmosphere. Family is the first kindergarten, the first school that cultivates love for the books, and affects the formation of coming readers. Cultivating love for books and fiction, in fact, it goes back to the earliest age of infancy. A short while later the first tale begins to be reported, also the first fables, the first story, describing the main characters very briefly, but in a simple, colourful and attractive way. Regarding the selection of a fairy tale story, parents should be careful about its content. Some parents in order to intimidate children to keep silent and to stop crying or sit quietly, tell them tales about witches, scarecrow and terrifying ghosts, which are extremely harmful to children because they make them fearful, terrifies them and rattle their nerves, and this is observed when they are asleep at night and talk with themselves, fear or cry during dreams. Therefore parents should utterly avoid such stories and should not allow young children to see on television such terrible sad scenes. However, not enough for a parent to choose to buy an illustration book or just to read the book. While reading, if the book, for example, is related to different animals, it is important that the parent imitates their voices, as appropriate. In the same way a parent should act even if the story has to do with travel tools, the work of people in workshops, factories etc., Imitating their sounds. This mode makes reading a story more interesting, more colourful and more attractive and understandable because little children mostly like imitations of voices and different sounds. If the child shows a desire to tell himself the tale with his own words, then the parent should take advantage of this opportunity by allowing him to retell the story, leaving him free to see sometimes the relevant illustrations so the child can recall better the course of events. In this case it is worth noting that if the child during retell, forgets any important moment of the story or perhaps expresses himself in a wrong way for example a word hardly unknown, it is not good that the parent corrects at the spot, by interrupting the child's report, because this intervention may result in breaking the will of the child to continue the story until the end. Therefore, if these stories, fairy tales, fables are interesting, beautiful, distinct, full of dynamism and liveliness of the dialogues, described beautifully, and, on the other hand, if they are shown or recited by a parent with a beautiful

language, simple, understandable and close to them, we are more than confident that youngsters will show willingness to listen as often as possible stories and they will have the great benefit of them in all respects. Fairy tales, legends, myths, will always represent for children, means through which they learn about the world of adults, understand how life works and the surrounding society. Tales offer a world in which the characters are divided into good and evil. Through them, children learn that every problem has a solution, and that good triumphs over the evil. In this way, they manage to control their fear, anxiety or nightmares at night. Monolithic characters, whether positive or negative, protagonists or antagonists facilitate personalization; while their language, made of images and symbols, can be understood by a child, although he has not yet been able to decipher the abstract reasoning. Always the child remains consistent with the sequence of images typical of classic tales. (Recall here: Little red riding hood, the wolf, Cinderella, Snow White, the Witch, the poisoned apple, etc.) So in few words for all intents and purposes, the tales are the first educational tools that mum, dad, grandparents and educators can use to help children grow. In short, it is not important where and when parents read the tales, but the creation of "a time ad hoc", the construction of a space for reading and a lot of patience. It is essential the ability of the narrator to mimic the voices of nature and interpret beautifully. In this way, intensifies the interests of the child to hear, intensifies its concentration and history becomes more understandable, even more reliable, even more stunning. The child will plunge into the magical atmosphere of the fairy tale and its fantasy will be further encouraged.

During the reading of the tale should be kept in mind to clearly answer all the questions of the child, trying to be honest as much as possible, and without modifying the tale. You need to tell children that even dragons and scary characters have a weak point and will necessarily be defeated. In this way you will help your child to overcome his fears. You should reread the stories if children ask, even though, for the umpteenth time in a row. After the age of 3 years, they often require parents to retell the same story. Characters of fairy tales should not be modernized and transformed (the prince, the giant, monsters, witches) in real characters. The child must be convinced that the tale has nothing to do with the reality. He should not be afraid, but to understand the division between the reality and imaginary. Do not use the child's name in place of any of the characters. It is also important to keep the right distance from the story. The tale should not be censored of fear that the child may be traumatized. Telling tales help kids how to cope with problems. They strengthen them emotionally, raise self-esteem and develop critical thinking. In the end of every tale reigns the good, and the heroes of the beloved children live happily ever after. This is the message that we must transmit and cultivate in them. In this way children will grow better, more secure in themselves and be more responsible.

From what we said we conclude that the role of folk tale in a child's education is very important and versatile. This is because the tale is able to penetrate directly to the mind and heart of a child, conveying to him every beautiful and good thing and necessary to his soul.

CHILDREN'S LITERATURE AS A WAY OF PROVIDING OPENNESS TO DIFFERENT QUESTIONS

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*My words are carefully chosen
no matter what happens
I am always peaceful
said a worm in a bag.
That's right, my colleague
in my head, too
peace is above all
said an ant in the grass.
To accept all the adversities
proudly and boldly
that's my principle
spoke even a mouse.*

(D. Đorđević, *A Peaceful Poem*)

Abstract

Attuning a literary text to the real life of a child gives an opportunity to those who use a literary text for children to create harmony and understanding. When a child is thus involved in a conversation with the author in that kind of atmosphere of understanding and partnership, they are instructed and encouraged towards a good dialog exchange. Using their own intuition, a child finds *the right measure*, and creates their own image of literary reality or fiction. That would be the foundation which is especially important for the creative personality of a child or a person in general. This phenomenon is prominent in the works of a lot of contemporary Serbian authors of children's literature. Poems which consist of questions and answers were written using that principle. They feature questions like: *What kind of lion?, Where do our eyes come from?, Where do our hands come from?, When do children think?, What is scary?...* as well the statement that *Children like sweet things, children like funny words ...* Apart from Dusko Radovic, authors like Ljubivoje Rsumovic, Moso Odalovic, Dragomir Djordjevic ..., also belong to the category of so-called authors-partners.

Key words: literary text to the real life of a child, harmony, understanding, dialog exchange, creative personality

Children's literature plays an important role in the whole of psycho-sociological, historical, ethical, esthetical and any other sense when a child is concerned - and not only a

child. It approaches a child mightily and openly. Children's literature has a role of producing the so-called *positive mediation*. It represents a detailed metaphorical-symbolical and essential search for identity, a search for serenity as existence. To write for children means to follow particular motif and stylistic actions and exhibitions; through a philosophical orientation you give essential laws of the poetics and the so-called *blending* of words into the hedonistic children's soul, into the play, into irresponsibility and into the recognition of this *intangible world*. Duško Radović used to say that to write for children, beside other things, means to possess the skill of conversing with children, while, at the same time, he wondered whether it is a fault or a virtue, whether it is a lack of maturity or maturity itself.

A child uses a book, "in its various aspects, as material for a spiritual play, for making a plot-line" and for building up the world of imagination and adventure. Dotlić and Kamenov point to „the important role of child's identification with the hero who suits his/her characteristics and wishes, and through whom he/she experiences the power, importance and victory of the justice and personal desires long after the book covers are closed“. (Dotlić, Kamenov, 1996: 27) In this sense, poetry has a significant role and an essential place, especially if we have in mind symbolic games in children's poetry and symbolic games as a specific activity of pre-school children. In children's poetry, as it is a distinctly lyrical type (and the same goes both for Serbian modern poetry and for the beginnings of lyrical articulation), there is a combination of language forms. A child encounters poetry very early, earlier than other literary forms, for example, fairy tales or short stories. Since its first origins and notions, poetry has had a role and/or a task to influence children in a beneficial way, preparing them peacefully for sleep and the world of imagination. Particular connected consonants rhythmically turned into something similar to an organized poem where a rhythmical harmony made us understand it as a work of art and as a literary form, too (ROH, ROH, ROH).

Children's literature as the literature for playing is immanent in the childhood - just like the playing itself. This attuning of a literary text with the authentic children's life gives the author, tutor, parent, child and group an opportunity to create harmony and understanding by learning from one another. Only through such understanding, perhaps even partnership, true education and upbringing can be born.

Answering the question whether children's literature can or should educate, Duško Radović says that upbringing "includes two or three ethical categories, but no one understands that teaching children to think and to express themselves is always an important pedagogical task. Why would a pedagogic task be more important or less doubtful than bad texts which teach children to love their mother or their fatherland? If we teach children to think, we make them capable of dealing with different life situations, I say life, not literary situations". (Radović, 1969: 121)

Therefore, there is a tendency to recognize literature and literary texts as the valuable main point in the system of education and culture.

This essay treats both education and culture as ontological creations, as creations which, beside pointing toward knowledge and learning, teach practical virtue, courage, love and personal freedom around which everything revolves.

What place do literary texts take in teaching and beyond it?

They increasingly become justified only when in the service of the above-mentioned teaching disciplines.

Researches show that everyday school activities are dominated by forms of learning characterized by individualism and competition. It is not in the nature of literature to influence either the former or the latter (especially the latter one)! It creates and influences emotional, social and working abilities.

„A literary work is edifying,“ says Tihomir Petrović, „only if a performed artistic transformation of its elements is edifying, and not according to a certain edifying function of the factors; it is such only in the esthetical, but not in the edifyingly-gnosiological aspect“. (Petrović, 2005: 113)

We know that much more is learnt beyond strict forms, stereotypic means, aspects and elements of teaching and through a mediation between a child or a young reader and things beyond him/her, but things he/she should accept. A new approach differently reveals the world which is testified by poetic „truth“.

Ian Mukarзовski wrote that a literary work has a greater value if, in an appropriate way, it includes more of those extracurricular values that are the moving force of life practice. „The application of an artistic (literary) work, which largely coincides with the evaluation act,“ wrote Mukarзовski, „can be repeated infinitely and, to a great extent, it represents the reason for an interest awoken in us by a work of art. It is the acceptance of a work that is important, not the determination of its artistic value, which, on the contrary, is most prominent in values of practical character“. (Mukarзовski, 1986:106)

However, apart from the impressions about the accepted work (and we often forget that a child or a young reader frequently stops at an impression), we equally frequently move onto new spheres of learning.

We should never hinder the so-called *noble use* of a literary text!

The literature for children and young people and literature in general offer a possibility not only for artistic forms and models, but also for thinking forms, „truth forms, rationality forms, as well as reality forms“ as Paul Feyerabend says in his book *Science and Art*. (Feyerabend, 1994: 42)

The poems of Duško Radović, one of the most talented wise men of Serbian literature for children, give off an invitation to think, to be independent and rebellious. It seems that he never said what he thought, but left the reader himself to find himself in it, to decipher or define the offered image, half-pronounced story, knowledge or suggested truth. One of his cult poems *Once upon a time, there was a lion* remains a great enigma up to the present day. It does not matter that the author probably presented himself by writing about a *horrible and unique lion*; for the reader, *the lion* may be somebody who is stalking him, the object of his revenge or his admiration. A child approves of such a lion – a little strange and unusual, because *the lion ate what he wanted/ - a whole tramway/ and a part of a cloud*; the lion who *walked on three legs/ watched with three eyes/ listened with three ears*; the horrible lion who knew nothing about mercy, because he had sharp teeth and mean eyes. The reader approves of him because at the moment of a frightening act, the lion can simply be erased. That way, the reader is offered a possibility to move on with a special lion as his own being. The possibility of identification with the hero of a literary work is also one of the significant values of such communication. Of course, this does not diminish an escape from completely different heroes or situations!

About his poem *Once upon a time, there was a lion* Duško Radović said: „In 1949, all year long, I kept repeating to myself the verses: „*Once upon a time, there was a lion. What kind of lion?*“ – only these two verses, and I did not know what to do with them. They had a scent and a hint of something else. When the whole poem finally came pouring out, it seemed to me as if I got well after a disease, that something important happened with me and inside me, that I solved a problem.“

When we speak of Duško Radović, the following is often mentioned: *Words used by wise people can be both a weapon and a tool, but also a cure for a sick soul and a poison for insignificant people who imagine that they are important.*

What anybody who read, lived with and worked with and on Duško Radović's poems would say is that he called for freedom and he created it. „Freedom is a feature of his poetry,“

Milovan Vitezović used to say, „the freedom of language, the freedom of playing, the freedom of thought, the freedom of emotions and the freedom of speech. It is difficult to determine all the taboos he crushed, the limits he crossed, the boundaries he ripped apart, the blunders he shattered and the dogmas he ridiculed. During his creative life, Dušan Radović kept freeing us. He freed us from stupidity, from authorities, bad habits, inhuman actions and insensitivity to kindness. He freed children, writers, citizens, literature and the country...” (<https://nisiokolina.wordpress.com/2011/10/30/душан-радовић>)

A very similar thing happens with the poem *The Blue Rabbit*.

Here, we use the words of the authors of the book *Literature in the Kindergarten* (Dotlić, Kamenov, 1996) which confirm the big truth that *the formalism of the terminological nature* is often applied when interpreting a literary work for children in practice. It repeats almost regularly in pedagogical practice. When a literary text is interpreted, the most frequent practice is to present the so-called objective reality in the introductory part. „For example, if the characters in a poem or a story are animals, as a rule, in the *introductory part* children are asked about those animals' appearance, way of life and food in their natural environment, while the fact that literary works transpose the natural reality into the artistic one is completely neglected. That is why we cannot talk about the animals from an aspect of the objective reality. On the contrary, we should look for and discover their transposed role and sense, or another aspect present in the poem with animals as characters, and that can become the resulting point of experiential and cognitive motivation.“ (Dotlić, Kamenov, 1996: 71)

In the further argument, the afore-mentioned authors discussed D. Radović's poem *The Blue Rabbit* and the questions pertaining to the physical and formal "similarity" with the real image of a rabbit: Does it have long ears, short tail, fast legs? Does it eat cabbage and carrots? etc. They thought that all of them were stereotypical and destructive, considering what the poem contains. "That way," they wrote, "we demolish and destroy the fantasy of all that is unusual, wondrous and intangible." (Dotlić, Kamenov, 1996: 72)

Dragutin Rosandić connects children's motivation to accept a literary text with their „emotional, social, moral and personal experience“. (Rosandić, 1986: 401)

However, a relationship with a literary work should not be exclusive.

Described as anti-didactic poetry⁴⁸ where the poet is children's advocate chosen to represent them before grown-ups, Dragomir Đorđević's poetry, on the other hand, shows the rebellion and revolt primarily against school and family, against the irresponsibility of those closest to children: parents and teachers.

That is how *The Messages at First Hand* came into being – as imposed and overbearingly present rules. The poet says:

*A lot – you must eat
Or you won't be neat*

*(...) A lot – you must sleep
You must not cheat*

*(...) To work hard is a need
Even though you get sick indeed*

*(...) You must acquire the desire
For goodness and honour not to expire.*

⁴⁸See: Denić, 2005: 140-149.

The child in Dragomir Đorđević's poetry thinks and sends exactly the message grown-ups should be aware of. If only they would listen better, it would be a good upbringing for adults.

*When I am in a bad mood
just like Doc Holliday
I take a good book
and everything is O. K. (As many friends as you like)*

For a moment, Dragomir Đorđević's⁴⁹ poem *As Many Friends as You Like* could end the dilemma: morals in children's literature – Yes or No? It could take us to the beginning of spirituality, to Solomon's Stories „because it is better to trade in it than in silver, and the profit from it is bigger than from gold“ and to St. Paul's words: „In every wisdom, learn and warn each other by psalms, hymns and spiritual songs“. According to Lorca, „poetry means turning the impossible into the possible“, the same way childhood needs literature to clothe the adult world in its clothes in order to conquer the universe, as interpreters of children's literature say.

„The world like this is not to my liking/ and I want so very much to invent a better one“, says a child in the magazine *Big Yard* from 1999.

In his *Supposedly Sleepy Poem*, the poet Dragomir Đorđević says:

*Grandma likes me warmly dressed
Dad likes to cut my nails
With a toothbrush full of paste
Every evening Mom awaits*

*Grandpa tells the same old stories
Sister often gives kisses
Uncle smokes, auntie yells
And I – I yawn, what else*

Being the youngest and most imaginative among the authors of the new generation, Dragomir Đorđević conceives some better worlds where he, just like Radović, Lukić, Ršumović and others, enters the *playful* stage with all his imagination, simplicity and humour.

The same way as Duško Radović, he often creates an illogical turn in his poems, trying in his easy and aphoristical manner *to free children from pedagogical demands and to make grown-ups grasp life more profoundly*. That is why he is not a teacher, but a follower of the game, again just like Duško Radović.

Dragomir Đorđević's game is a game of thoughts, not a translucent and static one (if there is a static game at all); it is a game which provokes wonder in readers and, therefore, it is a creative game that promotes **the multiplication of your own self** (a term used by Zorica Turjačanin). That is why we quote here the words of Ljubivoje Ršumović who wrote a large number of essays about this literature - and the words of a creator are closer to the sense characterization of an artistic work. On the occasion of the publishing of the book *The Five in Serbian* written by five friends and most significant children's authors, he said: „It is important that we do not write poems for school, that we always keep in mind children, our

⁴⁹See: Denić, 2014: 70.

readers and never become boring." (Trifunović D., Erić D., Ršumović Lj., Odalović M., Radulović D., 1999: 7) His words put an accent on the need to write about the subjects that interest every child.

Dragomir Đorđević's poetry claims that anything different could be good and better than what we are used to see or have. Even what seems negative could be positive. What an eye cannot see could become visible.

When a very sick girl named Tiffany asks whether Santa Claus exists, Alf, the alien replies: „Yes, Tiffany! Santa Claus does exist just as love, beauty and children's poetry exist, just as everything that makes this life bearable exists.“

Everything that makes a child's life „bearable“ is the subject of Dragomir Đorđević's poetry. That is why he is a conscious organizer of an illusion and that is why he is familiar with the so-called *creative deceit*. In his poems, both imagination and illusion (as imposed images and truths) turn into a reader's opinion, and little readers accept the literary reality without a distance, they accept the illusion by taking part in it, as well as by a transcription of the same.

The message is acquired through the acceptance of a literary work. A child is taught to think and feel thus realizing the most important task, the one so different from pedagogical tasks – if there is a need to point to it at all. In addition, „we prepare children to cope with various situations, not only literary, but also real life ones“ as Duško Radović said.

Little readers or receivers incorporate the literary „offer“ into goodness, as an essential value they recognize. Through them we can form the space for the good homeland of a soul, or the homeland of a good soul. What kind of spirituality can we speak of when we consider the objects/notions that children's authors take as their characters? Well, we can speak of it when each and every object can be a person.

Children's literature has asserted itself as an important medium in its full semantic tendency and value bearing and transmitting the power of education, well-being, mercy, beauty and transformation. The role of such a medium is far more complex and its non-intrusive strength is more vivid and lasting than the pseudodidactics and pseudoaesthetics. As a go-between and often as a creator, too, a literary work is an unfathomable factor in the forming of the entire value of a human being.

At the end, we give some space to a riddle without a solution, the one we even do not recognize and which is partly suggested in the verses of Ljubivoje Ršumović:

*You should watch a child,
but not stand in his way,
as soon as you see him as a man,
the sooner he'll become one.*

Through the disharmony between a child and an adult, we shall realize that school is very nice and it cures laziness and loneliness; that there is a scary cave where a horrible witch lives, but the witch is afraid of children because they defend the mother country with beauty, honour, knowledge and good upbringing, no matter whether they sang from Ljubiš or when they went to Africa to plant the Banat pepper and bewilder all that remote world – frightening to some people, but magically beautiful and interesting for children.

The acceptance of a literary text creates an induction, because literature is open for different questions in the same way children are open and ready for different answers.

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RUBRICS AS A TOOL FOR DEVELOPING PERFORMANCE, SOFT AND METACOGNITIVE SKILLS

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Abstract

The present article reveals how rubrics – the charts with the most important set of criteria for students' work and the descriptions of the different levels of the quality of that performance on these criteria actually enhance students' achievement and develop their metacognitive and soft skills.

Originally the main purpose of rubrics was to coordinate instruction with assessment. But they also give structure to observation and the subsequent feedback. They also help students learn because the criteria for success are very clearly described and students learn how to self-assess themselves and in this way they develop metacognitive skills. The present study reveals rubrics as a tool for developing students' skills for collaboration and communication because they can be involved in peer-assessment.

University students' use of rubrics for peer assessment of oral presentation is investigated as well as the development of their attitude towards the use of this rubric. There were five criteria: knowledge of content, clear speech, preparedness and organization, enthusiasm and eye contact. The same rubric was used for two semesters in a row and a development in students' ability to give feedback to their peers that was free of judgement and matched that of their instructor was observed. Students' negative attitude towards the use of rubrics also changed.

Key words: rubric, oral presentation, criteria, feedback

Introduction

The present study focuses upon quality of English language learning assessment through the use of rubrics for oral presentations.

The definition of assessment can include events, tools, processes, and decisions (Taylor & Nolen, 2008). Rubrics are a kind of an assessment tool that support student learning because the tool gives students clear idea about what is important to learn and the criteria or expectations for good work. In foreign language teaching which offers many opportunities for performance-based tasks the actual student performance is assessed through a product, such as a completed project or work that demonstrates levels of task achievement. In such cases performance-based assessments is required because it allows a variety of alternative ways of evaluating student progress (journals, checklists, portfolios, projects, rubrics, etc.) as compared to more traditional methods of measurement (paper and pencil testing). Hence is the interest in rubrics as an alternative means of evaluating students' performances.

What is a Rubric?

The fourth meaning of the word rubric in the online Merriam-Webster dictionary is "*a guide listing specific criteria for grading or scoring academic papers, projects, or tests.*" As Susan Brookhart (Brookhart, S., 2013) states "*a rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria.*"

Actually a rubric is a scoring tool that divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Rubrics use specific criteria as a basis for evaluating or assessing student work as indicated in narrative descriptions that are separated into levels of possible performances related to a given task. The main point about criteria is that they should be about learning outcomes, not aspects of the task itself. And the main point about descriptions of levels of performance is that they should be descriptions, not evaluative statements.

Advantages of Using Rubrics

One of the main purposes of rubrics is to assess performance. Grading according to an explicit and descriptive set of criteria helps instructors communicate to students the specific requirements and acceptable performance standards of an assignment. When rubrics are given to students with the assignment description, they can help students monitor and assess their progress as they work toward clearly indicated goals. When assignments are scored and returned with the rubric, students can more easily recognize the strengths and weaknesses of their work and direct their efforts accordingly. Good rubrics help teachers avoid confusing the task or activity with the learning goal, and therefore confusing completion of the task with learning. Rubrics help keep teachers focused on criteria, not tasks.

Learners become part of the assessment process and participate in peer and self-assessment. Rubrics help students monitor and assess their progress as they work toward clearly indicated goals. Students should be able to use rubrics in many of the same ways that teachers use them - to clarify the standards for a quality performance, and to guide ongoing feedback about progress toward those standards.

So the main advantages of using a rubric are:

- rubrics clarify for students the qualities their work should have;
- rubrics give structure to observations;
- rubrics help with clarity of both content and outcomes;
- rubrics keep teachers focused on criteria, not tasks;
- rubrics can help instructors get a clearer picture of the strengths and weaknesses of their class;
- rubrics help coordinate instruction and assessment;
- rubrics help students learn.

Rubrics have become popular with teachers as a means of communicating expectations for an assignment, providing focused feedback on works in progress, and grading final products. Although educators tend to define the word "rubric" in slightly different ways, Heidi Andrade's (2010) commonly accepted definition is a document that articulates the expectations for an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor.

Rubrics are often used to grade student work but they can serve another, more important, role as well: rubrics can teach as well as evaluate. When used as part of a formative, student-centered approach to assessment, rubrics have the potential to help students develop understanding and skill, as well as make dependable judgments about the quality of their own work. Students should be able to use rubrics in many of the same ways

that teachers use them - to clarify the standards for a quality performance, and to guide ongoing feedback about progress toward those standards.

This article will presents a study on a rubric that develops both presentation skills for the particular needs of EFL learners and deep understanding of the feedback process in a positive learning environment. Recent studies (Otoshi & Hefferman, 2008) have shown that many of the psychological factors that negatively affect students' performance can be overcome by including peer-feedback and self-feedback. If performance is rated only by the teacher the levels of presenters' anxiety are much higher and the rest of the students are passive observers that are quickly bored in the process. If students are involved in the grading process that fosters their autonomy and investment in the learning and feedback processes and creates a friendly and cooperative environment. This early feedback opportunity also develops students' skills for providing criticism which they learn is not only acceptable but also necessary. In this way students develop critical thinking skills and ability to express their opinion in an appropriate manner and proper tone.

Self-evaluation makes students reflect critically on their performance and identify all the aspects they felt good about and those they would like to improve. In addition rubrics provide students with a model for good study skills because students become increasingly aware of how to monitor their own learning. Rubrics explore the potential for learning and indicate the next steps to be taken in order to promote learning. It is a reflection of the dynamics of learning and enables teachers to formulate goals and provides students with feedback about their learning (Hattie & Timperly, 2007) which is an essential information about what they need to learn and how best to do that.

Presentations place learners in the center of group's attention and logically increase the presenters' level of anxiety and make their task even more challenging. By using rubrics that incorporate the mechanisms of peer and self-assessment the presentation itself is transformed into a multi-faceted interactive EFL learning experience that promotes a positive and collaborative learning environment.

The rubric described below is not designed as a rigid guideline but as a flexible framework that can be adjusted to a number of settings. The rubric presented here is developed for intermediate EFL university students and addresses both language-specific aspects and more general presentation aspects. Its most important function is to establish clear expectations for the presentation assignment. This oral presentation rubric is built on the criteria the students and the teacher agreed on and the columns describe the different performance levels of these criteria.

ORAL PRESENTATION RUBRIC

Criteria	Above standards	Meets standards	Approaching standard	Below standard	Score
Knowledge of content	Student shows full understanding of content during presentation.	Knowledge of content is clear most of the time during the presentation.	Knowledge of content is sometimes evident during the presentation.	Student does not show understanding during presentation.	
Clear speech	Speaks very clearly. Very easy for the audience to understand.	Most of the timespeaks clearly. Easy for the audience to understand.	Sometimes speaks clearly. Sometimes easy for the audience to understand.	Does not speak clearly. Difficult for the audience to understand.	

Preparedness and Organization	Very prepared and organized during the presentation	Most of the time prepared and organized during the presentation.	Somewhat prepared and organized for the presentation.	Does not appear to have prepared for the presentation.	
Enthusiasm	Very enthusiastic about the topic during the presentation.	Most of the time enthusiastic about the topic during the presentation.	Sometimes enthusiastic about the topic during the presentation.	Does not appear enthusiastic about the topic during the presentation.	
Eye Contact	Always has eye contact with audience.	Most of the time has eye contact with the audience.	Sometimes has eye contact with the audience.	Does not have eye contact with the audience.	

Context and participants

The action research project was carried out during the winter and summer semester of the academic year 2015-2016. The students involved in this study were Bachelor degree students of Primary and Early Childhood Education attending two parallel English Language classes which met weekly for a 135 minute session. Each class had an average of 26 students with Bulgarian as a mother tongue. Their English was at an Intermediate level.

Procedure

The oral presentation rubric was introduced to the students. They were required to present their home town, their favourite sport and their favourite public figure using a power point presentation and the given rubric. Students that required help had the option of individual visits in the weekly office hours. The guidelines offered in the rubric were in five general areas: knowledge of content, clear speech, preparedness and organization, enthusiasm and eye contact. Students were also given some examples of ways in which they can formulate their feedback comments and questions. For example the students agreed to use the following sentences as the beginning of the first comments and sentences:

- *I like that. . .*
- *I wonder if. . .*
- *Best next steps might be. . .*

In the final class of the summer semester a rubric evaluation was carried out which included 4 open-ended questions asking students' views on the rubric-based approach to presentation preparation and feedback. The following 4 questions were asked:

Question 1: *What was your initial reaction to the oral presentation rubric?*

Question 2: *Did your attitude to that oral presentation rubric change throughout the semesters?*

Question 3: *Are there any advantages to that rubric-centered approach to feedback?*

Question 4: *How did the guidelines in the rubric help you prepare for the presentation?*

The first question was asked because at first there were some negative reactions to the provided rubric and it was necessary to find out if that attitude changed over time. In response to **Question 1**, 39 out of 52 students answered negatively mostly because the clear

criteria in the rubric made them fully responsible for their success and because they were afraid that they will meet negative reactions when giving feedback to their peers. The rest of the students that answered positively viewed the oral presentation rubric as an opportunity to reflect on their performance and receive constructive feedback.

In order to find out whether student attitudes changed throughout the academic year, **Question 2** was asked. Interestingly 30 out of the 39 students that were initially negatively predisposed towards the use of the rubric became positive. 9 of the students still expressed some reservations but mainly because they did not receive the objective feedback they believed they deserved after their performance. Only 3 students remained negative and said that this rubric did not change anything about their preparation and performance.

Question 3 aimed at finding out the students' views concerning the benefits of this approach in terms of giving feedback. 45 out of 52 students answered that receiving feedback not only from the teacher but from their peers as well helped them become more aware of their weaknesses and problems during performance and made them better presenters in the long run. Another benefit which 22 of the students mentioned was that this approach opened the lines of communication between peers which was more tailored to the criteria included in the rubric and their needs. Another benefit that 19 of the students mentioned was that this rubric improved their attitudes towards oral presentations in general. Only two students stated that they saw no advantage in using such a rubric while one did not answer at all.

The final **Question 4** was about the benefits of the rubric for preparing the presentation. 47 of the students answered that if they did not have that rubric their performance would have been less effective in terms of the criteria for eye contact and enthusiasm. They admitted that the rubric helped them reflect on such things as the pitch, volume, pace and artistic quality of their speech – or everything that would increase the power of their speaking. They admitted that without the rubric they would have thought only about the content and organization of their presentation and the information on the slides. They also stated that presenting effectively became easier with the time and practice and that the rubric ultimately achieved a shift in their mindset about oral presentations. Their initial attitude towards presentations was that they have to be informative but once they got used to presenting and observing presentations using that rubric they understood that presentations can also be fascinating, persuasive, inspiring or funny.

Conclusion

In this article several reasons for adopting a rubric-centered approach to oral presentations have been outlined. This approach has resulted in a shift in students' view of presenting in public. On the whole the students were predominantly concerned with the informative side of their presentations and not that much with their performance. Another reality from our institutional context is that students are used to receiving feedback mainly from their teachers and not from their peers. Unfortunately that also means that they are not used to giving feedback either. Thirdly, students in Bulgaria are used to giving feedback in the most sensitive way possible and that is why some guiding lines for starting their comments and questions were given.

Our students' initial skepticism to this rubric-centered approach to preparing for oral presentations and giving feedback gave way during the academic year to acceptance and enthusiasm for this approach. Still there is always room for improvement. For example Bulgarian students still have difficulties in presenting with passion. The reason for this lack of enthusiasm is basically because they do not feel confident enough with the content of the presentation. The efficiency of their performance might improve if they are asked to film themselves and observe their performance before presenting in public.

Assigning tasks and giving feedback are activities that teachers face daily. Hopefully this action research will contribute to a further understanding of the need for clear criteria that

will help both practitioners and learners prepare for a certain task and later will ensure a framework for a constructive feedback.

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PROBLEM OF METHOD IN CHILD AND YOUTH LITERATURE

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Abstract

Children and youth literature research is generally regarded as a sub-discipline under the concept of literature – research and it is also classified as child literature research and youth literature research in its own. This kind of methodical separations is used in European countries especially in Germany. The reason is, the study of these areas is extremely increased in both quantity and quality. Thus, studies related to literature are increasingly deepened and diversified. With this perspective, in this study, problem of methodology will be discussed in Turkish child and youth literature. This problem of method is called research of child and youth literature research in Turkey. The question ‘how much can the concepts of child literature and youth literature be matured as a method?’ will be discussed. Another problem is whether that problem of method takes part in intercultural studies, particularly in the context of the Balkan countries.

Keywords: child, youth, literature, method, child and youth literature research.

1. Introduction

Child and Youth Literature can be called all kinds of children and young people's reception, printed, visual, auditory, text types are in electronic media. Generally, it substitutes under the literature and within itself, is separated into two main classifications: child literature and youth literature. Later on, it is separated into many other subsections according to the text types, content, structure, target group. For example; picture books, children's novel, children's adventure novel, fantastic youth literature etc... In the context of researches about child and youth literature that began in 60s, in times, it began to be questioned the methods in this diversified field. And for this reason, child's literature theory was examined and is being examined the theoretical and methodological problems separately as the youth literature theory. In this sense, in Germany, a number of studies about child and youth literature's history can be seen. Yet, within the framework of these studies, "Robinson der Jüngere" (1779) of J. Heinrich Campe named Robinson Crusoe adaptation is adopted as the first study of child and youth literature and accepted as the beginning. In this sense, in Germany, a number of studies about child and youth literature's history can be seen. Yet, within the framework of these studies, "Robinson der Jüngere" (1779) of J. Heinrich Campe named Robinson Crusoe adaptation is adopted as the first study of child and youth literature and accepted as the beginning. Moving from this point of view, it is possible to say that child and youth literature started with adaptations. Certainly, the studies of Campe are not restricted with the adaptations; there are many other studies like children's reading habits about child and youth literature.

Due to the different studies that have emerged in the field, in times, the problem of the classification of all these studies have emerged and then, these studies are divided into their own professions. From this perspective, it is useful to mention the notions of child and youth literature at first.

2. Child and Youth Literary Science

Literary science, generally, is a field of science that researches written texts within the literary theories through literary science data. It is separated into subsections like literary history, literary criticism, text interpretation, and literary theories within itself. It can be said that child and youth literature is a more specific field researching written texts according to general literary science data. Besides, it tries to develop child and youth literature's theories by taking them into consideration. As in the general literary science, it can be seen a little more unique, target audience of child and youth, moving from the idea that is according to child subsections like child and youth literary history, criticism, child and youth literary theories, child and youth cultures. In this sense, in fact, it is more appropriate to take child and youth literature into consideration under the type of literary researches.

2.1. Child and Youth Literature Researches

The topic of child and youth literature is discussed within its totality of related disciplines in almost every term. In psychology, child and adolescent psychology are situated as a subheading. Also in sociology, later, the phenomenon of youth sociology is placed again as a subheading. For example, whereas in Europe, until 60s or even 70s the concept of child and youth literature was not situated, generally, evaluated in texts and definitions such as child and youth books have been used sometimes. For example, tales is never named as child's tales and stated as folk tales with a general definition. In this sense, Grimm Brothers adaptation can be accepted as a first. For, the tales that were neither specially designed nor narrated for children, simplified and adapted to the language standards by Grimm Brothers and then named "Child and Family Tales". (Wilhelm Grimm 1840). Or the books of Jules Verne are stated as fantastic books, but it was not said that specially child or youth fantastic books until the mid-twentieth century. Of course, there is an interest in child and youth since the creation of humankind, however, children's and youth's own literature are mainly emerged in the twentieth century. At the end of the nineteenth century, in Germany, Heinrich Wohlgast with the writing "Was sollen unsere Jugendliche lesen?" made researched about what the youth should read and then he published. Thus, it can be said that he started the discussions in this field. (Wohlgast 1899: Ewers 1993).

With the twentieth century, big families left their places to bourgeois nuclear families due to the fact that changing life conditions as natural results of modernism. The concept of working parents and brought about many other emerging issues with it, however, the attention to child and youth has increased. With the help of this interest, children and adolescents have their own rooms in modern life. Instead of working in the fields, helping the family members, they started to grow by taking more training and play. Thus, in almost every field, the concept of child and youth are handled separately and education world has gained importance continually. The field of educational science was interested education problems and methodologies of child and youth. And of course, the books and other materials for child and youth have started to increase rapidly. (Börsenverein 2011: 69,11 in: Breitmoser 2013).

All of these changes caused and imposed by modernism started to effect literary world deeply, with the result of interest in child and youth, it is started to make classifications such as child's books and youth's books at least in the world of books and book market. Whereas parents usually avoid spending money, they are ready to spend for their children, especially for their education. In this sense, a great interest and demand for children's and youth literature as a result of the habit of reading and the importance of reading. Therefore, yet, starting from infancy, from thick books, picture books, toy books to child's journals and novels, youth novels, many products started to emerge. Adults wanted to make use of all

these products for education and reading. In today, however, this situation has increased almost countless numbers. In today's world, it is needed to add multimedia tools, screen, tablet, internet, smart phones to all of these mentioned above.

After all this diversity and increased child and youth books in literary world, attracted attention of literary scientist and then these areas became topics for researches. As an example of this, we see "Youth Books Research Institute" opened in Frankfurt in 60s. (Kuruluş 1963). Its reason is to search the products in child and youth literature with the scientific methods and to classify data, and to create a research library. Today, in Goethe University, besides Germanistic, Child and Youth Literature is founded. Prospective teachers take lessons from this department. Later on, not only German Universities but also all other universities in European countries give this lesson within their own structure. In the same way, also in America, institutes and research centers are opened and continued to be opened in this field. In this sense, it can be said that intuitional child and youth literature was started be opened with this institution in 60s.

Studies in this field, of course, are not only in literary science, but also in fields such as child and youth literary theories, child literary history, child and youth cultures started to develop. Namely, as in every scientific field, also in the studies of child and youth literature, there are detailed, wide-range research and study sub-areas nowadays.

2.2. Education of Child and Youth Literature

The purpose of establishment of these child and youth literature sections mentioned above is to direct the researches will be made on this field, to support and realizing in practice. At this stage, the practical purpose of application is given priority to educational fields. In Germany, the candidates who receive teacher training take courses from these departments. Thus, child and youth literature became one of the main areas besides educational sciences. As R. Pantos stated it is mainly one of the classroom education main departments. Moreover, child and youth literature is shown among the vocational courses for the teachers who will conduct mother tongue lessons in secondary schools, and in the last thirty years, child and youth literature texts is mainly taken place in the curriculum (Pantos 2013). In the context of education and teaching, the main purpose of child and youth literature is to give a love of reading, and to develop reading habits. This is also one of the teacher's aims. In this context, child and youth literature should be one of the major areas related to the educational processes like faculties of education and other similar courses, educational services, seminars. The existing child and youth literature courses in faculties of education should be developed and lesson hours should be increased.

The child and youth literature is not restricted with only teachers and courses in school. As Ewers and Pantos emphasized that child and youth literature is a double-headed literature. So, both children and parents and teachers, and adults are closely related. Children meet literature in family environment before they start school (like lullabies, tales, and stories). In this environment, screens, multimedia tools and electronic tools should also be counted. From this perspective, adults as parents should have opinions and knowledge about child and youth literature. In this context, child and youth literature should be one of the main fields in a number of processes such as lifelong learning, adult training and parental education.

In terms of literature training, child and youth literature has a transition feature: from first reading books to child literature, from child literature to youth literature, and finally to adult reading. The children should read books for their age from the beginning to end of the adolescence. As a result of reading habit and result of the accumulation which will occur over time will pass the steps one by one and will become a literature-reader. And this is the main reason of literature training.

3. Problem of Method in Child and Youth Literature

In the context of method, it was moved in a similar way to the adult literature data and methods within the child and youth literature until the 60s, in time, it can be said that child and youth literature has divided its path from adult literature due to some own features and has created its own method to some extent. "Appropriateness to the child" can come at the beginning of these methods. Moving from the idea that the main definition of child and youth literature as every time of reading of child and adolescents; child and youth literature can be shaped and be classified. We can evaluate this under the two headings: content and format.

3.1. Content Subject

The content subject in child and youth literature should generally be the topics that hold their own children and adolescents cultures and addressing to different age groups. In the sense of values education, the most important criterion should be that it is not imposing and universals and core values should be included. For example; peace, kindness, hygiene, friendship, and sharing. Tales as traditional literature texts always include these teachings and sayings. For this reason, tales are always happy-ended. Kindness always wins the war between good and bad. Core values are emphasized and every tale gives us a lesson. The features like these are handled in other specific child and youth literature. For example, in modern times, like the books that include xenophobia, the importance of nature and environment, friendship and affection. It is needed to handle every sort of books separately in child and youth literature theories. Ewers (2000) mentions four different classification in this sense: selected books for children and youth, books that are not selected for children and youth, special child and youth literature, and adaptations. It can be said that selection criteria within each type is also determined by the audience.

3.2. Format Issue

There are a number of rules that should be followed in the format issue of child and youth literature. These can be handled as internal and external features. External features generally tell the external and physical features. For example; picture books should be made of thick paper which is more difficult to tear, text-image identity must be provided, writing font sizes should be easily readable etc... Image-text ratio should be changed inversely as age groups process. A number of external features can be said like besides being a standard book size in children books, the font sizes should be written larger related to adults', paintings, photographs, and drawings must be found in some places within the book, book chapters should be kept short. External features in youth literature are close to the adults'. A number of different classifications and variations can be seen contextually. In this place, the main criterion is that youth can choose their own styles which also include values education, and the culture of youth people should be included.

4. Conclusion

As mentioned above, in today's world, the child and youth literature is not only a different classification in literature world, but also a literature that is extremely important for children and adolescents. For, this audience is one of the largest consumer groups. When evaluated from this perspective, moving from the thought mentioned above, it can be understood that there are three different methodological techniques and every dimension has its own methods and techniques. The first of these is literature world. In this sense, child and youth literature has two main categories as child and youth and then they are divided into different sections. Child and youth literature who has a huge background, it can be said that it is a literary world within itself.

The second dimension what we can evaluate is the relation between the child and youth literature and education. From this aspect, it became one of the most important fields in teaching, teacher training, adult training processes, and then it has taken its place in the courses of the faculties of education. However, it is not enough and it needs to be developed.

In the context of education, child and youth literature is sectioned groups like child and youth literature in mother tongue education, literature lessons, functions of child and youth literature for reading habits. In the context of education, it is possible to adapt child and youth literature to the mother tongue literature and literature lessons.

The third dimension is researches of child and youth education and this field is born many differences and variations as mentioned above in the relevant section. Researches of child and youth literature are also evaluated in the context of literature and educational sciences according to their own methods. In this sense, it is said to be quite large and new area. In academic sense, it is emerged as one of the most important research topics in graduate programs. Beyond the Literary Science, child and youth literature has taken more places in also educational sciences.

As a result, it can be said that child and youth literature has taken more places and be the research subject not only in literature and educational sciences, but also in early childhood education, mentally handicapped education, classroom education, mother tongue education, Turkish Language and Literature besides foreign language education. Because of the fact that problem of method will be evaluated within the child and youth literature departments, and will create its own application techniques and methods.

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USE OF LITERARY TEXTS AS A MEANS FOR ADOPTING MORPHOLOGICAL SYSTEM OF A LANGUAGE FOR PRESCHOOL CHILDREN⁵⁰

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Abstract

This paper discusses the use of literary texts as a basis for preschool children to systematically and properly adopt morphological word forms in Serbian language. Using literary texts in communication between teacher and child implies the ability to apply the methods of using children's literary texts and audio-visual materials. This paper lists the examples of paradigmatic literary texts – texts of nonsensical nature, with general guidelines for methodical approach and interpretation in order to adopt correct word forms. According to a research conducted in preschools in Vrsac and Belgrade, Republic of Serbia, a third of teachers (33.3%) use texts of nonsense in their work, while only 13.9% of them use paradigmatic literary texts as a means for adopting correct word forms. These results also show that teachers are not familiar enough with the concept and the significance of these texts, which opens new possibilities for future research of this subject and their use in working with preschool children.

Keywords: literary texts, morphological system of the language, nonsense, literary nonsense in poetry and prose, paradigmatic literary text.

Introduction

Adopting morphological word forms falls under the study scope of *methodology of teaching Serbian language and literature*, or, to be more precise, its subdiscipline *methodology of morphology*, as well as *methodology of speech development*. By analyzing relevant scientific papers by Serbian and foreign experts, we have noticed that not enough attention is paid to adopting and developing proper word forms by preschool children.

Therefore, in this paper, we would like to discuss the use of paradigmatic literary texts with the purpose of adopting morphological system of the language for preschool children, which hasn't been dealt with in existing methodology professional literature. Using examples and analysis, certain methodologists and literature teachers have tried to explain the methods which would facilitate adopting proper word forms using literary texts.⁵¹

By exploring methodology studies, we have noticed that one of the main problems in adopting proper word forms is how to direct preschool children, on an intuitive level, towards adopting morphological word forms, forming criteria for differentiating proper and improper

⁵⁰The paper is an adapted excerpt from a dissertation of Lj. Kelemen Milojević 'Metodološki pristup usvajanju morfoloških oblika reči' (Methodological approach to adopting morphological word forms), which was approved by a four-member examining panel at The Faculty of Teacher Training, University of Belgrade, in 2016.

⁵¹See: Josifović, 2009: 222–240; Marinković and Marinković, 2012: 93–101.

word forms which are a prerequisite for proper speech development of preschool children, all using meaningful content.

Using literary texts as a means for adopting morphological system of a language

Teacher should, using concrete, individual examples from a text, guide children to recognize correct form of an inflected word existing in the linguistic norm, to generalize, and then to apply linguistic exercises or games in order to establish the content and the meaning of a linguistic phenomenon. Preschool children will, with the adequate guidance from the teacher and well chosen examples, spontaneously adopt the rules which will be taught in the language classes in school.

Radomir Matić (1986: 99) points out that using literary texts in teacher-student communication in guided activities requires the ability to apply methods of using children's texts and audiovisual aids, and adds that all texts can be divided according to their content into logical (senseful) and alogical (nonsense). This paper will focus on paradigmatic literary texts⁵², which, undoubtedly, can serve the purpose of helping in adoption morphological system of a language and proper word forms. Efficiency of those texts has been confirmed through research of cognitive and affective aspect of nonsense, and the conclusion is that the best approach to nonsense poetry for children is from the point of psychology of children's play. Namely, there are structural similarities and differences between symbolic children's play and nonsense poetry as a form of play on form and content. Both are creative activities, demand changes, and are characterized by imaginative situation, fiction, divergence, etc. By playing with language, children are able to 'break' any grammatically correct form of a word, only to be able to use it in a rhyme. That is why the use of nonsense poetry in working with young children provides mental exercise and stimulates intellectual abilities (Josifović, 2009: 224–226).

Considering existing studies on literary texts functioning as model texts, we haven't noticed that nonsense texts have been used. All forms of nonsense texts: stories, poems, dramas, short stories, word games, can be found in both in traditional, oral literature and written literature. The starting point in using nonsense texts is introducing the children to their content, except for some word games, such as counting rhymes. Some nonsense texts are easy, and some more difficult to understand. Matić (1986: 103) believes that most of the content of a nonsense text should be transformed into logical and correct forms of words and sentences should be practiced with children.

The term *nonsense* is explained in a similar way in dictionaries and lexicons. According to *Rečnik književnih termina* (Dictionary of Literary Terms) (1986: 487) *nonsense* is of English and French origin (nonsense) and is defined under the entry of nonsense verses, which denote verses of illogical and absurd content, often with inexistent words, created for entertainment of the children or as a part of humorous poetry. Nonsense verses appear in all folk literatures (in the form of counting rhymes, lullabies, tongue twisters etc.), but they can also appear in artistic poetry, mostly found in English literature.

There are numerous children's songs and stories which are a product of games, but *nonsense poems* and *nonsense stories* are basically games themselves. Educators call such games *brain games*. The more a child is aware of real connections between objects and phenomena, which is something that is intentionally avoided while playing games, the more intense is its feeling of humour. Children strive to turn things around all the time. In the root of this is their cognitive approach to the world. A child is the master of its illusions and

⁵²The focus of the paper will be on the texts based on linguistic play, which the authors (Crnković, 1979; Mitrović, 1982; Matić, 1986; Josifović, 2009) classify as nonsense texts.

knows their boundaries as it is very realistic in its fantasies. A child practices its newly acquired abilities through play, it validates its knowledge in a special way (Chukovsky, 1986: 241–243). If it weren't aware of its illusions, a child would, for example, eat the sand cookies while playing on the beach, or eat cookies made of modeling clay.

Methodologist R. Matic (1986: 125) firmly believes that expressing through nonsense is suitable for all forms of working on speech development, and is characteristic for word games and linguistic creativity in children which makes it widely used in Serbian literature (Dušan Radović, Miroslav Antić, Zvonimir Balog, Mirjana Stefanović, Milovan Vitezović, Mošo Odalović...), especially in contemporary one (Ljubivoje Ršumović, Branko Stevanović, Igor Kolarov...). This should be further studied from the aspect of methodological approach.

By observing and exploring children's world, children's writers have tried to create nonsense poems and stories just as children do while playing. One important thing to point out is the fact that nonsense in children's poems is often the motivation for them to turn things around. *Russian poet and essayist Korney Chukovski* especially acknowledges this fact. Many countries, such as England, Russia, and Serbia as well, are homes to numerous creative children's writers of nonsense poetry and prose. When listening to nonsense texts, children feel intellectually superior to those who show such lack of knowledge of the world surrounding them. Nonsense texts are a source of pleasure to children and at the same time are intellectually satisfying. Their benefits are obvious: 'every *wrong* a child undoubtedly feels *asright* – every deviation from the rule confirms the rule and it can better assess its confidence in orienting in the world' (Chukovsky, 1986: 245). A child continually tests its intellectual abilities, which contributes to boosting its confidence and assure itself of its intellect which it needs in order to not get lost in this chaotic world. Nonsense texts are the basis of that self-questioning.

One of the most cited studies in Serbia, with nonsense in its title, is the one written by Milan Crnković (1979: 310–318). He defines nonsense poetry as poetry which wittingly distorts conventional reality and existing order, most often the one of a language. He gives examples of creating nonsense: (1) using familiar words to build a meaningless sentence, like in the case of traditional counting rhymes; (2) building meaningless sentences using inexistent words; (3) using correct sentences with clear meaning to talk about something that doesn't exist in the real world; (4) talking in a way that is contrary to our knowledge of real world, etc. Preschool children can interpret the content of nonsense texts and at the same time have fun and intuitively adopt rules of a language, as nonsense content is actualized when certain grammatical rules are broken. Such texts leave a strong impression on children as they are humorous, full of funny words and situations, so children feel that they are playing, not learning. This way of adopting proper word forms can be called *intuitive-cognitive* approach to acquiring knowledge.

Grammar games play a big role in adopting grammar rules through children's poetry. Mirjana Mitrović (1982: 185–232) wrote about them in her study of phenomenon of games in contemporary poetry for children. According to her, creative, divergent approach to language is manifested in children's poetry in different ways. Certain playful effect can be accomplished through different *experiments* and *playing with language* and its grammatical structure. The author believes that those forms of word games in children's poetry bear a resemblance to children's verbal games. Moreover, verbal games, as well as children's divergent thinking and their *speech errors* that occur during mastering adults' speech, are the foundation of numerous games in children's poetry. Numerous verbal games are a product of *creativity*, poetic *imagination* and *combinatorics* (all of which have their equivalents or foundation in children's symbolic games), and are achieved by *clipping* (shortening) and *lengthening* words, *incorrect grammatical structures* (incorrect plural forms, inadequate noun genders and cases, omitting function words – prepositions, conjunctions, auxiliary verbs): *luk*

= *lukac* (wrong suffix is added to a noun); *dani* = *danovi* (incorrect use of noun number, extended plural form instead of short one, without expanding the word base); *nema* = *ne ima* (incorrect verb form); ...*koju kit knjigu čit...* (clipping the verb form in order to achieve rhyming, phonetic and semantic effect); *mačori* = *mačci* (incorrect noun use caused by shortening the noun base); *ljudi* = *čoveci*; *psi* = *kucovi*; *mečka* = *mečak*; *lavovi*, *tigrovi*, *psi* = *lavi*, *tigri*, *pasi* (incorrect use of plural, caused by unconscious analogy with more productive language patterns); *neću* = *nećem*; *hoću* = *hoćem* (incorrect first person plural, caused by unconscious analogy with more productive language patterns); ...*ja već znadem da ne vrede...* (incorrectly used verb form in third person plural... (Ibid: 195–196). Aleksandra Marjanović calls these games of grammatical rules and norms, or paradigmatic games.

We would also like to point out to interesting nonsense games which play with grammatical forms and rules. Aleksandra Marjanović and Mirjana Mitrović were the ones who wrote about them 'Poets do exactly what children do when they remove grammatical forms from their context and start combining them at their own will, led simply by their sounds or meaning associations' (Josifović, 2009: 239).

Taking into consideration all divisions of language nonsense games and their examples, we can conclude that the texts based on these games can, from methodological aspect, be called 'paradigmatic literary texts'. In collections of children's poems and stories by Serbian authors we can find a variety of literary texts that can be of use in adopting morphological word forms. We will discuss this in the next chapter, where we are going to offer methodological solutions for their interpretation and use as a means of adopting proper morphological word forms.

Methodological approach to literary texts in the form of paradigmatic language games with examples

Paradigmatic literary texts can: (1) encourage cognitive and emotional participation of children; (2) boost their interest in the language; (3) serve as a means for interpretation of children's experience, fun and word play and (4) encourage the discussion of correct and incorrect word forms and sentence constructions. Some literature studies (Titone, 1977; Chukovsky, 1986; Marjanović, 1990) show and explain how the children in the certain period (preschool) play with grammatical forms and rules by themselves. They play with declined and conjugated forms, prefixes and suffixes, singular and plural forms, connections between words and sentences, Different types of sentences etc. A child removes forms from speech context and freely combines and transforms it. Linguists believe that all errors occurring during speech acquisition and development, are motivated by previously adopted morphological and formational models.

Due to their lack of experience, children tend to generalize language rules and apply them in all situations, without any exceptions. If a child expresses the will to learn new words and proper speech before even starting school, it should be helped. In that way, it will treat the language as a separate part of reality, claims Naumović (2000: 43). Children find mechanical repositioning of concepts amusing, but only if they are aware of the correct order of things, phenomena, and concepts in general. Mechanism of humorous and nonsensical is based on 'assigning completely opposite characteristics to an object' (Ibid: 237). The meaning of *nonsense stories* or *nonsense texts*⁵³ lies within children's play which is extremely significant for child's spiritual and moral aspects of life.

Most of literary texts with either meaningful or nonsensical content (paradigmatic texts) are used and interpreted with preschool children. Below we have provided some

⁵³In literature they can be found under the name of – *senseful nonsense*. The author of these phrase is Korney Chukovsky.

examples of these literary texts in which the writers play with grammatical categories of nouns and which can be used as additional material in preschool. They contain errors typical for preschool children, such as using incorrect grammatical structures (incorrect plural forms, inadequate noun genders and cases, omitting function words – prepositions, conjunctions, auxiliary verbs), playing with sound aspects until shortening or lengthening of the word occurs.

Verses containing irregular grammatical constructions can be found in poems of Dušan Radović, the poet who has made the biggest turn in children's poetry and introduced a new spirit into Serbian poetry for the youngest. Humour in his work often comes from incorrect use of words, typical for children at that age. How a poem can be a play on words, and how much that play resembles the way children talk, using specific language forms, can best be seen in the poem *U špajzu* (Radović, 2004: 27): *U špajzu ima jedan sira / i parcov jede toga sira / bez obzira...* This poem provides material for interpretation and for discussion on correct use of words and their forms, mostly on pronouncing certain nouns (e.g. we can ask the children to spot a mistake and how they would correctly pronounce the verses or words *parcov*, *boles*⁵⁴, *odma*, *počme*, *stvrđlo*⁵⁵, *možem* etc). *Počme* is Radović's favourite form, it can also be found in the poem *Deca* which starts with: *Blago nama decama...* (Radović, 1998: 95): *...Čim počme da fali / nisi više mali...*

Beside (intentional) incorrect use of word forms, the poems contain repetition of words that children find quite interesting. Therefore, poems point out to a well-known fact: *each child is a world on its own; it has its own language, grammar and manner of speaking* (D. Radović). Transferring that speech into a poem emphasises children's nature, but that needs to be given a purpose: to create a jest out of insecure speech, a game of spirit conformed to child's naive spirit. The poem *Sedmica*, by the same author, is the perfect example of a literary text in which the author plays with the plural form of a noun: *...Ostali dan(ov)i*⁵⁶ / *Prosti su članovi*. Children tend to build words based on familiar models: *dan* – *danovi*, *dlan* – *dlanovi*, *kran* – *kranovi*, so the form used in the poem will not feel odd to them. But still, the poet chose to put extra letters (phonemes) into parentheses in order to indicate the correct form to the reader (listener).

Poem *Kukac i lukac* (Stojković, 2002: 33) resembles the poem *U špajzu*, where Radović plays with noun forms: *kukac*, *lukac*, *crvac*, *pijac*, by using regionalism (*lukac*) together with standard lexeme *kukac*, and according to them models the form *crvac* and rhymes them with incorrect case forms of other nouns (*npreprodavac*, *pijac*): *...U kotarici jedan kukac / napao lukac, / pa kukac gricka li gricka / lukac...* In South Banat District, Republic of Serbia, most of the people would say 'Kupujemo na pijac' or 'Bio sam na pijac', and we have witnessed that most of the children would say the same thing. This poem serves as a great example for establishing proper word forms. Instead of prepositional-case constructions *na pijac*, *na pijacu* or *na pijaci* should be used.

A great example of verses where the poet plays with incorrect plural forms is the poem *Ljubitelj životinja* by Vlada Stojiljković: *...volim lave i tigre, / pase pa čak i vuke...* Ljubivoje Ršumović (1998: 57) writes in a similar manner in his poem *Slučaj sa prostim mišom*, but he uses the plural noun form *miše* correctly (*miše* is a plural noun in accusative

⁵⁴In words *stiga*, *boles*, *odma* and *deranžirat* the poet deliberately omits a phoneme and makes a parallel to misarticulation - omission of phonemes, common among younger children.

⁵⁵The correct name for *stvrđlo* is *svrdlo* – drill bit. Teacher can explain this word using synonyms, images, or by presenting the object itself and explaining correct pronunciation. The word *stvrđlo* (handheld drill used to bore holes in soft materials, mostly wood) resembles the verb *stvrđnuti* (*to harden*) – play on words results in a pair of words derived from the same root (paronyms).

⁵⁶This example resembles misarticulation - addition, a phoneme is added in order to break a consonant cluster which is difficult to pronounce (e.g. *metlica* – *metelica*). This is a typical mistake of using expanded plural form instead of shorter one: *danovi* – *dani*. In the poem, incorrect *danovi* rhymes with *članovi*.

case), although longer plural form – *miševiis* more common in Serbian language than archaic form *miši*⁵⁷: ...*Hvala lepo nikad više / Okeanska voda slana / Nije za nas proste miše...*

Poems in which the author plays with word formation (of nouns) to create neologisms form a special group. New generation poet Branko Stevanović (2007: 55), starts his poem *Pustinjska priča* with following verses: *Jedna stidljiva kamila / Kamilcu problem zadavala...* Here he plays with masculine gender noun of an animal (*kamilcu*). Word *kamilac* is a neologism created by following the model *žaba – žabac* and is not used in Serbian language as the same word form is used for male and female camel – *kamila*. He uses the similar pattern in the poem from the same collection *Pesma žirafa* (Ibid: 59), where neologism *žirafac* is used, which lexicographers would define as the word typical for children's speech: *Blago nama, blago nama / Žirafcima, žirafama...* Verses containing the same type of words can be found in the poem *Mali oglas* by Dejan Aleksić (Kolarov, Stevanović, 2009: 37): *Buvac i buva dobili buvče / Hitno im treba dvosobno kuće...* Here, the poet once again uses words typical for children's speech⁵⁸, masculine gender (*buvac*) and neuter (*buvče*) derived from the word *buva*.

Dragan Lukić and Mirjana Stefanović wrote poems containing clipped (shortened) or lengthened words. The real example of a paradigmatic word game – playing with grammatical forms and rules, is the poem *Brojanje* by Dragan Lukić (1998: 32–33), while Mirjana Stefanović, in her poem collection *Enca sa kredenca*, often uses the suffix *-ence*, for example in the poem *Detence* (1978: 9), in order to create inexistent forms of feminine and neuter nouns that rhyme, and in the poem *Enca sa kredenca* (Ibid: 11) where inexistent noun forms rhyme with words that resemble the noun *detence* (in the title of the first poem), more precisely *Enca* and *kredenac* (in the title of the second poem). Apart from that, sound devices are quite prominent (e.g. alliteration).

When it comes to children's literary texts where the verbs are played with, one good example is Radović's poem *Gde je greška* (Radović, 2012: 10). He knows that children more easily remember grammar rules if they adopt them through a rhythmic text, especially if it carries emotionally charged: *Slonovi ne volu / da ih noge bolu. / Kad se samo setu / i oni poletu / da ne idu peške. / I tu nema greške / Gde je greška?...* Preschool children understand this poem as a riddle. The teacher can point out to the verbs from this text and discuss their correct and incorrect forms. Special attention should be paid to the third person singular and plural of these verbs. Preschool children can get confused by the meaning of those words, but also by the meaning of texts' content. That is why it is important to approach the text from the methodological aspect, i. e. to interpret the text first. Teachers in dialect (rural) areas, where these forms (*radu, letu* etc.) are commonly used, need to be especially careful when approaching the text interpretation.

Beside a number of poems, it is desirable to use prose texts in which authors play with word forms and their grammatical categories. Branko Ćopić shuffled the word order in sentences in his story *Izokrenuta priča*, therefore teacher and children can, after interpreting the content, try to transform the text into a logical one. Teacher should guide the children to use correct word forms from the text. Attention should be paid to the way the children use the case forms when shuffling the words from the sentences: *Tek je brdo izišlo iza Sunca, a krevet skoči iz prostranog čiče, navuče noge na opanke, stavi glavu na kapu i otvori kuću na vratima...*

⁵⁷See: *Rečnik srpskoga jezika* 2011: 702.

⁵⁸The same approach uses Dragomir Đorđević in his poem *Balada o foki i moržu* (Jokanović, 2003: 138), where, in favour of rhyme and phonetic and semantic impression of the name of the animal in question, associative, inexistent word forms appear, but used functionally (*ko(r)ža – morža* and *fokan – izlokani*). Poet Miloš Nikolić, in his poem *Vaškasta pesma* (Stojković, 2002: 42) offers a good model for playing with noun gender and case forms (*vašak – prašak*).

Interactive story *Džin kome je falila daska u glavi* by Igor Kolarov (2010: 59) is also interesting for this type of exercise. It consists of two parts: the first part has nonsense content, and the second one contains unfinished sentences which should be filled by missing words, and at the same time children should carefully choose the word form which should be used. The story can help to interpret the meaning of certain idioms, for example *fali mu, nedostaje mu daska u glavi* (literally: *he is missing a plank in his head*) – 'he is stupid, imprudent, silly'.

In the same children's book named *Džepne priče*, Kolarov wrote many stories of the same kind, which teachers can use for the purpose of adopting proper word forms, such as: *Čudan dan, skroz!* (51), *Super-priča o Sandri* (58), and others.

We believe that paradigmatic, nonsense poetry and prose for preschool children contain all the elements necessary for developmental activities, especially for encouraging creative imagination, as well as for speech acquisition and development – adopting and improving morphological system of a language. Poems and stories which act as 'toys' can teach the children how to observe, listen, think and solve problems.

Methodological framework of the research

Subject matter of the research for this paper is the attitude of the teachers towards literary texts – texts for children with either logical and nonsense content (paradigmatic literary texts), which can aid in adopting morphological system of a language. The basic problem of the research can be expressed in the following question: *Do teachers in preschool facilities in Republic of Serbia use literary texts as a means of adopting morphological system of a language with preschool children?* Aiming to examine in detail the attitude of teachers on this subject, we have conducted *an exploratory research*. For collecting research results *questionnaire method* was used, and *descriptive and analytical methods were used for their description and analysis*. *The sampling* of the research is purposive – anonymous questionnaire was filled by 108 teachers from six preschool facilities in Republic of Serbia: PF 'Čarolija' in Vršac, PF 'Dečji dani' in Belgrade, PF 'Čukarica' in Municipality of Čukarica in Belgrade, PF 'Naša radost' in Smederevo, PF 'Ljubica Vrebalov' in Požarevac, and PF 'Poletarac' in Alibunar. Respondents are teachers who work with preschool children in all age groups: younger, middle, older, as well as with preparatory preschool groups. The sample consists of 96.3% female and 3.7% male teachers.

Questionnaire was filled during May and June 2014 and consisted of 5 questions; third question was open-ended, and fourth and fifth question were followed by subquestions.⁵⁹ Subquestions required the teachers to explain their answers in short. There were five basic *hypotheses* serving as the starting point of the research after determining the goal.

H1: *Teachers believe that the level of preschool children's linguistic expression is satisfactory.*

H2: *Teachers use logical literary texts as a means of adopting morphological system of a language with preschool children.*

H3: *Teachers use nonsense literary texts to motivate children to work, as well as for easier adoption of morphological word forms.*

H4: *Teachers use paradigmatic literary texts when working on children's speech development.*

⁵⁹The original questionnaire consisted of 10 questions, formulated in such way to enable collecting empirical material not directly related to paradigmatic literary texts.

H5: *According to teachers, paradigmatic literary texts can be used to motivate and entertain children, and especially to help with systematical and proper adoption of morphological forms of words in Serbian language.*

Results and discussion

Teachers, as organizers and implementers of guided activities, can assess the level of adoption of proper word forms among preschool children. The results of the research based on the assessment of the teachers are shown in the following table:

Table 1. The level of adoption of proper word forms among preschool children

Respondents	Linguistic expression of preschool children is:				Total
	Very good	Good	Satisfactory	Unsatisfactory	
Teachers	17 15.7%	79 73.1%	12 11.1%	0 0.0%	108 100.0%

As we can see, most of the respondents (73.1% teachers) believe that level of adoption of proper word forms among preschool children is good or medium. Results of this research confirm the first hypothesis. It is worthy of mentioning that there are more teachers (15.7%) who believe that linguistic expression of preschool children is good, than those who believe that is merely satisfactory (11.1%).

The starting point for inductive-deductive approach to adopting morphological word forms is the literary text as the model text, which has multiple functions and allows the language to be discussed using direct linguistic practice, instead from abstract standpoints. Teachers' attitude towards using model texts is shown in table 2:

Table 2. Using model texts of logical form

Respondents	Model text:			Total
	Use	Don't use	Sometimes use	
Teachers	57 52.8%	7 6.5%	44 40.7%	108 100.0%

A little more than half of the teachers (52.8%) stated that they use literary texts of logical form as starting methodological texts, so the second hypothesis is considered to be confirmed. A little less than half of them (40.7%) stated that they sometimes use them, and 6.5% of the teachers don't use literary texts as a means of adopting morphological system of the language with preschool children. The results based on this question were unexpected, as we assumed that most of the teachers often or always read to the children literary texts which help discuss proper forms of the words that are found in children's active vocabulary.

A separate question to the teachers was related to model texts and the way teachers use them. Teachers were given more freedom to answer, and only 9.3% of them stated that they interpret the text first and while doing so, guide the children towards correct pronunciation of morphological word forms by encouraging them, expanding the words and sentences, and by parallel speaking. These results show that a few teachers provide examples of the correct pronunciation by pronouncing words and sentences correctly, without insisting on the children to repeat after them. This approach is supported by American psycholinguist Brian James MacWhinney (MacWhinney, 2004: 887–888), who believes that even when parents openly correct their children, they can ignore the

information about the incorrectness of the utterance. When a child is facing speech difficulties, adults should, discreetly, (without pointing out to the error) provide an example of correct pronunciation by pronouncing the word or the sentence correctly, without insisting on the child to repeat and practice it.

The rest of the respondents stated that they use the following for adopting proper word forms: (1) explaining unfamiliar words and expressions; (2) rhythmically repeating poetic texts; (3) asking the children to creatively retell and build on a story; (4) dramatizing texts; (5) building new words from the words in the text; (6) applying illustrative-demonstrative methods; (7) reading texts of interesting and vivid content, and with onomatopoeic elements; (8) playing audio recording of an actor's voice interpreting the text; (9) filling in gapped sentences; (10) comparing the texts with the speech from children's surroundings. Given answers provide insight into very creative methods of working with children. Beside discussing the text content itself, they require children to fill in the sentences using correct word forms, inspire children to express creatively, and also use illustrative-demonstrative, or combined, method.

So far, in studies on literary texts as model texts, nonsense texts haven't been discussed. They are only mentioned in preschool textbooks. The results derived from the third question in the questionnaire are shown in table 3:

Table 3. Using nonsense texts

Respondents	Nonsense texts:		Total
	Don't use	Use	
Teachers	72 66.7%	36 33.3%	108 100.0%

About two thirds of the respondents (66,7%) stated that they do not use nonsense texts in their work. They mostly stated that the reason for that is the age of their group, as these texts are more suitable for elementary school children. These results are surprising when having in mind that, according to a number of methodologists, nonsense is one of the basic elements of children's literature. We assume that the teachers haven't recognized the importance of nonsense texts in working with preschool children. There are multiple reasons in favour of using nonsense texts: (1) each teacher, as a mediator between a literary text and a child, has the freedom to choose the texts to interpret to children; (2) there is a large number of nonsense texts that can be used in working with preschool children, and (3) this type of texts is enjoyable for children and at the same time benefits their intellectual development. These reasons are recognized by only a third (33.3%) of the teachers who elaborated their positive response and wrote why it is desirable to use nonsense texts: (1) children remember more easily if they find the content interesting, humorous, or funny, and the words unusual; (2) children remember humorous text quicker; (3) children easily accept nonsense situations which put them into cheerful mood, stimulate their imagination, and inspire linguistic creativity; (4) children notice irregularities in nonsense stories, they play with the words of familiar poems and turn them into nonsense, enriching their vocabulary and learning correct word forms; (5) children love to joke and laugh with explanations and directions – this is an example of unobtrusive learning; (6) nonsense text provide excellent opportunity for experimenting and exploring words; (7) children discover incorrect word forms in these texts on their own; (8) these texts provide conditions for exploring and solving problems.

It should be noted that most methodologists, linguists, and authors (Mitrović, 1982; Matić, 1986; Chukovsky, 1986; Marjanović, 1990 etc.) agree that preschool children are able to interpret the content of nonsense texts, and at the same time have fun and adopt linguistic rules intuitively. Such texts leave a strong impression on children as they are filled with

humour, funny words and situations, so the children are under the impression that they are playing and not learning. Therefore, the third hypothesis is unconfirmed.

One of the most important questions of the research was related to the use of paradigmatic literary texts which fall under the category of nonsense texts, and which could be of most use for adopting proper morphological word forms. As it has already been mentioned in theoretical part of this paper, they are based on creativity, poetic imagination, and combinatorics, and are expressed through shortening and lengthening words, incorrect grammatical structures (incorrect plural forms, inadequate noun genders and cases, omitting function words – prepositions, conjunctions, auxiliary verbs). Paradigmatic literary texts can also be referred to as 'toy' texts, 'riddle' texts, and similar. Teacher's opinions on using paradigmatic texts are shown in table 4:

Table 4. Using paradigmatic literary texts

Respondents	Paradigmatic literary texts:		Total
	Don't use	Use	
Teachers	93 86.1%	15 13.9%	108 100.0%

Most of the respondents (86.1% of the teachers) have stated that they do not use paradigmatic literary texts as a means of adopting proper word forms. These results imply that teachers aren't sufficiently familiar with the idea and the importance of this type of texts. Teachers provided following reasons for not using paradigmatic texts: (1) they are a necessity, but there aren't enough of them; (2) they can be used with older children; (3) we aren't familiar with such texts. Therefore, the research hasn't confirmed fourth and fifth hypothesis.

We still believe that there are multiple reasons in favour of paradigmatic texts: (1) the purpose of paradigmatic, or nonsense literary texts lies in children's play which is exceptionally important for spiritual and moral life of a child, and (2) adopting proper word forms with the help of such texts can be more efficient at this age. Only a small number of teachers (13.9%) has recognized the importance of these texts and stated following reasons: (1) children readily accept paradigmatic texts; (2) linguistic paradigmatic games pose a challenge for children, encourage them to speak freely without being corrected; (3) paradigmatic texts encourage intellectual and linguistic operations which help develop observational and perceive skills; (4) they are useful in motivational dialogue and children's creative work; (5) using these texts helps in establishing better communication with children; (6) they provide an interesting and easy way for children to acquire new knowledge; (7) they facilitate adopting grammar rules and forms intuitively; (8) children find such texts interesting and attention-grabbing; (9) alongside paradigmatic texts, teaching and playing aids can be used for enhancing linguistic creativity in children.

Conclusion

Adopting morphological system of a language is a long-lasting and important process at preschool age, and one of the most significant contents that serve as a basis for its realization are paradigmatic texts. Although a number of educators and methodologists are against using such texts, we believe that they greatly contribute to children expressing more freely and communicating more easily, and also stimulate correct word pronunciation. Alongside its basic communicative function, in children's play the language becomes a shaping tool and a subject of playing. The results of this research have shown that teachers do use logical literary texts as a means of adopting proper word forms, but not nonsense ones, or

paradigmatic texts which can be the most useful ones for that purpose. From five set hypotheses, only two have been confirmed.

Based on these results, we can conclude that teachers are not familiar enough with the idea and the importance of such types of literary texts. They also open an opportunity for future research of the subject and use of such texts in working with preschool children.

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LANGUAGE PLANNING AND LANGUAGE DEVELOPMENT IN PRESCHOOL EDUCATION

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Abstract

The preschool years see rapid, dramatic developments in children's abilities, particularly in the areas of language and cognition. Children of 18 months express their thoughts in gestures or in single-word utterances, but by 6 years of age they can express themselves in long, complex sentences. During these early years children's expressive vocabularies expand from only a few dozen words to several thousand. The purposes for language use also change and become more complex. These developments parallel and rely on equally astounding cognitive developments the abilities to plan, to remember, to learn intentionally, to entertain a variety of perspectives, to understand complex and abstract phenomena, to analyze problems and solve them.

Central questions for educators about language development include the following:

- What does normal language development look like?
- How do we know which children are showing slow or deviant development and may need special help?
- Does bilingualism retard language development?
- How do we design environments to ensure optimal language development?
- How does language development relate to literacy?

The goal of this article is briefly review what is known about language development in preschool children and the factors influencing it.

Key words: Language planning, Language development, preschool education, children

To all parents it is interesting to see their children growing up and at the same time to measure almost every day, their height, weight and diligently wrote down information. But everyone is wondering how to measure child development in other areas which are not visible or they do not have the knowledge what need to reach their children at a certain age, such as they will be sure that the child is learning and adopting the necessary language skills appropriate for its age.

The process of language development is one of the most natural and the most impressive natural achievements of the child, and it is an area of research in many scientific fields. What is meant with language development and how children learn language are issues that are inevitably asked.

By development of language we mean the process in which the child adopts the language or how the child adopts the language. Ethnologists define the development of the language as a series of planned actions which are undertaken by a linguistic community to ensure effective use of the language, to achieve their social, cultural, political, economic, and spiritual goals. Ferguson suggests that those planned actions often have to be in the development of writing system, standardization of language norms and creating terminology that will expand the function of language in society (Ferguson, 1968).

As for the question of how children learn the language, there are several theoretical approaches that attempt to clarify how children learn to speak and understand the language.

According to the all previous observations, none of them can not entirely explain the process of language development, but significant knowledge can be obtained by examining several important theoretical approaches:

- **Nativist theory:** Almost all children learn the rules of their language from the earliest age, and mostly through the use of the language and without formal instruction (excluding insignificant instructions they receive from their parents, especially in the area of vocabulary). This fact leads to the conclusion that a source of learning a language should be genetically, humans have an innate talent to speak, to find rules of the language / languages used in the environment where they grow. The greatest representative of this theory, Noam Chomsky says there is an innate device language acquisition (language acquisition device - LAD) located somewhere in the brain, a device that facilitates the adoption of the language. Because according to him the children learn language so easily even though they do not have the mental ability to logically analyze the rules and structure of the language, there must be a mechanism that has allowed children to adopt the natural structure of the language. Anyone who studied a second language knows how difficult it is to master the complexities of grammar, usage, the meaning and order of words that are part of a language system (Noam Chomsky, 1972). The lack of this theory is that never has been located that innate device, so the nativist theory remained on that the people are somehow programmed for language learning.

- **Theory of social learning:** This theory explains that children learn language / languages / dialects by imitating words and language patterns of the models / important people around it (parents, guardians, extended family, neighbors with which it is in contact) (Bandura, 1989). They mimic those words for which they get smile (ex. mom, dad, grandma, grandpa, etc.) and do not pronounce lineups for which are not rewarded (ex. bram, kram). But such explanations create a problem, if people only imitate what they have heard, how much they should memorize and how to know what, when and where to use especially if children have the ability to remember so many linguistic information.

- **Theory of interaction:** The environment itself is an important factor in language acquisition because children are not born only to speak but to have social interaction. The point to learn a language is not just to learn the rules but to foster relationships with other people (social interaction) and to make the experiences to get a sense (Wells, 1986). But all theories agree that in children from an early age develops the ability for language acquisition. Recent advances in the field of brain research have enabled all those who deal with this issue to understand how the physiology of the brain allows people to learn the language. It turned out that the brain is plastic or flexible in young children, this plasticity is related to a critical period in which the language is adopted easily. This critical period enables easily to adopt the language before the child turns eight or nine years of age, when that ability slowly fades. But like other spheres of development and adoption of the language is not something that is predictable. A child can its first word to say when it is only 10 months, and another when it turns 20 months, some child may use more complex sentences when it turns 5 years old and another of only three years. But generally speaking children usually tell their first word between 9 and 18 months of age. Usually the first word regardless of which language was reared child, is "mom" or "dad." By 18 months of age of the child, the dictionary is consisting of 50 to 150 words. Up to the age of two, children probably use more than 300 words and understand about 1,000 words, and already are beginning to connect several words to form a sentence like "give ball" or "mom has a ball."

About 3 years of age, children begin to use language for different things, they are not only trying to get what they want by asking they begin to talk about past experience, even use for pretense. From the beginning of preschool (4 and a half years)) they begin to understand and use the rules of their language to connect thoughts to the quantities, so they can freely

talk to someone who speaks the same language. Their language is beginning to resemble as the language of adults.

In elementary school children continue to use language and to expand the use of the spoken language, but at the same time they begin to learn to read and write. As children advance in primary and secondary school they continue to expand their vocabulary and improve their grammar, reading and expressive skills.

Adopting the language has a greater highness when it takes place during the preschool period in which children revise simple sentence structures to form matter, command and express negations using words like "do not want", "I can not" and others. But during this period the parents or guardians following their kids think that they do not achieve progress, on the contrary that they hinder in learning the language skills. This happens because from this period children begin to learn that language has rules. While learning those rules they make mistakes, and at the same time they are trying better to apply them and sometimes are going to the other extreme using those rules in cases where it is wrong, so they use wrong plural for some nouns, wrong verbs or times and etc. But these "errors" basically represent progress / improvement because they suggest that children think about the structure of the language and strive after successful usage. During this period, children can use complex and compound sentences but sometimes create their own words when they do not remember a word that expresses what they think, in this period are repaired by pronouncing of some of the vocals, but some problems from this field remain after this period, at school and for some of them will be needed a professional help, saying to c, ш в,ж and others depending on the language and its phonetic system.

As we can infer from the previously mentioned, the preschool period is one of the most important in a child's development, period during which quickly are developed children's abilities, especially in the field of language and cognition. In this period, children are included in group care. In some cases, pre-school group performs the function of an alternative home care, and focuses on the preservation of health, promotes healthy eating and provides pleasant experiences for children who are attending. In other cases, pre-school group is established to help children develop interpersonal skills and become part of a group of their peers. In other cases, in the work with pre-school group are carried out activities that are organized in "curriculum" to promote cognitive development, language and early literacy. In our country the first two forms of coverage of children in group care is not developed, but preschool children are covered in preschools where activities are carried out as a "curriculum" in which considerable area covers the language because language planning for this period it is very significant.

What is language planning?

There are many definitions about what language planning is. Therefore language planning is planned intervention that seeks to influence on the spoken language in a particular community, can be defined as a collection of ideas, laws, regulations and practices that exist to achieve the planned changes in the use of the language in a particular community, but also as an important step in the development of programs to revitalize the language to suit the objectives and the capacity of a linguistic community. All languages are constantly faced with changes of various kinds. This is a natural phenomenon and the languages that fail to adapt to the changing circumstances of their speakers may be restricted in their use which is leading to the reduction of the field in which are spoken. Linguistic survival depends on the ability to have various functions that language has to perform. This means that the speakers consciously or not, are constantly faced with alternatives that need to be addressed or between language variants, or in the language itself or the languages. Language planning can then be seen as a conscious or "lewd" choice between alternatives (Fasold, 1984, p. 246).

Language planning is divided into three types:

a) Planning of the status: is the distribution or redistribution of language and its variations in functional areas within a society which affect the status of the language. Status of the language is a concept which differs from the prestige of the language and the function of language, more precisely, the status of the language is the position or state of language vis other languages. The origin of language (whether indigenous or imported), the level of standardization and legal status (the only official language, common official language, a regional official language, promoted language, tolerated language, forbidden language) and vitality (the percentage of speakers of one language aside the entire country population) dictate the linguistic status.

b) Planning of the corpus: refers to regulatory intervention in the form of language in which decisions are taken to argue for changes in the structure of the language. Unlike planning status, which is primarily carried out by civil servants and politicians, corpus planning is implemented by linguistic experts. There are three types of planning corpus: graphication - which refers to the development, selection and the change in spelling rules, standardization - standardization of one language which derives from one / several dialects / and rising up in the literary language, modernization - a form of language planning that happens whenever one language needs to expand its resources to meet the new functions.

c) Planning of adoption: is a type of planning in which the state or the local authorities aim to influence aspects of language such as the status, distribution or literacy through education. But most often, planning of the adoption is integrated into a larger process of language planning in which are evaluated the statuses of languages, corpuses are reviewed and the changes finally are introduced at state or local level through the educational system, ranging from preschool institutions to universities (in the Republic of Macedonia from elementary schools to universities since preschool subsystem is optional).

Why the language planning is necessary? - It is necessary because there are socio-cultural and practical implications, language planning is a mean for conveying the history of its own nation or people with which is in coexistence, promote cross cultural communication and understanding.

Who is involved in language planning? – Are involved various levels of the society, from the government till the local level, the educational system, specific groups, or even individuals within a community, which means no limitation of certain bodies or groups of people, but governments in their access to resources, the power to shape the language planning policy and their legislative functions and provides a position to make decisions that affect language, which sometimes are not successful. Those who will engage in language planning and which are not part of the government, here primarily are included the educational bodies and agencies, non-governmental organizations, groups in specific communities and perhaps most responsible linguists, usually do not have the same impact and resource as the government, so these groups are forced to use other means, such as political lobbying, to pressure the government to support their activities in the area of language planning.

How is the language planning made? - Language authorities or the team determined for the implementation of language planning should determine the status of the language and the available linguistic resources, it should be realized through monitoring and research, support of the community which is involved and the setting the priority goals of the community, developing a language plan that provides a framework and roadmap to perform language activities with resources available to enable linguistic goals of the community.

These steps provide important information on the objectives, resources and community needs. This information is used to create a language plan that will fit the needs and possibilities of a linguistic community. This language plan is unique and for its

implementation care the linguistic leaders and the dedicated members of the community and reflects the unique needs, culture and worldview of the linguistic community.

For realization of a language plan that will meet the needs of a community it is needed well to be prepared and then to implement it. Well-prepared language plan includes 5 stages:

a) Alignment of the objectives of the language plan - language planning should begin with determining the strategic objective of language planning. The objectives of this plan will result from the strategic objective and the specific activities specified in the plan of the goals. When the decision on determining the strategic objective is made, attention should be paid so that to be specific, measurable, achievable, relevant and that will have timeframe. First of all, it should be ensured that from the beginning a greater percentage of the community is ready to support the purpose of language planning. So in the preparation of the language plan an attention should be paid on the following questions:

1) Public awareness and commitment - the community need to be clear what is involved in the process of language planning, the importance of the process and the main role should have the community in the process.

2) Property – to the community and other interested parties should be given the opportunity to be part of language planning and take part of the plan that relates to them.

3) Clarity – it should be clear that the activities proposed under framework of the plan, who is responsible for all aspects of the plan and what resources will be available and which are necessary for the implementation of all aspects of the plan.

4) Competence - the chosen organization should have the appropriate competence, experience and expertise to participate in language planning.

5) The process – it should be clear that the planning process is important as the plan itself and the results of the plan.

b) Realization of research to see the existing / current situation - for better language planning should be implemented appropriate quantitative and qualitative research in order to determine: the attitude of the community towards the language, the ability of the community to speak, habits in the community, desires of the community of language, the language the various locally. But should also take into consideration existing research in this field.

c) Analysis of the results of research and preparation of the plan - after the survey is finished, it is necessary to analyze the results to determine the necessary measures and priorities for language. The purpose of this process is to prepare a language plan: what are the priorities and wishes of the community and other stakeholders, and measures that are specific, measurable, achievable, relevant, and the timetable for their implementation.

d) Implementation of language planning – the chosen organization will assume a leadership role in the effective direction for the implementation of language planning and to ensure that the different objectives will be achieved in phases. How much clear every aspect of the plan is and its implementation that much will be more efficient.

e) Monitoring the implementation of language planning - language planning usually involves implementation period which is a longer period of 7 -8 years, and therefore should be carried interim review of each plan that is usually at every 3 years of its implementation.

Conclusion

Preschool period is one of the most important periods in the language development of the child. This period usually involves the development of a control over mother tongue enough to allow social interaction with peers and with adults who surround the child, at that time the child for the first time starts to use language to solve problems that usually culminate in the development of capabilities that will contribute to the successful adoption on literacy in the early grades of primary education.

Sadly even though linguistic achievements of the child takes central place to the development agenda of children up to 6 years of age, language issues almost never are taken into account in the development / planning of environments in which is going to be find the child.

When creating programs to provide care and promote the development of children in the preschool period (whether these programs are formal place in preschool institutions or are informal and are performed at home) optimizing the linguistic environment becomes an issue only in cases when there is a complex language situation such as in multilingual societies where the group includes children who speak more languages and the teacher speaks only one language and only in those situations happens some form of language planning, which does not always meet the language needs of all parties involved.

Our opinion is that every child deserves qualitative language environment, especially those who attend preschools and whether are monolingual or bilingual.

In the literature there is a description on how looks like an optimal language environment for children from pre-school period, it is a setting in which the child has access interact one on one with both their peers and with adults, a setting in which adults attend and respond to communication attempts of children to various contents, in which the real communication (rather than pure language learning) is the primary activity.

To create such a setting is necessary linguistic planning which will involve all the factors involved in language planning, be well planned and supported, which will be periodically monitored and the results will be obtained will be used to improve language environment of the child.

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PRAGMATIC LANGUAGE SYSTEM OF PRESCHOOLERS

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Abstract

Simultaneously with the development of their awareness of the language, children learn social rules that direct its use. Children begin to use language to ask for permission, to seek social rules, to express emotions and to make judgments. How the child communicates the message and the way that receiver understands it develops more pragmatic knowledge to children.

By accepting a role, a child can use a particular variation of the language or the register. Elder children have a richer vocabulary and select words, which are more appropriate to the situation, compared with younger children. Research on the development of the storytelling skills of preschool children gives us a picture of how they develop language competence in the use of language to create monologues. Switching between dialogue and monologue shows a significant change in how language is used.

When children's activities focus on the text written according to their view of world, they learn how written language is used for various purposes. The written language builds pragmatic knowledge of spoken language in preschool children. The transition from dialogue to monologue interaction is also related with the development of pragmatic knowledge of written language. At the same time, children's efforts to recreate or reading storybooks include pragmatic knowledge because they show what the children know about how language is used during the reading process.

Key words: written language, spoken language, pragmatic knowledge, pragmatic language, storytelling skills.

Introduction

Simultaneously with the development of their awareness of the language, children learn social rules that direct its use. These compromises include the provision of appropriate responses to various questions, keeping the conversation alive and extract the unspoken information from a certain context and many other aspects.

Children begin to use language to ask for permission, to seek social rules, to express emotions and to make judgments [Halliday, 2007; Owens, 2012]. Preschoolers gradually develop the competencies of speech, increasing the number of "return" of conversations and focusing on further topics [Berko Gleason, 1973; Clark 2003]. This awareness of the needs of a person who is considered as listener is part of the growing awareness of children's metalinguistic, therefore conscious awareness.

Preschoolers also begin to manipulate their conversation to reach a certain goal using a different "language" in different environments. For instance, parents may get surprised hearing from the teacher that their child is polite and does not cause troubles in the kindergarten even though they know that in the house the child would cause contradicts until he reaches certain goals. As time passes, preschoolers become aware of the way how the others make use of different registers in different situations [Wagner, Greene-Havas, Gillespie, 2010; 81], i.e. while talking to a teacher, while talking to a peer and while talking

to a little baby.

Usage of pragmatic knowledge is evident when the child 4-year-old wants a toy that someone else is playing with for the moment. This message can be communicated in several ways, using different levels of rhythm, voice and non-verbal behavior:

- It is mine! (Takes away the toy)
- Let's play together (Suggests interaction)
- Did you finish playing with it? (Means he is waiting for an answer)
- Can I play with you? (Suggests an activity where the toy is part of the game)
- Give it to me! (Direct order, no negotiations).

The way the child communicates the message and the way that receiver understands it develops more pragmatic knowledge to children. Through frequent interactions with others, children gain experience in using different languages, in different situations.

The development of pragmatic knowledge during drama and storytelling

The activities developed in the part of family drama give children the chance to develop their pragmatic knowledge by negotiating and taking different real roles, as well as communicating with each other [Riley, Jones, 2007 38-43]. By accepting a role, a child can use a particular language variation or register.

A study conducted by Anderson (Stephen Robert Anderson, 1992) explained in details the pragmatic knowledge of a group of 18 children aged 4 to 7 years. Five different records were set in the study: babytalk speech, the speech of a foreigner, class language, the speech of a teacher, the speech of a doctor and gender's speech. Choosing from the parts, children were asked to imitate the voice of one marionette and a child chose to imitate another child who had just arrived in the United States and did not speak English well.

Anderson (1992) concluded that children's competencies in the use of language were not in accordance with the situations. It seemed that children embraced and used easily their family register, followed by the one of the doctor, then the one of the class and finally, teacher's speech. In the case of the role of a doctor children's vocabulary was composed of a technical jargon. Anderson highlights the fact that the role-play by elder children in age gives data changes between doctor and nurse, and between medical staff (doctor and nurse) and patient. In what ways did children adopt their various roles in accordance to age? Younger children avoided the role of teachers, and the role of a foreigner who did not speak English well. Only older children absorbed these roles.

Anderson found that children showed acquired roles by intonation. The differences between the roles were visible from the ups and downs of voice. Higher voice was used for male roles. When children embraced the role of a foreigner, they spoke with a slower pace. Another interesting finding claimed that topics of conversations and vocabulary of children change according to the situation. Elder children had a richer vocabulary and selected words that were appropriate to the situation, compared with younger children. Even, in some cases, children corrected the experimenter's language to make it suitable to the situation. Most of these corrections were part of the rhythm sound, in order to fit the pace of the voice to the role of the character they have acquired. They also did more autocorrections in syntactic constructions, such as changing a request from the commanding tone to a question with a more polite tone.

Research on the development of the storytelling skills of preschool children gives us a picture of how they develop language competence in the use of language to create monologues. Before the pre-school, children's language skills occur mainly in types of short dialogues or conversations with adults who provide a structure within which children participate [Reese, Fivush, 1993, 596-606]. Preschoolers gradually begin to be part of the monologue, or of an environment where they are the main speaker for a certain audience.

Switching from dialogue to monologue represents a significant change in how language is used. Supporting the environment for change in groups as those described in the study of Heath (1983), in which the stories of early childhood occur in tribal environments and gradually turned into more independent ones as children annually got more competencies in terms of monologue.

Miller and Mehler (Lindsay Miller and Jacques Mehler), describe the process of participation of preschool children in telling stories as a process that goes through phases [1994; 38-54]. First, children listen to stories and then begin to be part with the help of another person. Gradually they will be able to tell the stories themselves. The stories created by children include the content structures, evaluated by their cultures [Reese, Fivush, 1993, 596-606].

The impact of the written text in the development of pragmatic knowledge

When children's activities center the written text in their world, inside and outside of kindergarten, they learn how written language is used for various purposes. The written language builds pragmatic knowledge of spoken language. In this process children are active researchers.

The transition from interactive dialogue to monologue is also associated with the development of pragmatic knowledge of written language. The nature of the relationship between dialogue, expressed monologue and written text, can be thought of as a continuation of the reduction of contextualization. Dialogue involves negotiations of a mutual conversation between participants' who tend to alternate between the roles of speaker and audience. Meaning is negotiable through the questions, comments, explanation and repetition. The context of the conversation or circumstance in a story in the process, adds meaning in a conversation.

During daily activities, preschool children play in block centers and talk about what they are building. When one of the children explains his teacher or his friend what he is building, his communication may take the form of a spoken monologue. By telling to others what is built, the child can use intonation, facial expressions and surrounding physical references (here, this, that), in order to communicate his message, which means that the language used by the child will be more accurate and descriptive than it would have in a typical conversation i.e. dialogue [at the same place].

If the interaction with the building blocks would be explained through written language, then the decontextualisation of language would be used. Written text "stands alone" in the sense of being specific and not being related to an immediate context outside of the language used in the text. Therefore, when children begin to use monologues to tell stories or to tell their personal experiences, they begin to decontextualize the language, which enhances their perception of how language is used differently in different contexts. When children have the opportunity to tell a certain story, decontextualization can be clearly seen. Understanding and their memory for a well-known story, provides the basis for a dictated story.

Children's efforts to recreate stories or read books include pragmatic knowledge because they show what the children know about how language is used during the reading process. These efforts seem to follow a certain sequence of development.

Children's verbal interactions with each other as they share with fellow book, also give us a clue that preschoolers are learning to use language in different ways. Tolentino's study (Rustum Tolentino) on the interaction of preschoolers during readings initiated by them shows the use of language by children in order to talk about the books they share with each other, including the concepts that they draw out about writing and discovering ideas presented visually in the book they share with each other [2007; 519-528].

Through continuous experience of preschoolers as observers and participants in

different reading activities by sharing books together with friends, they develop knowledge of how written language is used in the books. Gradually, they become aware that writing, unlike painting, contains the real message of the story. Children, who are familiarized with the written book, realize that the text is consistent; the same thing is said everyday, today and tomorrow. Parents and teachers often find this fact out when children are not tended to read the text in the same way as the first time or with the same intonation as before. Early childhood efforts to track writing can be accompanied by their metalinguistic comments on how language works, demonstrating evidence of the development of pragmatic knowledge. When a 4-year-old child, A. D. tried to read, "Where are the animals of the forest" - he encountered difficulties in relation to the title that had memorized during his observation of the text. After several unsuccessful attempts, he concluded: "This book is not good".

At the time that preschool children begin to use spoken language in different situations they start to develop pragmatic knowledge. They are motivated to learn and to express their needs or desires in a way to be understood by others. The ability to communicate in a useful way includes learning the rules of conversation. Children add repertoire of means of communication and verbal responses.

Written language is also a witness of the development of pragmatic knowledge. Children begin to show more attention to the fact that the letters can be associated with specific sounds and words that carry a certain meaning. This aspect of linguistic knowledge is important in terms of language acquisition by preschoolers, creating bases for planning and implementation of the linguistic curriculum.

A good development of language is meant to run parallel with other cognitive areas, trying actively to understand what they hear, watching for patterns and requirements and implementing rules to put together the pieces of language.

Context gives a real meaning to our statements. Pragmatic action is an adaptive and contextualized behavior. In pragmatic we talk about dynamic context. Circumstances give the opportunity to participants to interact and make the expressive language of their interaction more comprehensible. How are linguistic elements used in a set of circumstances in which preschoolers develop their activity? - This is the question. In this case, our study, analyzes the development of preschool language through symbols.

Language development through symbols

The possibility for the development of symbols is part of the textbooks; even though sometimes adults mistakenly think that using symbols in different activities is not very critical for child development, compared with linguistic activities. Children through symbolic expressions reveal imagination and skills to communicate ideas and feelings. They provide children the understanding about representation of what they know about the world, and at the same time help them thinking of real and imaginary situations.

There are four indicators for the evaluation of development through symbols in children:

- Represents feelings and ideas through symbolic game;
- Represents feelings and ideas through movement;
- Represents feelings and ideas through music;
- Represents feelings and ideas through art and construction.

Goal achievement refers to the ability of children to interpret, create and use symbols in order to represent something (an idea, a feeling or an object) that is not present.

Age between 3-4

Indicators	Examples
• Represents feelings and ideas	• Child reacts when he/she hears

through symbolic games	<p>words he/she is familiar with.</p> <ul style="list-style-type: none"> • Child uses symbols or drawings to represent spoken language.
<ul style="list-style-type: none"> • Represents feelings and ideas through movements 	<ul style="list-style-type: none"> • Child reacts when simple commands are given (acting in response to activities that require the implementation of the actions with two or three steps). • Child follows nonverbal commands, eg, " Come here!" (Said with gestures).
<ul style="list-style-type: none"> • Represents feelings and ideas through music 	<ul style="list-style-type: none"> • Child plays imitating noises / sounds of objects eg: the signal of the ambulance's alarm. • When he/she listens to his/her favourite songs, child sings by following the rhythm, clapps his/her hands etc.
<ul style="list-style-type: none"> • Represents feelings and ideas through art and construction 	<ul style="list-style-type: none"> • Child is able to get the correct words with pictures; for instance he/she explains the term "height" by using the height of a bulding. • Child understands the fact that a printed thing represents any spoken word.

Age between 4-5

Indicators	Examples
<ul style="list-style-type: none"> • Represents feelings and ideas through symbolic games 	<ul style="list-style-type: none"> • Behaves like he/she finds the phone number of any friend and then writes down some numbers. • Interacts with others during the game, for example, children work together in order to build a farm for animals. • Has the ability to create topics with others, for instance "I am the teacher, you are a child and together we will play a game".
<ul style="list-style-type: none"> • Represents feelings and ideas through movements 	<ul style="list-style-type: none"> • Behaves like he/she moves, runs, slips, eg; turtle, monkey etc. • Expresses the feeling through movements, for example, leaves the group running, clapps his/her hands in happy moments.
<ul style="list-style-type: none"> • Represents feelings and ideas through music 	<ul style="list-style-type: none"> • Reacts to different musical rhythms (is ready to march with a marching melody, calms down with slow music).

	<ul style="list-style-type: none"> • Sings songs that please the child while listening to, following the rhythm, clapping hands etc. • Creates songs and music, for example, changes the most popular songs' lyrics, uses different instruments etc.
<ul style="list-style-type: none"> • Represents feelings and ideas through art and construction 	<ul style="list-style-type: none"> • Draws and then shares it with his/her friends. • Builds with cubes, plasticine or other toys and says: "I built the doll house". • Responds to the others whenever an explanation is required about a drawing or building.

Age between 5-6

Indicators	Examples
<ul style="list-style-type: none"> • Represents feelings and ideas through symbolic games 	<ul style="list-style-type: none"> • Behaves like firefighter, doctor, mother, father etc. • Child gives correct answers to specific and technical terms: "A pediatrician is a doctor for children". • Creates topics of game with others, for example, "I am mother, you are a child and we will go out and do some shopping". • Uses emotions while playing.
<ul style="list-style-type: none"> • Represents feelings and ideas through movements 	<ul style="list-style-type: none"> • Behaves like he/she moves, runs, slides, for example, elephant, bird, rabbit, dancer etc. • Expresses his/her feelings through movements, for example, bursts with happiness etc.
<ul style="list-style-type: none"> • Represents feelings and ideas through music 	<ul style="list-style-type: none"> • Reacts to different music genres (is ready to march with a marching melody, calms down with slow music). • Joins in singing his/her favourite songs accompanying with fingers etc. • Creates songs and music, for example, changes the most popular songs' lyrics, uses different instruments etc.
<ul style="list-style-type: none"> • Represents feelings and ideas through art and construction 	<ul style="list-style-type: none"> • Draws and then shares it with his/her friends. • Builds with cubes, plasticine or other toys and says: "I built the

	<p>castle”.</p> <ul style="list-style-type: none"> • Responds to the others whenever an explanation is required about a drawing or building.
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Conclusion

The preschool years are characterized by a rapid development of language skills in every aspect. The articulation of words by the child becomes more understandable and as a result, preschool children become more understandable by people.

In the moment that preschool children begin to use spoken language in different situations, they develop pragmatic knowledge. They are motivated to learn and to express their needs or desires in a way to be understood by others. Ability for a useful communication includes learning the rules of conversation. Once children learn the language, they add verbal responses to repertoire of communication tools.

Written language is also a witness of the development of pragmatic knowledge. Children begin to become more aware of the fact that the letters can be associated with specific sounds and words that carry a certain meaning.

Obviously preschool institution plays the greatest role for a positive and healthy development of the language. Kindergarten is not only about structural learning of literacy, by the sounds of letters, decoding their analysis and synthesis, but it is about possible memorization of words' graphics, which are more common in written language, which enables the progress of recognition of letters and sounds. Precisely, this competence will make the child identify, read and write global words memorized graphically, and then sentences and phrases, but also letters of their constituent sounds.

Language development has to run parallel with other cognitive areas, trying to understand actively what they hear, watching for patterns and requirements and implementing rules to put together the pieces of language.

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CORRELATION BETWEEN MULTILINGUALISM AND SCORES ON MATHEMATICS TESTS

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Abstract

Multilingualism is an intriguing phenomenon whose influence has been in the focus of linguistic researches for quite some time. Namely in the first half of the 20th century it was thought to have a negative impact on basic cognitive functions of young individuals, but recent trends show a dramatic turn with researchers showing superiority of multilingual learners on school as well as intelligence tests using both behavioral and neuroimaging methods. Apart from communicative advantages multilingualism reveals a wide range of "side effects" such as the ability for logical thinking, task solving speed, memorizing sequences etc., due the enhanced focus on the relevant information and discarding of the irrelevant.

There is a lack of such researches in our country which would reveal the positive socio-economic and cognitive effects of language acquisition. Due to the fact that virtually all students in Macedonia are at least bilingual, since EFL courses are a compulsory part of their education as a response to the latest European trends, the results of this study will compose a foundation for effective educational policies and curricula. Therefore the main objective of this research is determination of the relation between multilingualism and cognitive development through the prism of mathematics. It was hypothesized that this relation is positive and of significant intensity which was demonstrated by the high scores on mathematics tests.

Key words: multilingualism, cognitive abilities, mathematics

Introduction

The inter-disciplinary trend of researching multilingualism in mathematics education brings about several perspectives from cognition (psycholinguistics) all the way to discourse (sociolinguistics). Since discourses are comprised of ways of thinking, believing, valuing and acting, defining the individual with his/her competences as a member of a certain group, Gee proposes the *mathematical discourse*, which would contain mathematical beliefs, points of view and values Gee (1996). Early researches treat multilingualism as a negative phenomenon, setting children back, placing them in less favourable cognitive positions in comparison to their peers. However, recent referrals to this intriguing occurrences show dramatic change in the flows. The results, obtained through various behavioral and neuroimaging methods, point out that multilingual learners have superior results in school and intelligence tests, implying that, apart from the communicative function, language learning plays a significant role in general cognitive development of individuals manifested in their abilities of logical thinking, memorizing, task solving etc., due to the enhanced focus on the relevant, ignoring the irrelevant. Basically the advantages are manifested in both psychological and sociological development of multilingual learners. This reveals yet another

aspect of language learning connected to the positive cognitive and socio-economic effects, and following such trends necessitates researches in the subject which will uncover its specifics in order to aid authorities in designing successful educational policies and curricula.

Most of our children are at least bilingual since they start learning English (FL1) in the first grade⁶⁰, and German, French or Italian language in the sixth grade (FL2) as a response to the European trends. Since there is a lack of research on the topic in our country the **aim of this research is determination of the connection between English language learning and cognitive development through the prism of mathematics**. Namely after considering the relevant theoretical background, results of both English language and mathematics tests were compared in order to confirm our initial **hypothesis that the correlation between English language learning and cognitive development (mathematic skills) is positive and significant**. With the intention to get more sense of the matter and test the hypothesis a research was conducted which included 36 (thirty-six) subjects, high school students from the region of Ohrid. Their English language proficiency and mathematics knowledge were tested having their respective curricula in perspective and the results were processed with the statistical program SPSS.

Theoretical background

Possible relations between multilingualism and cognitive development have been in the focus of linguistic researches for a long period. Up until the first half of the 20th century the idea prevailed that learning several languages at the same time confuses the learners and interferes with their normal cognitive progress (Saer, 1923; Darcy, 1963; Marsh & Maki, 1976), described as a cognitive deficit model of learning in L2. The pioneer study of Peal and Lambert (Peal and Lambert, 1962) placed multilingual learners in a superior position over monolingual learners when it came to intelligence tests and overall school results and achievements. This led to series of researches (Diaz, 1985; Hakuta, 1987; Cummins, 1987; Mayer, 1991; Kennedy, 1994) which indicated that learning languages had a positive effect on intellectual growth. In other words multilingual learners, apart from higher understanding of the languages they speak and higher communicative competences (metalinguistic skills), showed higher flexibility in thinking, greater awareness, logical thinking and concept formation. As mentioned previously this study focuses on relations between multilingualism and mathematics. Moschkovich (2002) advocates learning mathematics using various linguistic and social sources. The literature reveals several studies dealing with the effects of language levels in mathematical operations demonstrating mental abilities of multilingual learners. Hernandez (1983) reports positive relationship between mathematics results and socio-economic status of learners (with regard to their education, health, assets and relationships). Clarkson and Galbraith (1992) showed that the students' level of competence in their first language was reflected in their mathematical performance. The reason for this is due to their "enhanced ability to selectively attend to information and inhibit misleading cues" (Bialystok, 2001 p. 245), a conclusion by Bialystok made after several researches involving various tasks (Bialystok, 1988, Bialystok & Majunder, 1998; Bialystok, 1999). Cummins follows similar lines reporting that learners with minimal language competences in their L1 and L2 demonstrate more advanced thinking abilities (Cummins, 1987) as a result of transferring thoughts from one language into another. Coffeen takes it even further pointing out that the higher the competences in both languages the greater conceptualization the learners have due to the extensive information storage and retrieval (Coffeen, 1982). Clarkson links these meta-cognitive abilities with mathematics proposing that proficient bilinguals think mathematically (Clarkson 2007) especially in problem solving and fractions

⁶⁰ Third grade previously

(Van de Craen et al. 2006). There is a lack of definitive research in this area and this study will provide a useful insight into the issue as well as guidelines for future researches.

Results and discussion

The present study sought to examine the relationship between learners' English (as a FL) proficiency level and their mathematical achievements, in order to support the claims that multilingualism has positive effects on their cognitive development. It was conducted using 36 subjects (aged 16) randomly chosen from high-schools in Ohrid. They were given two tests (English proficiency test and mathematics tests) with a time limit of 45 minutes. The materials that comprised the tests were chosen by the investigators to be relevant to the subjects' previous knowledge, since the purpose of the study was not to evaluate students' achievements in the respective subjects but the correlation between them. Data collected were analyzed using correlation coefficient, with the help of the statistic program SPSS 11.0 which enabled the investigators to check whether there is a statistically significant correlation between the English language proficiency and cognitive development, or in other words whether high scores on English tests lead to high scores on mathematics tests. The table below contains scores from both tests. Consistency in the results can be noticed with "bare eyes". Namely high scores on English tests are followed by high scores on mathematics tests for most of the students.

Table 1. Scores on Mathematics and English language tests

Subject	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Mathematics	75	67	71	59	72	25	48	77	46	40	26	30	44	45	30	43	37	52
English	84	92	92	76	76	12	68	76	52	56	24	52	84	92	68	68	36	68
Subject	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Mathematics	70	32	34	46	56	56	58	38	32	49	56	67	36	79	60	72	55	46
English	96	48	56	56	84	72	64	56	60	60	52	64	52	92	76	76	60	56

Table 2 below presents the correlation coefficient of students' performances on both tests along with its statistical significance. It reveals that the correlation of the two performances is very high ($r = 0.732$) at $p=0.01$. In other words, there is statistically significant and very high positive correlation between the knowledge (presented by the scores) of both Mathematics and English language. Namely this confirms that higher proficiency in the L2/L3 corresponds to higher cognitive skills tested through mathematic achievements as hypothesized at the beginning.

Table 2. Pearson's correlation coefficient

		MAT	ANG
MAT	Pearson Correlation	1	,732**
	Sig. (2-tailed)	,	,000
	N	36	36
ANG	Pearson Correlation	,732**	1
	Sig. (2-tailed)	,000	,
	N	36	36

** . Correlation is significant at the 0.01 level

Concluding remarks

This research was conducted in order to follow the latest trends of identifying the socio-economic and cognitive benefits of language learning. The findings indicate that there is significant and positive relation between higher proficiency level of the second/third language and mathematics achievements which in turn suggests that multiple benefits of multilingualism are yet to be discovered and recognized. The results can be implemented in two ways:

- fostering foreign language learning as part of the educational systems, having multiple advantages of multilingual individuals in perspective,
- treating mathematics education from another aspect - as connected to other subjects, such as foreign language learning.

The positive effects of language learning viewed from linguistic aspect such as: enhanced communicative skills, broader vocabulary, higher proficiency in all languages etc., have been recognized for quite some time only to be enriched by the latest researches entering in the realm of social and psychological context. This points to the second way of using the results - as an integral part of mathematics education, treating language learning as a prerequisite skill leading to the necessary cognitive development for successful mastering of the curriculum. Viewing mathematics and language as separate unconnected subjects prevent teachers, and by extension, their students, from exploiting and recognizing the cognitive benefits of multilingualism.

Limitations to the study and guidelines for future research

The sample of 36 subjects is by far too small to reflect accurately the actual situation and the study should be considered an indicator for further longitudinal projects. The empirical data collected and processed should be accompanied with in-depth testing using specific, not general, tasks in order to provide actual insight into the mutual influence of both subjects.

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CREATIVITY AS A POWERFUL TEACHING TOOL IN HELPING LITTLE CHILDREN TO LOVE READING AND WRITING

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Abstract

Creativity is the powerful tool for development of divergent thinking, magical tool to catch and hold the child's attention. Let us be creative teachers who constantly share ideas about "School- kid's favorite place to be"

“Reading gives us someplace to go when we have to stay where we are.”— Mason Cooley

Reading is a skill which allows us to have access to all the knowledge and information regardless of its format. Unlike speaking, reading and writing are not innate human skills. At the same time these necessary skills are not necessarily a pleasure and can become a constraint for many little kids at the beginning of the primary school.

On the other hand, the desire of the parents and teachers around the globe is that their children like to read, not only they read by forced, like a rule, like an obligation. Motivating children to read and write is one of those agony-ecstasy tasks every parent and teacher faces.

Reading and writing are very closely connected. What habits children acquire and whether they will learn to love reading and writing, will depend greatly on what they have been exposed to.

“Keep reading. It's one of the most marvelous adventures that anyone can have.” — Lloyd Alexander. This is our aim. To help children to believe in the meaning of this sentence. To feel the power that holds the man who owns developed reading skills. The exercises for the initial reading and writing can be fun games through which the child will realize that these skills are the key to a whole large world full of games, important information, adventures, entertainment, science, everyday life full of possibilities.

“I do believe something very magical can happen when you rea...” J. K. Rowling. Children should believe in this, too.

In this paper I will try to capture part of the creative working atmosphere in my classroom, several creative teaching tools, approaches, methods, to share with you the various activities that give excellent results for the above problems. These activities can easily be adapted according to children's age, the number of students in a group, according to needs of the curriculum, easily turn in to the Interdisciplinary learning activities. Working materials are almost free, made with the conversion of waste, natural materials and toys.

Key words: creative teacher, creative teaching tools, creative learning environment, "surprise" method, initial reading and writing skills, didactic stimulation, students - creators of the teaching process.

Introduction

These days we are finding a great number of students who have difficulties in initial reading and writing. Young people at the beginning of their studies, without sufficiently developed habits and work without enough established mechanisms and confidence in the face of this new challenge, a new expectation during these hours often their brains fed with negative feedback thereby easily faint. Then, as by analogy easily give up at each new

obstacle. Notebook, pencil, rubber, primer, or even already known and applied games stickers, objects and work with computer-ready presentations, more lose their power to foster positive emotions, desire for persistent exercises, curiosity in the modern classroom, love for reading and writing. Even when, after some time you will learn to read and write, for many of the students actions of exercises in reading comprehension, reading list or literary creation remains something because you must not because you wanted. Motivating children to read and write is one of those agony-ecstasy tasks every parent and teacher faces. What habits children acquire and whether they will learn to love reading and writing, will depend greatly on what they have been exposed to. If we start from experience that motivation is the key to many human activities, our own as adults and as children, and curiosity is a human trait that raises concern, then we believe that to solve this problem we should start right from it. How, and what we need to do now to encourage motivation and curiosity in children who acquire initial skills of reading and writing.

Let's find out why creativity offers relevant, practical and simple solutions to this problem.

What is creativity and who else need to be creative in the education process?

Creativity is the ability to create products that are new and original, but also adaptive in the context in which to apply "(Tod Lubart,- 2003).

It is an important skill that from the beginning and continued to be encouraged and nurtured in every child because the creative person is capable of imagining, dreaming, giving shape to the ideas of things; unexpected finding, original and effective solutions to problems. Now let's look back at the paragraph: What habits children acquire will depend greatly on what they have been exposed to. This means that the positive model of the teacher who is himself a creative, demanding and offers creative solutions to deliver the curriculum, encourages the creation of learning environment will largely contribute to the development of creativity in his students and thus contribute to boost the motivation and curiosity who had pointed out as a key factor for learning, perseverance and self-confidence.

Creativity is characterized by eight criteria: sensitivity to the world, fluency and mobility of thought, personal originality, the ability to transform things, a sense of analysis and synthesis, capacity for organization. (Guilford and Löwenfeld, 2010 "The creative approach as a factor in the professional development")

All the above criteria are necessary factors to create modern teaching geared to the needs of modern children.

Promotion of creative teaching should provide: Respect the needs of students, developing creative ideas, develop imagination. (Stevanovic, 2012 184).

According to Rothman (Rossman, 1931) creative act consists of seven stages: observation of need; analysis of the need; observation of all available information; formulating objective solutions; critical analysis of solutions; birth of a new idea; testing, developing and improving the decision. In other words, the teacher can best choose the challenge of teaching practice and using the know-how accumulated through the many training he spent during his career.

USAID "Readers are Leaders" contains component "learning communities" provides support for teachers from primary schools in our country for the implementation of this structured action research in the field of initial linguistic and mathematical literacy. They aim to encourage a high level of cooperation between members of learning communities, exchange of creative ideas and solutions, which each school is gradually building its own rich experiential collection in which there are elaborate ideas, tools and methods for successfully overcoming the problems from different areas of intervention.

Carol Reed (Carol Read, 2010) states that: Creativity does not develop in a vacuum space. It should always be something (an idea, image, text, story, subject, question, problem or a combination of any of these) which will encourage original thinking among students.

It is these listed items explores every teacher who is working on a development activity to find creative and functional solutions that will check in your practice, you try to define a, useful solutions initially posed problem then its collections of evidence, guidelines and practices It makes available to his colleagues.

Thus directly participate as a factor in the professional development of employees in education.

In addition we will consider an abbreviated list of a few of the over 30 creative products-activities realized in our classroom as part of my development outside activist for a defined problem identical to the title of this paper. The activities shown excellent results in implementation with students in second and third grade in elementary school "KocoRacin" Ivanjevci, 2013-2015 year and the positive effects are present in full and in the fourth grade 2016th.

These activities enabled the positive benefits when working with a group of students aged 7-10 years, during the campaign for raising the awareness of the need for reading and writing enabled by the "Public" from Skopje and EVN Macedonia, workshops realized in National and University Library of Bitola from October to June 2015.

With creative stimulation to fun in the education

The human eye sees, shoot 860 frames per second. Creative stimulation is the best way to attract children eagerly eye to stimulate curiosity and thus have a positive influence on children's motivation to learn. Resources for work which I have mentioned below are creative solutions resulting from the conversion of waste collected old toys, affordable and effective, creative resources for each classroom.

Activities themselves represent our solutions encouraged as ideas, desires and needs by my students, my partners in the creation of the learning process because "creativity (and the teacher themselves) stems from the emotions of the student in hiring and entry in an activity and such emotional state leads to a state of "hovering" in which the student's positive targeted personal goal and an achievement (Csikszentmihalyi, 1996).

The title of the activities also attracts children's attention and curiosity:

Exercise 1:

"Curious reading sessions" - Center for reading, research and active rest

This center can be an integral part of any modern classroom since first grade. To create such a center all you need is empty corner, surrounded by the bench or chairs, covered with carpet or blanket, several pillows. Depending on the age of the students it should contain literature appropriate to encourage children's curiosity for research through reading.

This year my students from IV grade every working day start with morning relay reading of interesting discoveries from encyclopedias of their choice. Thus not only practice reading but come to different findings on many subjects of science, history, art. Carried by new discoveries often tell me how later continued via internet research and reading data about the daily topic which was interesting. It happened to pass a day without this activity since they remind me when it is time for the morning meeting, evidence that such activity they love.

Exercise 2:

"Attention folks, the king and queen will read the orders!"

(Exercises for reading and writing using the restricted fund studied letters, Cyrillic and Latin).

At the beginning of the activity I read my letters with orders that I prepared at home to participate in the game with them. The letters were folded and tied with thread and much resembled the letters from the cartoons. I asked them to listen carefully read any of my order and then immediately react to it with pantomimes movements.

I put myself a crown, clothing from a plastic royal dresses, which they already had in the corner which we had prepared and used several times for similar purposes. Then, students satisfied with my idea, with great joy, embraced themselves to write more letters to make a collection that we can play a funny reading. For dressing the boys used royal attire made of imposed canvas from an old umbrella. Each student "king-queen" who would come to "the throne" (table),there beside her "prince messenger".

This messenger tasked with polite speech to call "people" (the remaining children in the audience) carefully to hear the order that "King" will read aloud and handed him a letter (chosen randomly).

The "people" listened reading the orders and immediately imitated. So this reading really became funny game that lasted the following days during each morning meeting because, children with joy and interest wanted to write letters. When asked about impressions here's what they said: They liked the whole game and want to play all day if it is possible. They wanted to write more new orders to be more interesting. They didn't like what some "kings" hardly coped with reading and "people" had a lot of waiting to hear what to do. We agreed not to mention names of the kings in order not to be difficult for them, but they will recognize themselves and in the future will practice more reading). In the next period we continued to learn newletters. Whithout myrequest the children all the very next day came with their new sentences for reading in the game.



Exercise 3:

Bear, Masha and their friends - 3D stimulation by applying educational set for promotion and improvement of language skills.

It is made by combining paper, cardboard and plastic boxes of syrup, drugs and etc. Inside the house, are hiding children's favorite characters, inflatable dolls, that can freely be displaced through the setting.

This application for an order can be further upgraded indefinitely by adding pages, pockets and additional boxes, creatively designed to fit into the overall visual image. Thus, the back contains transparent pockets which will still hide all our workings. The number of pockets can be increased as required, with each new application for the following class or fraction of class.



The set can be used as didactic stimulator for the implementation of a range of purposes:

Writing words and sentences with studied letters; Writing brand new, original stories with a choice of additional characters and imaginary places according to individual fantasies of children, setting an imaginary problem situations, problem solutions, performing dialogues, table theater; writing words with opposite meaning; words to describe; comparisons; rhyming words in the context of the scenes and characters, creation of children's poems, creating interrogative and narrative sentences, nouns, verbs, adjectives ..

For similar purposes we also can use - "Secret wooden ark" set.



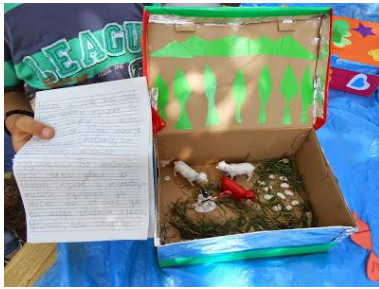
Exercise 4

Interactive reading and author`s boxes

If we encourage children to prepare their reading boxes, reading assignments can become a favorite activity for students. The reading box is the final product, currently being prepared, while the child reads the contents of the book. It is made of a shoe box. Inside should be decorated with motifs of the work, modeled objects contain scene of combined natural materials, sand, pebbles, twigs, beans, all depending of the book. Should contain papers in which child recounted the content in parts, gradually until he reads, or copies of interesting sentences on each side, story, or part of a story, arranged in order.

It will slowly become the home of all the characters that the child will encounter in the work, like dolls made of paper placed on a stick, or made from socks, plasticine, and similar materials. For each character child writes a letter that gives a description of the

character, a detailed description of appearance, actions, intentions. The box should contain painted scenes illustrating the locations of all occurrence of the events.



If we stimulate our young ones, to make their own reading boxes, reading for school can become a favorite activity for students. This creative engagement, contributes reading to be developed as an entertainment not as a difficult easement. At the end, the main product that they will create- the story box becomes their own little treasure that they will share it with others with happiness. Doing this we motivate the children to write their own stories for the boxes. Actually they realize that they can be little authors. It is enough just to encourage them that anyone who can fantasize also can be an author to a story.

Conclusion

The modern teacher must understand the needs of children, to know their learning process, so interactions can be at the same time support and challenge.

("Practicing what they have learned." Handbook for professional development of teachers. International Step by step Association 2011)

He should carefully monitor children to discover their interests and level of understanding; Offering support to the development and learning by carefully introducing new material and new ideas; consider learning of children based on their reactions. (Adapted from Epstein, 2007).

In this respect, creative solutions are key factors stimulating the desire for reading and writing in children from early grades because they contain elements of the game, have the power to attract and retain children's attention, be supportive and challenging at the same time and thus to encourage and sustain the motivation of children.

Creativity in the classroom can be judged according to how teachers can motivate students to do something. (Stevick, 1980 20)

Until we see a smile on the faces of our students a positive attitude towards reading and writing, as long as the school is their favorite place, we can be sure that we are on the right track, let them learn in a way that meets their needs, opportunities and wishes.

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EFFECTIVE METHODOLOGIES FOR TEACHING VOCABULARY IN THE ENGLISH AS A FOREIGN LANGUAGE CLASSROOM

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Abstract

Vocabulary is the first and foremost important step in language acquisition. In a classroom where students are not finding themselves comfortable with L2, language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises using texts and samples made familiar to them, that is, topics popular with them. It is important to mention that vocabulary items are imparted mostly by translation: either a list of words with their translation at the beginning of the lesson or the translation of the content having new words or glossaries at the very end. This is a very wrongful practice as it leads to a state of confusion for the learners. On the teaching skills of vocabulary items, Frisby (1957) commented that "While the teacher is not, himself, concerned with the actual selection of vocabulary for text book purposes since practically all the books we use are based on limited vocabularies, it is important that he/she (the teacher) should know the principles, which underlie vocabulary selection". Thus it signifies that a language teacher should be innovative and proficient in the application of methodologies pertaining to teaching vocabulary items in a classroom situation. An efficient language teacher can use selected vocabulary activities or can use integrated activities. All this depends upon the ability and level of understanding and interest of the learners. A student's vocabulary bank can be enriched on a gradual basis and one should always show keen interest and enthusiasm in finding, learning and understanding new words.

This paper presents the results of a field research on the various methodologies that can be incorporated in the teaching of vocabulary items in the English language classroom, from the point of view of the materials being used for vocabulary acquisition and the methodologies used. It is important to mention that the materials being used for the purpose of this research were purposely structured with deliberately chosen topics to maintain students' attention. The research was conducted with students at the Faculty of Education in Bitola from the department of English language and literature, and later on, presented with students from the Faculty of Philology in Lodz, Poland.

Key terms: vocabulary, methodology, English as a foreign language

Introduction

The goal of many language teachers is to 'find the right method'. The history of our profession in the last hundred years has done much to support the impression that improvements in language teaching will come about as a result of improvements in the quality of methods, and that ultimately an effective language teaching method will be developed. Some breakthrough in linguistic or psycholinguistic theory, it is assumed, will

eventually unlock the secrets of second and foreign language learning and these can then be incorporated into a new super-method that will solve the language teaching problem once and for all. Some believe that the super-method has already been found, and that the adoption of a method such as The Silent Way, Suggestopedia or the Natural Approach would bring about dramatic improvements in language learning. Common to all methods is a set of specifications for how teaching should be accomplished, derived from a particular theory of the nature of language and second language learning. Differences in the instructional specifications reflect differences in the theory underlying the method. Some methods advocate an early emphasis on speaking as a basis for establishing basic language patterns. Others recommend that speaking be delayed until the learner has built up a receptive competence in the language. Some make use of memorized dialogues and tests: others require that learners attempt to communicate with each other as soon as possible using their own language resources. As we spell out the details of particular methods and approaches, we see that common to all of them is a set of prescriptions as to what teachers and learners should do in the language classroom. There are prescriptions for the teacher as to what material should be presented, when it should be taught and how, and prescriptions for learners as to what approach they should take towards the teaching materials and classroom activities. Specific roles for teachers, learners and instructional materials are hence established (Richards and Rodgers, 1986). The teacher's job is to match his or her teaching style as well as the learners' learning styles, to the method. Special training packages and programmes are available for some methods to ensure that teachers do what they are supposed to do and teach according to the method.

Studies of the effectiveness of specific methods have had a hard time demonstrating that the method itself, rather than some other set of factors, was the crucial variable. Likewise, observations of teachers using specific methods have reported that teachers seldom conform to the methods they are supposed to be following. Swaffar, Arens, and Morgan (1982), for example, investigated differences between what they termed rationalist and empiricist approaches to foreign language instruction. By a rationalist approach they refer to process-oriented approaches in which language learning is seen as an interrelated whole, where language learning is a function of comprehension preceding production, and where it involves critical thinking and the desire to communicate. Empiricist approaches focus on the four discrete language skills. Would such differences be found in differences in classroom practices? Swaffar highlights the problem: One consistent problem is whether or not teachers involved in presenting materials created for a particular method are actually reflecting the underlying philosophies of these methods in their classroom practices' (Swaffar et al. 1982: 25)⁶¹

Models and approaches in ESL classrooms

Although few language teachers currently practice audio-lingual teaching according to its original formulations and few adhere totally to cognitive principles, procedures influenced by the audio-lingual and cognitive approaches continue to be major components of most second-language classes. Together with practices inherited from the grammar-translation approach, they account for most of the content of second-language textbooks and a majority of current classroom teaching techniques. Grammar explanations and either cognitive exercises or oral pattern drills continue to be the core of most texts and most classes. Thus, to comprehend the origins of the approaches that language teachers have

⁶¹*Beyond Methods: Alternative Approaches to Instructional Design in Language Teaching*, Jack C. Richards, University of Hawaii, "Journal of the Adult Migrant Education Service", Australia

blended into the dominant eclectic and alternative approaches, theorists and teachers should be familiar with the grammar-translation, audio-lingual and cognitive approaches to second language learning and teaching.

Bearing this in mind, language teachers have started to turn themselves towards new approaches and started to alter their basic approach in subtle ways. The basic tenets of the three traditional approaches have been changed and that was not a result of the wishes of the teachers themselves, but on the development of the learning culture in the classroom and the needs of the students. Teachers tried to incorporate communication activities into the class whenever the time is available after having explained and drilled the grammar. They follow an eclectic approach in which grammar knowledge is the basis for the development of language skills. The most commonly used alternative approaches are:

- The Grammar-Translation Method
- The Direct Method
- The Audio-Lingual Method
- The Silent way
- Suggestopedia
- Counseling-Learning/Community Language Learning
- The Total Physical Response Method (TPR)
- The Communicative Approach

Teaching English Vocabulary for EFL Students

"Vocabulary acquisition is the largest and most important task facing the language learner." (Swan and Walter 1984).

The term vocabulary has a range of meanings. For example, some teachers use the term to mean sight-word vocabularies, referring to students' immediate recognition of words in print; other teachers refer to words students understand as their meaning vocabularies. Still other teachers use the term to mean listening vocabularies, or students' understanding of words that they hear in the spoken language. Content teachers use the term academic vocabulary to refer to content-specific words. Vocabularies include conceptual knowledge of words that goes well beyond a simple dictionary definition. Students' vocabulary knowledge is a building process that occurs over time as they make connections to other words, learn examples and non-examples of the word and related words, and use the word accurately within the context of the sentence (Snow, Griffin & Burns, 2005).

Vocabulary, which is the basic material of the language, is crucial in expressing ideas and thoughts when communicating. The following statement about the relationship between grammar and vocabulary demonstrated by the British linguist Wilkins in 1976 argues that "without grammar, there are few things we can express; while without vocabulary, there is nothing we can express." Wilkins verifies the importance of vocabulary in communication. Insufficient vocabulary or vocabulary difficulties will result in communicational barriers or failures. Without the mediation of vocabulary, no amount of grammatical or other types of linguistic knowledge can be employed in foreign language communication or discourse.

Vocabulary teaching has been developing greatly since 1980s. Several experts and linguists began to pay attention to vocabulary teaching during that period. For example, in the 1980s Terrel proposed the Natural Approach which emphasizes comprehensible and meaning input rather than grammatically correct production. In 1983, Allen mentions the presentation and exemplification of practical techniques in the teaching of vocabulary. Later, in 1985, Ruth Gairns and Stuart Redman state the principles of vocabulary teaching. In 1997 Sokmen discusses the current trends in teaching foreign language vocabulary. He points out that current research would suggest that it is worthwhile to add explicit vocabulary to the usual inferring activities in the for language classroom.

Since the 1960s, many new ideas and approaches to the study of vocabulary acquisition in a foreign language have emerged through many English linguists' efforts and research. Among them, Communicative Language Teaching (CLT) pedagogy which originated from the changes in the British Situational Language Teaching approach dating from the late 1960s deserves to be mentioned. Stemming from the socio-cognitive perspective of the socio-linguistic theory, with an emphasis on meaning and communication, and a goal to develop learners' communicative competence, CLT evolved as a prominent language teaching method and gradually replaced the previous Grammar-Translation Method.

In the last twenty years, Communicative Language Teaching was introduced in China. English teachers in eastern and southern areas are recommended by the Ministry of Education to use this kind of approach in English teaching. Practice has showed that CLT, which has many advantages compared with the Grammar-Translation Method, has been a remarkable success and made great contributions to English teaching and learning in eastern and southern areas. Nowadays CLT is very popular in English language fields in that area. (Littlewood, 1981: 56); (Finocchiaro & Brumfit, 1983: 127).

Methodology

As mentioned before, the research whose results are presented in this paper was conducted with students at the Faculty of Education in Bitola from the department of English language and literature, and later on, with students from the Faculty of Philology in Lodz, Poland. Both groups of students were students of EFL and with the both groups the emphasis was put on vocabulary acquisition. The methodology or the approach used was the communicative method.

The main emphasis was also put on the materials used. It is very important to mention that the materials were age, level and culturally appropriate for the students.

The main object of the research thus of this paper was to show that using materials other than the classical, textbook approved and pre-constructed materials that the teacher would eventually receive at the beginning of the academic year, can be useful and can lead to success.

Research and Analysis

The materials that were used for the classes were constructed for vocabulary acquisition. They were comprised of texts, song lyrics, articles themed with popular topics, Instagram posts, Facebook posts, popular media content etc. It is important to notice that they were culture specific materials that are appropriate for the student's age and level of English and also their interests: music, film, TV, social media.

Vocabulary instruction during the classes:

Incidental Learning

Incidental vocabulary learning occurs all of the time when we read. Based on the way a word is used in a text we are able to determine its meaning. While the student may not know what a specific word means, many times he/she can determine its meaning based on what the rest of the sentence focuses on.

Context Skills

Context skills are the strategies that a reader uses for incidental vocabulary learning. Texts are full of "clues" about the meanings of words. Other words in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words. These features are often referred to as "context clues" because they are contained within the context of the piece of writing rather than outside it.

The analysis of the teaching process, the feedback and student participation in class showed that the more the teaching materials are familiar and topic- appropriate to the students the more effective the vocabulary acquisition. The communicative approach made it easier for both the students and the teacher to ease the process of teaching and learning the new vocabulary, respectively. The unconventionality of the materials being used made it more fun and interesting for the students to become more involved in the learning process. The topics of the materials were familiar to them so they enjoyed talking in class, discussing, and even explaining some new words and concepts to other students. The learning atmosphere was relaxed and learning-friendly.

Conclusion

This research and the results acquired shed some light on how can the teachers of English as a foreign language use everyday materials, more popular and modern materials in the EFL classroom for vocabulary acquisition. In the case of this research, the vocabulary acquisition was due to new words and new concepts. The results that came up from this research showed that the effectiveness of the teaching methodologies is not just in the approach and technique but also the materials being used. The more the students are involved in this way in the class, the more effective and fruitful the learning process and the outcome for them.

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SPEAKING - AN EFFECTIVE LANGUAGE SKILL TO BUILD COMMUNICATIVE COMPETENCE OF EFL LEARNERS

An analysis of teachers' beliefs on the importance of speaking strategies in EFL classes

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Abstract

This paper highlights the importance speaking skill has in developing students' English language proficiency in general and enhancing their conversational interaction in particular. It aims to reveal the attention EL teachers pay to teaching speaking and its prominence among other language skills in ensuring students' ability to converse and use English language in and outside classroom environment. An analysis on the attitude of 16 primary and high school EFL teachers on teaching speaking was conducted. It was based on a two-part questionnaire consisting of 25 statements; the first part of it was compiled to define the importance of speaking, while its second part aimed to invent the most frequent speaking strategies, activities and techniques applied in EFL classroom settings. In this study we have also tried to provide some reflections and suggestions offered by the respondent teachers to better teach oral language.

Keywords: speaking skills, conversational interaction, speaking activities, techniques, communicative competence

Introduction

Since the 1990s, when the communicative approach has been widely implemented, the goal of EFL teaching continues to be the development of students' communicative competence which requires from EFL students to be trained in the speaking skills. Through speaking, students not only communicate information but also explore and come to understand ideas and concepts; identify and solve problems; organize their experience and knowledge and express and clarify their thoughts, feelings and opinions. Besides listening, speaking skills are essential for successful oral communication.

But, what does speaking involve?

It is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). It is an ability which requires some skills and some types of knowledge. It passes through some speech production processes such as conceptualization, formulation and articulation of the utterances which are self-monitored by the speakers. Besides these mental and physiological processes, some

linguistic and extra linguistic factors need to be mentioned, such as background knowledge of topic, context, culture, as well as phonology, grammar, vocabulary and discourse knowledge, which, according to S. Thornbury are considered "to be decisive for enhancing speaking skills". (Scott Thornbury, p. 11-26)

In EFL context, speaking is considered to be one of the most important aspects of language teaching and learning; perhaps the most important of the four language skills (Carter and Nunan 2001; Celce-Murcia 2001) because effective speaking enables students to be good communicators and interlocutors. It is considered to be the ability which measures the language knowledge, the ability which enhances students to converse with others in specific contexts.

For a long time it was believed that the ability of fluent speaking would come naturally after students are taught grammar, vocabulary and some pronunciation. The mastery of these skills would enable students to have good knowledge on English language but this is not enough for them to become fluent EL speakers. As Scott Thornbury states "knowing a language and being able to speak it are not synonymous,... you learn the grammar, you learn some vocabulary and you make sentences which you pronounce properly and, hey presto, you can speak!" Scott Thornbury *"How to teach speaking"* Longman (p. iv). The same idea comes from Newmark's linguistic insight who states that "being appropriate" is something different from "being structurally correct". (Communicative approaches and communicative processes, Psycholinguistics and Language Teaching Methodology p. 425-426)

The new approach in EL teaching and learning is also seen in Keith Johnson's judgment"knowing a language' is not the same as 'the ability to use language". The student who is communicatively incompetent is in fact, unaware of the use of language. As Newmark expresses it, this student may know "the structures that the linguist teaches, yet he cannot know that the way to get his cigarette lit by a stranger when he has no matches is to walk up to him and say one of the utterances "Do you have a light?" or "Got a match?" (Keith Johnson, Communicative approaches and communicative processes).

Speaking, integrated with the other language skills, is frequently encountered in EL course books and classes. It is part of the EL curricula in our schools but, yet, our students are not well provided with the opportunity to communicate fluently and accurately in real-life situations. So, quite naturally, a set of questions are arisen.

Are our EFL teachers totally aware of the importance speaking skill has on mastering English language in general and improving students' ability in communication in particular? And if they are, why do our students continue to have difficulty in using EFL appropriately in various situations? Does their competence in four language skills enable them to develop their conversational interaction (ability)? How can teachers help their students become fluent speakers? What methods and techniques should EFL teachers adopt to develop their students' communication skill?

Though EFL teachers are aware of its importance, teaching speaking still remains one of the main challenges in accomplishing their tasks. Like the other language skills, it requires training and practice through techniques and activities that would enhance students' communication competence not only in but also outside classroom environment.

Methodology

The main purpose of this study was to examine the attitude of 16 primary and high school EFL teachers in Korça city to teaching speaking, its importance in developing students' English language proficiency and their conversational interaction in different settings; as well as find out the speaking strategies and activities which are frequently used in English classes.

To achieve this purpose, the research was based on a two-part questionnaire consisting of 24 items. The first part aimed to investigate the role of speaking skill in students' overall comprehension and communication compared with their grammar and vocabulary competences; while the second part of the questionnaire aimed at exploring the techniques and activities teachers used to improve this ability.

Procedures

A five-point scale with the statements from 1- *strongly disagree* to 5 - *strongly agree* was used to gather information on teachers' attitude to EFL speaking, while the frequency of speaking strategies was discovered by analyzing the subjects' responses on the statements - *never, sometimes, usually, often and always*.

The questionnaire was distributed to 16 EFL teachers who voluntarily agreed to complete it in their free time in a two-day period of reflection based on their knowledge, judgment and teaching experiences. 10 of the research teachers were teaching at High Schools and 6 of them at 9-Grade Schools of Korça City. The results in number and percentage indicate teachers' attitude and beliefs to speaking. The statements of both questionnaires are provided by the end of the paper.

Results

Table 1 The importance of teaching speaking skill (and the barriers encountered in the classroom settings)

Nr.	Statements	1 Strongly disagree		2 Disagree		3 Unsure		4 Agree		5 Strongly agree	
		Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%
1.	Speaking skill improves students' understanding and interaction					1	6.3	6	37.5	9	56.3
2.	Speaking ensures students' ability to converse much more than the ability to read, write and comprehend			1	6.3	4	25	10	62.5	1	6.3
3.	Speaking improves students' ability to use English language							5	31.3	11	68.8
4.	Students' competence in English grammar and vocabulary helps them communicate appropriately					1	6.3	7	43.8	8	50
5.	Speaking skill is difficult to be taught			4	25	7	43.8	5	31.3		
6.	Speaking is regarded as the most important skill to measure the EL knowledge			4	25	3	18.8	9	56.3		

The first 6 items in the survey concerned teachers' attitudes about speaking, the place it takes among other skills and its importance and effectiveness in communication competence compared with the mastery of grammar and vocabulary.

Judging from the results in table 1, it would seem that almost all teachers (93.8%) considered speaking as an ability that improves students' understanding and discourse. Though there was a small number of teachers (5 out of 16) who either disagreed or were

unsure about the importance of speaking in conversation compared to reading and writing, 68.8% of them supported the idea that reading and writing abilities did not ensure (improve) students' communication to such extent as speaking ability does. Meanwhile, more than half of the respondents (9 out of 16 or 56.3%) agreed with the statement that speaking was regarded as the most important skill in measuring students' EL knowledge, while 25% of them disagreed and 18.8% doubted on its importance. There was also an overall agreement by 93.7% of the respondents that good competence in grammar and vocabulary helps students to speak accurately.

As for the level of difficulty, only a third of (31.2%) the teachers thought that speaking skill is difficult to be taught.

Table 2 The frequency of speaking strategies used in EFL classes

Nr.	Statements Do you.....	Never 0%		Sometimes 25%		Usually 50%		Often 75%		Always 100%	
		Nr	%	Nr	%	Nr	%	Nr	%	Nr	%
1.	involve students in participating in conversations, discussions, debates, etc. to develop their communication skills?					2	12.5	2	12.5	1	75
2.	focus on teaching the proper skills for speaking?			1	6.3	2	12.5	9	56.3	4	25
3.	ask students to say aloud and write the ideas and concepts you're teaching?			2	12.5	6	37.5	6	37.5	2	12.5
4.	ask st. to retell stories aloud?			1	6.3	7	43.8	4	25	5	31.5
5.	record st.' retellings in their own words to create a language experience chart?	4	25	7	43.8	2	12.5	3	18.8		
6.	teach choral speaking and reading (poetry)?	1	6.3	8	50	2	12.5	4	25	1	6.3
7.	ask students to sing or read songs?	2	12.5	3	18.8	3	18.8	8	50		
8.	encourage students to describe, summarize, define, contrast, and compare by modeling?					3	18.8	7	43.8	6	37.5
9.	make use of small talks by using keywords in order to get students' involved in discussion on specific topics within a lesson?			1	6.3	2	12.5	8	50	5	31.3
10	use the role-play technique (focused on a target structure) as a basic speaking activity?			1	6.3	2	12.5	9	56.3	4	25
11	use - expressing points of view - as a speaking activity on a number of (controversial) issues?					8	50	7	43.8	1	6.3
12	use - debating on different topic			2	12.5	4	25	6	37.5	4	25

	discussions- as a technique of conducting and arguing a debate?				5				5		
13	practice group decision making activities as a conversational task for reflective thinking and generating ideas within a structured framework for discussion?			1	6.3	4	25	9	56.3	2	12.5
14	correct content, not grammar? To model proper grammar and syntax, do you restate or rephrase students' questions or statements?	1	6.3	4	25	5	31.3	6	37.5		
15	When asking questions, do you give choices for the answer? (especially in the earlier stages of language acquisition)			5	31.3	2	12.5	7	43.8	2	12.5
16	choose questions and topics that are likely to challenge children cognitively?			1	6.3	4	25	4	31.3	6	37.5
17	give children time to formulate their ideas and views?					4	25	2	12.5	10	62.5
18	provide models of the patterns of language and the subject vocabulary to be used?					2	12.5	8	50	6	37.5

Though EFL speaking skill is accepted to be somehow difficult to be taught compared with other language skills (because of internal and external factors), it is strongly believed that effective teachers may improve their students' speaking skills by applying the right methods and strategies throughout language learning process. Bailey (2005) and Goh (2007) proposed methods to enhance the development of speaking by means of syllabus design, principles of teaching, types of tasks and materials and speaking assessment; whereas El-Khuli (2000, p. 23) states that "one of the common difficulties to communicate freely in the target language may be due to the methods of language teaching and the learning environment which may be said to be unsuitable for learning a foreign language". So, "teachers should change their methods and approaches in teaching, create some strategies which can explore the students' capability, and give students more opportunity to talk and express themselves in the target language". Rahman, M. (1991)

To investigate the EFL speaking strategies, how often they are used and how beneficial (helpful) they are, the above table summarizes them, based on the subjects' responses.

By analyzing the findings, it was totally accepted (87.5%) that classroom interaction is crucial; students' involvement in conversations, discussions and debates is very necessary and useful for improving speaking skills. Verbal responses and exchanges between students and teachers, individually or in group, such as *saying aloud ideas and concept, retelling stories individually, reading, speaking and singing songs individually or in choral* are illustrated in items 3 to 7 of the second table. Among these methods and techniques used by the respondents, it was found that *story retelling* was the most applicable method (56.5%). The strategies of *saying ideas and concepts aloud* and *singing and reading songs* were frequently used by half of the teachers, whereas *choral speaking and reading* was not often applied (only 5 teachers or 31.3%). When teachers were asked if they *recorded students' retellings in their words*, it seemed that this technique might have been difficult to be

implemented because of students' linguistic background, non-linguistic factors and the impossibility of the teachers to create a language experience chart (to track students' progress). (the impossibility of recording the progress of students). This strategy was (*never*) applied by 25% of the respondents; whereas for 43.8% of them *the recording of students' retelling in their own words* was used only *sometimes*.

When teachers were asked about the second group of speaking strategies and frequency in their use i.e. *small talks by using key words, role-play, expressing point of view and debating on different topics*, the strategies that obtained the highest percentage of use were *small talks on specific topics* and *role-play*. Over 80 % of the participants claimed that these techniques were either *often* or *always* implemented in English classes as the activities that enhance students' speaking.

Debating on different topic discussions was listed in the third place as it appeared to be performed by only 10 respondents, i.e. 62% of them all. Since debating is a discussion based on arguments, it is more difficult to be conducted; students need to present their ideas for pros and cons attitudes. *Expressing points of view* resulted to be applied less than the three other once; its use goes to a level of 50.1%.

The last group of statements was compiled to see if teachers try to help students to accomplish their speaking tasks, i.e. how much teachers provide techniques and models to encourage students' thinking and reflection on questions and discussions. According to the results of the study, it was found that 68.5 % of them often practice conversational task to develop students' reflection and thinking. This task was realized by either providing models of the patterns of language or by choosing questions and topics that are challenging for students' comprehension and speaking. Students were also encouraged by using summary, contrast and comparison of models. Enough time was given to students by the teachers to formulate their ideas and view; a strategy which was used by almost all respondents (75 %). For the correction of content 11 out of 16 teachers used the method of restating or rephrasing questions and statements, whereas 31.3 % of them used it only sometimes.

Conclusion

Throughout this research, we tried to reveal how aware the EFL teachers were on the importance of speaking skills in developing their communication ability and which were the most frequently used techniques and activities for effective speaking. It was generally accepted by all the respondents that it is a competence with great importance for EL comprehension and communication. Compared with other language skills such as reading and writing, the subjects were not completely aware which of these skills was the most important one.

As for the techniques and strategies used and their frequency, it resulted that students' involvement in conversations, discussions and debates was very necessary and useful for improving speaking skills. Among the methods, *story retelling* was the most applicable one. *Saying ideas and concepts aloud* and *singing and reading songs* were frequently used by half of the teachers, whereas *choral speaking and reading* was not often applied.

Among the other group of strategies such as: *small talks by using key words, role-play, expressing point of view and debating on different topics*, the most frequent ones were *small talks on specific topics* and *role-play*. They were considered as the most implemented activities that enhance students' speaking. Recording *students' retelling in their own words and expressing points of view* were among the techniques that were less used.

It was obviously noticed that students' interaction in speaking could be improved only when EFL teachers choose well-thought questions and interesting topics to elicit their speaking ability. Students should be encouraged and provided with some models of language patterns and enough time to prepare themselves for a certain topic discussion.

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Questionnaire 1

These questionnaires are designed to gather information on teachers' attitude toward EL speaking and how best to teach speaking skill in the second language context.

Read each item and tick one of the answers from 1 to 5 (with 1 being strongly disagree, 2 disagree, 3 unsure, 4 agree and 5 strongly agree).

The importance of teaching speaking skill (and the barriers encountered in the classroom settings)

Nr.	Statements	1 Strongly disagree	2 Disa gree	3 Uns ure	4 Agr ee	5 Stron gly agree
1.	Does speaking skill improve students' understanding and interaction?					
2.	Does speaking ensure students' ability to converse with others much more than the ability to read, write and comprehend?					
3.	Does speaking improve students' ability to use English language?					
4.	Does students' competence in English grammar and vocabulary help them communicate appropriately?					
5.	Is speaking skill difficult to be taught?					
6.	Do you regard speaking as the most important skill to measure the EL knowledge?					

Questionnaire 2

The frequency speaking strategies are used in EL classes

Nr	Statements	Never 0%	Some times 25%	Ofte n 50%	Us ual ly 75 %	Alwa ys 100%
1.	Do you involve students in participating in conversations, discussions, debates, etc. to develop their communication skills?					
2.	Do you focus on teaching the proper skills for speaking?					
3.	Do you ask students to say aloud and write the ideas and concepts you're teaching?					
4.	Do you ask students to retell stories aloud?					
5.	Do you record their retellings in their own words to create a language experience chart?					
6.	Do you teach choral speaking and reading (poetry as the most accessible format with which to begin)?					
7.	Do you ask students to sing or read songs? (Children can perform alone or as a group)					
8.	Do you encourage students to describe, summarize, define, contrast, and compare by modeling?					
9.	Do you make use of small talks by using key-words in order to get students' involved in discussion on specific topics within a lesson?					
10	Do you use the role-play technique (focused on a target situation) as a basic speaking activity?					
11	Do you use - expressing points of view - as a speaking activity on a number of (controversial) issues?					
12	Do you use - debating on different topic discussions- as a technique of conducting and arguing a debate?					
13	Do you practise group decision making activities as a conversational task for reflective thinking and generating ideas within a structured framework for discussion?					
14	Do you correct content, not grammar? To model proper grammar and syntax, do you restate or rephrase students' questions or statements?					
15	When asking questions, do you give choices for the answer? (especially in the earlier stages of language acquisition)					
16	Do you choose questions and topics that are likely to challenge children cognitively?					
17	Do you give children time to formulate their ideas and views?					
18	Do you provide models of the patterns of language and the subject vocabulary to be used?					

THEORETICAL APPLIED MODEL FOR EARLY LEARNING OF ENGLISH USING INTERACTIVE METHODS

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Abstract

The article discusses a realizable theoretical research model applying interactive methods of teaching in the second grade, aimed at building, maintaining and rethinking the teacher-student relationship in the context of modern ideas for improved education. An immediate motive for using interactive methods of teaching English in primary school is the achievement effectiveness and the formation of a learning environment fostering by fun and enjoyment the young learners acquisition of a foreign language

Keywords: *Interactive methods, Foreign language learning*

Foreign language teaching in modern education will be more effective if used are latest techniques and training methods to prepare younger students for the life in the new realities. The main objective of early language teaching is not that the child be able to master it to perfection, but rather it helps them develop capabilities and potentials for their future personal growth. Following this logic, an option for provoking positive attitude to foreign language teaching in primary school is the use of interactive methods of teaching.

Interactive methods organize a learning environment in which conditions are created to achieve excellence in acquiring knowledge and skills at school. They contribute to the personal development of participants and customize their attainment, based on constant interaction and engagement, as well as continuous search for new solutions.

Interaction provides enhanced collaboration through mutual action between the participants in the educational process where an intensive communication (two-way flow of information), exchange activities (change of state - processuality) and reflection (rethinking, self-assessment), through which the activity and awareness of trainees increase. Through interactive methods the flexibility of thought and action, the integration of personal learning experience are stimulated. The learning effort is definitely stimulated towards active participation in discussions, freedom of expression, empathy and compassion. (Кръстева, А., 2011)

The advantages of interactive methods are associated primarily with the changed structure of communication in the class. In interactive educational technology communication has a decentralized structure in which the communication conclusions and generalizations of studied phenomena are not ready provided, but are formed successively by the students themselves through active communication at different levels. (Цветанаска, 2006)

T. Aigo believes that interactive methods are activities through which tasks are performed so that they can support students' creativity in solving problems and experience in dealing with real situations. (Aigo, T., 2014)

Interactive learning methods are challenging, based on traditional methods of acquiring knowledge and transforming students into active subject of the educational process, where the cognitive activity of the student takes the lead and motivate the need for new knowledge. (ВАНГЕЛОВА, В., 2005;26)

A motive to use interactive methods in teaching English at elementary school, as updated and modern version of working with younger students, is the efficiency of achievement and the setting up of comfortable medium for participants in the training, forming an educational environment for students to feel their success and importance and be productive in the learning process, building the basis of competences for solving various educational problems.

In language teaching, and especially in teaching English in elementary school didactic technologies are often considerably more attractive than traditional ongoing training in other subjects. In this regard, one of the objectives of the foreign language curriculum is to create opportunities for the students to master the language in conditions close to natural situations where they are encouraged to use the new language skills to communicate with each other,

In this article researched is a plausible theoretical research model in studying the application of interactive teaching methods in second grade aimed at building, maintaining and rethinking the of the teacher-student relationship in the context of modern ideas for improved education.

In developing the model we have been guided by the idea that education of students in this age group is characterized by specific features which require the use of the principle of integrated development of all skills. Distinguished are three phases of instruction:

- *Presentation* - students listen to English speech and get oriented in the context with selected illustrative material;
- *Learning* - wider range of activities, imitation, repetition, exercising communicative roles of functional models, and tasks for reflection;
- *Application* - activities previously learned that allow new material to integrate and be used to satisfy learners' own communication goals – at this age mostly following a model. (Pp 6 EL curriculum, grade 2).

In this regard, the application of interactive methods in the learning process of a foreign language is particularly suitable, since they stimulate the interest of students to master English as a foreign language and create prerequisites for better efficiency in the process of training. Thus organized, training forms an interactive educational environment in which middle school students develop their communicative competence in English at an early school age and this helps to stimulate narrative skills, to develop inter-cultural attitudes and the overall social and cognitive development of students.

Interactivity, seen within pedagogy (didactics) can be reduced to didactic methods applicable to group work, where the interaction between partners is highlighted.

Interactivity can occur at different levels:

- As a party to interpersonal communication;
- In terms of team organization of the learning activities;
- In the context of educational technology, where there is a pedagogical interaction;
- Based on computer information technologies and the multimedia - learner relationship;
- Based on the interaction of various subsystems in a system (synergy) and the like. (Тодороина, Е. , 2010)

According to Mario Herrera, young students *must learning English by building concepts based on what they want to say on a close to them topic, with their teachers as facilitators who help them cross the bridge on what they can say to what they want to say*. Younger students should always be involved, think, do and say what they have done or what they think. (Herrera, M.,)

The main objective of a foreign language curriculum is to outline the guidelines of learning a foreign language for the respective class of primary education.

By learning English in the second grade, abiding by the state requirements, it is aimed that younger students: acquire an interest in the English language; expand their knowledge of other peoples and cultures; acquire basic skills in understanding English language listening and keeping a simple conversation in familiar communication situations; learn the Latin alphabet; acquire basic skills in reading and writing in English; acquire a positive attitude towards learning English at school; become motivated for further their study in the next stages of training; experience joy and satisfaction from the results.

Accordingly, the purpose of early language learning associated with the formation of educational environment in which to develop positive attitudes towards learning a foreign language as a new means of communication.

In developing the theoretical research model proposed in this development interactive combinations of the following methods are selected: *interactive games (moving games, role play, etc.); visualization; Project method; Flash*.

Play as a method is performed frontally and through group work following the instructions for each game. This method is feasible for implementation in all English classes. It is so thanks to the capacity of the play as a method - by playing, younger students develop cognitive processes, find practical solution to educational tasks, update and consolidate attainment. Shelley Vernon stresses that children learn faster in English while playing, because games do not only involve and engage them in the learning process, but imperceptibly make them learn through play „Most of the time children do not even know they are learning until the time came to show their knowledge! ". (Vernon, S.,)

Visualization is a systematic method that is favourable for the acquisition of knowledge, understanding and exchange of experience „ (Lengler & Eppler, 2007, p. 1)




The method is implemented in front of the whole class. Visualization through the method creates prerequisites for increasing the degree of perception of cognitive content.

Visualization is suitable for the English literacy classes in the second grade, and revision of the covered English letters and classes designed to familiarize students with the active vocabulary and language structures of English for enriching their vocabulary on shape, colour, size and more.

The project method is implemented on the basis of the development of cognitive skills of students in designing their own knowledge and skills, following the respective classwork stages. This method allows for a variety of joint activities where students help each other in carrying out the task. The aim is to develop the activity of students in terms of creativity, to involve them into useful practical activities, to teach them overcome difficulties and solve successfully problems.

The „Flash" method is performed frontally, following the instructions by the teacher intended to avoid wasting time in class. The aim of the method is to test the students' attainment acquired in preceding classes taking them by surprise, which makes it fun and motivating.

A mandatory condition for the realization of productive English language training for children in the second grade using interactive methods is that it be consistent with the curriculum documents. Given this, learning takes place through appropriately selected against the nucleus of educational content, thematic areas and tasks combinations of the above interactive methods, such as:

<i>Nuclei of educational content</i>	<i>Thematic area Me and my world</i>	<i>Tasks</i>	<i>Interactive Methods</i>
<p><i>Reading</i></p> <p><i>Listening</i></p> <p><i>Writing</i></p> <p><i>Speaking / In dialogical and monological speech /</i></p>	<p>This is me (presentation: name nationality)</p>	<p>1. Getting to know the words of active vocabulary. 2. Reading new words to check your understanding. 3. Reading dialogue and new words.</p> <p>1. Greeting with the help of the new words 2. Dialogue. New words. 3. Listening to a dialogue and songs.</p> <p>1. Introduction and writing letters (Aa, Bb, Cc, Dd). Referencing letters to illustration of objects, animals, etc., whose names include the same letter. 2. Writing words in response to a question. 3. Writing the new words by model.</p> <p>1. Greeting intonation. Pronunciation of the vowels. 2. Interrogative intonation 3. The alphabet song</p>	<p>Game - "Let's meet"</p> <p>Visualization - "Hidden words"</p> <p>Visualization - "How are you, pal"</p> <p>Flash - "Hello I'm ... ? " Visualization "Planet of letters"</p>  <p>Game ("Jigsaw puzzle -Bed of the letter")</p>  <p>Moving games („make a shape“)</p>  <p>Game- "Discover who is hiding under the umbrella?"</p>

In this age group students acquire grammatical categories implicitly since in its early stages grammar is not taught and theoretical knowledge is not formed. Grammatical forms are absorbed as lexical units and are used in the class topics.

Interactive learning encourages active interaction between participants in the education process, thus enabling students to actively participate and cooperate with other participants.

Theoretical applied model is applicable to different versions of the lessons: new declarative and procedural knowledge; lessons for consolidation; lessons for restoration and reinforcement of knowledge and skills in English, and it further contributes to:

- Students' direct, immediate interaction with the educational environment, and acquisition of new knowledge and experience;

- Creating a learning atmosphere that encourages participants to actively and purposefully interact;
- Motivating their cognitive activity through a variety of educational resources.

These features of the training created using interactive methods enhance student performance in mastering the English language and add a pleasant, fun nature to the training that fits naturally the age of the students from second grade of elementary school.

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SOME PROBLEMS ABOUT ENGLISH LANGUAGE TEACHING IN PRIMARY EDUCATION IN KORÇA, ALBANIA

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Abstract

Teaching English to young learners is a discussed topic due to the increased interest for learning English at a young age. Worldwide, studies have increased their focus on the age group 8-12 years offering their experiences for a more effective teaching. On the other side we can find the parents who have high demands for their children to learn a foreign language even earlier than this age. Regarding the Albanian studies on this subject, they are very limited because they do not see teaching English in primary education as disconnected from the secondary education, but they see it as a whole. So the aim of this paper is to identify the problems found in teaching English in primary education in Korça, Albania and to suggest some solutions for them. The instrument of the study is a questionnaire addressed to 66 English teachers in both public and private primary schools in Korça, Albania. The results are very important as they will be on the focus of the English teachers in the future.

Key words: English language teaching, primary education, problems, solutions, young learners

I Introduction

The growing interest in early language learning reflects international trends toward teaching languages at younger ages. The Council of Europe's views are reflected in the document *A Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR: Council of Europe, 2001). Following Council of Europe Recommendation R (98) 6, the CEFR advocates the multilingualism of European citizens, in order 'to promote mutual understanding and tolerance, respect for identities and cultural diversity through more effective international communication' (p. 3). Commitment to languages learning in primary schools is evident across Europe and elsewhere (Blondin et al. 1998), and languages are compulsory in many primary school systems (Nikolov and Curtain, 2000).

Teachers have one universal wish that influences almost every instructional decision they make—to maximize their students' learning. Many factors influence teachers' ability to teach effectively. Contextual factors are often outside of teachers' direct control and include school climate and culture, district and state policy, geographic location, and community involvement, to name a few. What the student brings to the classroom in terms of prior knowledge, culture, experience, and skills also influences the end result. As teachers, we may have direct control only over what we bring to the classroom: our own knowledge, skills, experience, and beliefs about teaching.

Teachers have differing views of teaching and methods with most teachers using methods which correlate with their style of teaching and are supported by their preferred teaching tools and techniques. Teaching methods have a hidden agenda associated with them,

in that all teachers carry a set of beliefs about learning and teaching, and in most cases this determines the method adopted. Sowden (2007, p.308) points out that ‘the qualities in a teacher are key to overall success in the classroom, although concern with the latest techniques and methods has tended to obscure this fact’. This highlights the competence of the teacher. This paper is based on some problems which are encountered during the English teaching in primary schools in both private and public education.

II Methodology

- **Contexts and Participants**

The study is focused on 66 English teachers in public and private schools in Albania, Korça. The participants are teaching in the city and in the villages as well. They are asked questions about the methodology they use to teach English and about some problems they have during their teaching.

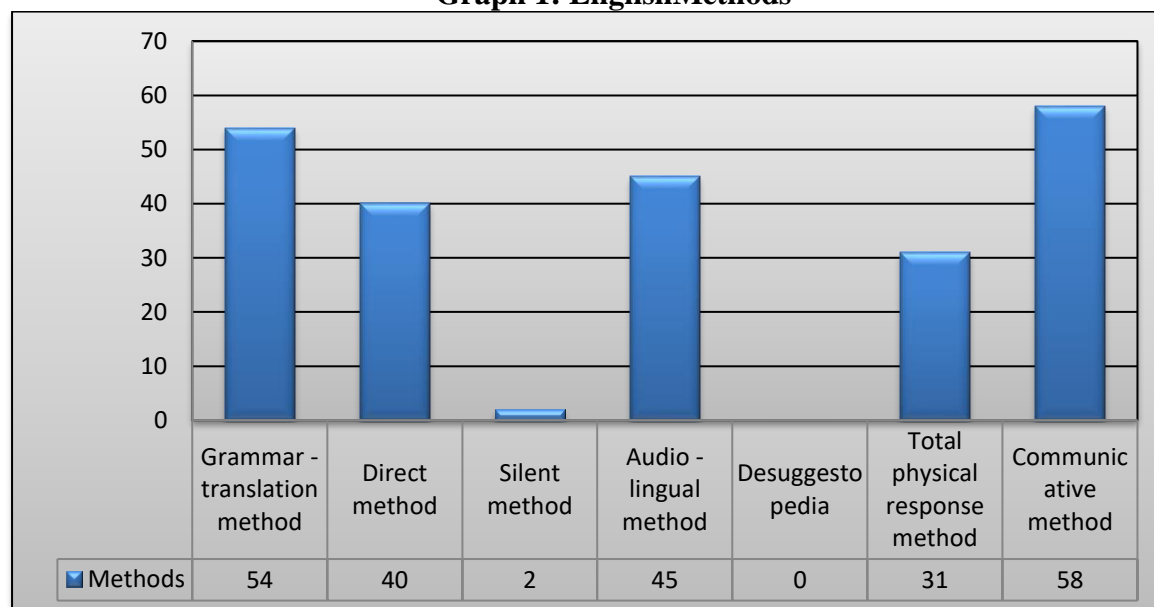
- **The Instruments of the Study**

The instrument of the study is the questionnaire which is composed of 7 questions concerning the English methodology. They ask teachers about English methods, the features of the communicative method, reasons of decision – making for teaching English, the sources that help the teachers in teaching English in primary education, the language skills which teachers consider the most important in learning the English language, teachers’ opinions about how students learn English and the reasons for improving English teaching.

III Findings

First teachers were asked which method they use more when they teach English in primary education and their answers are presented in the following graph:

Graph 1: EnglishMethods



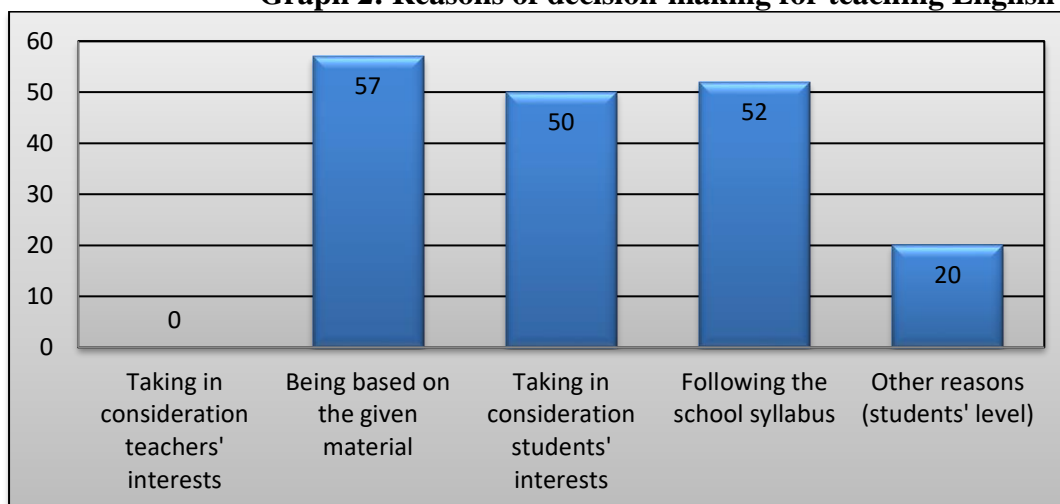
The data presented in the graph shows that 58 teachers use the communicative method to teach English; 54 teachers use grammar-translation method; 45 teachers have chosen audio-lingual method; 40 teachers use the direct method; 31 teachers use total physical response method, and only 2 teachers use the silent method. Noteacher uses the desuggestopedia method.

In the next question, teachers who had chosen the communicative method had to write its three main features. Their responses are sorted, summarized as they are occasionally encountered in many teachers. According to them, this method allows students to:

- communicate a lot in English.
- acquire new knowledge.
- apply their knowledge in various exercises.
- practice speaking.
- participate actively in class.
- be able to answer questions in English.
- feel more secure because they can use the knowledge gained.
- say as much.
- interact as much with each - other.
- refuse to correct errors when speaking consistently.
- be motivated.
- learn grammar, not through translation.
- discuss various topics.
- analyze.
- develop dialogues with each - other.
- develop drama.
- express their opinions.
- learn in a practical way.
- develop four foreign language skills.
- interact in pairs or in groups.

Teachers were also asked how they decide what they will teach their classes and the answers are given in the graph. Teachers were asked to give more of an option if they find it necessary.

Graph 2: Reasons of decision-making for teaching English



57 teachers decide what they will teach relying on the provided material, so on the English method they have chosen at the beginning of the year; 50 teachers take into account the interests of students seeing what they like to do in the classroom; 52 teachers follow the school syllabus, while 20 teachers consider the students' level.

The fact that the majority of teachers, 50% choose more than one reason to select the method used in teaching, shows that apart from the role that has the based text and the accordance with the school program, the selection of teachers takes into account the interests

or the level of students. The four elements have to balance each other in how the teacher alternates the teaching method in this age group as they have different learning features. The text and the school program do not and should not dictate the method of teaching. It is the ability of teachers to recognize the level, expectations of students and individual characteristics that together influence the selection of the method.

The next question is an open question which asks teachers to determine which other sources help them in interpreting the English language and their answers are as follows below:

- grammar exercises
- reading texts
- newspapers
- magazine
- websites
- songs
- visual materials
- games
- storybooks
- workbooks
- CDs
- mobile phones
- videos
- tapes
- brochures
- photos
- tape recorder
- computer
- teacher's book

Teachers as well had to compile the language skills, vocabulary and grammar (1-7), which they consider as the most important in learning the English language:

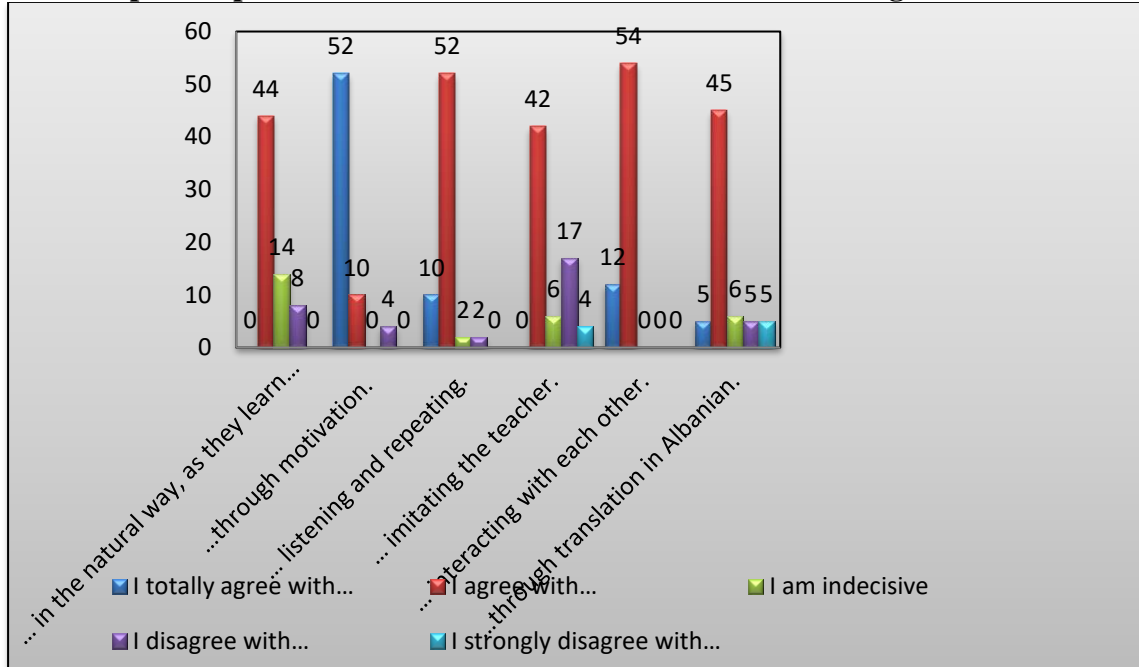
1. *Listening*
2. *Vocabulary*
3. *Speaking*
4. *Pronunciation*
5. *Reading*
6. *Grammar*
7. *Writing*
- 8.

This ranking reflects the importance of language learning in formal perspective of foreign language in a school setting.

Listening is a skill that must be carried out with the assistance subsidiary of infrastructure. It is the first ability which students develop as they sit in desks at schools. The group aged 8-12 years old needs to be able to hear, understand and respond to short sequences or passages that listens. The ability of vocabulary and speaking (including pronunciation) must be obtained due to encounters with foreign language in as many contacts as possible. If the method or the basic text is based mainly on hearing the songs, simple dialogues, etc., then there is enough space and opportunity that this course becomes part of the curriculum at a younger age. As it will be seen in the analysis of the following question, for the importance of this skill in learning a foreign language in this age group, teachers prefer to read the materials themselves so listening is not fully practiced.

On the next question, teachers express their opinions about how students learn English. They mark the rate how they agree with the following statements (*strongly agree, agree, am / undecided, I disagree, I am not at all agree*).

Graph 3: Opinions of teachers about how students learn English



Regarding the first claim "Students learn a foreign language in a natural way, as they are learning their mother tongue," 44 teachers agree, 14 teachers were indecisive and 8 teachers disagree.

For the second statement "Students learn the foreign language through motivation." 52 teachers totally agree. 10 teachers and 4 teachers agree disagree.

For the third statement "Students learn the foreign language through listening and repeating." 10 teachers totally agree, 52 teachers were in favor, 2 teachers were indecisive and 2 teachers disagree.

For the fourth statement "Students learn the foreign language through imitating teachers." 42 teachers agree, 6 teachers were indecisive, 17 teachers disagree and 4 teachers disagree.

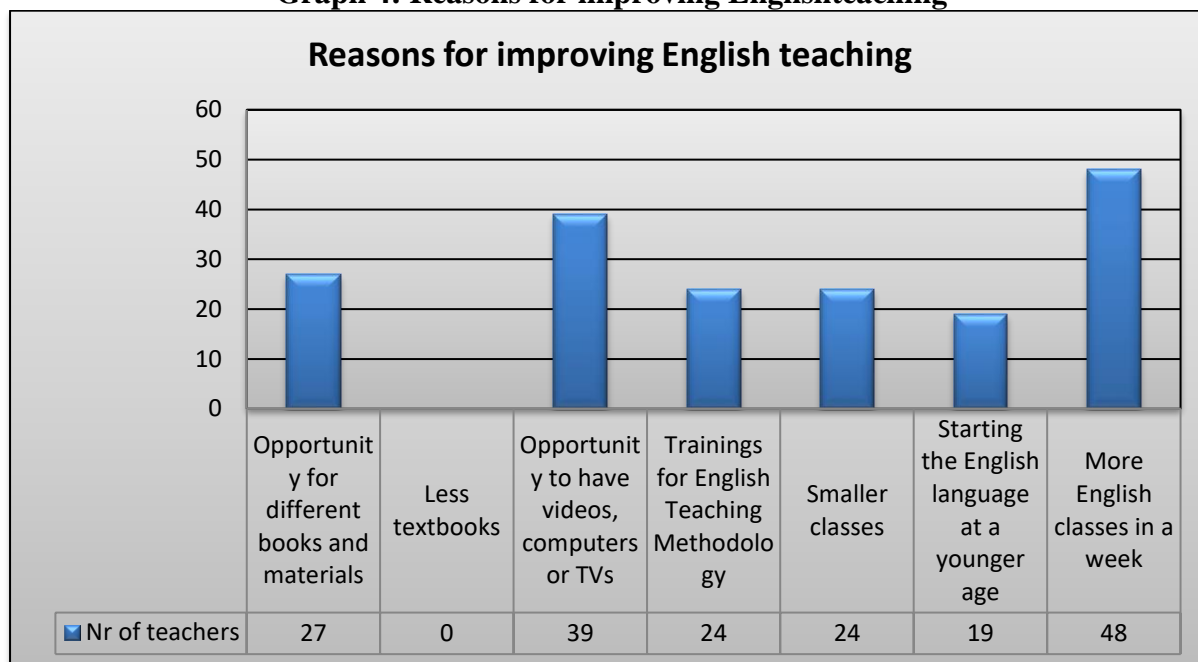
For the fifth statement "Students learn the foreign language through interacting with each other." 12 teachers strongly agreed and 54 teachers agree with this statement.

While, according to the sixth statement "Students learn the foreign language through the Albanian translation." 5 teachers totally agree, 45 teachers were in favor, 6 teachers were indecisive, 5 teachers disagree and 5 teachers strongly disagree.

So, it is seen from the graph that the best way to learn English is that the learners should interact with each other, listen and repeat as natural as they learn their mother tongue. But a large number of teachers (45 teachers) thought that translation also helps in learning the English language.

Teachers of English language were asked to express what should be done in order to improve the English language teaching in the Albanian private and public schools and their suggestions are shown in the graph below:

Graph 4: Reasons for improving English teaching



As it is seen from the graph, 48 teachers would like to have more hours of English per week in classes where they teach; 39 teachers want to have videos, computers or TVs to improve their English teaching; 27 teachers wish to have access to books and materials to support their explanation of language skills, as well as grammar and vocabulary; 24 teachers want to develop teacher training in teaching methodology of English and they want a smaller number of students in classes; 19 teachers think that another reason to improve their work is the beginning of English at a younger age. No teacher thinks that having fewer tests in English would improve their teaching.

IV Conclusions

The questionnaire concerned the methodology of English teaching in Albanian primary and it was without doubt that the chosen method was that communicative method, (58 teachers from 66 teachers interviewed) and another method is also used the method grammar - translation, selected from 54 teachers. Although teachers are aware that they need to use more communicative method, they do not make part of their work. The role of language in foreign language classrooms should be limited and used only when necessary and not take the place of communicative situations in English.

Teachers asked about the reasons for the decision-making of learning English, teachers responded that they choose more than one reason. This shows that besides its role and compliance with the basic text of the school program, the decision of teachers takes into account the interests or level of students. The four skills have to balance each other in how teaching methods alternate in this age group. The basic text and school program does not and should not dictate the method of teaching. It is the ability of teachers to recognize the level, expectations of students and individual characteristics that together should influence the selection of the method.

In connection with the materials used to support the English learning, teachers compile many of them, such as: grammar exercises, reading texts, newspapers, magazines, internet, songs, visual materials, games, storybooks, workbooks, CDs, mobile phones, videos, tapes, brochures, photos, tapes, computer and book teachers.

Regarding the primary skills of learning a foreign language, the teachers said that they should be: listening, vocabulary, speaking, pronunciation, reading, grammar and writing. Teachers should not weigh in grammar and writing, especially for the age group 8-9 years, but they should develop early listening as much as possible in the classroom. Listening is the first ability which develops as students sit first in desks in schools. Age group 8-9 years should be trained to listen, understand and respond to short sequences or passages that they listen to.

In the teachers' opinions about the best way that students must master to acquiring English, it is the interaction with other students. So, students must develop communicative competence and English dialogues by bringing the real situations in class.

Learning English in this age group is has a funny and curious aspect of learning. This should encourage teachers to recognize the learning features of this age group and adapt their teaching approach to these features. They should understand that teaching in this age group cannot be equated with that of any other age group and it should be as close to the game as possible. In this way the results of learning will be the higher.

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FACTORS THAT HELP IN THE ACQUISITION OF ENGLISH LANGUAGE IN THE TEACHING-LEARNING PROCESS: ALBANIAN CONTEXT

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Abstract

This paper consists of an overview of the complexity of the teaching-learning process in the Albanian context, and the social, cultural, linguistic, psychological, and institutional factors that influence in a better acquisition of English language from the Albanian learners in the primary and secondary education. This is observed through surveys and through a questionnaire developed by the teachers of primary and secondary education in the city of Korça.

The environment today is centered on the Didactics of languages because it shows the socio-didactic development. The use of class and the teaching of foreign languages is a resource for all those who want to know and understand this social function. Foreign language teaching usually takes place in a context of at least two cultures. Language and culture are inseparable from each other in the teaching of foreign languages. By learning the foreign language the learner receives the cultural information and acquires different and new ways of behaving.

The purpose of teaching English is that the learners should be familiarized with the pragmatic changes that may affect their cross-cultural encounters.

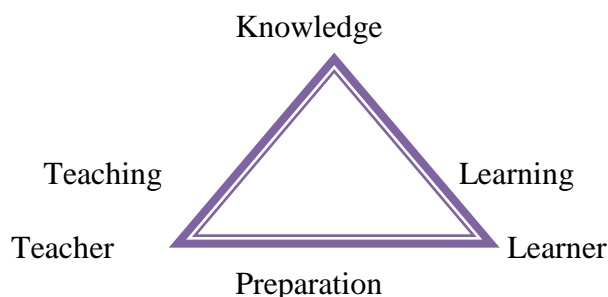
In this article is derived data in percentages on the way teachers think about the impact of various factors on language acquisition; social, cultural, educational, linguistic, psychological and institutional ones, which influence and can lead towards a better and effective learning of English language from Albanian learners.

Key words: Teaching-learning process, learners, cultural awareness, English acquisition, institutional, linguistic, psychological, educational, cultural factors.

1. The complexity of the teaching- learning context. Introduction

Teaching-learning situation consists of: Learners, teachers, teaching space. The situation is seen as the most immediate set of characteristics of the teaching-learning process, when the context represents indirect factors outside the classroom and the teaching-learning situation. A foreign language may be associated with those areas that are represented by other subjects in the school curriculum and it helps to provide bridges to reality. The teacher should be familiar with the topics that are included in the program and methodology. He should know more than the language he/ she teaches; he should know about the culture, institutions, customs and traditions. So the teacher should have knowledge on other subjects as well⁶².

⁶² Widdowson H. G. Teaching language as communication Oxford university press 1978; 16



This didactic triangle gives an appropriate representation in the teaching learning process. Many teachers say that their way to understand the notion, is transformed because of his teaching, taking into consideration the difficulties that concepts present to learners. Therefore the language level used in the classroom should be the right one, in order to ensure that students understand, the significant examples and will be able to illustrate the different phenomena studied. According to Astofli and Develay (1989) pedagogical situations, are processed by 3 major types of reflections: epistemological- to understand the logic of teaching; psychological- to understand the phenomenon of acquisition and pedagogical- to understand the role of science education and the links that are placed in educational situations.

« Knowledge advance and we advance inside that knowledge»⁶³.

Teachers aim is to highlight the importance of understanding that they have, and what is transmitted in class, and to the learners. This means that they should feel good with "transmitting knowledge." The prospect of sharing the knowledge of teachers to students is the goal of teaching. Teachers are competent moderators, carriers and broadcasting knowledge animators in the classroom; these prove the active role of asset manager to "knowing how to teach»⁶⁴.

The teaching-learning process is mainly based on setting tasks for learners⁶⁵. These require that the teaching – learning actors (teachers and learners) to function as language users, so that to be with the communication processes, as to be involved in the real world.

Tasks obviously include cognitive processes such as reasoning, classification, information sharing and information transformation. Robinson (2001) suggests that the tasks vary in their complexity demands that are set to the learners; Such tasks are often practiced. The environment today is centered on language didactics because it shows the socio-didactic development. Vygotski (1997) stated that foreign language teachers see language more as a teaching tool rather than as a social communicative tool. This is true even in the Albanian context.

2. The actors of teaching – learning process

Context integrates didactic "the sociolinguistic, cultural, social, environment , including didactic characteristics which are integrated into the global context."⁶⁶

⁶³Jonnaert Ph., Laurin S. « Les didactiques des disciplines, un debat contemporain ». avec le collaboration de Pauline Provencher Presses de l'universite de Quebec, 2000; 216

⁶⁴Jonnaert Ph., Laurin S. « Les didactiques des disciplines, un debat contemporain ». avec le collaboration de Pauline Provencher Presses de l'universite de Quebec, 2000; 221

⁶⁵Ellis R., "Task- based language learning and teaching", Oxford, university press, 2003; 3

⁶⁶ Blanchet P., Asselah R.S, "Pourquoi s'interroger sur les contextes en didactique des langues?", in "perspectives pour une didactique des langues contextualisee, Paris, editions sur archives contemporaines agence universitaire de la francophonie, 2008; 9

Social changes worldwide require high levels of training, new capacity and quality, that impact on education, through which these properties are transmitted and developed. Their realization requires education to become more and more differentiated and personalized to meet the needs of learners and to develop their creative potentials. The main actors involved actively in this acquisition process are teacher and learner⁶⁷. As Kathy Bird states teachers should give learners instructions for a given task, and ask them what are the goals of the task that was assigned. Once the task is completed, they see if they have changed their mind about goals. This helps the learners actors to be aware of how much they can learn in a given time. Learners are involved in achieving goals and there are not created problems with discipline⁶⁸. Education is the process by which a society transmits to its members its values, beliefs, knowledge and skills to realize symbolic communication within society. The art of teaching is student management experience, mostly in the class, which creates the possibility of learning; teaching is the main objective of educational psychology.

Relations between teaching-learning strategies are complex. The actions of the teachers can not magically be acquired; teachers spend a lot of time for learning, improving classroom management and keeping them motivated and involved in this process. An important link in this process, is the task that the teacher arises for learners.⁶⁹

According to Madeline Hunter, the theory of direct teaching where teachers demonstrate and take responsibility for learning, adapt work to the age and ability of the learners, where the teacher is a decision-maker professional comprises: Introduction, objectives, providing knowledge, modeling, checking for understanding, guided practice, independent practice. Many teachers in Korca practice this kind of teaching. The revealing lesson- Brunner's term of teaching⁷⁰, allows learners to be active participants in the search of knowledge, by making more comprehensible what is taught.

The characteristics of a favorable teacher-learner relationship are: Transparency, care, interdependence, the development of individuality, mutual fulfillment of the needs⁷¹.

3. Socio cultural factors

The cultural aspect is not a separate sector, but it's part of the whole sector of the human activity⁷². Researchers who focus on the importance of social influences and contextual learning and the recognition of the situation, see learning as a cultural and social activity, which contrasts with the stock of knowledge and behavior, in which teaching is conceived as an individual activity as a product which can not be separated from the contexts in which it takes part (Lattuca, 2002, p. 712). This socio-cultural view gives equal weight to the influence of both environments, by shifting the focus from the individual and by allowing a multidimensional view of learning. By applying this in the learning styles allows learners to be seen as individuals and at the same time influenced by social context in which they are developed.⁷³

Lantolf and Thorne explained that in spite of this term "sociocultural" theory, is not a theory of social or cultural aspects of human existence. It is almost a theory of mind, which recognizes the central role in which social connections and the culturally built structures, play

⁶⁷Tabaku Elida, Mita Nikoleta: "Reformimi i kurrikulave të programeve "Master" të mësuësishë Buletin shkencor nr. Nëntor 2010, Universiteti planetar I Tiranës; 93

⁶⁸Forum Volume 31, nr. 4 Oct. 1993 ; fq.27

⁶⁹Musai B. Psikologji edukimi ; zhvillimi , të nxënës, mësimdhënia, Tiranë 1999; 279

⁷⁰Musai B. Psikologji edukimi ; zhvillimi , të nxënës, mësimdhënia, Tiranë 1999;289

⁷¹Etika profesionale e mësuësishë Cikël modulesh për kualifikimin e mësuësishë AEDP 1998;13

⁷²Blanchet Philippe L'approche interculturelle en didactique du FLE Université Rennes 2 Haute Bretagne ; 2004-2005 ; f. 24

⁷³Evans C., Graff M. "Exploring styles; enhancing the capacity to learn" Volume 50 Nr. 2 2008; 116

a unique role in organizing human forms of thinking.⁷⁴ Inside Vigotsky theory, culture is recognised as an objective force that raise social links in concrete activities.⁷⁵

In organized education where the environment, information and processes of behaviour are designed to form optimal conditions for learning and development, the aim of the sociocultural theory of Vigotsky is to understand the relationship between mental human functioning on one hand and cultural, historical and institutional environment on the other. This is seen in the Albanian context as well.⁷⁶

The cultural aspect affects the students' linguistic success in foreign languages. Others think that culture can be used as an instrument in the process of communication when explaining the conventions of behavior. The component of awareness in the foreign language, draws attention of the learners towards the differences and similarities with the first language. Teaching of cultural awareness, shares a dual purpose with awareness of language; so learning the language supports and enhances the overall sense of culture.⁷⁷

In foreign language classes the development the learners' cultural awareness leads them towards critical thinking as citizens with social and political views as well as other communities.

Foreign language teaching usually takes place in a context of at least two cultures. Language and culture are inseparable from each other in foreign languages learning, because learning the language, the learner receives cultural information and assimilates new and different ways of behaving⁷⁸.

Culture, as Spradley states (1980), includes three essential aspects of human experience; What people do (cultural behavior), what they know (cultural knowledge) and what things they make and use. People give meanings to things and to phenomena which they deal with, but these meanings can be modified when people interact with each other. So culture is the knowledge that people have learned as members of a particular group.

Kramsch (1993) states that teaching of culture is more than just the transmission of information between cultures. So the process of learning another culture reflects your own culture. Teaching is seen as a change of culture. Within every culture there is a variety of national characteristics as age, gender, origin, religion, ethnicity and social class past.

In foreign language teaching, culture is its geographical and national overview, as something unchangeable and homogeneous that holds a system of rules and norms that significantly determine human behavior.⁷⁹

During English teaching in Albanian context in various schools and levels exist cultural confrontations in using textbooks. Learners are encouraged to recognize the diversity that exists across all cultures, especially in the modern era of travel and migration, where cultures are in continuous contact. It is not said that people share the same views about the world, and they do not share exactly the the same culture. Learning about another culture does not mean accepting it. The purpose of teaching English is not that learners should accept the standards of other countries, but to know the pragmatic changes, which may affect the cross- cultural encounters.

It is fundamentally necessary to ensure that Albanian learners cope in reality with exchanges of cultures. This fact allows them to create links with countries where foreign

⁷⁴Lantolf P. J., Thorne L. S. "Sociocultural theory and the genesis of second language development" Oxford 2006; 30-31

⁷⁵Lantolf P. J., Thorne L. S. "Sociocultural theory and the genesis of second language development" Oxford 2006; 1

⁷⁶Lantolf P. J., Thorne L. S. "Sociocultural theory and the genesis of second language development" Oxford 2006 3

⁷⁷Byram, M. (Ed.). (1994). "Culture and language learning in higher education", Clevedon, Avon, 141

⁷⁸Byram, M. (Ed.).(1994). "Culture and language learning in higher education." Clevedon, Avon, 226

⁷⁹Kramsch C. "Context and culture in Language teaching, Oxford University press, 1993(I);26

language they learn is spoken, by making them recognize cultural differences, respect different ways and styles of living and see the world in a nationalist view. At the same time, by comparing cultures, they become aware of their identity. Motivation is a key factor. This also applies to teachers. Communication will serve as motivation for language learning, for discovering new opportunities in their research and new perspectives of career and professional training.⁸⁰

Brown (1986) states that culture is necessary because it is an integral part of the interaction between language and thought. Cultural patterns, habits, ways of life and specific cultural world views are reflected in the language.

4. Cultural – educative factors

The didactics of foreign languages in connection with school contexts is dependent on linguistic culture, education, and educational situations taken under investigation.⁸¹

Jean-Claude Beacco states that the term "educational culture" outlines many cultural realities:

"They are built from the philosophies of education, teaching institutions and practices of transmitting knowledge and those involving institutional and political dimensions of teaching."

Culture of speech consists of knowledge on language, on texts and literature, and of social representations. Didactic culture is responsible for the activities of the class for the process of acquisition, for the progress of teaching in native language function. A management skill during the teaching-learning process is the work on the opinions of learners, the aid that teacher gives on the organization of knowledge, the use of different strategies to make students understand the concepts⁸².

"Students learn a foreign language in educational environments acquire the knowledge in different ways, according to the present values of their society.⁸³

A problem in the Albanian context in the foreign language acquisition in general and English in particular is the fact that learners have difficulty in their native language. They do not understand how it works, the syntax is poor, they mix verb tenses and make errors in phrase buildings, especially in written language. These difficulties in sociolinguistic order are added to the psychological blockages in learning a foreign language. So in learners is added the difficulty to conceive a different system from theirs. Learners in general refer to their native language to approach to the foreign language, and make comparisons with it. As a result arises the problem of sociolinguistic interferences.

5. Linguistic factors. Native and foreign language

There are quite a lot social rules about a language that a learner should acquire in order to be socialized successfully. One way, is the organization of the conversation; when to speak and when to keep silent, when to take part into the conversation, when to talk quietly and clearly. Students must learn the social rules of language learning, which are a key component of socialization⁸⁴.

The studies on the relationship between languages, indicate that the learner is positioned in a gradual adaptation process of the native language, to approach to the foreign language and to rediscover the validity of contrastive analysis, not only at the superficial

⁸⁰Obin Jean- Pierre "Organiser des échanges éducatifs" Hachette Education 1993; 16

⁸¹Chiss, J. L. éd « Didactique intégrée des langues maternelles et étrangères » Paris, 2001; 7

⁸²Jonnaert Ph., Laurin S. "Les didactiques des disciplines ; un débat contemporain". Presses de l'université de Québec, 2001; 225, 229, 233

⁸³Kramsch C. "Context and culture in Language teaching, Oxford University press, 1993; 256

⁸⁴Spolsky B. "Sociolinguistics" series editor H. G. Widdoson Oxford University press 2010; 44

level of the structure, but at the conceptual level as well; thus native language is affirmed as a starting point for access to the foreign language. The acquisition of a foreign language can not be conceived by the learners without connection to their native language, which builds a model on which conceptualise the new acquisition process. When the foreign language is acquired as a communication tool, then the learner is the contributor as the teaching instrument that has taken from the native language⁸⁵.

The teaching-learning situations, is seen as "a language contact" in a linguistic perception of dimensions; interactive, cognitive, political and educational situation developed through social interactions.

In foreign language teaching there should be taken into consideration the language skills developed in their native language, their grammatical and metalinguistic analysis competences. All this knowledge, represent a capital that the teacher invests in the learner during teaching process.

In Albanian, native language learning is highly developed in the grammatical aspect.

The situation about foreign language learning in the school environment is almost different. Unlike the native language, students learn foreign language consciously and deliberately.

In the development of the native language, teaching makes visible something that learners know at a considerable degree. In learning a foreign language, the instructions make visible something that learners do not possess spontaneously. According to Vigotsky, through foreign language teaching in the early years of school, children understand that a word is not an inherent feature of the object that it appoints, and in this way the learners develop an conscious awareness of the meanings of their native language. He argues that through the teaching of foreign language children develop a broad understanding of their native language that expands and influences the instructions of reading and writing. The process of learning a foreign language is mediated by the native one⁸⁶.

Contacts are the link between cultures, where culture becomes a source of direct or indirect transfer of another foreign culture. In learning a foreign language, is inevitable the creation of interferences. It happens in an environment of contacts, where there is a transmission of cultures. This kind of relationship, that has been part of the historical existence of society, and most human societies have survived and changed due to this interference. Obviously a precondition for interference may be a kind of contact, but the opposite is not true, contact can occur without giving any interference. These contacts can be important for the culture of societies⁸⁷.

Beardsmore (1982) suggests that many of the difficulties that a learner has in the vocabulary of the second language, are from the first language interferences.

Teaching English in Albania integrates issues of mutual understanding of the two languages that implies the analysis of the meaning construction strategies, by speakers of a language versus another one, unknown to them, and to highlight their diversity.

According to Holmes (Holmes) (2004: 209), the language provides us with the tools to think about it. A first language gives us an opportunity to consciously represent the meanings of the second language.⁸⁸

⁸⁵Castellotti V., De Carlo M. "La formation des enseignants de langue" CLE international Didactique des langues etrangeres 1995; 78- 79

⁸⁶Lantolf P. J., Thorne L. S. "Sociocultural theory and the genesis of second language developement" Oxford 2006; 294

⁸⁷Even-Zohar, "Laws of Cultural Interference." Papers in Culture Research. Itamar 2005

⁸⁸ Lantolf P. J., Thorne L. S. "Sociocultural theory and the genesis of second language developement".Oxford 2006; 295

6. Psychological factors

Psychology studies human behavior, mental processes, development and the acquisition process. The education psychology studies the development of education, learning, motivation, and teaching. Studying the way of people learning is only half of the equation. The other half is to study how to teach them, i.e. the identification of effective ways for teaching the people⁸⁹. In Vigotsky's perspective, the role of psychology is to understand how human, social and mental activity, is organized through objects constructed by the cultural side⁹⁰. This orientation joins intercultural approach, through questions directed to learners, on cultural issues and environmental components of language acquisition.

Psychology is a science, and teaching is an art. Teaching and methodology should be come into terms with psychology. For a major part, different teaching methods can be agreed with the laws of psychology⁹¹. Education represents an alternation of hereditary forms of behavior and a process of bringing new ways of reaction.

Research in cognitive psychology, refer to the recognition of the learner's personality and character. They aim at a high performance in group work, evaluation of students, as well as the effectiveness of this work in the direction of a better acquisition of English language⁹².

Psychological plan has to do with the learners and teachers motivations; how the psychological characteristics of the group can be used, which is the psychology of learners in the teaching-learning situation, the appropriate learners' parameters as the need to communicate and socio affective environment.⁹³

In the area of social psychology in the Albanian context there are taken into consideration the classes and the number of individuals, in their dynamics and behavior. The theories of foreign language, suggest the need for conscious attention to the specific linguistic forms, while learners try to communicate.⁹⁴

As noted in this context, where this work is based on, the process of acquiring a foreign language, and English language specifically, brings strong psychological implications to learners.⁹⁵

7. Institutional factors

The educational structure in which the teaching-learning process occurs, has often a great influence in this process; by the definition of the syllabi, educational materials, working methods and rules of many teachers who are respected in the classroom. So important is the fact the organization of the institutional context in which foreign language is explained; which is the organization, the structure of the teaching function of the educational system, what are the objectives, programs set by Ministry of Education and Sports (MES), which are the actions to promote the spread of the English language.

Learners of English language encounter the paradox of revealing their national, ethnic and personal identity, through a language that is not the same with which they are grown. Teachers have to face with the dilemma of representing an institution that sets its educational values and begin to impose on learners the values of a foreign culture, and at the

⁸⁹Musai B. "Psikologji edukimi, zhvillimi, t'ë nxënit, mësimdhënia", Tiranë 1999; 22

⁹⁰Lantolf J. P. « Introducing sociocultural theory », Oxford University Press 2000; 1.

⁹¹Vygotsky L. S. Educational psychology CRS press LLC 1997; 7

⁹²Barlow Michel, 2000 "Le travail en groupe des élèves" formation des enseignants Bordas VUEF, Paris; 6

⁹³Courtillon J., *Élaborer un cours de FLE*, Hachette, Paris, 2003 ; 12.

⁹⁴Ellis Rod, "Task- based language learning and teaching", Oxford, university press, 2003; 172

⁹⁵Castellotti V., De Carlo M. "La formation des enseignants de langue" CLE international Didactique des langues étrangères 1995; 58

same time help them not to be limited by the other. At every step of this complex process, the educational challenge requires action and reflection, thing noticed even in the Albanian context.

The questionnaire

The aim

The purpose of this questionnaire is to observe the English teachers' opinion related to the social, cultural, educational, linguistic, psychological and institutional factors, which influence an effective English learning and what impact these factors have on them.

Subjects and instruments

A sample of 15 teachers who belong to the primary and secondary education in the city of Korça are being interviewed. They are asked about the English teaching- learning situation in the Albanian context. Research is done in the form of a questionnaire. Data percentages are given in the table below.

Methodology

Methodology used is qualitative and quantitative. Qualitative because through a questionnaire is observed the way how the art of teaching is the management of the learner's experience, by creating the possibility of learning; teaching is the main object of the educational psychology. Among the teachers' opinions on the characteristics of a favorable teacher-learner relationship there are included: transparency, care, interdependence, individuality development, mutual fulfillment of needs.

It is quantitative methodology, because the impacts of data are given in percentages.

Results

The questionnaire data analysis

A questionnaire is held with a sample of 15 English teachers of Primary and Secondary education, in Korça city, Albanian context. The questionnaire consists of 9 questions with alternatives and percentages.

In the table below are presented in percentages the teachers' opinions.

Asked about the management skills that teachers use in the teaching-learning process in the classroom, the highest percentage of them used the help they gave learners to organize knowledge, compared to a lower percentage on the strategies they use with learners to understand the concepts and the teachers' work on the learners' way of thinking.

According to the highest number of teachers surveyed, problems that affect the English language acquisition in Albanian learners are native language interferences and native language difficulties through years. Again according to a higher number of teachers, Albanian learners reach a better acquisition of English language, through individual work. Learners feel calmer in reflecting. They have a lack of collaborative skills. They have difficulties of working in group.

According to the highest percentage of interviewed teachers the most important role in the institutional context for a better language acquisition, plays the setting of objectives and programs developed by the Ministry of Education and Sports, in Albania.

Regarding the cultural settings, and cultural activities, most Albanian teachers use a lot these activities during their classes, and again according to the highest percentage, language is acquired 80% through the application of various cultural activities.

Most schools of primary and secondary education in Korca use foreign authors' textbooks. These texts affect Albanian learners 80% and 100% on the acquisition of English.

The highest percentage of teachers' opinions, 93,4%, is a reflection to the idea that cultural awareness leads learners toward critical thinking as open minded citizens in relation to other communities.

Questions	Options	Percentage
1 Managing skills during teaching process.	A Help given to learners in the organization of knowledge	60%
	B Strategies for the understanding of concepts	26,6%
	C Teachers's work on the learners' way of thinking	13,4%
2 Problems that affect English language acquisition	A Native language interferences	40%
	B Difficulties in native language	40%
	C Psychological issues	20%
3 The best acquisition of English language	A Through individual work	53,4%
	B Through group work	46,6%
4 Influence of the institutional context	A Yes	86,7%
	B No	13,3%
5 The most important role in the institutional context for a better language acquisition	A The organization of the institution	13,3%
	B The teaching structure of the educational system	13,3%
	C The setting of objectives	40%
	D Programs set by the Ministry of Education and Science	33,4%
6 The use of cultural activities	A No	0%
	B A little	13,3%
	C Many times	53,4%
	D A lot	33,3%
7 Language acquisition through cultural activities	A 20%	13,3%
	B 80%	53,4%
	C 60%	33,3%
8 The role of textbooks in the acquisition of intercultural communication	A 100%	66,7%
	B 80%	66,7%
	C 20%	26,7%
9 Cultural awareness leads learners toward critical thinking as open minded citizens in relation to other communities.	A Yes	93,4%
	B No	6,6%

Conclusions

Teaching- learning process is a cultural and social activity. This socio-cultural view gives equal weight to the influence of both environments and the individual is allowed a multidimensional view of learning. In foreign language classes the development the learners' cultural awareness leads them towards critical thinking as citizens with social and political views as well as other communities.

There are many factors which have an essential role in the English teaching- learning process.

Cultural educative factors and linguistic factors. The acquisition of a foreign language can not be conceived by the learners without connection to their native language. It builds a model on which conceptualise the new acquisition process.

The importance of psychological factors aim at a high performance in group work, evaluation of learners, as well as the effectiveness of this work in the direction of a better acquisition of English language, because here teaching methods agree with the laws of psychology recognition of the learner's personality and character.

Concerning institutional factors, teachers have to face with the dilemma of representing an institution that sets its educational values and begin to impose on learners the values of a foreign culture, and at the same time help them not to be limited by the other. At every step of this complex process, the educational challenge requires action and reflection.

All these factors taken into consideration play a crucial role in the acquisition of English language.

Being based on Albanian English teachers' opinions, who belong to primary and secondary education, it is observed that the previously mentioned factors give a major help in the acquisition of English language.

The questions imposed to English teachers aim at highlighting many important aspects of the teaching- learning process in Albanian context.

All the managing skills teachers employ during the teaching process, problems that affect English language acquisition, influence of the institutional context, the use of cultural activities, language acquisition through cultural activities, as well as the role of textbooks in the acquisition of intercultural communication are some very important indicators in this research that help us reveal better ways of dealing with for a better acquisition of English language from Albanian learners, so that they can increase the level of self awareness in the use of linguistic knowledge.

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DEDICATED TO THE WAY OF TEACHING ENGLISH GRAMMAR

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Abstract

Teaching grammar is an essential part of school education or adult learning. Without good grammar, spoken or written words will lose much of their meaning and most of their value. Grammar is a very important thing to get the right meaning and teachers should take extra care to impart proper grammar to all of their students. English grammar is notoriously difficult to learn for both native and second-language speakers. There are so many intricacies, obscure rules and exceptions that different generation of teachers have used various approaches for teaching grammar and train students to express English language correctly. In the past, memorization-based techniques that relied on repetition slowly gave way to more creative methods. Today, we live in a society that prizes grammar and is willing to adapt more effective methods to achieve the best results in teaching grammar. Grammar lessons should not be boring. We, as teachers, should never not allow our classes be boring or not effective. Grammar is central to the part of teaching and learning languages. It is also one of the most difficult aspects of language to teach it as well.

Keywords: grammar, teaching, students, education

1. Introduction

Grammar is very helpful for effective language learning and it can be taught through different methods of second language teaching. Although the principles of the methods are different from one another, there is always a focus on grammar, whether explicit or implicit. Further, grammar is thought to bring the basis for a set of language skills: listening, speaking, reading and writing. In listening and speaking, grammar plays a main part expressing spoken language (e.g. expressions) since learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances in the language (Corder, 1988; Widodo, 2004).

In reading, grammar enables learners to comprehend sentence in a paragraph, a passage and a text. In the context of writing, grammar allows the learners to put their ideas into sentences so that they can successfully communicate in a written form. Also, in the case of vocabulary, grammar provides a pathway to learners how some lexical items should be combined into a good sentence so that meaningful and communicative statements or expressions can be formed. In other words, Doff (2000) says that by learning grammar students can express meanings in the form of phrases, clauses and sentences. Long and Richards (1987) add that it cannot be ignored that grammar plays a central role in the four language skills and vocabulary to establish communicative tasks.

My experience as an English language teacher also confirms the view expressed that grammar teaching can actually help learners to learn a second language effectively. From my point of view, if we avoid the traditional perspective of grammar rule teaching and rather teach learners how to use grammar in real life discourse it will be very helpful for them.

2. Literature Review

English Language Teaching shows that grammar teaching can be done either inductively or deductively. The inductive method of teaching grammar involves presenting several examples that illustrate a specific concept and expecting students to notice how the concept works from these examples. No explanation of the concept is given beforehand, and the expectation is that students learn to recognize the rules of grammar in a more natural way during their own reading and writing. Discovering grammar and visualizing how these rules work in a sentence allow students for easier retention of the concept than if the students were given an explanation that was disconnected from examples of the concept. The main goal of the inductive teaching method is the retention of grammar concepts, with teachers using techniques that are known to work cognitively and make an impression on students' contextual memory.

The deductive method of teaching grammar is an approach that focuses on instruction before practice. A teacher gives students an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing. After the lesson, students are expected to practice what they have just been shown in a mechanical way, through worksheets and exercises. This type of teaching, though common, has many people—including teachers—rethinking such methods, as more post-secondary level students are revealing literacy skills in adulthood. As one former teacher states, deductive teaching methods drive many students away from writing because of the tediousness of rote learning and teacher-centered approaches.

Grammar Translation Method (GTM) is the first method that was used for teaching language. It approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of target language. In this method Grammar is taught deductively. It is taught by the presentation and study of grammar rules, which are then practiced through translation exercises. In Grammar Translation Method, a syllabus is followed for the sequencing of grammar points and there is an attempt to teach grammar in an organized and systematic way.

In the method following GTM grammar was, however, taught inductively. In this method, called the Direct Method, direct association is made between the forms and meanings in the target language. Correct pronunciation and grammar both are emphasized here. Grammar structures are taught through examples. New vocabulary and grammar items are taught through demonstration, objects, and pictures.

This set a trend where all the methods following the Direct Method, namely, Audio-lingual Method, which approached grammar teaching inductively. This requires initial attention to meaning rather than to the form of items. In this method analogy is the foundation for language learning. "Analogy is both the cognitive process of transferring information from a particular subject (the analogue or source) to another particular subject (the target), and a linguistic expression corresponding to such a process". A technique in eliciting correct analogy is drilling. Intact the use of drills is a distinctive feature of the audio-lingual method. "The students repeat an utterance aloud as soon as they have heard it. They will do it without looking at a printed text" (Richards and Rodgers, 1986:60). The most important thing about inductive grammar teaching is that explanations of the rules are not given until students have practiced a grammar item in a variety of context and have acquired a perception of the analogies involved. Another technique used in Audio-lingual grammar teaching is memorizing dialogues. This provides the means of contextualizing key structures and illustrate situation in which structures might be used.

However, a major shift occurred in the emphasis of skill from reading and writing to speaking, and a new approach evolved called the Communicative Language Teaching (CLT) approach. This focuses on the notions and functions rather than the grammar structure.

The goal of communicative language approaches is to create a realistic context for language acquisition in the classroom. Some techniques through which CLT methods focus on the communication skill are through group and pair activities, language games, role-plays etc. However, it is the responsibility of the teacher to organize the classroom as a setting for communication and communicative activities. For example, during a group activity "the teacher monitors, encourages, and suppresses the inclination to supply gaps in lexis, grammar, and strategy... At the conclusion of group activities, the teacher leads ...assisting groups in self-correction discussion". (Richards and Rodgers, 1986: 168)

Another method of teaching grammar is to incorporate interactivity into lessons. Using games to teach grammar not only engages students but also helps them to remember what they've learned. This method allows teachers to connect their lessons to the different learning styles of students. For instance, each student can be given a large flashcard with a word on it, and the students must physically arrange themselves into a proper sentence. Other games can include word puzzles or fun online quizzes.

My Experience of Grammar Teaching is in Primary school where I taught English at the elementary level. In my teaching I have tried to avoid the traditional perspective rule-teaching of grammar. I did not give them the meaning and rules at the beginning. I have tried to teach them through text, pictures, physical objects, role-play etc. I have also chosen different techniques for teaching different grammatical aspect. I did not depend on techniques from one particular method. As a result I used an eclectic method of teaching.

3. Recommendations

Because teaching has been focused on effective grammar teaching, these are recommendations for conducting a successful grammar class:

- Avoid rule-giving teaching: In many ESL classes, grammar is taught deductively. The teacher gives some grammar rules and the students memorize those rules. Although this may ensure good grades in exam, when they are asked to apply the grammar items in real life context, they are sure to face great problems. If the teachers avoid the traditional rule-giving of teaching and teach grammar inductively it will make the grammar teaching effective.

- Engage the learner: In ESL classes while teaching grammar, teachers directly go straight into the lesson. It is necessary to prepare the learner for the lesson. Teachers need to engage the students first. They need to give students idea about their lesson by asking them some guiding questions that will lead them into the lesson.

- Teaching through pictures and physical objects: Teachers can give examples in the form of pictures, drawings or objects and then explain the grammar structure through those examples. If teachers show them pictures and physical objects, students can not only listen but also visualize the examples. This visualization will reinforce what they listen and therefore will grammar teaching more meaningful and consequently effective.

- Teaching through texts: It is very important for the students to know the grammar structure and also to apply it in real life context. Teachers can teach grammar through text. It will help the students to use grammar structure in real life context.

- Teaching through role-play: once students know any grammar structure they need to practice it in different situation. Role-play can serve this purpose of practice and revision. If the teacher teaches through role-play, students will able to use the structures in different situations. In other words, by avoiding traditional grammar teaching and incorporating teaching techniques used in the CLT method (which although, focuses on the communication skill rather than grammar structure), grammar teaching can be made more interesting, meaning and effective.

Conclusion

Teaching English as a foreign language in primary school should include all the aspects of the language because none of them is to be neglected. Grammar was for long taught for its own sake, but it is an integral part of any language learning and modern approach to teaching grammar introduces it through concentric circles spreading progressively the learners' knowledge as they proceed from the beginning to more advanced phases. There is no satisfactory communicative competence without having mastered the grammar rules and structures of the target language.

Grammar is can be the most delicate aspect of language as a system also the age factor should determine the most adequate learning strategies to be stimulated and developed through the teaching process. As practice has proved that explicit learning strategies in formal teaching environment have negative correlation with successful acquisition, mechanistic drill exercises that separate the form from the meaning and use, which results is boredom and losing motivation on the side of the learner, should be reduced to the necessary minimum. Different research and project assignments could stimulate the learners to rely on implicit learning strategies, which would definitely help the development of a future autonomous speaker able to use the language correctly and fluently.

Over the years, many methods have been developed for teaching grammar and have been built upon, abandoned, or combined, all with the same goal in teaching students how to communicate effectively and understand how to use the English language. Because of the grammatical complexity of English, each method has its differences. Some lessons are less likely to be remembered, while others may require more in-depth explanation and practice. Regardless of how grammar is taught, a well-rounded understanding of English grammar is the most important factor in improving the literacy of students.

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THE IMPLEMENTATION OF CORPORA IN ESP UNIVERSITY SETTING; INTERLANGUAGE ANALYSIS *VERSUS* VOCABULARY RETENTION

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Abstract

The intention of the present research study is to present ESP learners and practitioners the effect of corpora incorporation in ESP academic auditoriums. Provided the range of contemporary corpus research this study sheds light on the importance of using it as an innovative tool for creating ESP teaching materials and developing activities as well. Considered and evidenced as such, the implementation of corpora yields in ESP vocabulary retention and reinforces overall ESP learning. For the most it involves the student learners into applying autonomously interlanguage analysis to view and process the authentic language as displayed in the field-selected learner corpora.

Being exploratory of its kind, the present qualitative study focuses on adult ESP instruction with the main prerequisites of preparing students who enroll to universities at various majors to be furnished with vocational language. Corpus-informed teaching and learning materials provide students with examples of real language use, reflecting so a pathway of how to use vocational language appropriately in different contexts. Substantially, corpora language highlights the tremendous vocabulary load of written academic English which assists ESP practitioners and ESP university learners match the course's objectives and promote easiness of ESP vocabulary retention.

Key words: corpora, ESP, learner corpora, vocabulary retention, interlanguage analysis

1. Introduction

'A word is a microcosm of human consciousness.'
(Vygotsky cited in Thornbury, 2002. p. 2)

All languages have words. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages. The coining of words never stops, nor does the acquisition of words pertaining to them all. Even in our mother tongue we are continually learning new words, and learning new meanings for old ones. Learners of a second language experience the bewilderment of words even with simpler texts. They may be confronted by words that are totally unfamiliar, or are being used in ways to somewhat novel and obscure, or even may be meeting concepts that are simply not represented by words in their L1. The utmost difficulty and L2 problems are encountered

when L2 retention versus context /situational production is needed; finding the right word to fit in the intended meaning; and may be finding themselves frustrating when the store of words is rather limited.

Specifically, the aforementioned remarks as observed from the English learners' cognitive obstacles in EFL prevailed our study's development to a higher level for vocational teaching and learning at university setting. English for Specific Purpose courses taught at a range of university majors present the adults learners with the following challenges: making the correct connections between the form and the meaning of the vocational words when producing language and furthermore using the correct form of a word for the intended meaning. As most university learners acknowledge the importance of ESP vocabulary acquisition and retention they continually strive for perfection and communicative competence. The same remarks and estimations corroborate the present study's intent of development as stated from Thornbury (2002); an inquiry that highlights English learners' difficulties, in answer to the question of how a learner would like to improve English.

- Oral is my weakness and I can't speak a fluent sentence in English. Sometimes, I am lack of useful vocabularies to express my opinions.
- My problem is that I forget the words soon after I have looked in the dictionary. For example when I read an English book.
- I would like to improve my vocabulary. I have the feeling that I always use the same idiomatic expressions to express different sort of things.
- I'd like to enlarge my vocabulary (this word I also had find in dictionary). Too often my speaking is hard caused by missing words.

(Extract from Thornbury, 2002, p. 13)

Notably in the above learners' extracts we find irregularities of vocabulary use. Yet what counts are the English learner's efforts and willingness to reach fluency in speaking and correctness in writing. As viewed s/he expresses the topic-related feelings in finding the proper word to use in various contexts by even self-directing on the dictionary entries for proper English language use. Indeed we face the university students' difficulties since the beginning of our ESP courses. Their actual level of English proficiency necessitates great efforts and hard study from their part. Since they notice their current interlanguage development in English, they become fully aware of the linguistic challenges they have to partake in the process of progression. They need to indulge in the specialized language of their profession which will be built on the solid basis of the general knowledge in English they have accumulated so far from the high secondary education.

Moreover, ESP vocabulary teaching has lacked the potential to resolve the possible problems and the teachers themselves have not recognized the need for communicative purposes in developing extensive vocabulary focusing in the learners' word knowledge organization and word meaning difficulties. According to Thornbury (2002), the advent of *communicative approach* in the 1970s set the stage for a major re-think of the role of vocabulary and its value. Course books began to include activities that specifically proclaimed vocabulary acquisition as the largest and the most important task facing the language learner. Accordingly, Thornbury defines that 'while vocabulary is largely a collection of items, grammar is a system of rules. Since one rule can generate a great many sentences, the teaching of grammar is considered to be more productive grammar multiplies, while vocabulary merely adds' (p. 17). He further explains the impact the language developments had on grammar: lexical syllabus focusing on lexical chunks and fluency achievement in using them grammatically right in discourse. Relying on these remarks, strong emphasis on vocabulary with a particular focus on high frequency, useful words and phrases is given to the design of foreign language course books. At the most basic level,

knowing a word involves knowing: its *form* and its *meaning*. Knowing a meaning of a word does not only refer to knowing its dictionary meaning/s – it also means knowing the words commonly associated with it (its collocations) as well as its connotations, including its register and its cultural accretions (hereby the corpora use). Thornbury (2002) also defined *the process of finding a word's meaning* in a certain context like following a path through the network or following several paths at once constituting a process called 'spreading activation'. Moreover he asserts that knowing a word is then the total sum of the following connections: semantic, syntactic, phonological, morphological, cognitive, orthographic, and autobiographical. Therefore it is unlikely that any two speakers will know a word in exactly the same way. Many theorists have sighted extensive reading as a fundamental task that less proficient L2 learners can be encouraged to partake in to improve the ability to recognize vocabulary learning. Relevantly, Eskey & Grabe (1988) state that 'learners may be motivated to read extensively by being allowed to choose their own texts based on their own interest', which will consequently lead to the 'gain of automaticity in their word and phrase recognition abilities'. In addition, as Dulin (1970) suggests, by teaching less proficient learners how to question what the words mean in unknown context/s assists them to make sense of the reading text/s. In this way possibilities are created for these kinds of learners to deal with the words and therefore we should provide innovative tools in our teaching auditoriums to increase the amount of exposure as much as they need to recognize these words in future contextual settings.

2. Corpora in ESP setting; interlanguage analysis versus vocabulary retention

According to McEnery & Wilson, (1996 cited in Baker, 2006) *Corpus linguistics* is 'the study of language based on the examples of real life language use'. Specifically, Baker (2006) further cites that 'unlike purely quantitative approaches to research, Corpus linguistics utilizes bodies of electronically encoded text, implementing a more quantitative methodology, for example by using frequency information about occurrences of particular linguistic phenomena' (p. 74). In the world of corpus linguistics Reppen (2010, pp. 2-63) states that, a corpus is a large, principled collection of naturally occurring texts (written or spoken) stored electronically. He further explains that '*Naturally occurring texts*' constitutes the language extracted from actual language situations, such as teacher talk in the classroom, friends chatting, field-specific meetings, formal/informal letters, class assignments, and books; rather than from surveys, questionnaires, or just made-up language. Whereas the design of a corpus, must be *principled* on a framework that is considered successful by any evidenced model in the field. The goals of the researcher or the teacher shape the design of the corpus and guide the collection of texts. The text in the corpus needs to represent the type of language that the corpus is intending to capture. For instance if a corpus is to be representative of written language, then various corpus resources make available texts of fiction, academic prose, business letters, personal letters, office memos..., etc. Several corpora are available, e.g., Brown; British National Corpus (BNC); The Corpus of Contemporary American English (COCA), and the International Corpus of English (ICE), that indeed provide valuable resources for information of how spoken and written language are used in a range of settings (Reppen, 2010).

In reference the present study, within academic written texts it is a form of a small-scale research that is directed by the curriculum objectives that are set forward from the language professional practitioners. What English teachers should aim is the consistency of 'trying something out' from the abstract writings and academic literacy as presented in the various corpora across the targeted register; to make evident the noticeable effect it has on the English language skills' outcomes. In such terms, university students could lend themselves to the experimentation of the various aspects that constitute an autonomous assessment of the

vocabulary targeted given the complexity and the intricacy of the academic literature. Research and practical experience have demonstrated overwhelmingly that one cannot become a proficient language learner in any target language without also developing an array of literacy skills, including the ability to comprehend written text efficiently, fluently and accurately. University students should be directed to inquire into the theoretical and practical material as principled from the language instructor. They become more interested in the handling of the texts in which they happen to deal with and so learn English in a principled way.

Electronic corpora are immensely large electronic collections of words to constitute 'real language' consisting of millions of words as used from a native speaker in a certain context. And as Baker (2006) specifies they are often annotated with additional linguistic information, the most common being 'part of speech' information (e.g., whether a word is a noun or a verb), encoded information within corpus data (transcripts of authentic dialogues), or information about the speakers' features on sex, age, origin, socio-group assessment. Provided the range of information and the quantitative involvement of a number of speakers of the target language, issue-specific linguistic comparisons can be drawn to elicit the differences of different types of annotated speakers. For instance they can view and examine the variations that exist in vocabulary use among English native speakers from different English speaking countries and using different dialectic words for the same comparative cases of language. This means that they can notice some specific target language structures such as the pragmatic significance of a formulaic expression. The claim infers the necessity that students should always pay attention to whatever corpus-based evidence that is relevant for any particular matter and not viewed globally. In his recent book, Harding (2007) provides significant evidence that corpus gives authentic examples and data on frequency of word use, allows selection of specific uses of the targeted words in different registers, fosters the learners' interlanguage will to conduct spontaneous inquiry *versus* authenticity of language and analyzes grammatical patterns associated with the word or phrase. A corpus provides evidence with specific examples of collocation to show the relative frequency of the selected keyword into collocations. Students themselves are able to find keyword examples of:

- use as noun/use as verb
- words that appear before and after the keyword (i.e. possible collocations)
- other specialist words that appear in the extracts
- other features that might be associated with the keyword (for example, prepositions used with it, whether it can ever be a proper noun with capital letter, and so on).

Besides overall ESP university students who are academically-minded, need to work with data at high levels of proficiency, and in reference corpora they can create their own corpus for their specialism. They can get various alternative ways of using authentic texts to practice deducing meaning from context. Further practice can be taken at using corpora by making their own concordance gap-fills and collocation lists to expand the English vocabulary and enhance ESP learning. For instance, if a student concordances an unfamiliar word that encounters in the course books, s/he is presented with multiple examples of the word drawn from large on-line learner corpora (so far 28 available on-line corpora). Evidently, to concordance a word, the student types it into the box labeled 'Keyword(s)' as shown in Figure 1 where the word *determined* has been entered. The student then chooses one of the 28 available corpora and clicks on "Search for concordances". The concordance searches the corpus to find all the occurrences of the selected word and displays them in a format that allows the user to explore the many different instances of the word in use. If guessing the meaning from the concordance output proves ambiguous or difficult, the student

is offered to access an on-line dictionary definition. The implementation of these range of free learner corpora yield for indulging ESP students into immense and vocational interlanguage analysis of the way authentic language displays in its specialism. Thus it leads them individually into a data-driven ESP language learning possessing so a profound knowledge and expertise of vocation as being able to recognize the meanings of thousands of words presented in the searched corpora. At this extent of corpora practice for ESP language learning they will be able to handle successfully all kinds of requirements of an academic proficiency.

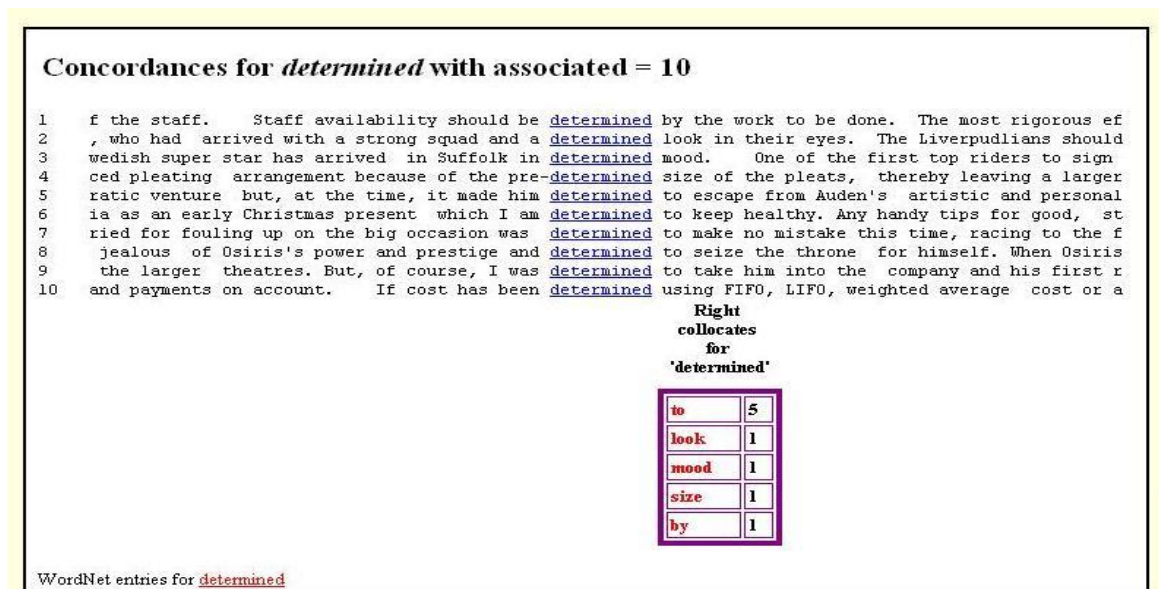


Figure. 1 Online Concordances output

Due to the strong dependency of reading and writing it is compulsory that these two important skills in ESP language teaching and learning be presented in the same linear process. This implies the development of lexicon through the targeted vocabulary, the development of grammar that is the rule-based system underlying language processing, presenting a more natural dichotomy of overall English language learning through extensive authentic language use such as extensive reading and to practice the targeted lexicon throughout writing specific tasks. As a function of general language proficiency and cognitive development, reading has received considerable attention among researchers and teachers over the past several decades. Reading in any language was once portrayed as an individualized mental activity involving the decoding of print. Learners were instructed to get directly the itemized meaning of each string of words as appeared in the context, insofar reading for semantic comprehension. Thus for example, the act of L2 reading could be characterized as an intrapersonal problem-solving task that takes place within the brain's knowledge structures. Indeed, the act for reading involves a transformation of the reader's state of knowledge. To understand this transformation, Just & Carpenter (1987) maintained that we must take into account the components of the text processing operation as settled and undertaken differently by different L2 teachers/instructors versus different L2 texts. The final and the aimed component, i.e. "what the learner has learnt when the process is finished," is widely believed to be the basis of how learners transfer thoughts and knowledge from L1 to L2 or even in an advanced level of comprehension thoughts of configuration within L2. The acquired information contains print-encoded messages as well as clues about how the message's grammatical, lexical, semantic, pragmatic, and rhetorical constituents combine to make the message meaningful. Consequently, teachers/practitioner's interested in L2 learning

and teaching should assist in developing the proper skills and among them particularly understand reading-writing relationships, their socio-educational dimensions, and their implications for classroom instruction. In the process of trying to understand a written text/s as displayed in the corpora resources the learner has to perform a number of simultaneous tasks: decode the message by recognizing the written signs, interpret the message by assigning meaning to the string of words, and finally, understand what the native writer or speaker's intention was. The participants involved in the comprehension process are the following: the native/speaker writer, the text/ lines involved, and the L2 learner (reader). The perspective taken indeed is that second/foreign language/ESP teachers should not view corpus instruction merely as a linear reading process leading to the mastery of narrow forms of linguistic production. Rather, professionals should approach the teaching of specific language as an opportunity to build the students' academic vocational, professional, social, and cultural literacies, which clearly are multiple and informed by numerous types of expertise. In other words, underlying is the premise that the ability to compose or transfer thought in any foreign language cannot develop without knowledge of the forms, patterns, and purposes of oral/written language either formal or informal. In addition, (Krashen, 1985a; Lee & VanPatten, 2003) conclude that what makes a fundamental principle of L2 education is that students acquire more knowledge, inquire into its clues and respectively learn more efficiently when the available input is abundant; challenging as demands careful thoughts and interlanguage analysis; and meaningful in vocabulary retention once examined as properly used from the genuine source of production.

3. ESP vocabulary; word knowledge organization and word meaning difficulties

Under these terms the ESP learner needs to learn a lot of words, to remember them and recognize and implicate them in future contextual settings. In fact, learning is remembering. Unlike the learning of grammar, which is essentially a rule-based system, vocabulary knowledge is largely a question of accumulating individual items. In relevance, the apprehension and retention of ESP vocabulary requires categorizing skills. This involves a process of network building-constructing a complex web of words so that the lexical items are interconnected in such a way that the development of second language lexicon lays the ground word for a process that lasts forever. Thus learning a second language involves both learning a new conceptual system, and constructing a new vocabulary network *versus* the vocational context the university learners are involved - a second mental lexicon. And what is crucial in language vocabulary learning is the potential size of the lexicon that they possess. Research confirms that an educated native speaker will probably have a vocabulary of around 20.000 words or (more accurately 20.000 word families). Anyway most adult language learners however will be lucky to have acquired 5.000 word families even after several years of study. Students aiming to pass the Cambridge First Certificate Examination (FCE), for example, should probably aim to understand at least 5.000 words even if their productive vocabulary is half that number. On the other hand, students preparing for academic study might be better of working from a specialized academic word list (corpora use). The recently published academic word list consists of just 750 word families, covering a variety of disciplines: arts, commerce, law and science- and includes such items as *analyze*, *concept*, *data* and *research*. This 750 word family accounts for one in every ten words in academic texts. Given these constraints, the learner's quantity of word knowledge depends to a large extent on the overall learner's needs in L2. It has been calculated that the most frequent 100 words in English make up almost fifty percent of most academic texts. For the most part, the elicited data from Thornbury corroborate with the present research study majoring academic vocabulary in reference learner corpora and Academic Word List. The majority of these 100 high frequency words are grammar or function words such as: *has*, *to*, *did*, *she*, *where*, and

content words like *answer, depend, large, extend, learner, needs, etc.*, and the presented function words collocated with the most frequent words in written English (corpus reference): *the, to, of, a, and, in, I, was, for, that!* (Conclusive remarks drawn by Thornbury, 2002 on various vocabulary displays; dictionary, denotation and connotation, productive vocabulary by using word lists, presentation of the latter in various corpora, pp. 13-75).

Even with the best will and efforts in the world, L2 students forget the words. Various studies on learners' retention of a foreign language over an extended period showed that due to the absences of the opportunities to practice language – rapid forgetting happened in the first three or four years after instruction. Two factors seemed to determine retention that are 1) the words that were easily learned were better retained and 2) the words that were learned over spaced learning sessions were retained better than words that were learned in concentrated and elaborated texts – consistent with the principle of evenly distributed practice. Forgetting may also be caused by subsequent learning and by insufficient recycling. Professionally speaking, the most important as a remedial against forgetting is *recycling*. Vocabulary should be recycled in different ways and at successive levels of depth. Research in the field of Corpus linguistics suggests that if learners see or use a word in a way different from the way they first met, then better learning is achieved. Given that university students are truly aware and responsible for the vocabulary expansion at university setting this study makes a clear framework of the principles that we have analyzed so far underlying the acquisition of ESP vocabulary. The overstated views and research analyses have proclaimed their valid implications for teaching on the ways how lexicon is structured and the paths it develops gradually in addition to the paced length of instruction, in both first and second language/s. To conclude the overall implications for the teaching of ESP vocabulary are as the following:

- ESP learners need tasks and strategies to help them organize their mental lexicon by building networks of association.
- ESP learners need to acknowledge that the learning of new words should not rely upon direct translation from their mother tongue.
- Words need to be presented in their natural and typical contexts (referring to corpora) so that they distinguish the word's constituents such as meaning, register, collocation and their syntactic environments.
- ESP learners should build a threshold of vocabulary, the sooner the better for retention.
- Therefore, they need to make multiple decisions about the words to study, the strategies to independently employ and the source to extract from.
- ESP vocabulary learning is a memory task which involves creative and personalized use
i.e. learning and context using.
- All kinds of learners thus need plentiful exposure to text/s (has this been the case of corpora presentation) to view, read, examine and talk for self-directed learning and vocabulary efficient retention.

4. Conclusion

Despite evidence supporting positive influences of reading on authentic language and literacy development, we still lack a comprehensive understanding of exactly how the act of reading shapes literacy skills in the target language, and particularly the fact that writing proficiently develops as a result of readers' interactions with text. An influential trend in educational research involves the scrutiny of quantitative and qualitative relationships between measures of language learning ability or achievement and writing performance. Considering the reverse relations and the mutual benefits that L2 learners partake from

reading-writing literacy, Shanahan & Tierney (1990) L1 (referring to English) synthesis of reading-writing research reported that measured reading and writing abilities achieve correlations scores between 0.50 and 0.70 (or approximately 25% to 50% shared variance.) This and other empirical findings suggest that reading-writing, inquiring language and composing based on the structural regularities as displayed, both involved the construction of meaning, the development of complex cognitive and linguistic skills, the activation of existing knowledge and past experience, and the ability to solve problems as well as to control thinking in L2 (Birch, 2002). Thus the cognitively demanding language processing involved in L2 reading, thinking, and composing necessitates a functional level of linguistic control, text processing capability, fluency, speed and natural production in oral or written discourse.

Therefore, research suggests that overall L2 teachers should present to the students such activities and reading materials/texts that would serve as a springboard for tasks that generate authentically situated written production. Since the present research developed under the ESP context, the main focus consisted of formal features of vocabulary retention such as: vocational vocabulary use, verb tenses, relative clauses, pronoun use; its dominant rhetorical patterns: deductive, inductive, descriptive, analytic, argumentative; and its communicative functions to operate, report, explain, describe, narrate, argue, and convince through evidence and logical explanation the English reader and speaker. Indeed various corpora resource attribute the focus of the above listed features as they take the form of published *professional texts* and thus regarded from language teachers as pedagogical tools in computing the material development for further classroom implication.

Related to the issues of topical focus, genre, and rhetorical range teachers designing corpus reading and writing assignments need to weigh the advantages of giving students a single prompt or offering them two or more options as incentives for interlanguage inquiry. In such a way it gives students practice with authentic tasks that approximate the academic assignment genres that are common outside EFL/ESP and English departments. Moreover, providing students with a choice offers notable advantages. The first and most obvious advantage is that students may be more interested in, and motivated by, a prompt they have selected from the related texts and materials presented as a new area of interest. In sum, a related benefit for both sides: ESP teachers and students is that the corpus texts elicited for interlanguage analysis and then produced as syllabi requirements are likely to represent a wider variety, making peer feedback more appealing and teacher response a bit less monotonous. At the same time, it is worth recalling the criteria of writing correctly; the prompts should be written so that students' texts can be fairly compared on the basis of context, content, genre, complexity, and so on. What is crucial is that skills and experience are required to construct assignments that capitalize on students' strengths and help them develop strategies for overcoming their weaknesses and consequently boost their linguistic communicative in their specialism.

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PROBLEMS THAT LECTURERS TEACHING FOREIGN STUDENTS IN THE PROCESS OF LEARNING TURKISH GO THROUGH

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Abstract

In today's world, due to international interactions, the wish of learning foreign language and teaching foreign language catch an importance. Turkish is one of the most spoken language in the World. Major reasons of whom wants to learn Turkish are; academic studies, bachelor degree in Turkey, trading activities and the loving feeling towards to Turkey. The aim of this study; remarks about the problems that lecturers had faced whom teaching to foreign students. Research place includes Edirne, Trakya University Language Learning and Teaching Practices and Research Center (TÜDEM) and paradigms include lecturers at the same place. The data of the research was gathered with the help of semi-structured interview, Descriptive Analysis method was used to analyse the data. Findings were compared in discussion groups in field literature and various suggestions were included.

Keywords: Turkish Education, Foreign Students, Instructors.

1. INTRODUCTION

Allowing the people living together to become a nation, making sense of thought and being an intermediary skill conveying this meaning; the language is the creator and the reflector of the individual and social life. Every language with a speaking community perceives the world and comments on it in a different way (Göçer and Moğul, 2011). The progress of the language; which is an important aspect expressing the thought, is also vital because the thoughts which cannot be expressed carry no meaning. Thus, being a cultural conveyor at the same time, language, being taught to a foreigner, helps convey the culture of the speaking community to that person. In that sense, learning a second language is the best way of learning and understanding another culture (İşcan, 2011). The close relation between the language and the culture points out the reality that you can't prevail a language without learning its culture (Yılmaz, 2012). Today, the importance of learning a second language is fairly big. Considering the interactions between various countries in our growing world, the importance of people's learning a second language will come out as a day, as well. Like in all branches, with a rapid change in education, too, people find themselves in a global circle. This global interaction proves the necessity of learning a foreign language and makes the languages of the interactive countries stand out. At this point, Turkey and teaching Turkish as a foreign language gain importance (Göçer and Moğul, 2011). There has been an observable increase in the amount of foreign students wishing to come to Turkey due to Anatolia's being an ancient settlement and Turkey's economical and political perspective's in

the world becoming efficient. In accordance with the increase of the foreign students in Turkey, Turkish is considered to be learnt as a foreign language (İbili, 2015). Among the outstanding institutions and universities teaching Turkish as a foreign language, which comes to mind at first hand, are MEB (National Ministry of Education), TİKA (Turkish Cooperation and Coordination Agency), TÖMER (Center For Teaching Turkish of Ankara, Gazi and Ege Universities) (Göçer, 2009). With the increasing number of universities in Turkey, Language Education Centers are on the rise. Therefore, rivalry between the universities increases the level of their success, too.

There are talents like summarizing, thinking, analyzing and synthesizing and imitating in the nature of man. All these talents should be made use of in language teaching (Durukan, 1999). Language skill is a 4 dimensional skill composed of reading, writing, listening and speaking. It's hard for those 4 skills progress at the same time since not every individual is at the same learning level. One of the issues to be taken into account in language teaching is to pay attention to the individual differences (Açık, 2008). It's been vital, also, for the instructors teaching Turkish to the foreigners to take these differences into consideration.

1.1. Problem Sentence

The problem sentence is made up of 'What are problems that lecturers teaching foreign students in the process of learning Turkish go through?'

Considering that, answers to the following questions are sought;

1. What are the problems lecturers go through in the sense of cultural difference?
2. What are the problems lecturers go through in the sense of the structure of Turkish?
3. What are the problems lecturers go through in the sense of student behaviours?
4. What are the problems lecturers go through in the sense of teaching activities?

1.2. Aim of the Survey

Language teaching, based on 4 basic language skills; Listening, Reading, Speaking and Writing, is one of the most important aspects to be taken into account while teaching foreign students. Also, in teaching Turkish to the foreigners, formal-discursive structure of Turkish, Turkish cultural motives, perceiving the life and living style of Turkish nation should be considered, general principles, methods and techniques should be made into a whole in accordance with those national aspects. In addition to those, basic teaching aspects such as qualification of the lecturer, teaching instruments, teaching environment and student amount of the classes to be taught Turkish are relatively important (Şimşek, 2011).

Aim of this survey is to emphasize the problems lecturers go through while teaching Turkish to the foreign students. The aim has been to determine the problems through the interviews and provide with solution suggestions.

1.3. Hypothesis

In the survey it's assumed that, the lecturers taking part in the survey have given objective and true answers to the interview questions and the interview questions have served to gather the data compatible with the aim.

1.4. Limitations

This survey is limited to

- the educational period of TUDEM summer school of 24th July-24th August 2016
- Language Education and Teaching Application and Research Center of Trakya University, Edirne
- lecturers lecturing in the institution.

2.METHOD

2.1. Model of the Survey

This survey is a qualitative research patterned with case study. The most basic feature of qualitative case study is the comprehensive research of one or several cases. That is to say, factors related to a case (environment, individuals, incidents, process, etc.) are searched with an integrated approach and are focused on how they affect the related case and how they are affected by the related case (Yıldırım and Şimşek, 2013). In this survey, with the interviews made, what has been determined is in which ways lecturers are affected by the environment, students and this process in the Turkish teaching process.

2.2. Attendees

Population is the lecturers teaching foreign students in the process of learning Turkish. In the study, easily accessible case sampling is mostly used in the cases which the researcher has no chance to use other sampling methods (Yıldırım and Şimşek, 2013). The sampling of this survey is consisted of 4 lecturers, one female and 3 males. Titles of the attendees are 2 instructors, 1 male and 1 female, 1 assistant professor and 1 associate professor. While years of seniority of one female attendee is 3, years of seniority of other attendees is over 15 years.

2.3. Data Collection Tools and Data Collection

Data of the survey is acquired with semi-structured interview form with the aim of uncovering the views of lecturers, teaching foreign students in the process of learning Turkish, on the problems they go through. The interview form, constituted searching literature by the researchers, is made up of totally 12 articles combined as 4 main themes. Data acquired from 3 attendees in written form as well as 1 attendee with voice recording.

2.4. Analysis of the Data

Descriptive Analysis is benefitted from in the analysis of the data acquired with semi-structured interview form used in the survey. According to that approach, acquired data is summarized and interpreted with respect to pre-determined themes. Aim is to present acquired findings in an arranged and interpreted way (Yıldırım and Şimşek, 2013). In the first stage under which themes data to be arranged is determined and in the second stage acquired data has been arranged on the computer. In the third stage, arranged data has been identified and in the last stage, after supported with direct quotations (views of encoded attendees have been presented with direct quotations arranged according to those codes. Attendees, as a matter of ethical codes, are coded with ages and genders. For example, E43 symbolizes the male and aged 43, whereas K30 the 30-aged-female.) the findings are declared, correlated and made sense of.

3.FINDINGS

In this survey, dealing with problems lecturers, teaching foreign students in the process of learning Turkish, go through, specified data collection tools are evaluated and carried out to the lecturers in the Language Education and Teaching Application and Research Center of Trakya University.

3.1. Findings Related to the Semi-structured Interview

In this part of the survey, data acquired as a result of the interview applied to lecturers are studied as 4 themes like "cultural difference", "structure of Turkish", "student behaviour" and "teaching activities".

3.1.1. Cultural Difference

All of the lecturers state that they have had information about the cultural background of the students before the term and benefitted from that during the term. E50, saying "*Student finds the opportunity to learn and remember not only the culture of the target language but also, simultaneously, own culture*" states that the cultural differences in the classroom avail in the environment of the lessons. Lecturers, saying that the students sent from Yunus Emre Institute's summer school come in an integrated programme, state that apart from the class hours, they do a lot of extra curricular activities intended to know about the Turkish culture. Aside from those, one lecturer, on one hand, says that, in the class, he makes the students watch a symbolic henna night, films and documentaries reflecting Turkish culture, on the other hand, another one expresses that he hands out sample texts of Turkish Literature and prepares class materials based on Turkish culture. Also, by the survey attendees, it's stated that students' loving Turkey enable an important psychological motivation in learning Turkish. K30 asserts a different view saying "*Unfortunately, one of the biggest logical errors is building up a love bond with a lesson or any subject. Accordingly, one who doesn't love Turkey doesn't love Turkish, either.*"

3.1.2. Structure of Turkish

Considering the structure of Turkish, several views are appointed by the lecturers about the hardships encountered during teaching process. E50 says "*Turkish language's belonging to Ural-Altaiic and most of the students' having languages belonging to various other linguistic families create some structural learning difficulties and distresses*" and also K30 says "*They have difficulty in perceiving unrequited grammatical structures in their languages.*" Generally, the problems are students "having difficulty in perceiving unrequited grammatical structures in their languages, students", with various linguistic families, having difficulty about syntax, the Turkish taught and spoken one's being structurally different and learning the affixes hard because of Turkish's being an agglutinating language. While all of the lecturers mention that students have troubles pronouncing Turkish words, E43 attracts attention to Turkish Teaching Centers saying "*they have serious problems about the pronunciation, I think that giving a different care and importance in TÖMER and Turkish Teaching Centers is going to diminish such problems.*" One of the main problem subjects of Turkish teaching is affixes and in this regard, E39, who has trouble in teaching especially possessive constructional particles, mentions that issue saying "*Students have difficulty in perceiving possessive constructional particles.*"

3.1.3. Student Behaviour

When undesirable behaviours asked, it's determined that the lecturers are annoyed by the sleepy, unwilling students from the same country talking to each other in their mother tongue and the students who always demand repetition. However, except for those, an attendee enrolled in speaking classes states that no undesirable behaviour has been detected, only the students with absences lack the classes. Various views are acquired about the interests of the students for the classes. While E50 says "*interest of the student may change according to the profile. For example, interest of the students who will be undergraduate or postgraduate is more intense and perpetual.*" K30 says "*70% of the class interest of the student is related to his own motivation, 30% also affects the lecturer's performance.*" When lecturers are asked what students should do while learning Turkish, they state that they have to do daily revision, learn vocabulary and practise out of the school.

3.1.4. Teaching Activities

According to lecturers, books and audio-visual materials used while teaching Turkish make learning easier. Media like videos, movies and game cards used in class environment have big roles. As well as class materials, it's pointed out that the lecturer should be well-supported. As for the class activities, presence of processes like dramatisation of any subject, film watching, doing intensifier exercises and listening to music draw attention. Making students active in class is foregrounded. E43 emphasizes importance of carrying in-class activity outside by saying *"I am trying to give examples they can see in real life and encourage them. I say that the activity shouldn't be limited to class only. I say that they'll feel hungry after the lesson and suggest they have a dialogue with the waitress, accordingly when they go to eat something."* Attendees tell that to increase interest in the lesson, they do activities and talk about the agenda of students' countries. On the other hand, E43 draws attention with a different answer saying *"I dignify. I make them feel they are worthy. Even the most unskillful student trusts himself in my class hour."*

4. RESULT AND DISCUSSION

The results related to the questions of the survey are handled in this section.

1. Results related to the question "What are problems lecturers go through about cultural difference?": It's concluded that lecturers try to reflect Turkish culture to foreign students as much as possible according to teaching in Language Education and Teaching Application and Research Center. In this regard, they also try to learn cultures of students and share information having dialogues with them in class. Okur and Yamaç (2013) in their study, state that culture transfer is a crucial point in terms of teaching Turkish to foreigners and in this respect, examine 'İstanbul-Teaching Turkish for Foreigners Set' It coincides with our study on behalf of the diminishing of cultural differences and disappear as a trouble.

2. Results related to the question "What are the problems lecturers go through in terms of the structure of Turkish?": It's found out that students generally have troubles with the structure of Turkish and as a matter of fact, it's identified that lecturers are affected by those troubles. Generally speaking, affixes in Turkish stand out as a problem and therefore lecturers have troubles teaching those subjects. Thus, Göçer (2009), in his study, draws attention to the structure of Turkish by stating that a big part of the lecturers think that grammar subjects should be intensive.

3. Results related to the question "What are problems lecturers go through in terms of student behaviours?": Undesirable behaviours of students in class give lecturers a number of rough times. Presence of students who don't want to join the lesson interferes with continuation of the class. Whereas, Özkan and Acar's study (2015) specifies that students have positive behaviours in class and they are in harmony with lecturers.

4. Results related to the question "What are problems lecturers go through in terms of teaching activities?": Lecturers who think teaching activities are enough do a variety of activities to raise the interest to the lesson. Some of those are dramatisation about a certain subject, watching videos, movies and documentaries and preparing game cards. According to the study of Gürsoy and Arslan (2011) it's determined that similar results to this theme have been acquired by surmising that educational games should be concentrated on elementary level foreign language teaching.

Suggestions

When all those are considered, suggestions related to the problems are as follows;

- Teaching style can be changed taking interests and desires of the students about the lesson into account,
- To minimize the problems in pronunciation, problematic words can be identified and texts mostly with those words can be included in the classes,

- Grammatical structures can be taught on a from-simple-to-complex basis according to levels of students,
- Curricular responsibilities (making them read a part from the book, build up sentences with target vocabulary, etc.) can be assigned to the students who are unwilling to join the lesson,
- Teaching activities can be designed according to the wishes of students in class.

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CROSS-CULTURAL INTERFERENCES IN ENGLISH AND ALBANIAN IDIOMATIC EXPRESSIONS

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Abstract

Idiomatic language is the reflection of a nation mental and cultural identity which shapes the general characteristics of the figurative language and specifies language peculiarities. Each language is characterized by notions expressed in language through words, phrases, collocations, phrasal verbs etc. An analysis of idiomatic phrases of two languages needs a careful and detailed research of the culture, traditions and mental perceptions of each language taken for study. The aim of this article is to draw differences and similarities of idiomatic phrases through a comparative analysis of the idiomatic language of two different nations: the Albanian and English. The study incorporates an empirical study of idioms and aims at the analysis of cross-cultural language interference using the same or different concept. The paper also aims at a structure analysis and comparison in both languages of the semantic and structural components. The outcome of the research gave effective and useful results of the cross-cultural differences in both languages.

Key words: idiomatic language, cross-cultural differences, language interference, semantic, structure analysis, concept.

1. Theoretical Background

Understanding idioms needs cultural and linguistic competence. Idioms are important linguistic tools that shape the figurative meaning of the expressions. Language learners generally find idioms hard to understand since they cannot be translated word-for-word. Idioms are shaped in a community after a long period's living of the local people being the reflection and expression of the culture of a certain race. Idioms are generally used in everyday speech as a usual way for the people to express their ideas clearly and lively to others from another nation, so in the course of cross-cultural communication, it is an important thing to use them correctly in order to make us better understood by the people with different cultural backgrounds. Using idioms correctly is a matter of language competence which requires users to have some fundamental knowledge, information, or experience, to use only within a culture where language participants must have common reference. Knowledge of linguistic features is not adequate for successful intercultural communication. According to Baker, 2012 this knowledge, in fact, must be supported by an awareness of sociocultural context, tendencies, conventions, and norms in which the communication takes place. Dmitrij Dobrovol'skij & Elizabeth Piirainen (2006), the relevant differences between units of figurative language (among them idioms) and their non-figurative near-synonyms can only be captured if we extend our data and methods and move into fields beyond linguistics in the narrower sense of the word. Instead, we have to address various types of extralinguistic knowledge, among them culture-based knowledge, because the differences between figurative and non-figurative lexical units lie precisely in the fact that they encode different types of knowledge.

Learning idioms develops students' cultural awareness that benefits their proper usage in communication. Cross-cultural investigations can provide materials that assist language learners to deal with the problems of unknown environments. The native speaker puts in language his world vision, mentality, and the relation to other people in cross-cultural dialogue, and the non-native speaker receives that vision. It is obvious that there is a difference between the native and the non-native speaker in a discourse. The former focuses on the vocabulary related to cultural and social factors, on the other hand, the latter lacks this ability. This is actually according to Dikilitaş (2012) one of the major problems both at production and comprehension level.

2. Language and culture

Culture as a body of knowledge of common beliefs, behaviors and values appear to be the factor to establish and interpret meaning in both verbal and nonverbal language. Alptekin (2002, p. 58) states: "Learners are not only expected to acquire accurate forms of the target language, but also to learn how to use these forms in given social situations in target language setting to convey appropriate, coherent and strategically- effective meanings for the native speaker. Thus learning a new language becomes a kind of enculturation, where one acquires new cultural frames of reference and a new world view, reflecting those of the target language culture and its speakers". Scarino in 2010 highlights the intercultural orientation which aims at changes students' views throughout learning. According to him (2010, p. 324), "they come to understand culture not only as information about diverse people and their practices but also, and most importantly, as the contextual framework that people use to exchange meaning in communication with others and through which they understand their social world."

Language as a special product of human society and an instrument of human thinking and communication is a kind of institutional culture where the relationship between culture and language is intermingled. According to some linguists language and culture is interwoven and the students' success in achieving higher level of oral proficiency in target language relies on the consideration of culture in designing and developing course materials. (Peterson and Coltrane, 2003). Researchers have found that formulaic chunks constitute at least one-third to one-half of language. English is a language which is full of idiomatic expressions the learning of which constitutes the spirit of language, despite the fact that they are often recognized to be a stumbling block in the acquisition of a foreign language. (Buckingham, 2006). As for Fernando and Flavell, 1981, the meaning of idioms is not formed within conventional rules and often seen non-compositional in nature. This makes hard for learners to comprehend their meaning.

Culture seems to affect language, but language also seems to influence culture to exist in a particular way. It is important to study languages and cultures in order to obtain an accurate view of people across the globe without having biases or false understanding of their lives. "Yagiz & Izadpanah (2013) show that language is closely tied with culture; language is an instrument to express the culture and environment of the speaker. They are dependent on each other. In the study of the connection between language and culture, one of the main theories is the Sapir-Whorf hypothesis—also called the theory of linguistic relativity. Sapir (1929; 207) summarizes the ideas of the hypothesis: "Human beings do not live in the objective world alone, nor alone in the world of social activity as ordinarily understood, but are very much at the mercy of the particular language which has become the medium of expression for their society".

The main function of language is its instrumental role in communication between individuals. Though people speak a common language, they may not properly understand each other due to intercultural differences. Culture does not only reflect the real world round

humans, but a nation's social consciousness means traditions, world views, thinking, lifestyle. Many words might be conceptually equivalent completely, but in terms of schematic knowledge, they may not be entirely equivalent. This implies that the concepts in a language and culture may not exist in another. Thus words with no equivalent of the former reflect the underlying characteristics of each nation's culture. The fascinating aspect of figurative language is that the meaning cannot be discovered by parsing out these non-literal expressions of speech word-by-word. The meaning is contextual, rather than literal, and we must examine culture in order to discover what these expressions mean. The way of conceptualizing different phenomena and things come from different ways of thinking and cultural backgrounds. It cannot easily be found two words in two distinct languages that have the same meanings. In the expression *it is raining cats and dogs* the Albanian idiom counterpart is *bie shi me gjyma*. In this context the meaning of the same expression is given using in English language the concept of animals while in the other language the meaning is conveyed with the word *gjyma* to express that it is raining very hard. As it is seen the two nations use different concepts to express the same meaning which do not belong in the same conceptual domain. Also the expression *a coach potato*- referred to a lazy person (*kokrra edembelit* in Albanian) expresses the concept of laziness through the notion of the *potato*. The number of such expressions is not small in both languages.

This paper aims at presenting the cultural and structural differences and similarities of idioms through components idioms are comprised. It should be kept in mind that language universals lay a real important role in understanding and explaining language similarities. Important concepts in studying idioms are: universality of experiences, transparency, and differing and similar expressions of ideas. The research should provide insight into which potential near-universal experiences are cross-linguistic and expressed in idioms, whether similar or different.

3. Structural and semantic analysis of English and Albanian idiomatic phrases

A phraseological unit is an established, universal and essential element that, used with care, ornaments and enriches the language. Research into phraseological units shows that they have important role in language even though they are difficult because they have unpredictable meanings and grammar, and often have special connotations.

The natural environment is the basic of human existence and development, different natural environment have different effects on the formation and development of national culture which shapes the language and gives its specific characteristics. As Britain is an island nation surrounded by water, unique marine resources and fishery resources make sea, fish, and water the very common things in people's life. Thus, in English there are a lot of idioms, which are related with water, fish and sea, for example, "*drink like a fish*" (drink enormously), "*to miss the boat*" (to miss the golden chance); "*clear the deck*", "*take the wind out of my sails*", "*when my ship comes in*", "*between the devil and the deep blue sea*", from fishing: *hooked on something*, *off the hook*, *open a can of warms*, *hit bottom*, *fish or cut bait*, *hit a song*, *give someone a line*. Albania is an agricultural country and many of the phrases are related to agricultural tools, land, domestic life, work and animals. Both languages have similarities as well. All the cultures in the world have commonness as well as individuality. As we all know, all of the peoples live in the same world, so their cognition of the things and hypostasis is basically the same. Because some kinds of animals show universe and obvious characteristics, many animal images have same references in English and Albanian language systems. In this case, animal idioms are easy to be translated and understood in the expressions: *to do the donkey work* 'të bësh punën e gomarit', *crocodile tears* 'lot krokodili', *as red as a turkey-cock* 'i kuq si lafsha e gjelit', *stubborn as a mule* 'kokëfortë si mushka', *cunning as a fox* 'dinak si dhelpra'. In English there is a considerable

number of expressions with the lexical component "dog": *dog doesn't eat the dog, be like a dog with two nails, to give a dog a bad name, to give (throw) sth to the dogs, to go to the dogs, to help a lame dog over a stile, to let sleeping dogs lie, love me, love my dog, a sad dog, to fight like cat and dog, to be cat and dog, to lead cat and dog life, it's a dog's life, to be done like a dog's dinner, to be completely defeated, a dog's breakfast/dinner etc.* There are also expressions with the lexical component "cat" in English: *when the cat's away/where there is no cat the rat is king, the mice will play* "kur ikën macja luajnë minjtë", *all cats are grey in the dark, a cat might look at a king, has the cat got your tongue? bell the cat, it's enough to make a cat laugh, put the cat among the pigeons or the cat is in the dove-house etc.*

Idioms derived from customs are also an important source of idioms in English: "as tall as a Maypole", "Christmas comes but once a year"; these idioms come from customs of festivals. "Read coat", "wear the stripes", "the Queen Berets", "cap and bells", "flower child", "blue stocking a feather in one's cap", "put on the black cap", these idioms come from customs of clothing. In addition, "daily bread", "a piece of cake", "Adam's apple", these idioms come from customs of eating. "Go to church", "ask in church", "for better or for worse", "take somebody for better or for worse", "fleet street marriage", "left-handed marriage", "jump over the broomstick", "wear the willow", these idioms come from customs of wedding and funeral.

Common idioms derive from religious beliefs and religious culture, and these have great impact on the formation of habits and language. In the United Kingdom and other Western countries, the impact of the Christianity is the greatest. In the Westerners' hearts, God has the supreme power. So there are many English idioms, which are associated with God such as "God helps those who help them elves", "Man proposes, God disposes". English and Albanian has many loaned expressions of Bible origin: *Ardhja e dytë/ the Second Coming; molla e Adamit/ Adam's apple; dita e gjyqit/ the day of judgement; një dru i mirë nuk mund të japë frute të këqija/ A good tree cannot bring forth evil; atë që ka bashkuar Perëndia, njeriu të mos e ndajë/ what God hath joined together etc.* Many of the expressions originated from bible preserve the same syntactic and structural components in Albanian, e.g. *damka (Shenja) e Kainit/ the mark of Cain; dega e ullirit/ the olive branch.* In some expressions even the word order is the kept unchanged.

Kövesces (2010) shows in his article "Metaphor, Language, and Culture," three main views explain near-universal metaphors. First, near-universal metaphors could be a miracle with no logical reason behind them. Perhaps similar concepts arose in different languages by chance, and the study of near-universal metaphors will lead to no conclusive explanation. Second, near-universal metaphors could exist due to languages borrowing words from each other in the past. Lastly is the view that people in all cultures share a universal bias for certain metaphors, based on the idea that people in all cultures share elementary human experiences and that these common experiences create universal meaning. The English expression "be on cloud seven" and "be in the seventh heaven" – "në qiellin e shtatë" (the Albanian expression); "break the ice" – "thyej akullin" the same human experience is expressed in the same way. Expressions in English and Albanian from the view of form and meaning may be generally categorized into the following groups:

i) *total equivalence* - similar both in meaning and form as in the examples: *to dirty your hands* "ndyj duart", *turn a deaf ear* "bëj një vesh të shurdhër", *hang by a hair* "varet në një qime", *have a free hand* "kam dorë të lirë", *hand in hand* "dorë për dorë", *blow one's nose* "shfryj hundët", *get on sb's nerves* "ngre nervat", *hand over heart* "me dorë në zemër". The expressions show total semantic and structural equivalence. The meaning is given using the same concept in both English and Albanian. The phrase structure preserves the same word order; the verb is kept the same and in some cases even the prepositions and articles are the same in both idioms.

ii) *near equivalence* - the meaning is similar but the form is dissimilar: *for lack/want of sth* "për mungesë të", *for fear of* "nga frika se mos"; *clench one's teeth/fists* – shtrëngoq dhëmbët; *elbow one's way across/along/back/into* "çaj rrugën me bërryla". In these examples either the noun or the verb component might change *for want of sth* in Albanian mungesë (lack); the preposition *back/into/along* in the expression *elbow one's way across/along/back/into* corresponds with "me" (with) in Albanian (çaj rrugën me bërryla).

iii) *partly or semi-equivalence* - the meaning is dissimilar while the form is similar: *with might and main* – me këmbë e me duar; *over my dead body* – kur të vdes unë. In the expression *over my dead body* the correspondent idiom lacks the noun *body* and the adjective *dead* is given with a verb (të vdes) in Albanian. While the idiom *with might and main* preserves the structure and word order but do not correspond in concepts. In English the structures *might and main* are given with body part equivalents in Albanian and repetition of the same preposition *me... me* (me këmbë e me duar).

iv) *non-equivalence* – both the meaning and the form are dissimilar: *down at (the) heel* "veshur si mos më keq", *before one's nose* "drejt e përpara", *bring somebody's heart into his mouth* "më ngrin gjaku nga frika"; *castles in Spain/castles in the air* – ëndrra me sy hapur; *a pain in the neck* – gur në opingë; *by the skin of one's teeth* "për një qime"; *carry somebody off his feet* "ngre peshë, entuziazmon pa masë". In the expression *castles in Spain/castles in the air* the Albanian equivalence "ëndrra me sy hapur" lacks the country name "Spain" (Spanjë) and "castles" (kështjellë) and the meaning is given by the noun lexemes "ëndrra", "sy" and "hapur". There are a lot of expressions which fall in this group in both languages.

There are many other idioms highly non-motivated and the meaning of which can be explained only by realizing the historical and cultural identity of the language. These expressions are characteristic of one language and do not exist in the correspondent one. Their meaning can be paraphrased but it is hard to give the equivalent expression. In Albanian, expressions such as "shkoi dushk për gogla", "për mustaqet e Çelos", "si Xhaferri simiten" "si ferra Brahim", "si kofini pas të vjelash" cannot be otherwise explained rather than in an Albanian context. In English some expressions are: "to burn one's boat" (to make retreat impossible); *kick the bucket* (to die); "spill the beans" (reveal a secret). The same concept is expressed with different lexical and cultural units in both languages, a typical reflection of the cultural and historical background and can only be understood by knowing language characteristics itself. Other examples which reflect culture identity of English are phrases with proper nouns with origin from a) **literature**: *Aladdin's cave* from *The Arabian nights*, from Shakespeare (*be like Hamlet without the prince*), from Stevenson (*Jekyll and Hide*), from Carroll *Alice in Wonderland*, from Mary Shelley (*Frankenstein's monster*), from James Thurber (*Walter Mitty*), Tom Mortoni (*Mrs. Grundy*) etc. b) from **culture**: *Darby and Joan*, *Tom Tiddler's ground*, *Colonel Blimp*, *aunt Sally*, *pleased as Punch* etc. c) **names of places** in England: *a London particular*, *the man on the Clapham omnibus*, *send to Coventry*, *shipshape and Bristol fashion*, *grin like a Cheshire cat*, *fight like Kilkenny cats*, *have kissed the Blarney Stone* etc. In Albanian: *Për një fërgesë në Shalës!* *Për një maskë gjer në Berat*; from Korça region: *Për një kockë gjer në Poloskë*, *Për një lugë trahan gjer në Turan! tersi i Pojanit, ta sjell Stambollin mbi Barç* etc. d) **idioms related with food**: *the salt of the earth*, *not my cup of tea*, *butter fingers*, *a piece of cake*, *full of beans*, *nuts/bananas*, *peanuts*, *the cream of something*, *the cream of the crop*, *as cool as cucumber*, *sour grapes*, *a couch potato*, *food for thought*, *a red herring*, *brown as berry*; *everything but the kitchen sink*, *if you can't stand the heat*, *get out of the kitchen*, *the pot calling the kettle black* etc.

In Albanian typical phrases related with words and domestic things such as: with the word "derë" (door): *s'na e mban dera, kjo s'ka derë, ai më ka derë, nuk ka shtëpi pa derë*; with the semantic word "lugë" (spoon): *s'ua priste luga-lugën, jemi me lugë në brez, me të ti*

je si luga për vegsh, atij ia di sa lugë ka në shtëpi; with the word "shkallë" (ladder): e solli puna në atë shkallë, ra nga shkalla; with the word "shtëpi" (home): ku e ka shtëpinë ky muhabet? ata janë të shtëpisë, hynte e dilte si në shtëpinë e vet, shtëpi pa fjalë, ai çeli shtëpinë etc. In English phrases: armchair critic, armchair traveler, basket case, wet blanket, you can't put new wine in old bottles, not the brightest bulb in the box, burn the candle at both ends, can't hold a candle to, red carpet, glass ceiling, clock in/out, couch potato, rob the cradle, darken somebody's door etc.

From agriculture in Albanian: *edhe këtu nuk hanë bar, ky qenka bar për këtë njeri, ti hala në fund të dardhës, e mbuluan me dafina, e kish në sy si dëllinjë, asnjë për fare, u shua ajo familje, e bani rrush e kumbulla, s'i ecën kungulli mbi ujë, ka lule mbi lule, vaji po në lakrat bie, a la bani pishë, është mollë sherri, ia bëri një pyetje me spec etc. In English: nip in the bud, beat around the bush, old chestnut, fresh as daisy, pushing up the daisies, lead up the garden path, hit the hay, make hay while the sun shines, grass roots, (not) let the grass grow under feet, apple of someone's eye, to go bananas, life is just a bowl of cherries, sour grapes, not to know beans, to spill the beans, carrot and stick, cool as a cucumber, olive branch, like two peas in a pod, in a pickle etc.*

The number of idioms partly-motivated is bigger. Both languages use the same or different concept to give the phrase meaning. What is crucial to say is that both Albanian and English countries beside the geographical distance and different climate conditions, have commonness as all other languages can be compared with each other. All peoples have undergone practically the same difficulties to earn the lives and secure food in the past years. England as an island characterized by the life where people can invent phrases restricted from the condition and environment they lived (fishing and sailing), while Albanian people poor and small in number, invaded for centuries from the Ottoman Empire, have developed phrases closely related to the traditions, the political and social environment conditioned. Being an agricultural country mainly it has many figurative phrases related to land, fields, tools, domestic animals and nature. This does not imply that England lacks expressions from agriculture, land and animals but which mainly dominate the lexicon. Vocabulary from sports, weather conditions, fishing and sailing, Bible and Shakespeare are most common in one that the other language. Nations and people develop and undergo through different historical and social events which shape the lexicon of one language or another but the living conditions might somewhat be the same and unchanging in growing up the individual intellectually and socially. This is the reason they share common phrases and we can talk for general characteristics in both languages.

4. Conclusive remarks

Phraseological units reflect the wealth of a language displaying cultural paradigms of the speakers of a particular language. They reflect cultural archetypes of an ethno-linguistic community and help to make explicit the peculiarities of its world perception.

Statistical methods indicators confirm that the modern world constantly speaks with metaphors including idioms. That is proved by their extensive use in oral or written communications. Students nowadays, learn not only language but the traditions and customs of the English people to realize the communicative function of the language. Consequently, new epochal challenges and powerful cultural expansion raise the importance of learning foreign languages for communicative purposes. Scientists believe that the most important data is the study of "phraseological language" (L. Buckingham) of different cultures in order to determine their diverse functions in different culture. Culture includes and affects language; language is the mirror of the culture and can reflect the culture. So we all can understand that languages of all ethnic groups are deeply related with their specific

cultures. These differences are also reflected in the Albanian and English custom-loaded idioms.

As long as we study conscientiously and dig into the implication of two cultures, we can find their similarities and differences and identify appropriate translation method. They can not only be translated, but also can promote the development and dissemination of Western and Albanian culture, which plays an important role in cross-cultural communication.

The field of phraseology (or idiomaticity) in any language is so varied and fascinating that one could spend an entire lifetime considering and analysing it from various viewpoints.

Phraseological units are interesting because they are colorful and lively and because they are linguistic curiosities. The context plays, therefore, a highly significant role. In this respect, it is necessary to analyze the context for the study of connections between canonical forms of phraseological units and their creative variations.

Idioms as a special form of language exist in both of them and carry a large amount of cultural information such as history, geography, religion, custom, nationality psychology etc, closely related to culture. Phraseological units or idioms are the heritage of history and product of cultural evolvement. Knowing the meaning of idioms means knowing the culture of the nation. In order to communicate with each other fluently, the study of the relationship between the idiom and culture is significant.

The research of this paper has an important impact on the recent phraseological studies and concludes that even though languages are different in culture and history, they have phrases which distinguish them between each other but even similar sources of the lexicon and idiomaticity in language. This creates the chance not only to compare and contrast them but also to find intersections and typical characteristics of them. Without commonness in language systems and cultural-loaded idioms we could not be able to analyze languages and peoples, draw conclusions and make differences in linguistics.

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INVESTIGATING FOREIGN STUDENTS' EXPERIENCES OF LEARNING TURKISH, A CASE STUDY OF TURKISH TEACHING CENTER (KTU-TÖMER)

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Abstract

This study aims to examine foreign individuals' experiences and views about how they learn Turkish as a foreign language. The study was carried out in the spring semester of 2015-2016 at Karadeniz Technical University, Turkish Teaching Center (KTU-TÖMER). Eight students from various countries came to Turkey to learn the language; and also with one lecturer who works at this center. The study was designed within the qualitative research approach, and 'case study' was adopted as a method. The semi-structured interview was the main data collection instrument. Results of the study indicate that according to participants, the complex grammatical structure of Turkish is quite challenging and difficult for non-native students. Data analysis indicates that the listening component was the most difficult, whereas the reading component was the easiest. According to participants, the lack of practical opportunities with native people was one of the weakest parts of teaching and learning Turkish at the center. Given these results, it is suggested that the curriculum should be more flexible, with more practical activities with native speakers.

Key words: Foreign language, learning Turkish, non-native students.

INTRODUCTION

'The advantages of speaking more than one language have motivated human behavior since antiquity' (Dolean, 2015:706). According to Çelebi (2006), the importance of learning a foreign language cannot be discussed. With developing technology and living conditions, it is necessary to know a foreign language, especially in this century. Therefore, starting foreign language education at an early age is a significant step. Dolean (2015: 702) points out that 'Speaking more than one language can also help children gain an improved understanding of communication needs'. 'People are supposed to learn a foreign language as a lingua-franca to communicate each other' (Ateş Özdemir, 2006: 29).

Turkish is becoming a foreign language which is preferred to learn for different purposes these days. There is a lot of people who want to learn Turkish as a foreign language as the day goes on. 'Studies in this field have gained intensity within the last 20 years particularly in recently' (Gün, Akkaya, Kara, 2014:3). Thus, teaching Turkish to foreigners has been reforming about teaching methods and it started to increase its improvement.

Foreign language teaching methods and techniques are diverse and differ between countries. 'In the past few decades, constructivist conceptions of teaching and learning have been applied to educational curricula and teaching methodologies' (Tavakoli, Zabihi, Ghadiri, 2015: 792). In Turkey, as mentioned, development of methods of teaching Turkish to foreigners has not yet improved. Nowadays, there is the most systematic form of teaching

Turkish to foreigners in TÖMER. Including TÖMER, there are 23 different institutions that teach Turkish to foreigners (Atatürk University Language Learning Center/ DİLMER, İstanbul University Language Center Turkish Department, Gazi University TÖMER, Institute of Yunus Emre, TDK, etc.) (Alyılmaz, 2010).

Turkish Teaching Center (TÖMER) was founded in 1984 and has received students from 169 different countries. KTU of TÖMER where this study carried out has five lecturers and one assistant of professor on staff. Education and training activities in this course were begun in 2016-2017. The goals of this institution are helping foreign students' learn Turkish more effectively and to investigate where Turkish is used, both in antiquity and today. In course, foreign students' level of Turkish is determined by a placement test. In the period of September-July, Turkish classes are given to 20 students for a total of 960 hours including summer school.

The general problems of foreign language teaching are very common. In cognitive-code method, text-books and audio-visual tools are used. 'However, with this method, a beginner cannot fully understand all of the rules of a language' (Memiş and Erdem 2013: 306 cited from Hengirmen 2006). The basic problems in teaching Turkish to foreigners arise from the text-books used during the class and the form of acquired the four basic language skills. 'One of the problems of teaching Turkish to foreigners is the type of curriculum prepared for different culture, age and educational level' (Er, Biçer, Bozkırlı, 2012: 52). 'As students sign up for a foreign-language class, their expectations and fears are often similar to those they bring to the study of any other subject' (Kramsch, 1987:17). It may be said that when teaching methods are used to teach foreign language to foreigners, there are supposed to be some various approaches like an age differences. Therefore 'Normal children inevitably achieve perfect mastery of the language; adult foreign language learners do not (Bley-Vroman, 1990: 6).

'Foreigners are not Martians, nor are they hypothetical blank-slate infants' (Bley-Vroman, 1990: 17). It is natural to encounter difficulties when a student encounters a new language culture, country and world' (Güler, 2012: 13). The main element is solving problems as soon as when these are noticed during the term of learning.

AIM OF THE STUDY

The purposes of this study include understanding the reasons why foreign student wish to improve their Turkish skills, as well as defining the challenges to grasping the four basic language skills of Turkish. To put it another way, this study shows that what kind of methods are useful in overcoming the barriers to learning Turkish. The aim of this study is to examine perceptions of foreign individuals at the Turkish Teaching Center (TÖMER) in Turkey. Briefly, study seeks answers to following main research questions:

- Why do people want to learn Turkish?
- What methods are being used to teach Turkish?
- What difficulties do foreign students encounter when learning Turkish?

METHOD

This study utilizes the qualitative research approach. 'Case study' method was used in order to examine students' experiences of learning Turkish. This study was conducted in TÖMER of Trabzon's spring semester of 2016. Eight foreign students and one lecturer are interviewed through a semi-structured interview form, the main source of data collection. The data was analyzed through the "constant comparative analysis" method. Students were randomly selected to participate in face-to-face interviews. A semi-structured interview form, which included 20 open-ended questions, was designed by the author. This interview consists of two parts, A and B. Part A consisted of questions about the participants' backgrounds; part

B gathered the educational information of those students. The eight participants were coded as 'S from A to H'. The data obtained through semi-structured interviews were recorded on a tape and those recordings were transcribed one by one. Grammatical and theoretical structures of items were checked by academicians at Karadeniz Technical University-Department of Turkish Education. After the validity and reliability processes, final drafts of the interview were designed. In the interview analysis, thematic classifications and categories were initially generated from the conversation transcripts, and were presented in tables. Direct quotations from the conversations were also presented in a narrative way in order to support the data illustrated in tables and interview findings where appropriate.

FINDINGS

In this section, first of all, demographic information of participants is presented. Table 1 indicates that eight participant students come from various countries and have different age ranges. Some of them have bachelor's degrees, while others graduated from high school. All of participant students have been in Trabzon (also in TÖMER of Trabzon) for five to six months. Responses of students show that other than SD and SC, the majority of participants are the only ones from their family who speak Turkish. SC from Sudan pointed out: *'Maybe I can see my grandfather, because he comes from the Ottoman Empire.'* Another SD participant said: *'Only me but I have cousin, he used to study like me but he only knows a little Turkish.'*

Table 1: Demographic information about participants

Code	Gender	Age	Nationality	Educational Background	Duration in the course
SA	Male	19	Yemen	High School	5 months
SB	Male	18	Bangladesh	High School	5 months
SC	Female	18	Sudan	High School	6 months
SD	Female	18	Syria	High School	5 months
SE	Male	23	Haiti	University	6 months
SF	Female	19	Kenya	High School	6 months
SG	Male	24	Pakistan	University	6 months
SH	Male	25	Philippines	University	6 months

As can be seen from table 1, the majority of participants is multilingual and has English as a foreign language. For some of them (SB, SE, SG, SF), English is their first language. For example, SF from Kenya has 'Swahili' as her traditional language; her official language is English.

In the study, participants were asked if they know languages other than their native language. The reason for asking this question was to find out whether participant students were multilingual or not. Data obtained from the interviews on this are presented in Table 2 below:

Table 2: Languages spoken by participants

Code	Mother Tongue	Other Languages
SA	Arabic	English / Turkish
SB	Urdu/ Bangha	English / Turkish
SC	Arabic	English / Turkish
SD	Arabic	English / Turkish
SE	Haitian Creole	English / Turkish / French /

		Spanish
SF	Swahili	English / Turkish
SG	Urdu	English / Turkish / French
SH	Arabic	English / Turkish

As can be seen from Table 2, English is a medium language for all participants of the study. In other words, all participants of the study are multilingual and all can speak English. During the interviews they were asked how /where they've learned English. Some of their answers were as follows:

'I learned English in school but a little, after that I got institute to study English for 8 months, we did a lot of activities.' (SA)

The question about how they became multilingual was asked, and SE said, *'I learned English naturally; I just used to hear it. We had courses for Spanish and French in school.'*

Participants' Aims of Learning Turkish

Purposes for learning Turkish are presented in the Table 3 below. The majority of participant students have the same reasons for learning Turkish.

Table 3: Participants' aims of Learning Turkish

Purposes	SA	SB	SC	SD	SE	SF	SG	SH
Get into University	•	•	•	•		•		
Study for Master Degree					•		•	•
Get to know a new culture	•							
Get a job			•					
Become a multilingual								
Stay longer			•					

Table 3 shows that the majority of participants intend to apply for University to study and get a bachelor's degree in Trabzon. The rest of the students would like to pursue a master's. It is evident that for all participants, further education is the most important reason for learning Turkish. As SC pointed out, *'I came here for electric-electronic engineering.'* And SE: *'I graduated from University. I want to do Master's, but I do not want to stay longer, because I want to help people in my country; I want to make them developed.'*

Yet, there are purposes other than educational. SA pointed out, *'I have a habit of learning more than one language and dealing with different people in order to know about their culture and to identify how they are and learn from them. Learning Turkish is a nice opportunity for me.'* SC mentioned, *'My future plan is to study medicine and work in Turkey, because I want to live in Turkey.'* SA also added, *'I want to study electric-electronic engineering because it was my father's major. My father has a company so I will work there.'*

During the interviews, participant students were asked what personal or general method they used during their studying time. Responses of participant students are summarized in Table 4, below.

Table 4: Participants' Methods of Studying Turkish

Methods of study	SA	SB	SC	SD	SE	SF	SG	SH
Watching movies	•	•	•	•	•	•	•	•
Watching series			•	•				•
Memorizing new words						•		
Following the news							•	
Using grammar books		•				•		
Practicing with Native speakers		•		•		•	•	•

Table 4 indicates the variety of study methods. All said that they prefer to watch movies to become used to Turkish accents and vocabulary. However, studying with grammar books was expressed by only two students. The remaining six mentioned that they abstain from using their grammar books (For example SH). With the exception of two students, practicing with native speakers is a useful method for the improvement of listening and speaking skills. According to SH, there is one more method which is interesting. He says, '*I watch English film with Turkish subtitle; it is very helpful- I learn so many new words.*'

SF pointed out, '*I just go through the vocabulary and check grammar in the book.*' and SG: '*I learn Turkish from Turkish people; it is good.*'

As expressed in Table 4, participant students preferred 'watching movies' as their personal method for the improvement of speaking and listening skills.

The Four Basic Language Skills of Participants about Turkish

Learning a language requires than an individual have adequate skills in four basic skill areas: listening, speaking, reading and writing. Participant students were asked how they understood the Turkish language in terms of these areas. Table 5 illustrates that within the four basic language skills, listening and speaking were the hardest areas of for the participant students. The four basic language areas were ranked by three different measurements (hard/medial/easy) to indicate which ones were the most difficult and easy for foreign students.

Table 5: The Difficulty in the Four Basic Language Skills of Participants

Skills	SA	SB	SC	SD	SE	SF	SG	SH
Listening	hard	hard	hard	hard	hard	hard	hard	hard
Speaking	medial	medial	medial	medial	medial	medial	medial	medial
Reading	easy	easy	easy	easy	easy	easy	easy	easy
Writing	medial	medial	medial	medial	medial	medial	medial	medial

Reading materials (text-books, work-sheets) used in the center are written in Istanbul Turkish. As can be seen from the Table 6, reading is one of the easiest parts of learning Turkish. According to students, when it is obeyed for the rules of grammar, they do not have any problems understanding what they read or hear. Writing is also easy for participant students; however, their teacher said that '*writing is the first skill students have difficulties in understanding.*' All of the participants said that grammar was one of the hardest parts. SA pointed out that '*listening is hard because accents are difficult and there is a lot of*

vocabulary.’ SB: ‘Obviously, I get good marks on the exam but outside of class, I cannot understand.’ SE thought that ‘Turkish is not easy; the words are so long.’ Concerning the difficulty of understanding accents, SF exclaimed, ‘I like hearing Turkish; just the accents are complicated.’

Table 6: Reasons for Difficulty in Listening and Speaking of Turkish for Participant Students

Reasons for difficulty	SA	SB	SC	SD	SE	SF	SG	SH
Lack practice					No comment			•
Accent use	•	•	•	•	•	•	•	•
Vocabulary	•		•	•	No comment			

Above, Table 6 shows that accents make Turkish difficult to learn. Listening is one of the first skills which need to be improved. Responses of participants emphasized that students are unable to practice due a lack of access to the correct form of Turkish. It is believed that the vocabulary of Turkish includes numerous large words, and that it takes time to memorize and use them appropriately. SA mentioned, ‘I think Turkish language is an additional language. There is a lot of vocabulary.’

SB: ‘There is too much grammar in Turkish.’

SE: ‘To those wanting to learn Turkish, I would like to tell them to practice a lot.’

SF: ‘I think one of the hardest parts is vocabulary. It is a lot.’

As mentioned in Table 2, all participant students speak English. Hence, participants were asked if they thought Turkish and English were similar, methodologically or grammatically.

Table 7: Relations Between Turkish and English for Participant Students

Views	SA	SB	SC	SD	SE	SF	SG	SH
Easy to learn Turkish			•			•		
Easy to learn English		•			•			
Easy to learn both	•			•				•
Very similar				•				
Nothing similar					•		•	
Pronunciations are easier in English than in Turkish	•	•			•			•
Better if you watch movie to improve Turkish and English		•	•				•	
Accents of Turkish is harder than English			•			•	•	•

As can be seen from Table 7; learning Turkish and English is compared. Some of participant students (SC and SF) agreed that learning Turkish was easier than learning English. On the contrary, some participants thought the opposite. When asked about the similarities and differences between Turkish and English, the students' answers point to both. As mentioned in the Methods of Studying Turkish (Table 4), watching movies is an effective method for learning both Turkish and English. The majority of participants believe that accents are more difficult to understand in Turkish than in English.

Results also indicate that participant students chose Trabzon to learn Turkish based on individual circumstances. The majority of participants' replies show that Trabzon was chosen by relevant authorities. SD pointed out, *'I got the scholarship and I did not choose. It was chosen for me, but I am happy here.'* On the other hand, students A and C said that they decided to come to Trabzon on their own. Either way, all of the participant students expressed that they were satisfied with being at Trabzon. For instance, SA said, *'My friends told me that Trabzon is small and natural, easy to hang out so I decided to come here.'* (SA)

Findings from the Lecturer's Interview

In this section, demographic, educational and individual information are presented. The lecturer is 27 years old, female, and has been working in TÖMER of Trabzon since September, 2015. She is also a master's student of a nearby university. According to her, there is not a standardized type of curriculum to be applied for teaching Turkish in the center. The staff is allowed their own techniques, methods and materials. According to the teacher, this flexibility was one influential criterion for which she preferred to work at TOMER. She said, *'I am happy about working here because we are flexible during class; I can use my own teaching methods. For example: one day, some of my students asked me what the meaning of 'get wet' in Turkish was. I splashed a little water on him and now I am sure that he will never forget that definition.'*

One of the difficult parts of her job is being afraid of making a mistake about the cultural backgrounds of students. She said: *'Sometimes I feel like I really need to be careful when I make a joke or tease my students because each of them came from different countries and have different viewpoints and understandings. I do not want them to misunderstand me.'* Teaching a foreign language requires some extra necessities for her. *'I advise being patient and creative for teachers who intend working in this kind of schools.'* says lecturer. She is glad that her students apply to learn a language instead of preparing for exams.

CONCLUSIONS AND RECOMMENDATIONS

This study investigated foreign individuals' experiences and views at a Turkish Teaching Center in Turkey. First of all, findings of the study offer clear evidence of the interrelation between teaching Turkish as a foreign language and students' learning difficulties.

According to students' feedback in TÖMER of Trabzon, the variety of accents makes Turkish difficult to learn. Students feel nervous when faced with different accents in different regions. *'Anxiety of foreign language can play a role in hampering success in learning a language'* (Tunçel, 2014: 128). As participant students indicated the variety of accents in Turkish causes anxiety to non-natives. Participants were interviewed in order to examine their level of comfort when faced with a Turkish speaker. SA, F and C were comfortable, whereas SB and SD said that they felt timid. SD said, *'It is a little terrifying to me.'* *'I feel comfortable; they are friendly,'* says SC.

Previously shown in Table 1 and 2, students who participated in this interview had English as a foreign language and came from different countries. The majority of participants

would like to apply for university to get a bachelor's degree in Trabzon or to do their master's. It is clear that education is the primary reason for coming to learn Turkish.

'Due to the growing importance of foreign languages, teaching methods and techniques have begun to develop' (Şimşek, 2011:16). As shown in Table 4, practical exercise is one of the methods for learning Turkish. Grammar books are believed to be ineffective without extra activities. For example, all of participant students said that they prefer to watch movies in order to hear the difference of accents and vocabulary.

Methods of teaching Turkish in the four basic language skills are supposed to be related with achievements of students in order to increase their language skills. There are distinctive ways to acquire them. The four basic language skills comprise 'listening, speaking, reading and writing'. As explained previously, the results of the participants' data show that students' views about the four basic language skills are related with the teaching methods given to them during class. Results show that listening to an accent is the most difficult part of learning and using Turkish.

The relation between learning Turkish and English was also investigated. Results of interview analysis illustrate that some of participant students (SC and SF) agreed that learning Turkish was easier than learning English, whereas others said that learning English was easier. Thus, understanding accents is harder in Turkish than in English for those participant students.

It is recommended that the procedures of Turkish language teaching practices should be more beneficial. According to participant feedback, students have difficulties with accents. Therefore, speaking and listening exercises should supplement the use of grammar books. Additionally, the location of foreign students' courses should be where contact with natives can be easily acquired.

Secondly, the curriculum should be more flexible than it is now in order to respond to foreign students' needs. If necessary, exercises in classroom should be designed for each foreign student's priorities.

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MULTILINGUALISM AND COMMUNITY INTERPRETING

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Abstract

Language is one of the most fundamental phenomena separating societies from each other. Culture is a way of life and thought which differ in each community. Being multicultural

Brings also being multi-lingual because language is the biggest means of cultural transfer. This idea, to create awareness of cultural diversity and identity, clearly shows that there is a need to the concept of "other". The aim of the concept 'other' is to keep the communities in harmony by promoting cultural differences rather than lead them to conflict. In this sense ,

"Multilingualism" will play a key role for intercultural communication and harmony. To be tolerant to the cultures that languages build a bridge and to provide intercultural communication is possible with multilingualism. Multilingualism will provide individuals to respect different national identities and be tolerant to others. Because being multilingual will give them the opportunity to compare themselves with others. Thus, individuals will recognize themselves and their values better. Community Interpreting is used in intercultural communication needs.

It is to provide communication between individuals who come from different cultures and different societies and to recognize the cultures of different communities. From this point; Community Interpreting requires to be multi-lingual. In this study, the necessity of Community Interpreting which will enable different cultures to live together in harmony and with tolerance in multicultural communities will be examined by giving examples from countries with multicultural structure.

Key words: Multilingualism, multiculturalism, Community Interpreting

1. Introduction

Multilingualism means that someone knowing more than one language. Humankind acquires their mother tongue in order to meet their daily communication needs firstly. They learn thought patterns related to their mother tongue. People acquire cultural heritage transmitted by society's language. Later on, the person learns different languages and cultures of these languages for various reasons. Transferring cultural knowledge acquired by mother tongue to a second language means that creating a rich cultural capital. In this sense, multilingualism is a precondition for cultural diversity.

Linguistic agreement is necessary for people who come from different cultures to live together. Lack of communication can occur in lack of linguistic agreement and in communities that language differences cannot be accepted. Therefore, language barriers occur and social conflicts become inevitable. For this, languages, one of the main phenomena of cultural transmission separating communities, need to be in order and in dialogues. This is also important in terms of creating awareness in linguistic differences. Recognizing the term "other" will help communities speaking different languages to live in harmony rather than leading a conflict.

Multilingualism will take over the key role in creating communication cross cultural and in the solution of cultural issues. Cultures of different communities living together and to be accepted with tolerance are possible with multilingualism. On the other hand, multilingualism not only ensures to be respectful to different national identities but also to know their own loyalty. Because, being a multilingual provides you to make comparison between yours and others.

Knowing that there are thousands of living languages on Earth, the idea of a monolingual world is just like a one-star universe. In this sense, famous linguist Weisberger (1971) compares being multilingual to a very starry sky which looks like complicated. An order is acquired by giving a different name to each star in this complex-looking universe. This is done by languages or through languages. In this sense, producing the necessary policies in order to recognize every language and to survive their presence will also bring order to formation of multilingual communities. It should not be forgotten the role of Community Interpreting in this formation.

Community Interpreting requires being multilingual and also multicultural. In countries in which people speaking different languages and belonging different cultures live, Community Interpreting is necessary in communication needs. The main purpose of Community Interpreting is to help to ensure the people, who live in different community and have languages barriers in terms of communication, taking advantage of public services in community in which they live. It is very important to ensure communication in terms of social cohesion between the individuals with different languages and cultures that have to stay long-term in which countries they come within the communities they are present. On the other hand, against cultural discrimination, it is not debatable that Community Interpreting is necessary in order to ensure local people are to be raised awareness towards the community who speak different languages and have different cultures and to be approached tolerant towards their different cultures. There are many countries that are formed as multilingual and multicultural communities like Canada, Australia, France, and Swedish. In these countries, a communication bridge is created between different language communities and different cultural communities. In all of these entities, Community Interpreting has taken over great assignments.

Multilingual and multicultural community's remaining together has gained importance in this rapidly globalizing world. For this reason, ensuring the permanence of these kind communities is depended on active roles of multilingual and multicultural Community Interpreting. The task of providing cross cultural communication of Community Interpreting will help to make a multilingual world and permanent world peace in the future. Otherwise, it is not possible to cluster and being in harmony of different cultural norms.

2. Multilingualism

Language is the most important faculty that divides human beings from other living beings. Language, at first stage, is a way of communication as an agreement medium. A person is not only in touch with the society which live in today through language; for the reason that the language is also a way of transmitting cultural norms, a person is also in touch with the past of the society in which he lives. In this sense, a person makes use of past experiences of his society and also today's knowledge. Languages are edited, naturally, according to the understanding of language and thoughts of its own nation since their existence. According to the famous German linguist;

Language, at the same time, is concrete image of the social spirits, nation's languages are their spirits and their spirits are their languages; it cannot be even thought how both of them are identical. (Durukan, 2013: 31).

Multilingualism, as known, is speaking more than one language. It is learning a different language or languages except your mother tongue, adopting a new culture, and adopting the thought and understanding of that language. And this will enable a great approach between individuals and nations. Linguistic and cultural diversity, brought along multilingualism, will clear its path against barriers, but bring wealth and at the same time ease the interaction between nations. Moreover, being a multilingual at an early stage will help the transmission of knowledge among different languages. Understanding the relation between that language and language thought will become easier by learning it at an early age. Learning a foreign language or languages at an early age will enable people to tolerate and accept the different one easily. Besides, the person who learns foreign languages at an early age will find the opportunity to make comparison between his own and the other. S/he will find it easy to recognize his own cultural norms and foreign cultures. Therefore he will have the thought that also the different one has the right to live. Moreover, the person who learns foreign languages acquires pacifist identity. This pacifist identity becomes permanent for the reason being a multilingual. In this sense, Ergil thinks on this way:

Cross cultural transfers through languages contribute to educate good characters. Multicultural life that is learned at young ages is the basis to grow good and reasonable citizens. (<http://dergiler.ankara.edu.tr/dergiler/42/473/5452.pdf>).

There are many reasons for creating multilingualism in world through historical process. One of the main reasons is the fact of "migration". Even today, migration is one of the most leading problems in world. People carry their own languages and cultures to the migrated countries through the migration. It can be seen that people who migrated have difficulties in terms of communication in foreign countries. The effort to create policies of some immigration countries (like Canada, Australia, Swedish, and France) in order to create a multilingual and multicultural nation was the integration to the nation at first, but later, some political arrangements that value linguistic and cultural diversity are done.

Another reason in multilingual formation is a necessity of international mobility. Especially, reasons like the rapid development of transportation, the unlimited spread of business in world, international circulation of cultural goods require learn foreign languages. The intensity of international relations in every field named globalization made multilingualism compulsory. The need of linguistic communication is inevitable. Multilingual democratic restructuring became compulsory that enables business areas and markets grow and paving the path for globalization. In order to make globalization survive, multilingualism and multiculturalism should be known as the dynamics within the framework of democratic principles of equality in all areas.

The rapid development of the field of communication technology, especially through media tools, it is easy to encounter social groups speaking foreign languages compared to the past. Understanding the cultures of foreign languages made it compulsory that knowing other languages. Being a multilingual is a great advantage in understanding the cultures of foreign languages. In this sense, it is a great ease that people who speak foreign languages from different nations communicate through the media tool without changing their places. Accepting the different ones, tolerating the different ones, survival of different ones is possible through the communication. Being a multilingual and using the opportunity of media tools not only avoids cross cultural conflicts but also contributes to world peace.

3. The Relation Between Multilingualism and Multiculturalism

Knowing and learning more than one language and ability to express yourself in other languages mean "multilingualism". For the healthy development of children's personality, multilingualism has an important role can never be underestimated. The cultural background of the language belongs to the nation through the historical process is transferred to next generations through the language. In this sense, a language has a key role between the generations. Knowing many languages mean that also knowing the cultures that form language essence. A multilingual and multicultural lifestyle will have the leading role on the world's problems. Moreover, multilingualism is also important to regulate living together. Multilingualism also contributes to the healthy development of the new social structuring for intercultural integration and intercultural harmonious life.

On the other hand, for the coexistence of different communities, for the social peace, and for the changes in the cultural and social life, multilingualism and multiculturalism are a social objective. The integration of multilingualism into today's educational system is the most important mission of countries in the world in order to build a base for it.

Multiculturalism, emerging in west and widely accepted, means that a cultural pluralism. Moving from this idea, it is understood that people who come from different cultural traditions have the opportunity to live ethnic, cultural, linguistic, religious etc. activities equally in the foreign community. In this sense, Erdoğan (1998) thinks that:

Multiculturalism, whatever its origin is, can be understood as political and social system defends the idea that on the basis of individuals can live equally from different cultural traditions and in such a case finding a problem is not compulsory (<http://www.felsefe.gen.tr/siyaset/felsefesi/>).

Social harmony and stability in the society is very important among the wealthy cultural diversities that form a society. On this regard, Doytcheva thinks that:

It can be thought that, multiculturalism refers to the idea of contemporary societies formed by individuals from different social backgrounds, religious beliefs, ethnic origins, or from different nations (Doytcheva, 2009:16).

In this sense, it is necessary to apply multicultural policy. It is possible to live in the basis of peace, serenity, and equality in this today's world where diversity has become the problems of coexistence issues increasingly, with the help of multilingualism and multiculturalism. In order to keep different linguistic and cultural values in harmony, and in order to make this permanent, we need "Community Interpreters" that will help every individual to take advantage of community services equally.

4. Community Interpreting

Until very recently, the social dimension of the translation was not on the media. However, translation is a social phenomenon and has a great role in cross cultural communication. Translation is not only an absolute relation between text and interpreter, but also needed to be evaluated within the cultural system. Translation is in the position that needs to answer both the output and the target societies' expectations more than the meaning of the source text. Moving from this idea, Community Interpreting is used in order to meet the expectations rising from the international social incidents. In fact, Community Interpreting is one kind of the oral translation. Below, there are some dictionary meanings of Community Interpreting:

In English, "public service interpreting", in French, "Interpretariat Communautaire", in German "Sprach-und Kulturmittler", "Sprach-Intergrationsmittler" or "Gemeindedolmetscher", in Austria, "Kommunaldolmetscher", and in Swiss, "Interkultureller Übersetzer"([www.sprint-wuppertal.de/index.php/...](http://www.sprint-wuppertal.de/index.php/)).

In foreign languages spoken and different cultures met, migrant receiving countries (European countries like Scandinavian Countries, Germany, France, and the Netherlands. Like USA, Canada, Australia) Community Interpreting is used for cross cultural communication needs rising from migrant's bureaucratic procedures in social life. In fact, the main aim of the translation is enabling the dialogue in multilingual and multicultural societies. In this sense, Eruz says that:

In multicultural nations, the first mission of the translation is to create communication. Interpreters are responsible to provide communication between the authorities and the society in terms when the language of the people is different from the official language (Eruz, 2010:157).

Moving from the idea that translation is not only absolute linguistic, but also cultural and social process in E.A.Nida's the first person who takes translation within its social dimension, work; Community Interpreter has a social role as his own nation's representative and knowing the society which he serves. Languages reflect society's culture, logic, forms of expression. In this sense, it determines individual's behaviors. While Community Interpreters help the communities who have different languages be tolerant and unprejudiced against foreign countries, at the same time, not forgetting and becoming aware of their own nations. It gives the opportunity to accommodate and sustaining their own cultures without forgetting. Moreover, translation, going beyond the limits, is known that it is related with different scientific disciplines. According to Gürçağlar:

He thinks it is required to create a study area for researches in Translation Studies, with the help of establishing every close ties with other disciplines in methodological aspect. The obtained data show us translation is not only an activity related to the literature, information and publishing, but also a path to build a nation, triggering the process of social transformation, or tool or a social form of expression (Ari, 2014:19).

Community Interpreting means a translation support for the people who have difficulty in reaching social services for the reason being in a foreign language spoken community. However, in multilingual communities, for the reason Community Interpreters are bilingual, they are responsible for teaching the official language besides this translation support. The issue to be considered here is the people with foreign languages should not forget their own languages and cultures. Community Interpreters, expected to be linguistic and social harmony experts, need to know the methodological techniques while applying language teaching. In this sense, it is important for Community Interpreters to be good teachers besides being cultural and linguistic mediators. When viewed this angle, it seems possible with the help of translators who got well-trained in their own fields. Nowadays, it is necessary to give a legal status to Community Interpreters because of the fact that translation is needed in many fields and in recent years, international migrations have increased. Syllabuses in undergraduate and graduate programs in universities should be rearranged.

During centuries, for many reasons, the concept of Community Interpreting has been known recently in the Republic of Turkey, the latest founded country in Anatolia that many

multilingual and multicultural communities had lived, which is migrated intensively. In this sense, Kurultay thinks that:

In Turkey, the country which is highly influenced by migration movements through history in terms of its geopolitical position, modeling other developed countries, education and accreditation standards about Community Interpreting should be placed, access to the public services and mechanisms of social systems for foreign language-speaking groups should be rearranged (Kurultay, 2012, s. 84).

In fact, sworn interpreters can meet the need for Community Interpreters. In this sense, Community Interpreters have the role of experts in the state institutions like the court, police station, marriage department, land office etc... for the people who speak different languages from each other. However, this kind of service is not adequate in order to solve the problems of the people who want to stay in Turkey for a limited period of time or permanently. In this sense, it is seen that Community Interpreters have a wide range of mission space. It is expected that they should not only know the language and the culture of other nations but also knowing the basic life features and individual's psychology of the origin country. When they come to the target country, it is necessary that Community Interpreters should be educated for the compliance in order to be harmonious in that community. Community Interpreters should be well-educated in terms of the maintenance of public order in every field that they provide services for the people who have different linguistic and cultural backgrounds.

According to A. Pym (2006); translation has become a social transformation. He says that neither a language, nor an absolute translator, nor an absolute text translation process is possible. From all these, he says that translation is the center of life as a phenomenon which influences and converts nations. All these social and social responsibility to bring some basic principles (such as Loyalty, Confidentiality, Impartiality, Respect for Personal Rights, the Task Limit) to comply with the Community interpreter is concerned. These things are important in terms of rights and freedoms of the people who receive services. It is necessary to provide services appropriately and content the people or the masses. While Community Interpreters provide service for Irregular Immigrant Children, it is expected that they should extent practice principles to the maximum limits. It is necessary to have precise legal arrangements for the provision of services. In this sense, Kurultay thinks:

Various European Countries opened training programs and made various legal arrangements about Community Interpreting to provide a quality translation services and for a healthy social order. (Kurultay, 2012, s. 82).

As known, there are arrangements according to how to use Community Interpreters in which cities for state services. However, there is no enough explanation about the education and which qualities should the Interpreters' have. Moreover, in our country, there is no regulation on the national level for interpreting profession.

5. Conclusion

Language proficiency is the greatest feature that distinguishes human beings from living beings. People learn and express themselves by languages. In this context, language makes people a social being. An individual uses language as a bridge to transmit the cultural background and past experience of the community to which he belongs to the next generations. Moreover, because of the fact that language reflects society's language thoughts

and society's logic, an individual learns his own cultural-self with the help of language. In this sense, every language is a different window opening itself to the world. Knowing more than one language means having every objective of known languages at the same time.

Multilingualism is the biggest phenomenon of cultural communication. A multilingual community is also multicultural. Multiculturalism which is seen as socially-organization of cultural diversities, states cultural interaction and sharing. In this sense, living together in communication, being away from conflicts, having a wealthy cultural background, respect for other nation's languages are depended on the multilingualism.

Being a multilingual at an early age supports the individual to become a humanist. Multilingualism contributes to elimination of prejudices against the different one and to create tolerant environment in order to keep diversity alive. Multilingualism enables the individual to compare his own and the different one. Thus, by transferring from being monolingual to multilingual, he possesses a rich cultural background. Being a multilingual gives us the opportunity to look incidences from different perspectives in world. An individual, thus, will show respect to the different one and will evaluate the incidents in a healthier manner. Moreover, thinking from different perspectives will be an opportunity in order to avoid experiencing conflicts. The individual will have a pacifist personality with the help of the objectives of multilingualism.

In today's world, for many reasons, it is possible to live with different languages and cultures together. Multilingual people needed in order to make multilingual and multicultural communities permanent. Besides knowing languages, also knowing other people's cultures and helping societies live in reconciliation, namely, community interpreters are needed. Moving from the idea of no matter what language or culture the person comes from, he is a social being. Facilities should be provided for Community Interpreters' studies who know both of the cultures and languages, without his own cultural roots and cultural values. Additionally, it will be appropriate that the people who come from different languages and cultures will be educated by Community Interpreters.

In Turkey, Community Interpreters are needed strongly due to Middle-East origin migration events recently. It is important to make some arrangements about both in educational fields and also legal regulation in order to employ Community Interpreters within the state. These kinds of examples are present in countries like Canada, Swedish, and Australia where multicultural communities are legal. In fact, this kind of application is needed for all countries in the world. For, international irregular or regular immigration is problem of all countries in the world.

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MODERN SLAVINIC STUDIES IN VIEW OF CURRENT THREATS AND OPPURTINITES OF FURTHER DEVELOPMENT

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Abstract

The crisis of Slavonic Studies, which might be observed either in the post-Communist countries or Western Europe and United States of America, is confirmed by many authors and scholars, who call for a reflection on the future of Slavonic studies as an academic discipline.

A frequent way to manage the crisis of Slavonic studies is the widening of studies regarding a singular national culture (singular Slavonic language) through the offer of studies of two or more national cultures (or two or more Slavonic languages).

Slavonic studies seem to lose their identity, therefore, a serious dilemma concerning the discipline's possible development arises. Due to this, there are three ways of transformation for contemporary Slavonic studies: regional studies, comparative studies, and cultural studies. In various countries, a project of regional studies adopts different form conditioned by research tradition or political factors, and is defined as 'Eastern European', 'Southern and Eastern European', 'Balkan', 'comparative' or 'cultural'. Comparative studies assume a co-existence of Slavonic studies with other methodological and of outlook projects: post-colonial studies, territorial studies, gender studies, etc. that means neither isolation nor domination of Slavonic studies. Cultural studies are characterized by a tendency to blur the borderlines between literary studies and cultural knowledge, and they offer on the one hand a novel realm for considerations mostly regarding social problems; on the other hand, in cultural studies, Slavonic philology's identity might be easily erased, and its specific research subject lost. A substitution of Slavonic philology with general Slavonic knowledge or its inclusion in some other entirety like Central European or Balkan is an anxiety-provoking situation, since it may result in a replacing scholar discipline with research subject that eventually means a self-annihilation of Slavonic philology's specificity. Slavonic studies cannot remain in its autochthonous cultural acreage namely, Europe, on the contrary they have to open to global and universal problems along with their various methodological solutions and propositions.

Keywords: slavonic studies, contemporary slavonic studies, regional studies, comparative studies, cultural studies.

Introduction

In many countries the issue of the crisis of modern Slavonic studies has attracted the attention of a variety of scholars, who called for a reflection on the future of Slavonic studies as an academic discipline, in particular in the view of the evolution of the humanities in the dynamically changing world. According to Joanna Rapacka, Slavonic studies today face exactly the same problems as the overall literary studies. In her opinion, they are in crisis due to "the fact that ergocentric methodologies have become impoverished and literature has lost its position in the social hierarchy of values", which is, in particularly, being observed in the post-Communist countries (Rapacka 2001: 19). In Poland and in other countries, where after 1989 the political system changed, we can observe two opposing tendencies as regards the approach to Slavonic studies.

On the one hand, we tend to continue the Slavonic studies offered within the framework of national philologies, in a way following this Balkan trend of disintegration, this is, however, also due to more and more stringent economic policies of the Ministries of Science pursued in many countries. Another tendency in the offers of Slavonic studies is based on the pragmatics of globalisation and is reflected in the incorporation of Slavonic studies into comparative studies, cultural studies or into a wider range of the regional studies, which in turn modifies the concept of modern humanities. (Here, we shall point out the two alternative terms in use, the traditional term 'Slavic philology' and the newer and more expansive term "Slavonic studies", which has appeared now as the name of the discipline, name of the academic institutions offering Slavonic studies or the name of the course programs.

The term "Slavonic studies" denominates a wider and mainly cultural context of the discipline). The second tendency in Slavonic studies views this discipline as composed of opposing elements: philology and/or cultural studies, always in favour of the second one, as - in the opinion of the propagators thereof - such approach shall expand the scope thereof and allow for a "more in-depth, comparative and inter-disciplinary research and teaching methodology", it will, thus, open the perspective for the development of the related disciplines such as: the history of philology, sociology of philosophy, psychology of philosophy, and will, thus, offer a comprehensive approach to the cultural identity of a given national philology (Rapacka 2001: 19).

The crisis of Slavonic studies might be observed in the post-Communist countries as well as in the Western Europe and the United States of America. It may be even deeper in the regions near the western borderline of Poland, where many organisational units (chairs and institutes) are being closed or their activities are being limited, or they are being merged into other units of literary studies or comparative linguistics or general linguistics departments or into the regional studies or Indo-European studies. This does not, however, mean that Poland, having been incorporated into the EU structures, is free from the threats posed by the educational administrative system, whose restrictions may affect the humanities, including Slavonic studies.

The situation of Southern Slavonic philologies is - paradoxically due to the inter-relations between the (social) sciences and geopolitics - quite different than that of the Russian philology because the accession of the South Slavic countries to the EU has geopolitically oriented these countries in opposition to Putin's Russia, which seems to contradict the ideas of the European Union and the Euro-Atlantic countries, and thus, builds a clear-cut ideological borderline within the Slavonic philologies. Only the time will tell to what extent the respective national philologies shall bear the consequences of the geopolitical choices of their governments.

A frequent way to manage the crisis of Slavonic studies is widening the scope of one national culture (one Slavonic language) into two or more than two national cultures (or two or more Slavonic languages). This extremely beneficial trend, however, encounters obvious and serious formal obstacles resulting from the organisational division of the university departments of Slavonic studies. In Poland as well as in other countries, the programs of the Slavonic studies may focus on one or two groups of Slavonic languages, most often corresponding to the West Slavic and South Slavic regions, with the exception of the East Slavic region, which - in accordance with the Polish scientific tradition - belongs to different organisational structures. The students can, therefore, study the national cultures of two - or more rarely more than two - Slavonic countries but only within the area of the cultures that are closely related. The programs of the studies, which are organised as separate national philologies for the student to follow rather than as the inter-disciplinary studies, pose another issue. For a number of reasons, the organisational, triple integration of Slavonic

studies/philologies (West, East and South Slavic) is an idea that seems to be undesirable in Poland and not the one to be soon implemented here.

In all the Slavic countries the scholars specialising in Slavonic studies face one more, adverse factor. That is the reluctance of the representatives of national philologies to combine their national philology (studies of the native language and literature of a given Slavic country) with the philology of another Slavonic language and literature. Adverse effects thereof do not even need any justification. Those specialising in Slavonic studies on regular basis face the issue of extremely extensive scope of their research, which sometimes exceeds the possibilities of competent pursuit of this very discipline of social sciences, whereas, those specialising in the national, Slavonic philologies are often experts in a narrow field, yet fail to meet the requirements of the modern labour market. Therefore, the need arises to redefine the nature of modern Slavonic studies/philologies, so that they could encompass not only the national philologies of the given countries but also the cultural context in a wider, semiotic model. Slavonic studies seem to lose their identity, therefore, a serious dilemma concerning the possible development of the discipline arises.

Ways of development: regional studies, comparative studies and cultural studies

Three ways of development, namely the regional studies, comparative studies and cultural studies have been adopted.

Development of regional studies

The project of regional studies, in many countries, adopts a different form conditioned by the traditions in research or political factors, and is defined as 'Eastern European', 'Southern and Eastern European', 'Balkan', 'Meridiano-Slavonic', 'comparative' or 'cultural'. The regional studies, which are at present reviving, are the inter-disciplinary, academic studies covering with their scope the complexities of the life environment in a particular form of a social or territorial organisational unit corresponding to a given region. In the case under the analysis, the regional Slavonic studies include certain areas of humanities (language and literature (philology), history, culture) and social sciences (demographics, social and cultural aspects, civics, anthropology). In the era of modern globalisation, the regional studies are focused on the research of a set of numerous processes triggered by globalisation and social and economic transformations and thus, offer comprehensive knowledge on respective regions with the account for their specifics and the global context.

The regional Slavonic studies, even if popular among the candidates, are marred by a serious drawback - they diverge from the paradigm of philology (language and literature) and in the teaching practice translate into the undermined importance of language competences and knowledge of literature. Some academic institutions offer regional Slavonic studies in supplement to the simultaneously taught Slavonic philologies.

Development of comparative studies

The advocates of this trend are of the opinion that Slavonic studies can only co-exist with other methodological and ideological projects: post-colonial studies, territorial studies, gender studies, comparative studies, where the Slavonic studies shall neither be isolated nor dominated, where they need to co-exist with other cultural phenomena. The concept comprises some peculiar contradiction, on the one hand it maintains that independent Slavonic studies have ceased to exist and on the other hand, it propagates its further existence in the forms combined with different methodologies, cognitive concepts, cultural dominants, which, as for example the post-colonial studies, have been set up within the broad framework of Slavonic studies⁹⁶.

⁹⁶At several stages of development (Kundera, Durišin and post-podernism) the Slavonic studies have placed the Slavonic literatures in the 'internationalised' post-modernism and have participated in shifting the national

In the opinion of Zvonko Kovač, reliable comparative studies should account for two complementary options of Slavonic studies/philologies, which, according to the author, are viewed as an important clue on the functioning thereof (Kovač 2011: 412):

1) the inter-cultural studies in the Slavonic literatures and languages, whose scope should encompass three Slavonic areas: Eastern, Southern and Western (inter-cultural Slavonic studies);

2) comparative Slavonic studies, based on the Slavonic philologies; national philologies supplemented with a wide range of Slavonic comparative disciplines, linguistics and literary studies (comparative Slavonic studies).

The inter-cultural studies in the Slavonic literatures and languages as well as the comparative Slavonic studies as dominants of the Slavonic studies do not, however, give sufficient guarantee for securing the identity of the Slavonic philology (as a philological discipline). In this context it seems extremely important to care for a variety of the literary methodologies (from the phenomenology, hermeneutics, structuralism, semiotics to intertextuality and deconstructionism), which stand behind the continuity and integrity of the discipline. The dominant role of the inter-cultural or comparative studies poses a threat to the "disintegration" of modern Slavonic studies, to the philology giving way to the studies dominated with social communication, to the loss of the academic nature of the Slavonic philology.

Both comparative studies and modern Slavonic studies face the identical research tasks as enumerated below: 1) a wide scope of the research, specifics of the tools and perspectives in view of the complexity and diversity of the modern world undergoing a cultural turn, where the focus on literature is being abandoned in favour of wide opening to all types of cultural activities; 2) review of the traditional academic discourse as modern humanities trespass the area of the philosophy of culture for the reason of its interdisciplinary nature and offer the research on the paradigms linking literature and other cultural discourses (new humanities); 3) the humanities have at present developed the theories, which deal with the issues fundamental for our times (post-colonial and ethnic criticism), the issues of sex and gender (gender criticism), the minority issues, (minority criticism), different aspects of female roles (feminist criticism), issues of the so-called fifth world (immigration criticism), disambiguations alongside the transfers of values and images between different cultures (criticism of translation) etc.

Development of cultural studies

Cultural studies feature the tendency to blur the borderlines between literary studies and cultural knowledge, and they offer on the one hand a novel realm for considerations mostly regarding social problems; but on the other hand, they pose a threat to the focus on the specific research subject and to the identity of the Slavonic philology. A substitution of Slavonic philology with general Slavonic knowledge or its inclusion in some other entirety like e.g. Central European or Balkan is an anxiety-provoking situation, since it may result in

dominants towards the universal and textual aspects, as well as the global ones, this shall, however, not be interpreted as anti-Slavonic aspects. As a result thereof, Slavonic comparative literary studies of the post-modern era have not led to a crisis and a self-destructive condition of modern Slavonic studies, but together with the humanities today face the difficult challenge of description of the modern world and the modern man. The key issue is the identity of Slavonic studies as well as the broader sense of the issue of identity and the specific research subject of each of the national philologies and the comparative studies, which cannot, in compliance with the old-fashioned standards, research into the "inter-relations between the national literatures", "genetic inter-relations between them" or the "typological inter-dependencies." Therefore, today the national literatures, the Slavonic studies and literary comparative studies face similar issues, which in the global world are to some extent shared, very similar or even identical, yet perceived from a different point of view and the "context and the focal point is shifted from the "comparison of distinctiveness towards the identification of the entirety."

replacing an academic discipline with a research subject that will eventually mean self-annihilation of the unique nature of the Slavonic philology.

In the opinion of Karl Eimermacher, the relations between Slavonic studies and cultural studies may assume the following models of the programs of the intercultural Slavonic studies, which have the cultural background and are adapted to the requirements of the contemporary times (Eimermacher 2000: 42-54).

There are two models that can at present be distinguished in Slavonic studies:

1) Slavonic studies in the traditional form (with traditional disciplines focused on language and literature, whose subject matter is related with diachronic linguistics, general linguistics and literary studies);

2) Slavonic studies in the traditional form extended with the cultural studies focused on a given country (theatre, arts, music, sociology, politics, etc.), which form diverges from the original paradigm of the literary focus (this is its distinctive feature in comparison to the traditional Slavonic studies), where literature is perceived as one of the cultural aspects in the broad meaning offered by the humanities in its common discourse.

Slavonic studies, extended with the cultural paradigm, where philology is viewed as part of the inter-disciplinary cultural studies, could, in two stages, be easily defined by us as the Slavonic studies of the future:

1) Slavonic studies as inter-disciplinary cultural studies translate into a strong position of the methodological pragmatism, which assumes co-operation of a variety of disciplines, methodologies and research methods, supporting the intercultural Slavonic studies, such as: imagology, geopoetics, gender studies, post-colonial studies, ethnic studies, immigration studies, the otherness (Waldenfels and others), minority studies.

2) Slavonic studies within the framework of the inter-disciplinary cultural studies and anthropology taught in combination with other disciplines, dealing with the identical or similar issues, which disciplines, though, are incapable of assuming a dominating role within one, single discipline. Thus construed Slavonic studies attempt to face the issues of the awareness-perception-language-text-culture.

Slavonic studies in view of the global world and the horizons of the new humanities

Slavonic literatures and cultures view the globalisation processes as threatening as the effects thereof such as the integration, disintegration and consolidation tendencies undermine the national character of the countries adhering to different collective cultural identity. As regards culture, globalisation stimulates the expansion of mass culture, mainly in audio and visual forms. When faced with threats to their own traditions and identity posed by globalisation, people tend to fall back to the deeply rooted domestic traditions. Globalisation has undermined the rank and meaning of the culture canon and the importance of the elites. Due to the rejection of the authority, hierarchy and dogma, we are facing a post-modern crisis of any values, disappearance of any authority and the victory of superficial over the in-depth, mass over exclusivity. At the same time we must realise that globalisation reinforces the activities aimed at the preservation of the identity. For the reason that this process multiplies identity, the aspiration arises to preserve the adherence to the group we are the part of.

The products of globalisation - mass culture and consumer trends - cannot be perceived as a threat to local identities and their cultures because you cannot refer to them if you are in danger. They have no spiritual nor moral aspects (Wnuk-Lipiński 2004: 122-123). The cultural results and the social and cultural context of globalisation should be included in the scope of the academic education in the fields of respective philologies and cultural studies

Identity, threatened with globalisation processes, can be reinforced in two ways:

First, by the retreat into "what is familiar", by closing up within the framework of your own culture, in particularly due to the references to extensive Slavonic folk traditions. "Folk culture" is extensive and safe plane of shared feeling of unity, the embodiment of the image of the "small homeland", a safe place in unsafe world (Szkolūt 2003: 86-87). Slavonic studies have to open to the global world and to bravely tackle its problems in co-operation with other cultures, including the non-European cultures.

Slavonic studies cannot remain in its autochthonous cultural area, namely, in Europe, on the contrary they have to open to global and universal problems. Otherwise, Slavonic studies, despite great achievements, mainly in the field of the historical linguistics, comparative studies and theoretical literary studies, shall surrender to stagnation

New humanities open novel horizons for the Slavonic studies, which means the Slavonic studies will have to go beyond the traditional perception of humanities, this also means the dominance of one category of representation shall be approached with reservation. The affective revolution we have been observing in the humanities in the last ten years is a declared protest against post-Cartesian and post-Kantian paradigms focused on cognition. New humanities, often called new philosophy of sensory experience, set the Slavonic studies free of the primacy of ontology and the question of the final meaning.

They accept the text-based experience and also underline its affective dimension, which predetermines the psychological perception. Therefore, they go beyond the text grasping the experience and question the post-structural standing that "there is nothing outside the text." They take the issue of the arbitrary nature of the text under consideration again and prove that the drama of representation does not result solely from its textual nature. New humanities introduce opposing concepts of theory and literature, literature and life and finally life and theory and bring to life new disciplines, new reflection areas: affective poetics, biopoetics, eco-poetics, poetics of the image and others.

Without doubt the image of the Slavonic world emerging through the perspective of new humanities shall be a totally uplifted face thereof, where the empirical problems shall be presented through new theoretical concepts.

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THE SEMIOTICS OF SPACE IN FANTASTIC LITERATURE

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Abstract

This paper is focused on the dimension of space in the fantastic literature, where we can find a special relation between time and space. Our sense of space plays a direct role in our apprehension and construction of reality (both factual and fictional), and through this research we will investigate on how conceptions of fantastic space have play a crucial role in the narrative texts.

Through the combination of time and space we can achieve the coordinates to determine and locate the narrative language, the type of characters and the forms of text which constitute the natural environment for the development of events. Space treated in fantastic literature can change as much as to be unrecognizable.

The space setting of the novels depends primarily by resolutions referential that writers aim, but also subordinated, so thinner, to factors, stylistic and ideological considerations. Inside the fantastic literature, logical order spatial fractures may produce results that differ radically depending on textual strategies that provide their representation.

Key words: fantastic literature, dimension of space, spatial coordinates, logical order, spatial fracture.

Introduction

Writing is perhaps the greatest of human inventions, binding together people who never knew each other, citizens of distant epochs. Books break the shackles of time. A book is proof that humans are capable of working magic."

Carl Sagan, *Cosmos, Part II: The Persistence*

The strength of literature consists in constant insistence to experiment the hypothesis of realities, to create the potential world that not only incite our intelligence, but also internally affect emotions. Hence literature gives us, if we may say, a crowded solitude full of people (as Machiavelli tells to his friend Vettori, in a letter of December 1513, where he wrote that when reading the classics, you come into "antique courtyards of antiques people"), that leads from the closed spaces of our rooms, on streets where roar the words, and then further, beyond the boundaries of space and time. Which human activity is able to create such continuity between man and the universe? That touches and meets us from so closely?

In fact, Giorgio Barberi Squarotti considers that fantastic is: "... *the space where is fully exercised the mitopoietic power of literature: inventing, exactly, other and different worlds, that will then inevitably exist, but also recovering it seriously in essence, of that game that literature is itself.*"⁹⁷

⁹⁷ Giorgio Barberi Squarotti, *Landolfi o il potere della letteratura*, in "Rapporti", n 22-23, 1981

The general term sufficient "reality", in itself, raise endless theoretical problems, it is more useful to be replaced in this study with the concept of "paradigm of reality" proposed by Lucio Lugnani⁹⁸, best suited if we take into account the conventional and variable nature in time of that what a culture tends to consider as the "norm" and able to shed light on what he could be called historicalsingularity of the genre, or his intense decay. With paradigm of reality implies the whole, determined in time and space, of scientific and axiological concepts that dominate the culture, as well as the notion of reality itself, which it processes on the basis of personal exemption of space, time, causality, etc.

Space—in particular in the ways we articulate it—is a means by which we organize the world. This, in turn, introduces the category of space as a manmade construction. Such an understanding of space represents a radical departure from the tradition that has predominated in Western culture for centuries, whereby space was regarded as a simple container in which the human being dwells: a given, objective and measurable entity, perceptible only in its mathematical dimensions. Space, according to the previous etymological reading of the word 'architect' (and architecture), is constructed by the human for the human.

1. The boundaries of fantastic literature

Generic terms such as the supernatural or fantasy are somewhat misleading, since they have been appropriated by popular literature and film. Fantasy is so broad a category that it is used to refer to science fiction, fairy tales, and ghost stories, along with other kinds of supernatural and magical tales, and includes authors as widely diverse. All types of fiction originate in the writer's imagination, yet some works inevitably strike the reader as more imaginary than others. Almost automatically, we tend to categorize stories and novels in terms of the **reader's perception of reality**;

If the narrative describes a recognizable and verisimilar world, we think of it as realistic; If the story appears more invented than familiar and true, we consider it as a product of the writer's imagination. The criteria for recognition of the "fantastic" elements of a text, stands in recognizing and putting into crisis the concept of reality and the notion of the possible that follows it. What serves as the dividing line between true fantastic and other related forms, is the gap between fantastic and expand territory of the magnificent, where is included the fairy tale, as well as utopian genre⁹⁹ and most of fiction science literature. Practically, these two forms have a similarity and obvious symmetry with each other, including in the middle space of a sequence that is tangible and evokes emotions related to readers. What stands out as a change is associated with different degrees of unreal that takes place in confession.

The characteristics that describe this kind of writing are far from clear-cut. Genre suggests that it is divisible from a larger body of general literature, and that it can be studied in its own context. Earlier studies- thematic concerns After 1970s the critical focus shifted to style, structure, and form. The fantastic as a narrative mode, as it describes a particular way of telling a story. The fantastic is as old as literature itself. The origins of fantastic in the eighteenth century included the belief in the supernatural which was on the wane in Western Europe. The origins of fantastic at the beginning of the nineteenth century are quite different when romanticism was in full flower.

So the main question is: about what kind of literature, exactly, are we talking about? The fantastic is nothing more than the reader's choice - which is identified with the author - between the natural and supernatural explanation of an unusual. Tzvetan Todorov proposed:

⁹⁸LucioLugnani, in Remo Cerananieta l., *Na narrazione fantastica*, cit. pp. 195

⁹⁹Lia Guerra, *Le metamorfosi della fantascienza. Poetica e storia di un genere letterario*, Bologna, Il Mulino, 1985, p.79.

- to provide a definition of the literary genre of the fantastic;
- to identify its properties;
- to classify the issues concerning the fantastic
- to study the function it has played in the history of literature and society, from the nineteenth century to the present day.

Before getting in contact with what gives coherence to the texts that fall under the presumed 'reality' included in the fantastic narrative, shared by both narrator and reader, we have to make a real view of what is defined fantastic literature and how the daily reality is revealed as chronically unstable and weak, as a construction marked by codes of routine and social conventions. This ontological weakening materializes in the form of specific, recurrent traits.

The fantastic literature starts with the writer who creates a space for the characters and other objects. Each occupies a position, a place where every material object of this storyworld 'is'. The dimension of space is inextricably related to that of body and subject for the very simple reason that subjects need a physical space in which to be. When transferred to the fictional world, this means that characters need narrative space in which to exist. A very clear example is the reaction of the protagonists toward the supernatural. The fantastic protagonist often reacts with very little surprise or consternation, in sharp contrast to the terrified characters found in the Fantastic of Hoffmann, Poe or Maupassant. In the postmodern Fantastic, more often than not, the character confronted with the supernatural event accepts the Impossible with resignation, in a natural manner, as just one of the many oddities of this eccentric world in which he/she lives.

In order to resume what we noted above, we can say that the fantastic literature in interaction with narrative space and real space, can be supported in these axes of interpretation:

- Breaking the border between matter and spirit, as between reality and fantastic:
- Breaking the boundaries of time and space, especially between life and death:
- Other-world and everything which doesn't have the forms of reality, as we know:
- Demolition of the border between the part of consciousness and sub-consciousness:

We can notice some of these combinations F. Kafka's masterpiece, "The Hunter Graukus":

- *It is very likely that you also know that I am the hunter Grakus - spoke of the dead.*
- *Of course - confirmed Mayor [...] You are dead?*
- *Yes, as you can see, - answered the hunter.*
- *But you live, as well.*
- *In a way. - Replied the hunter. - In A way, I am still alive*
(F. Kafka, "The hunter Gracchus")

2. Symmetry in time and space

Symmetry is the obvious existence that the world is functioning properly and expresses the perfection of the universe that is subject to the rules of eternal creator. In literature, one of the consequences of the principle of symmetry is the disappearance of relations of continuity between individual parts and the whole, and this determines the destruction within symmetrical reality, space and time.

This process is particularly evident in the phenomenon of oneiric condensation, that Matte Blanco explains through the multi-dimensional model of mental space; if it can happen that during a dream, we perceive that a space (for example a living room) is one and the same

time something else (like a garden), or that an individual can get himself his identity and that of another person, this is because in certain circumstances the "dreamer sees *"a world with many dimensions, visually created only for a world-dimensional, reducing necessarily events designed at a space with many dimensions, within an insufficient model to understand them."*

Inside the fantastic literature, logical fractures of spatial order may produce results that differ radically depending on textual strategies that provide their representation. An example of the collapse of spatial laws is given in the story "The ever present" (1966) by Dino Buxati. In the text is narrated the incredible adventure of a comedic journalist and painter Dino Buxati that one evening he reveals that he is able to shift from one place to another, only by the strength of opinion. After experimenting for a while this new capability, to scroll as much in the centre of Milan and in the streets of Shanghai, at the home of a beautiful woman and wandering on the road of a village, the protagonist renounced from the scary gift scared of the risks that this could open in the future.

In this case, we have not only a supernatural shift of the character in distant points of the globe, but also a multiplication of him in the places where he goes. From the living room of the house, Dino shifts in the streets of Shanghai and at the same time continues to be in the living room of his house. The transformation of character in this case is his shift in space, and precisely this movement makes to have the mainstream and evolution into his fate, where the author himself is the object and the subject of creation.

2. Facing the fantastic space in the Albanian literature. The truth lies elsewhere

"Other generals have led those endless columns of soldiers in defeat and destruction. But he came to fetch from oblivion and death those who have remained" (Ismail Kadare, "General of the Dead Army"¹⁰⁰)

In every book is present a special kind of time and space chosen by the author to adjust his story. The coordinates, as well as the narrative language, the type of characters and forms of text, constitute the appropriate environment for the development and pursuing of the events. The spatial coordinates are an interesting studying element in texts with fantastic combination, where the real and unreal overlap and at the same time transmit to the reader the idea of symmetry.

The idea that every literary text is as a "lazy machine", and to some extent always reticence and that needs the help of readers to work, is widely recognized and treated by critics of the twentieth century. Umberto Eco's essay, "Lector in fabula" speaks to the potential effect of the text, which applies and is experimented only during the reading process through the valuable and indispensable cooperation of the readers¹⁰¹. The "untold" of a literary text, that it is hidden between the lines, is a bridge of communication as valuable as the visible part of the subject, although enroots its contents within a space of literary definition, which takes a dominant role once what is shown and narrated, and other times what is silenced on purpose. This allows the author to create the white spaces, which include in the universe of literary reading the interactive relationship between the narrator and the reader to which a text with appropriate strategies is directed.

This literary reticence is faced more or less in all textbooks of art, in varying degrees, however the fantastic literature usually happens that the impact of silence to be more assertive than in other types of literature, as indeterminacy and the empty spaces of text

¹⁰⁰Kadare, Ismail, "Gjenerali i ushtrisë së vdekur", Shtëpia Botuese "Naim Frashri", Tirane, 1963., pp. 6

¹⁰¹Umberto Eco, *Lector in fabula*, cit., pp. 24

constitute needed mechanisms to create the suspense state, mystery, which is verified by the lack of information that is needed to be communicated by the author.

*"I think that literature is a journey into the unknown to discover the inner world of man. If I express myself in a more symbolic manner, I would say that literature is a journey to discover more obscure spaces and every writer who is truly such, reveals new lives, which are special in their terrible infinity that cannot be recognized. In this journey there is not important the discovery, but the desire to discover, looking for the impossible. That desire should have to be sincere and in this sincerity stands the value of creativity"*¹⁰² (Kasem Trebeshina)

By getting closer to the Albanian literature, Ismail Kadare is the most representative ambassador of Albanian in the worldwide literature. Through his texts, legendary myths become a reality and in Albania, situated at the crossroads, this literature has been and still is a hope or a good omen.

The originality of Kadare's work consists on the confidence of characters, of the author and reader, till to the unfolded mystery in front of. Even when life seems uniform and there is no emotional color except the painful existential gray, Kadare manages to find the moral and metaphysics of ethics within the narrative. He speaks for Albania, describes Albanian land and simultaneously is understandable for Balkan and is heard and understandable even universally. It seems like the secret lies exactly in the ambiguous story of spirituality and physics; reality and time are often signs of fraud. The truth lays somewhere else, its recognition through patience and reason, as well as instinct and talent, is the main orientation of the author.

To be highlighted is the downward escalation, degeneration and throwing up, step by step, of the spiritual edifice of general's character in the book. Through this, Kadare proves that even when literature transcends real, when its elements create an atmosphere of imaginative literature, again subconscious is not the only source of knowledge, because the pain should be anchored after the reason's boat. Here's how it expresses itself Kadare, taking the prize "Man Booker International":

*"We have believed in literature. And literature, in exchange for our loyalty and faith, gave us her blessing and protection. To believe in literature, means believing in a supreme reality, to believe in literature means that the terrible regime, which underwent my country, was weaker than literature's sad greatness. To believe in this art, means to be convinced that the regime, which you were submitted, that the police that spied, the leaders, functionaries, all the edifice of tyranny is just a ephemeral nightmare, compared with supreme Order for which you were made disciple."*¹⁰³

Kadare's novel aims to achieve such a dimension where art becomes sublime and there is no more importance to identify clear boundaries between real and what is beyond. The way of writing resembles like within the novel breathe elements of modernity, of post modernity and the contemporary features a challenging literature that precedes the norms of a literature controlled by the state.

We find the real, surreal, magic realism, psychological realism, the author also addresses a certain time where he speaks to all ages. There is the link through beyond time's doors, of life with death, as the keys of this earthly miracle won't be of something extraordinary, but to be usually found in the pockets of a General, who collects dead people and lists them in his army that appears to become more real.

¹⁰² "Ein Gespräch mit Kasëm Trebeshina über Literatur und Politik in Albanien" (Interview), in: "Neue Sirene" 4, (1995)

¹⁰³ (Kadare, Ismail: The speech when taking the prize "Man Booker International", Scotland)

These elements and a perfect artistic and aesthetic essence focus on the idea of the Albanian space, with a perfect narrative style, through rhetorical and stylistic techniques, and then in subsequent sections, it is argued the author's opinion through deep analysis in many plans.

Conclusions

The observation is that the literary Fantastic—understood here as the incursion of an impossible element into a realistic frame shared by narrator and reader—is not found only in the haunted houses, remote castles and further Gothic enclaves of the late eighteenth and early nineteenth century; neither is it limited to its migration into the city, as occurred at the turn of the nineteenth century with the acceleration of Modernity, nor restricted to appearances in such contemporary spaces as metro stations or airports. There is a modality of the Fantastic which, while first envisaged in a few short stories of the nineteenth century such as "The Fall of the House of Usher" of E. A. Poe in 1839 and greatly influenced by the metaphysical Fantastic of Jorge Luis Borges and the everyday Fantastic of Julio Cortazar, is consolidated within the corpus of the last decades. In the texts belonging to this modality, physical space does not provide the frame in which the Fantastic will appear; instead space *is* the Fantastic. Holes that render invisible those who happen upon them, structures that entrap and devour the individual, elastic constructions separated by fluctuating distances, intermittent buildings that disappear and reappear as they please, tunnels that compress distances, compartments that invert the logical order of the big in the small and spaces that suddenly multiply—these are some of the examples of this textual phenomenon.

In this modality, the impossible supernatural element *does not take place in space* but is rather *an event of space*, bound to some architectural element or to the (normal, logical) physical laws governing this dimension. Without a doubt, this phenomenon has textual precedents. However, it is only from the late seventies onwards that its presence has been observed within a multitude of cultural and literary traditions. Furthermore, it is in this postmodern context, when the dimension of space has been reevaluated from sociohistorical, scientific, philosophical and literary angles, that this literary phenomenon is most in need of investigation.

Space that is treated in fantastic literature can change as much as it becomes unrecognizable. Allegorical spaces, often bent to reflect the concerns and disturbances of a certain period of history, becoming in this way carrier of needs, protests, cultural trends that the authors consider appropriate to express by the way of meditating.

In fantastic literature we saw that the necessity of realization makes this latter one be necessary both in the literary discourse plan, as well as at the level of the worlds: if on one hand the discourse should be able to return a reality acceptable and verifiable, in turn symmetry of the world represented by the author must be filled with elements of fantastic, but that can be translated and fit naturally with the dimension of reality that is presented to the reader.

When it appears that this cohesion is lacking, or when it is put at risk this kind of structuring within the fantastic text, literary reticence makes the author implicitly include the reader in his game. White spaces in the text, narrative reticence, cannot be comprehensive and eat up all the text, otherwise, it would be condemned to disappear.

As Roger Caillos underlines, "[...] there is no fantastic literature where there is nothing countable and defined. There is no fantastic where the possible is not defined and cannot be found, when the reader researches. When any situation can be verified at any

moment, nothing can be absolute surprise and no miracle can leave the mouth open for an infinite time"¹⁰⁴.

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¹⁰⁴Roger Caillois, *Nel cuore del fantastico*, cit., pp. 92-93.

TIMELESSNESS OF SHAKESPEARE'S LITERARY WORKS

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Abstract

Analysing and discussing Shakespeare's works still present an immense challenge and undertaking not only to literary critics, but also to psychologists, philosophers, politicians, artists, language and literature teachers and their students, etc. Four centuries after Shakespeare's death his fame and popularity still have neither subsided nor lost their intensity. Hence, it is no exaggeration to state that his plays literally transcend time and culture and are rightfully called immortal or 'of all time'. This certainly could be attributed to his investing profusely in diverse and solid building blocks such as, for instance, an innovative language use while compiling his opulent corpus of literary works.

The present paper aims to deal with one aspect of his works which without doubt contributes greatly to the timelessness of his works – the immaculate depiction of a wide range of human emotions which are an inextricable segment of his full-fledged characters. The point we purpose to make is that while modern men and women can certainly boast about evolving and progressing in every conceivable sense of the word, yet, they can very closely and distinctly relate to their distant predecessors when it comes to the realm of emotions they experience and the ways in which they normally manifest them.

Keywords: *Shakespeare, plays, emotions, timelessness*

Introduction

As the Bard of Stratford-upon-Avon rightfully assumed in his *Sonnet 18*, his literary works are indeed timeless and in all probability will last as long as mankind lasts. As unbelievable as it might sound, centuries after its composition, Shakespeare's immortal literary corpus still wholeheartedly welcomes renewed analyses and interpretations. Various scholars are constantly lured to unfold new significant layers of meaning of his works, and to uncover their relevance to today's massively globalized world.

It is by no means an exaggeration to state that, despite all the existing modern literary movements and trends, Shakespeare's writing is still credited with many valuable artistic achievements. Thus, for instance, his fresh and vivid language which abounds with reams of skilfully coined idiomatic and metaphoric expressions still provokes amazement and even awe. Another equally salient aspect of Shakespeare's plays is definitely the characters he so gracefully brings to life. In fact, whether purposefully or not, Shakespeare manages to enrich his works substantially by devising very dexterously a pool of characters whose versatility is virtually impressive beyond words.

What all Shakespeare's characters, no matter if they are the protagonists or the antagonists in his comedies, tragedies, histories and romances, have in common is the realm of emotions he ascribes to them (e.g. love, hate, anger, jealousy, doubt, vengeance, pride, disappointment, etc.). Interestingly, all these emotions are not unknown to modern men and women too. People today live in an era of so-called digital natives and are surrounded by all these technological advents, but still, just like Shakespeare's heroes and heroines, they are equally psychologically vulnerable, fragile, and, consequently, susceptible to the same emotional experiences.

Hence, what this study proposes is that modern men and women worldwide keep exploring and reinventing the Bard's works, simply because, they are still able to recognize their own psychological underpinning and traits in Shakespeare's characters. In other words, regardless of their place of residence, the culture they belong to or the language they speak, modern people still undergo the same complex range of emotions varying from the most positive to the most negative ones. This, in turn, accelerates and alleviates the process of their understanding and relating to Shakespeare's characters to a considerable extent.

Shakespeare's characters and their emotions

Upon reading Shakespeare's play, one immediately realizes that the literary mastermind of Stratford-upon-Avon, during his prolific writing career has set his mind on depicting a broad array of both male and female characters – representatives of all walks of life. Thus, his spectrum of characters comprises kings and queens who are at the top of the social hierarchy; then, numerous greater and lesser nobles; court fools; soldiers; merchants; sailors; servants; mad men as well as ordinary peasants and countrymen who are at the very bottom of the same social hierarchy.

Faced with the challenge to render human nature as convincingly as possible, this literary genius relies heavily on the theory of the four humors¹⁰⁵. According to this theory each person's temper is clearly determined by the humor which prevails in their body. Thus, some of these characters are truly joyful, energetic, lively; whereas, some are moody, melancholy, spiteful and even outright evil.

Furthermore, in creating his characters Shakespeare obviously draws on a variety of different sources. For some of his characters he is clearly inspired by real historical figures (e.g. Richard III, King Henry VIII, Julius Caesar, etc.) who have been eternalized in various historical chronicles and official documents. But Shakespeare does not leave it at that. He plunges deeper and due to his ingenuity, he manages to enrich almost all of these historical characters so masterfully with traits completely in line with the themes depicted in the respective plays. For a great number of his characters he turns to his literary predecessors and contemporaries for inspiration. Nevertheless, more often than not, he is prepared to go to much greater lengths and, in some of his plays, Shakespeare ventures to devise equally powerful, convincing and vivid representatives of human kind solely by relying on his boundless imagination.

One underlying feature of all these characters is that they are all endowed with specific emotions which are so convincingly presented that one cannot help but completely believe in them. The range of emotions is in fact as prolific and impressive as the characters themselves. Thus, quite a number of Shakespeare's characters fall passionately in love (Romeo and Juliet in *Romeo and Juliet*; Helena, Hermia, Lysander and Demetrius in *A Midsummer Night's Dream*; Bassanio and Portia in *The Merchant of Venice*). Sadly, Shakespeare sometimes allows love to blindfold some of his characters to the extent that vile emotions uncontrollably arise in their souls. Jealousy is also one of the by-products of love (e.g. Othello in *Othello*). Another one is despair which leads some characters to sheer madness (e.g. Ophelia in *Hamlet*). Moreover, some of Shakespeare's characters are simply infected by malevolent emotions such as hatred and envy and take enormous pleasure in causing other people's downfall (e.g. Jago in *Othello*). Whereas some are so badly hurt that they cannot help but feel spiteful, moody and vengeful (e.g. Hamlet in *Hamlet*, Shylock in *The Merchant of Venice*).

¹⁰⁵Hippocrates, and later Galen, hypothesized that a person's character was influenced by a combination of four humors that governed the body: black bile, phlegm, yellow bile, and blood. Centuries later, the Elizabethans adopted these ideologies to their medical practices, and associated each humor with one of four temperaments: melancholy, phlegmatic, choleric, and sanguine (Fahey, 2004).

The enumeration of emotions depicted by this truly rare and exquisite playwright, can easily proceed but this paper does not have pretensions to be all-encompassing and conclusive. Therefore, in the following section we limit our discussion on a small set of emotions – love, jealousy, despair, hatred, envy and vengeance as experienced by some of Shakespeare's most memorable characters. The aim is to verify the hypothesis that these emotions are still part of the human psyche today, and that they present a unique aspect of Shakespeare's works which not only prolongs his plays' lifespan, but also makes them immensely popular and widely enjoyed by various audiences all over the world.

Love in Shakespeare's characters

Love is generally recognized as an extremely powerful feeling capable of binding people with invisible but unbreakable strings. The supremacy of love is undeniably acknowledged in Shakespeare's works too. The theme of love is central to many of his plays across all genres.

In many of Shakespeare's comedies the theme of love is strongly interlinked with the theme of marriage. The comedies are primarily concerned with young women and men who fall in love but face certain obstacles such as strong parental or societal disapproval. The powerful emotion they nurture one for the other emboldens them to undertake a precarious journey. In the end, good fortune befalls them and they complete their journey as totally changed individuals whose love is also finally accepted by everyone (McEvoy, 2000: 126). This is especially nicely depicted in Shakespeare's comedy *A Midsummer Night's Dream*, in the case of Helena and Hermia, the two beautiful young friends who are involved in intricately entangled love triangles. Namely, when Cupid strikes them with his love arrows, they immediately abandon their comfortable and luxurious way of life and flee from the civilized world of Athens into the woods just to be in the vicinity of the two youths they are passionately in love with. In the enchanted woods full of fairies, the four youths undergo an amazing dream-like experience made possible by means of magic tricks performed by the fairies. In the end, they come out of that experience enabled to embrace a new phase in life in which all those who previously opposed their love and marriage, now accept them gladly.

Logically, the theme of love is not restricted solely to Shakespeare's comedies. It is also the major driving force of many of his tragedies. The tragic endings of *Othello*, and *Romeo and Juliet* could certainly be attributed to huge misunderstandings engendered by this same divine feeling. Thus, for instance, in *Romeo and Juliet*, Shakespeare deals with a specific type of young and irrational love instigated and completely controlled by passion. Shakespeare's most famous lovers, Romeo and Juliet, despite their young age, experience such an intensive surge of love that they readily discard not just the long lasting family feud and their parents, but the rest of the world altogether, just to be able to quench the overwhelming passion they feel one for the other. This is how young Juliet expresses the intensity of this passion very succinctly (1):

(1) "My bounty is as boundless as the sea,
My love as deep; the more I give to thee,
The more I have, for both are infinite." (Act 2, Scene 2)

Desdemona and Othello, in *Othello*, experience a similarly genuine and deep affection for each other. Desdemona publicly defies her father by swearing allegiance to her husband Othello– the black Moor (2).

(2) "My noble father ...
But here's my husband.
And so much duty as my mother showed
To you, preferring you before her father,
So much I challenge that I may profess

Due to the Moor my lord." (Act 1, Scene 3)

The mixed genre play *The Merchant of Venice* also tackles the theme of love but in a much more favourable light. Portia, the wealthy heiress from Belmont, bearing on her shoulders the burden of her father's dying wish which obliges her to marry only the man who chooses the right casket, faces a huge challenge. She has to find a way to ensure that out of her numerous suitors she will give her hand in marriage to the only man she truly loves, the young and handsome scholar and soldier, Bassanio. Thanks to her sharp intelligence and discernibility she accomplishes both of these goals by chanting a song with useful hints which leads Bassanio to choose the lead casket which is, in fact, the right casket (3).

(3) "Tell me where is fancy bred,
Or in the heart, or in the head?" (Act 3, Scene 2)

The famous Jew, Shylock, in *The Merchant of Venice*, also loses his daughter Jessica to love. By eloping with her beloved Lorenzo, a young Christian fellow she is enamoured with, she shows readiness to give up on both her father, who is her only living relative, but also her Jewish faith too. Additionally, in order to secure the future of her love with Lorenzo, she risks upsetting her father even more by stealing his precious casket full of ducats and jewels despite knowing how piously devoted he is to them.

Jealousy in Shakespeare's characters

What sometimes goes hand in hand with love even nowadays, is the feeling of jealousy – an emotion which can paralyse completely a person's intellect to the extent that one becomes totally incapable of making a reasonable judgement.

The emotion of jealousy is prevalent in Shakespeare's tragedies but it is not excluded from the other genres as well.

Othello, the main protagonist in *Othello*, is the most severely afflicted by jealousy. Initially he is presented as a person who has a rare stroke of good luck. He has high status, influential social position and respect. On top of that, he has won Desdemona's love, which completes his happiness. However, in a blink of an eye, he is deprived of everything as he is utterly overpowered by the green-eyed monster, i.e. the feeling of jealousy of his beloved Desdemona. He mistakenly believes that she has made him cuckold. The person who stirs Othello's grave doubts about Desdemona's unfaithfulness and who persistently and devotedly sparkles the destructive feeling in Othello's bosom is his ensign and close friend Jago. This human embodiment of evil, in fact, is himself a victim of the same emotion since he is convinced that his wife has cheated on him with Othello too (4).

(4) Jago. "For that I do suspect the lusty Moor
Hath leap'd into my seat; the thought whereof
Doth, like a poisonous mineral, gnaw my inwards;
And nothing can or shall content my soul
Till I am even'd with him, wife for wife ..." (Act 2, Scene 1)

Thanks to his inconspicuous shrewdness Jago's plans work, and, in the end, he manages to bring about both Othello and Desdemona's demise.

Even the two supreme fairies in the woods near Athens, Oberon and his wife Titania, in the romance play *A Midsummer Night's Dream*, despite all their magic powers, are not immune to this merciless green-eyed monster. Oberon accuses Titania of having feelings for the Duke of Athens in response to her accusations that Oberon is interested in Hippolyta, the Duke's wife-to-be (5).

(5) Oberon. "How canst thou thus, for shame, Titania,
Glance at my credit with Hippolyta,

*Knowing I know thy love to Theseus?
Titania. These are the forgeries of jealousy."*(Act 2, Scene 1)

Hatred and envy in Shakespeare's characters

Another set of feelings Shakespeares handles with a special care comprises hatred and envy. These are quite common in the context of Shakespeare's tragedies, and are closely related to the urge to revenge.

Hamlet's complex psychological state in *Hamlet*, becomes even more puzzling when he ascertains the fact that his uncle is the outright culprit for his father's death. Understandably, the chain of emotions he struggles with is enriched with excessive frustration and unquenchable anger and hatred, which, consequently, instigate him to contemplate revenge. In an attempt to answer why Hamlet prolongs his vengeance on his uncle, Ulrici (1839) claims that "Hamlet greatly doubted the moral legitimacy of revenge" and that "he was thus plunged in a struggle between his natural tendency to avenge his father and his highly ethical and Christian views" (in Jones, 1910).

Cassius, Caesar's closest associate, in *Julius Caesar*, is also hit hard by envy and hatred towards Caesar, the great military commander, aspiring to become Emperor of the enormous Roman Republic. He cannot accept the fact that someone like Caesar, whose fallibility he has witnessed on numerous occasions, has achieved such a glory and fame. He is especially repulsed by the thought that Caesar now even threatens to undermine the already established republican social order of Rome. He pushes himself past his limits just to organize a group of conspirators who would willingly end Caesar's life (6).

(6) *Cassius. "Caesar cried 'Help me, Cassius, or I sink!'
I, as Aeneas, our great ancestor,
Did from the flames of Troy upon his shoulder
The old Anchises bear, so from the waves of Tiber
Did I the tired Caesar. And this man
Is now become a god, and Cassius is
A wretched creature and must bend his body..."* (Act 1, Scene 2)

When Caesar's chief confidante and ally, Mark Antony, who is also one of the main protagonists in *The Tragedy of Julius Caesar*, finds out about Caesar's brutal assassination, he is totally devastated and instantaneously resolute to avenge Caesar's death (7).

(7) *Antony. "O, pardon me, thou bleeding piece of earth,
That I am meek and gentle with these butchers!...
Over thy wounds now do I prophesy, ...
A curse shall light upon the limbs of men;
Domestic fury and fierce civil strife
Shall cumber all the parts of Italy;
Blood and destruction shall be so in use ..."* (Act 3, Scene 1)

Thus, while weeping over Caesar's dead body, Mark Antony solemnly pledges to take revenge on Caesar's assassins.

Envy and hatred have captured the mind of the infamous Jewish usurer, Shylock, in *The Merchant of Venice* too. He is determined to completely destroy his compatriot Antonio. Firstly, he hates Antonio because he is a Christian ("*I hate him for he is a Christian*"), then, because he has humiliated him in public many times ("*You call me misbeliever, cut-throat dog, and spit upon my Jewish gaberdine*"), and, finally, because Antonio lends money without charging any interest and thus undermines Shylock's chances to make profit ("*He lends out money gratis and brings down the rate of usance here with us in Venice.*") (Act1, Scene 3). Blind with hatred, Shylock sees a perfect opportunity to take avenge on Antonio when Antonio fails to pay off his debt to him and insists on receiving "a pound of Antonio's flesh".

Despair in Shakespeare's characters

Shakespeare's depiction of despair is primarily visible in the tragedy of *Macbeth* in the character of Lady Macbeth. Driven by ambition she pushes her husband to go to unimaginable lengths, such as slaying their good and benevolent monarch, Duncan. They perform this atrocious act just to be able to come to the throne and grab hold of the power that inextricably goes with it. The price that Macbeth's wife pays for her insatiable zest for power is, first, guilt-stricken conscience, then, despair which erupts in madness and, eventually, leads her to her death.

King Lear in *The Tragedy of King Lear*, also grows desperate when he realizes the gravity of the mistake he has made by entrusting his two evil and unscrupulous daughters with his kingdom. To make things worse he banishes his only loyal and loving daughter from the kingdom simply because she refuses to partake in the vain love contest he devised just to feed his weak ego. His despair gradually overpowers his intellect and, ultimately, turns him into a mad man.

Conclusion

The aim of this study is to make a small but meaningful contribution to affirming the contention that, centuries after their composition, the British Bard's impressive literary works still pulse with life and emit energy which renders contemporary readership and theater audiences incapable of resisting the temptation to go back to them time and time again.

The brief overview of some of Shakespeare's characters and the emotions vested in them clearly illustrates that none of these emotions has vanished from the wide and colourful array of feelings experienced by people nowadays. Quite on the contrary, these same feelings are still part of the human psyche and present a major driving force which determines the course of actions people take in their life time.

The analysis of the protagonists and antagonists of some of Shakespeare's comedies, tragedies, histories, romances and problem plays suggests that there is a clearly visible parallel between our contemporaries and Shakespeare's characters in terms of emotions. Namely, celebrities and ordinary people alike, to this day, still fall deeply in love and are ready to give up on everything just to be with the person their heart, not their reason, has selected for them. In some patriarchal societies, for instance, in which the honour of the family members is put on pedestal, we still hear of tragic news stories of young people who decided to follow their heart and, thus, incurred the anger of their families and who, in the worst case scenario, faced capital punishment. Similarly, people still succumb to feelings of hatred when their rivals and adversaries prevent them from achieving their goals. This is particularly visible in the corporate world where the keen and unhealthy competition turns people into unscrupulous human beings ready to go over the edge. Disappointment, anger and the unstoppable urge to avenge are the emotions felt by someone who is deeply hurt by somebody else, especially by close friends or relatives. Feeling superior to the others is as appealing to overambitious people as it used to be in Shakespeare's time. Some or, perhaps, most politicians surely fit nicely in this framework. Envy or the 'green-eyed' monster still bereaves people of their peace and quiet pushing them towards unreasonable actions, and, eventually, to their ultimate downfall. Hence, even nowadays it is not uncommon to come across a news story about someone taking the life of their beloved simply because they "loved them too much". In short, as Maguire (2004: 1) puts it "seeing oneself or one's contemporaries in Shakespeare characters and situations is nothing new".

The range of emotions related to Shakespeare's characters discussed in this study is definitely far from exhaustive and conclusive. Yet, the discussion provides insights in favour of the hypothesis that people still engage themselves in exploring Shakespeare's works

primarily because of the emotional similarities they bear with the characters depicted in Shakespeare's plays. More importantly, what this study suggests is that this single aspect of Shakespeare's plays – his characters and their emotions, is in fact what still most vigorously "breathes life" to Shakespeare's invaluable literary 'offsprings'.

The timelessness of Shakespeare's works, without a doubt, can be sought elsewhere. Nevertheless, the bottom line that should be borne in mind is that, as Shakespeare's contemporary Ben Jonson very elegantly put it in his eulogy dedicated to the Bard, "Shakespeare is not of an age but for all time".

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STUDENTS' INTEREST IN READING – FAVOURITE BOOKS AND FAVOURITE WRITERS

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Abstract

Reading is very important and useful for students. Through reading, students enrich their vocabulary and that enable being well – spoken. Reading is important not only for school subject – Macedonian language, but also for learning the other school subjects, because reading is the main method in acquiring knowledge. Teachers of Macedonian language and literature should point to students about benefits of reading and to increase their interest in reading. Teachers should know students' interest in reading for made that successfully. Reading interest consists of many aspects.

The aim of this paper is to research and present one of the aspects of students' interest in reading – who are their favourite writers and favourite books. In this research were included 220 students from different primary schools, different age (VI - IX grade) and different gender. Through discovery of their favourite home writers, favourite foreign writers, favourite books from home writers, favourite books from foreign writers and the best book they've ever read, will also discover if students read only required books or they also read other books in their spare time.

Results showed that required books and writers of required books are dominant in students' answers. Although with smaller number, it can be noticed the presence of other writers and books which are very popular in world literature and bestsellers. It shows that there are students who want to read and they read in their spare time.

Key words: reading, favourite books, favourite writers, required books

Title 1 – Introduction

In our country school subject - Macedonian language is fundamental and leading. It helps students to build consciousness of the beauty and force of mother tongue. The role of Macedonian language in schools is so important that appears in double function. It is school subject on one side, on other side is teaching means, because with its help students learn other school subjects.¹⁰⁶

Required books have significant place in school subject – Macedonian language. This area of subject – Macedonian language has its own goals and tasks. It has to direct students to read, comprehend, experience and find themselves in books.¹⁰⁷ Another task is to help students to develop love towards books and interest in reading. Students shouldn't understand reading as obligation and to read only because they must read required books. Students should read with love and interest and read books in their spare time. Teachers of Macedonian language and literature should point to students about benefits of reading and to increase their interest in reading.

¹⁰⁶Ruza Panoska, 1980, *Metodika na nastavata po makedonski jazik*, Prosvetno delo, Skopje, str.7

¹⁰⁷Dimitar Goguseki, 1975, *Lektirata vo osnovnoto uchilishte V- VIII oddelenie*, kniga II, „Makedonska kniga“ –Nasha kniga“, Skopje, str. 10

Title 2–The importance of reading

Reading is important and irreplaceable part of school subject - Macedonian language. Reading is important not only for school subject – Macedonian language, but also for learning the other school subjects, because reading is the main method in acquiring knowledge. If someone is illiterate (not able to read and write in his mother tongue), he won't be able to learn and read foreign languages and other school subjects.

Reading is very important and useful for students. Through reading, students enrich their vocabulary and that enable being well – spoken. Teachers of Macedonian language and literature should point to students about benefits of reading and to increase their interest in reading. Teachers should know students' interest in reading for made that successfully. If teachers know which are students' favourite themes, favourite literary genres, favourite book and writers, they will know how to hold their attention and interest in books. Teachers can pay more attention and give students what they like to read. And also to think about how to interest students to read what they dislike.

Reading interest consists of many aspects and it can be research in many ways. The aim of this paper is to research and present one of the aspects of students' interest in reading – who are their favourite home writers, favourite foreign writers, favourite books from home writers, favourite books from foreign writers and the best book they've ever read.

Title 3 – Research results

In this research were included 220 students from different primary schools, different age (from VI to IX grade) and different gender. In questionnaire for students were five questions referring to students' favourite writers and favourite books: **Who are your favourite home writers?, Which are your favourite books from home writers?, Who are your favourite foreign writers?, Which are your favourite books from foreign writers? and Which is the best book you have ever read?**

1. Who are your favourite home writers? - According to the research results, home writers with most answers are: Gorjan Petrevski with 63 answers, Blaze Koneski with 43 answers, Gligor Popovski with 31 answers, Kocho Racin with 22 answers, Velko Nedelkovski with 21 answers, Marco Cepenkov with 13 answers, Slavko Janevski with 12 answers, Stale Popov with 12 answers, Kole Nedelkovski with 11 answers, Vancho Nikoleski with 10 answers, Konstantin Miladinov with 10 answers, Vidoe Podgorec with 8 answers, Braka Miladinovci with 8 answers, Gligor Prlichev with 7 answers, Olivera Nikolova with 7 answers, Zivko Cingo with 4 answers, Venko Andonovski with 4 answers, Rajko Jovchevski with 4 answers, Slavka Maneva with 4 answers, Petre M. Andreevski with 3 answers, Kosta Petrov with 2 answers, Vasil Iljoski with 2 answers and other writers with one answer.

In graph showing, writers with one answer are called *Other (1)* and they are: Ivan Cankar, Vele Mitanoski, Igor Dzamabazov, Vojdan Chernodrinski, Gjorgji Abadzjev, Tome Arsovski, Zoran Anchevski and Boshko Smakovski.



2. Which are your favourite books from home writers? – According to the research results, books from home writers with most answers are: „Marta“ with 32 answers, „Bojan“ with 32 answers, „Spomenka“ with 28 answers, „Istiochi“ with 25 answers, „Vtorata smena“ with 24 answers, „Golemi I mali“ with 18 answers, „Sama“ with 16 answers, „Beli mugri“ with 13 answers, „Beloto ciganche“ with 11 answers, „Ulavite godini“ with 8 answers, „Siljan Shtrkot“ with 8 answers, „Snegovite na Klimentina Evin“ with 7 answers, „Begalka with 7 answers“, „Mice“ with 7 answers, „Devojkite na Marko“ with 7 answers, „Shekerna prikazna“ with 7 answers, „Zlatnoto fenerche na letoto“ with 6 answers, „Deca“ with 6 answers, „Serdarot“ with 5 answers, „Bisera“ with 4 answers, „Krpen zivot“ with 3 answers, „Makedonska krvava svadba“ with 3 answers, „Kalesh Anga“ with 3 answers, „Beleshkite na Lajla Grejs“ with 3 answers, „Prvata ljubov od rozevata ulica“ with 3 answers and many other books with two answers and one answer.

In graph showing, books with two answers are called *Other (2)* and they are: „Itar Pejo“, „Chorbadi Teodos“, „Milosija“, „Volshebnoto samarche“, „Denicija“, „Maslinovi granchinja“ and „Kerkata na matematicarot“. Books with one answer are called *Other (1)* and they are: „Makedonski narodni humoristichni prikazni“, „Goce Delchev“, „T’ga za jug“, „Nasheto posledno kafe“, „Pesh po svetot“, „Se gledame na vrvot“, „Devojketo so dve iminja“, „Papokot na svetot“, „Spomeni i rani“, „Zenata so ptichja glava“, „Divmir“, „Parite se otepuvachka“ and „Pirej“.



3. **Who are your favourite foreign writers?** – According to the research results, foreign writers with most answers are: Johanna Spyri with 36 answers, Jack London with 34 answers, Jules Verne with 26 answers, William Shakespeare with 22 answers, Daniel Defoe with 19 answers, Charles Dickens with 18 answers, Michael Ende with 12 answers, Miyoko Micetani with 11 answers, Edmondo De Amicis with 11 answers, Andon Zako Cajupi with 10 answers, Ernest Hemingway with 9 answers, Ezop with 9 answers, Rifat Kukaj with 8 answers, Naim Frasheri with 7 answers, Mark Twain with 7 answers, La Fontaine with 5 answers, John Green with 5 answers, Philip K. Dick with 5 answers, Erich Kastner with 4 answers, Alexandra Potter with 4 answers, Branko Kopik with 3 answers, Kornej Cukovski with 3 answers, Claaz Luiz with 2 answers and many other writers with one answer.

In graph showing, writers with one answer are called *Other* and they are: Jovan J. Zmaj, Sue Townsend, Suzanne Collins, Paulo Coelho, Ismail Kadare, Milos Gerg Nikola, Dan Brown, Ivan S. Turgenev, Stephenie Meyer, Resat Nuri Guntekin, Agatha Christie, Virginia Woolf and Elwyn B.White.



4. Which are your favourite books from foreign writers? – According to the research results, books from foreign writers with most answers are: „Hajdi“ with 50 answers, „Povikot na divinata“ with 29 answers, „Robinzon Kruso“ with 22 answers, „Pat okolu svetot za 80 dena“ with 20 answers, „Oliver Twist“ with 18 answers, „20.000 milji pod moreto“ with 18 answers, „Srce“ with 13 answers, „Romeo i Julija“ with 11 answers, „Harry Potter“ with 10 answers, „Taro od zemjata na planinite“ with 10 answers, „Beskrajna prikazna“ with 9 answers, „Ednorogiot elen“ with 7 answers, „Basni od La Fontaine“ with 7 answers, „Solzite na Hajrie“ with 4 answers, „Devojcheto od shestata mesechina“ with 4 answers, „Dvojnata lota“ with 3 answers, „Pipi dolgiot chorap“ with 3 answers, „Igra na tronovi“ with 3 answers, „Vinovni se zvezdite“ with 3 answers, „Tajniot dnevnik na Andrijan Mol“ with 3 answers, „Tom Soer“ with 3 answers, „Svetot ne e fabrika za ispolnuvanje na zelbi“ with 3 answers and many other books with two answers and one answer.

In graph showing, books with two answers are called *Other (2)* and they are: „Hobbit“, „Gradovi od hartija“, „Koja e taa devojka“, „Narnija“, „Karma“i, „Ulavite godini“. Books with one answer are called *Other (1)* and they are: „Pajazinata na Klimentina“, „Malite“, „Ti ne si toj kojsho go posakuvam“, „Kodotna Da Vinchi“, „Vaje“, „Igrite na gladnite“, „Zver“, „Koga lisjata pagaat“, „Od usni do srce“, „Papata Jovana“, „Hotel za kuchinja“, „Domakinot“, „Dnevnikotna Ana Frank“, „Starecot i moreto“, „Kolibata na chicho Tom“, „Vampirski dnevnic“, „Samrak“, „Drag Dzon“ and „Doktor Ofboli“.



5. Which is the best book you have ever read? - According to the research results, books with most answers are: „Hajdi“ with 19 answers, „Robinzon Kruso“ with 16 answers, „Vtorata smena“ with 12 answers, „Beleshkite na Lajla Grejs“ with 10 answers, „Marta“ with 8 answers, „Golemi i mali“ with 8 answers, „Spomenka“ with 8 answers, „Pat okolu svetot za 80 dena“ with 7 answers, „Oliver Twist“ with 4 answers, „Bojan“ with 4 answers, „Povikot na divinata“ with 4 answers, „Goce Delchev“ with 4 answers, „Isti ochi“ with 4 answers, „Dnevnikotna Ana Frank“ with 4 answers, „Pipi dolgiot chorap“ with 4 answers, „Igra na tronovi“ with 4 answers, „Ulavite godini“ with 3 answers, „Siljan Shtrkot“ with 3 answers, „Beloto ciganche“ with 3 answers, „Milosija“ with 3 answers, „Vampirski dnevnic“ with 3 answers, „Dvojnata lota“ with 3 answers, „50 nijansi sivo“ with 3 answers, „Devojkite na

Marko“ with 3 answers, „Vinovni se zvezdite“ with 3 answers and many other books with two answers and one answer.

In graph showing, books with two answers are called *Other (2)* and they are: „Itar Pejo“, „Snegovite na Klimentina Evin“, „Pajazinata na Klimentina“, „Makedonski narodni prikazni“, „Harry Potter“, „Srce“, „Kodotna Da Vinchi“, „Ti ne si toj kajshto go posakuvam“, „Prvata ljubov na rozevata ulica“ and „Svetot ne e fabrika za ispolnuvanje na zelbi“. Books with one answer are called *Other (1)* and they are: „Papata Jovana“, „Gospodarot na movite“, „Ringishpil“, „Serdarot“, „Beskrajna prikazna“, „Zaboraveniot koloseg“, „Mice“, „Peshtera“, „Iskinatiot vel“, „Kolibata na chicho Tom“, „Hobbit“, „Titanik“, „Krpzivot“, „Tom Soer“, „Tajniot dnevnik na Andrijan Mol“, „Pisma od Pejton“, „Pisma od Kodi“, „Koja e taa devojka“, „Makedonska krvava svadba“, „Begalka“, „Igrite na gladnite“, „Shepotot na angelite“, „Devojcheto od shestata mesechina“, „Deca“, „Prekrasnoto putuvanje na Nils Holgerson“, „Hotel za kuchinja“, „Narnija“, „Srebrenite snegovi“, „Domakinot“, „Ostrovot so skrienoto bogatstvo“, „Karma“, „Romeo i Julija“, „Samrak“, „Starecot i moreto“, „Doktor Ofboli“, „Shekerna prikazna“, „Gospodar na prstenite“, „Ednorogiot elen“, „Drag Dzon“, „Maslinovi granchinja“, „Zlatnoto fenerche na letoto“, „Prva ljubov“, „20.000 nilji pod moreto“ and „Biblijata“.



In students' answers in this question are many books and most of them are required books. Although with smaller number, it can be noticed the presence of other books who are very popular books in world literature and bestsellers. They are: „Dnevnikot na Ana Frank“, „Beleshkite na Lajla Grejs“, „Vinovni se zvezdite“, „Harry Potter“, „Kodot na Da vinchi“, „Igra na tronovi“, „Vampirski dnevnic“, „Ti ne si toj koj shto go posakuvam“, „Prvata ljubov na rozevata ulica“, „Svetot ne e fabrika za ispolnuvanje na zelbi“, „Papata Jovana“, „Ringishpil“, „Hobbit“, „Titanik“, „Tajniot dnevnik na Andrijan Mol“, „Pisma od Pejton“, „Pisma od Kodi“, „Koja e taa devojka“, „Hotel za kuchinja“, „Narnija“, „Romeo i Julija“, „Gospodar na prstenite“.

Some of them like: „Beleshkite na Lajla Grejs“, „Dnevnikot na Ana Frank“, „Igra na tronovi“ are with more answers than some of required books.

Conclusion

In students' answers in these five questions are many writers and books. Some of writers with their number of answers predominate over other. They are: Gorjan Petreski, Blaze Koneski, Gligor Popovski, Kocho Racin, Velko Nedelkovski, Marko Cepenkov from home writers and Johanna Spyri, Jack London, Jules Verne, William Shakespeare, Daniel Defoe, Charles Dickens from foreign writers.

In students' answers in questions about their favourite books from home writers and foreign writers and the best book they've ever read are books from these previous home writers and foreign writers. They are: „Marta“, „Spomenka“, „Istio chi“ and „Sama“ from Gorjan Petrevski, „Bojan“ from Gligor Popovski, „Vtorata smena“ from Velko Nedelkovski, „Hajdi“ from Johanna Spyri, „Povikot na divinata“ from Jack London, „Robinzon Kruso“ from Daniel Defoe, „Pat okolu svetot za 80 dena“ and „20.000 milji pod moreto“ from Jules Verne, „Oliver Twist“ from Charles Dickens and many other. Almost all these writers or students' favourite writers are writers of required book and student's favourite books are actually required books that students must read during the school year. Some of these writers are with several of their books and some of that books are not required. It shows that students like these writers and they want to read more books from these writers.

One part of students in whose answers are only required book and writers of required books are students who read only required books. The other part are students who read required books, but they also read other books in their spare time. Books which are very popular in world literature and bestsellers.

According to the research results, conclusion is that required books and writers of required books are dominant in students' answers. Although with smaller number, it can be noticed the presence of other books and writers in their answers that aren't required. It shows that there are students who want to read and they read in their spare time.

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PLAYING 'HIDE AND SEEK' THROUGH CLICHÉS AND JARGONS IN SATIRICAL WORKS

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Abstract

In the era of an elaborated literacy, special elements of the discourse make powerful means of communication in the hand of a skillful user not only to show the level of his education, but also to disorientate the 'non so educated' audience according to his needs. This paper takes into consideration clichés and jargons employed in two of Jonathan Swift's satirical works aiming at defining ways of how to 'treat' them when met in his books. In this context, attention is paid to the textual values of short words of one or two syllables and the way they should be considered by the reader, as opposed to the polysyllabic ones, under the focus of the necessity to read between the lines of satires which acquire new meanings through every angle of consideration. A part of the article will be focused on the way colloquial language is used by Swift in his works and the function it plays, especially when used by individuals belonging to high ranks of the society. In the end, through thorough analysis it will be emphasized that the writer employs and combines various jargons in order to create parodic situations, embodied within descriptive ones. Also, it will be noted that functional and textual values derived by the mixture of discourses within a given context make the achievement of a single mechanism for the development of poignant satire and parody through which social classes as well as common linguistic phenomena are mocked.

Key words: satire, cliché, jargons, discourse, phenomena

Introduction

While reading Swift's "A Tale of a Tub", the not adequately informed reader very often is faced with a very strange way of writing. Various ideas are presented, displayed ambiguously by pretending to make them clear for the reader and lastly are shattered into a totally different perspective leading, thus, to a very confused reader who has trouble in identifying the writer's scope and outcome. A somehow different attitude is kept by the same author while writing his second satire, "Gulliver's Travels", a book claimed to be for written for young readers, but which on the other side is full of implications directed to the adult one. In this book, the reader is mostly treated as a witness to the growth and development of the narrator of the book (Gulliver) into a completely different person with a new poignant acquired perspective of seeing life and social classes. In first one, the stylistic satire addresses less to distinct authors and their works than to a particular style of writing and misconceptions towards which they orient the reader, while at "Gulliver's Travels" the writer highlights the opportunity to play and adapt discussions depending on various interests, through the utilization of jargon. In this context, it will be noted that, in the scriptures of this author, the words belonging to high discourse are significantly employed alongside to words mainly of monosyllabic character, of Anglo-Saxon origin, which belong to colloquial discourse, inflicting in the reader the idea that a speaker who uses clichés in his discourse, relies not only on the words of others, but also in each of their ideas.

Combining discourses

"A Tale of a Tub" may be considered as a reflection of the battle between the discourse with long Latin words and the conversational one of Anglo-Saxon influence. Being passionate about the word and all its meanings, in order to create ironic situations, in this book the writer presents the reader with a number of Latin expressions combined with colloquial discourse. Throughout the work, the reader becomes a witness of the satire achieved by taking the jargon of particular fields like: religion, justice, medicine, philosophy, and simultaneously and replacing them with simpler terms, borrowed from everyday language. The combination of these meticulous words with other simpler ones not only highlights the linguistic problems of the time but also makes possible the creation of parody them.

This way of combining lexical fields within the same texts is considered as one of the most remarkable features of this author's style used in the achievement of humor and satire by various researchers. The fascination of writers, especially, of the preachers of the use of philosophical terms with the view of "*making the messaging the most reliable possible*".

'Misplacing' clichés

The use of obsolete terms such as clichés is noticed to play a similar role to the one played by the combination of high literary discourse with the colloquial one and the writer's attitude towards them is merely functional. As noted in the following examples, words belonging to high literary discourse are combined with monosyllabic ones belonging to the colloquial one. Smith qualifies them as unintentional slippages while Davies considers them as intellectual featured phraseology arguing that the narrator of the story employs them in the middle of illogical conclusions by interjecting them among idioms. What Swift aims to convey to his readers through these maneuvers, is the idea that a speaker who uses clichés in his discourse, relies not only on the words of others, but also in each of their ideas. In some cases, the determination of the attitude of the author himself against this way of expression becomes very difficult because he not the modern author, sometimes hocus themselves clichés. A typical example, which outlines the format of the article mentioned above, is: "*ought to be understood cum granosalis*" (A Tale of a Tub, f. 89) whose Albanian variant would be: "duhetkuptuar me shumëkripë". In this same context, we cite Smith who argues that the clichés used by Swift do not constitute merely ironic devices as the set of words, and, especially, that of adjectives, adverbs and melodramatic parody widely employed by the writer in his "Apology" is very similar to the irony derived by excessive explanations and, all together, give his monologues an extremely formal tone. Related to the matter, Christopher Fox is of the opinion that the whole panorama of the examples with negative connotations met by the reader throughout "The Tale of the Tub" and "Gulliver's Travels" is a ridiculous way whereby he is obliged to define the relationship between language, thinking and behavior. However, we see pertinent to note that the attitude of Jonathan Swift, in general, is mostly revealed by the way he addresses the elements that are mocked. Thus, it is noticed that he was directed to educated arrogant people with such terms as: "*Our illustrious Moderns*" (A Tale of a Tub, f. 92) (modernëve tanë të shquar), si edhe me "*my good Lords and Criticks*" (A Tale of a Tub, f. 92) (lordët dhe kritikët tanë të mirë) which, as a matter of fact, are full of sarcasm. Language and terminology is also worth mentioning, as two widely employed pillars by the modern author to make declarations about critics and simple people. Thus, in the paragraph about critics (p. 92) the writer uses formal polysyllabic words in order to disparage in front of his reader the ignorant people, who consider themselves beyond the abilities that they possess. On the other hand, in the passages about ordinary people, the writer uses a simple easily understandable style of one or two syllabic words. Based on this, we see it

appropriate to cite Smith, who proposed the idea that: *"the real difference between two different standards of the speech is the quality; the influence they have in differentiating between when the language used by the author as a masking function of ignorance and when it is used as a direct expression of meaning"*. An interesting element, in terms of the terminology selected by the writer, in the book in question is the fact that simple words, one or two-syllabic ones are used, in most cases, in their direct meanings and, therefore, the critical reader should take them as they are conveyed, while Latin polysyllabic words are used by the writer to mock the modern author. Even though from a superficial perspective, in both works, "A Tale of a Tub" and "Gulliver's Travels" the style of the author resembles more the one in which the right words are placed in wrong contexts and, moreover, in cases when the wrong words are placed in the proper context. It is evident that this very way of conveying ideas is what turns his works into masterpieces.

Another element bearing special interest about the terminology used by the writer is the use of simple words of one or two syllables and in their denotational meaning and as such, this is the meaning which is suggested to be acquired by the reader, while the polysyllabic ones of Latin origin are employed by the author with the view of mocking the 'modern author', hence the critical reader is expected to read beyond their conceptual meaning. In this context, Swift's suggestion according to which "the right words" take their meaning "in the right places" seems really apt as the best guide towards the way the critic reader should read and understand "A Tale of a Tub". Although, from a superficial perspective, in both works: "A Tale of a Tub" and "Gulliver's Travels" the style of the author resembles more the one in which the right words are placed in the wrong contexts and, moreover, the wrong words are placed in the proper contexts, it is evident that this exact way of redirecting ideas is what turns his works into masterpieces.

Jargons

Combining formal language with the informal one through very poignant terms, shifting, thus, from a lexical field to another one with one or two syllabic rude words makes an adequate device to shake the reader's confidence in the pseudo-intellectualism of the modern author. In this same context, we emphasize that the main expressive strength of these combinations is rather the reaction of the reader towards various combinations of the discourses. This combination of the lexical fields allows the writer to lead the reader towards the impression that the modern author is nothing but an ordinary and raffish man, who, however attempts to show the contrary, his deeply embedded adverse features always betray, revealing openly his real faults. A considerable amount of such uses are found in "A Tale of a Tub" as in the sentence:

*"Oh, that Your Highness would one day resolve to disarm this Usurping *Maitre du Palais, of his furious Engins, and bring Your Empire t hors de Page."* (A Tale of a Tub, p. 33)

"Oh, kur të vijë ajo ditë që madhëria juaj të vendosë ta çarmatosë një herë e përgjithmonë këtë Maitre du Palais (mazhordom-fr.) prej këtyre hallateve dhe ta çlirojë perandorinë e vet hors de page (jashtë çdo tutele-fr.)" (Përralla e Fuçisë, f. 238)

Being against the use of these terms, the writer, in some cases, associates them with footnotes, which have other functions besides clarifying them. Transmittal of the ideas by employing typical terms used in the ranks of the royal court is another attack directed to the use of their language, which is, indeed, ambiguous to the common people. However, while Swift, as a philologist, rejects the improper use of simple speech, as satirist he regards it as an

effective opportunity to reach "a perfectly ironic effect" of this kind of discourse. This type of use is also seen in the example below:

“... when *Imagination is at Cuffs with the Senses, and common Understanding, as well as common Sense, is **Kicktoutof Doors**; ...*” (“A Tale of a Tub”, f. 171)

“... kur imagjinata është e mbuluar nga shqisat, mirëkuptimi si dhe nga mendimi praktik, dhe kur logjika e thjeshtë, **lihet mënjane**; ...” (this part is not included in the translated version)

Even in the above example, we can see that the phrases and the words of colloquial discourse serve to distract the reader from the formal words as well as to lead him towards the writer's intended message. Regarding the same example, we emphasize that simple words belonging to informal discourse are almost always out of context and do not match the words and phrases they are surrounded by. As a result, all this kind of stylistic cacophony further highlights the deficiencies of the modern author's inappropriate intellectualism. In the same context, as Frederick Smith emphasizes, the relationship between Swift and the modern author is that of a supervisor with his subordinate, who, after allowing the latter to ramble about ideas inappropriately, occasionally, intervenes with the view of clearly mirroring his idea about a particular issue.

The comprehensive satire phenomenon appears even in "Gulliver's Travels" where the author's anger was "addressed towards all lawyers and doctors." All these become part of the satire of the writer, who is totally against the use of excessive jargon of the legal, philosophical, scientific and religious areas, as underlying significant ambiguities in the semantic content of contexts where they are used. The wrong use of these terms in the writings of various authors is included in both main satires of the writer. Some examples are as follows:

- “claimant” (paditës, pretendues, “A Tale of a Tub”, f.21)
- “abortion” (abortoj, heq dorë, “A Tale of a Tub”, f. 206)
- “physic-logical” (fiziko-logjike, “A Tale of a Tub”, f. 61)
- “separate Maintenance” (mirëmbajtje e veçantë, bashkëjetesë, “A Tale of a Tub”, f. 2)
- “gravity” (seriozitet, “A Tale of a Tub”, f. 60)
- “topography” (topografi, forma e reve, “A Tale of a Tub”, f. 35)
- “via humida” (me anë të ajrit “A Tale of a Tub”, f. 68)
- “advocates” (avokatë, A Tale of a Tub, f. 51)
- “advocates” (Gulliver’s Travels, f. 248, 249)
- “Adversary’s Lawyer” (Gulliver’s Travels, f. 249)
- “compass” (busull, orientim, Gulliver’s Travels, f. 51)
- “cleanliness” (dëlirësi, “Gulliver’s Travels”, f. 72)
- “adjourn the Cause” (pezulloj rastin, “Gulliver’s Travels”, f. 2)

In the same context, we emphasize that as a Swift, simple discourse and that colloquial of ordinary people, is a kind of norm upon which is to be assessed the linguistic scholars format. "Language", in essence, is not assessed on the basis of density of their use of polysyllables or "*rhetorical splendor*", but on the basis of the extent to which is achieved a "*successful communication*" and, as a matter of fact, communication is much more effective when developed by a simple person than by individuals who perform the communication process by means of jargon of different professions. Consequently, the writer indirectly suggests that literate people, in this context, should not evaluate themselves more than the rest of the common people, because the language they employ owns a higher degree of common reasoning.

According to Frederick Smith, the presence of terms of Latin origin in both works makes us understand "the will to include 'the specific' into 'the abstract' and the absolute confidence in human reason, as well as the lack of interest in 'human activities'". The use of colloquial discourse, on the other hand, sometimes implies the value of particular elements, the risk of excessive reasoning and moral importance lying into all human activities. The reader, in a significant number of cases, feels confused by the lack of positive values of Swift's satire, though, in fact, it is these values that should be explored in justification of how he uses discourse colloquial, which, for the author, includes some assumptions about the good of humanity.

Conclusion

At the end of this article, we reiterate that the presence of jargon different, which are used from time to time in both works of this author, have no other function except for that of illustrating the style of communication, typical for each of the professions listed above, what allows the author to create parodical situations inside descriptive ones. Also, we came to the conclusion that employing the jargon of a profession part of his satire, Swift's transforms it into the subject of his puns, by means of which he manages to imply a variety of messages to the reader. The attention we paid to the role played by combining discourses within a single text was carried out by taking into account the functional value as well as the textual one and was found out that that makes the means over which is achieved the real mechanism of the satire and parody on characters within the books and on the classes of society they represent, as well as all the phenomenon in general.

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THE AUTOBIOGRAPHICAL DISCOURSE OF PRLIČEV, CONTINUOUS DIALOG BETWEEN POTENTIAL AND REAL LIFE

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Abstract

The strong urge to study memories, to examine the relation between culture and memory, i.e. especially in the context of telling the story, I have recognized a guidepost in the "insomnia" of my investigative wandering through the chosen texts of this paper, yet a slippery path on which I tread and trip on the ambivalent attempts to make some classification of a non-fictional and fictional autobiographical letter. After countless times I peek in the theoretically-literal texts that deal with the thesis for its double, "Janusian", referent-fictional origin; I go over the affirmations on its historical and geographical veracity, psychological credibility and authenticity. And while my outlook toward its primary identification is seemingly plain: it means to me a story for the person who signed it, until then, he the signee-the author shares with it more complex connection. In every personal story it has been sublimated in the text the experience of the very person, experience that is not solely a personal experience, but an experience of a culture, language, education, Otherness.

The subject of my interpretation - storytelling strategy in XIX century texts, which can also be found in other romantic poetry discourses, strongly reflects national feelings, protects determinations related to national language, culture and Macedonian people's destiny - all of them deserving profound establishment, development and affirmation. The matter of private, along with the focus towards inner and intimate perspective of the autobiographical subject, have been minimized and embedded into strong prosaic form which, not obligatory, can show affection to the storytelling (autobiographical) subject.

Keywords: storytelling, privacy, referentiality towards the public, "autobiographical conspiracy"

The „Specular Structure“ of the Autobiographical Writing

A part of the truth, which is kept and separated from the wide sphere of countless small and big human truths, becomes central point of the autobiographical discourse that bears the individual truth or even the truth of an era. Anything can be modified, but its core or its spirit remains as a distant whisper that I hear with an utmost pleasure. In a voice that calmly and steadily whispers to me, I recognize the eternal narrator of a story and a lifetime facing all deep truths and deep secrets. Thus, I get a strong impression that the narrator of the autobiographical text knows much more than he reveals in the story, because his divine face lightened up by the olympic perspective of absolute knowledge, sees much more than I as a listener (reader) is required to learn. At the same time, I am aware that all the infinity of human existence in one crucial moment can be seen by the narrator's eye, yet it cannot be identically retold in the story meant for the reader. The author who tells the story is always placed between the vast mass of the objective world and the readers to whom the story is told. Therefore, the story is never built and based solely on narrator's everyday life, truth and history; the autobiography itself cannot be solely connected to facts, because the narrating subject has taken into account reader's interest as the story is being unfolded as well as reader's capability to apprehend what is being expressed. In order such interest to be maintained, the autobiographical narration has a rhythm of mild, steady and unified speech

that wraps us with an atmosphere of pleasant wobble in a continuous interval that prevails from the beginning to the end of the autobiographical narration. And as the author's life, trusting the author's word, becomes apparent in the autobiographical text, hence he, the author turns into both an object and subject of his sole discourse. Philip De Man implies to this odd performative self-division as "specular structure" of the autobiographical writing. He points to the impossibility, foremost as a performative dimension of the autobiography, which is taxonomically classified as a genre, but at the same time it undermines the author's authority as a subject who promises utter and full self-acquaintance. Disputing this issue, De Mann apprises not only as a request in the romantic autobiographies, but in the most contemporary texts. "The interest of the autobiography, then, it is not that it reveals certain self-acquaintance - it is not that but the fact that the autobiographical text shows in a striking way the inability to be shut and totalized (that is the inability to reverse to the initial state) of all textual systems created from tropological substitutions." (De Man: 1984;71).

In order to grasp some meaning from the story: Non ridere, non lugere, neque detestari, sed intelligere (Individual and collective memory)

Turning the pages of one book that I have had in my home library since childhood, I came across a text written by a Macedonian author, whose title finds no relevance here whatsoever, but the subtitle of the text clarifies that is a critical remark to the Prlichev's "Autobiography" and that right away adopts the position that I labeled as specifying for all who observe the autobiography in their less or more successful attempts to "define" it, "criticize" it, "analyse" it, "interpret" it, to bestow it meaning, but on account of the author's inner life. Hence, the author in the text of the book that I am speaking of, says that an autobiography of importance is usually written by people who are aware of the uniqueness of their personality or people whose life includes rich occurrences and much drama in their destiny, that wanted to leave behind to their descendants as an experience, revelation, message. Not abandoning the limited scope of thinking out the autobiography, the author is not trying at all to move his stand further in the text, instead he firms it up even more by quoting Grigor Prlichev who claimed himself that he wouldn't have written his autobiography if he hadn't believed that biographies are quite useful booklets. As for the aim of my referral to the introduction of this text is not that it was a provocative in a sense worth for citing or paraphrasing, and that would boost my textual analysis, to confirm my theory of establishing relations that will try to set some order in the abundance of autobiographical texts that I was meant to read while preparing this paper. Namely, in order to find meaning in Prlichev's autobiographical text as a reader, foremost, his narration must be attuned in a way that its whole flow bears close and warm rhythm of the narrative voice, beside the fact that it belongs to a certain time neatly arranged in the drawers of historiography. Having in mind that Prlichev's "Autobiography" contains real events from the first half of the 19th century in Macedonia, author's story observed from historical and geographical standpoint, in a certain way corresponds to those events. Based on the factuality of those historical events, the "correctness" of the story is verified. However, if the credibility of any historiographical debate is verified by the accuracy of those events that happened in the past and can be spot in official documents, reports, official writings and other archives, but not in other texts, then what happens when they are transferred into the literature texts? Can it be done by disclaiming out the "factuality" and "reality" but not leaving any doubt that the author has not taken one step beyond reality?

In his teaching about the categories, Aristotle's promotes certain dialectic understandings comprehending the theory of truth and modalities. In his writings "On Interpretation" he, by defining the meaning of word groups: nouns, verbs, and the sentence construction being simple, complex, adverse or inconsistent, pays special attention to the real

and supposed unity between the sentence and the speech itself. According to Aristotle, words, terms, language expressions and sentences including the affirmation, negation and future tense expressions refer to real things or their possibility. According to Aristotle, an affirmation and negation are meaningful categories which are initially related to things that actually exist or not exist, but "it is possible to deny everything that somebody has ever said and to approve everything that someone else has denied (Aristotle: 1965; XVI). Consequently, truth and deception are characteristics for speaking and thinking, but their existence or nonexistence ontological basis is what matters. That is what makes a statement true or false. "The truth is owned by the one who perceives separated as separated or united as united. Misbelieves the one who thinks different than reality" (1965; XVII).

Someone's individual or collective past events that are told in a certain present moment as someone else's retrospective, become existing in the text or texts in which they are presented. I am saying what has happened to be retold but what I mean is deriving one two or more "true stories" related to the event that is recounted. In fact, the insecurity about what is real comes from the condition that is set by the nature of the autobiographical record. If the event being told includes only one protagonist, what are his viewpoints when he is trying to make every recalling of the event more reliable? More protagonists in the event, depending on their role in the actantial model, interpersonal relations, will have different viewpoints of the event and everyone will have a personal story. In the case of Prlicev, the experience of being on the edge of an existential absurd creates a memory that is organized as events that affected his personality and his personal life. *Prima facie*, it is a casual, delicate and harsh situation which mirrors clash between author's strive for intimate heights and the dark shadow of the poverty that drags him down. The author has perceived from own perspective and interest, even those memories that he shares with other people, as his interest is being different from other people's interest. Hence, from the very beginning of the Autobiography, he groups his memories around his grandfather, but since they stem from events that are dictated by social context from his childhood, the author perceives them from his own viewpoint.

Vividly narrating about his child curiosity that was mixed with a fear while playing with tinder and seeing its fiery reflection on the wall, he describes even more intensely the punishment that has been imposed by his relatives in form of a scary story in order to protect him from the potentially dangerous game he was playing. The author, laying in the bed in his grandfather's armpits, breathless and all sweaty, intimately and realistically was experiencing a giant imaginary turtle smashing him, which in reality were his mother's arms, massaging him and trying to warm him up in the cold winter nights. So, pretty early, Prlicev advocates a thought in form of a question: "How are we going to live"? (Prlicev: 1995; 29) for which he says that started to dominate his future thoughts, representing a wider metaphor than the one about the turtle-torturer. The turtle-torturer is actually the burden of slavish life as he understands it and in which he participated, according to his memory.

Maurice Halbwachs in his text "Collective and Historic Memory" says that an individual participates in two types of memories: individual and collective and that depending on participation in one or the other, he behaves in two different or even sometimes opposite manners (Albvaš: www.fabrikaknjiga.co.rs/rec/56/63.pdf;63). We understand Individual memory as inconsistent, not strict, driven by the states that are more of a subjective interest, even though in one moment it annihilates the frameworks of isolation and solitude, because, as Albvaš says: "functioning of the individual memory is not possible without instruments as words and ideas, which the person has not made up, but borrowed from his dwelling environment." (Albvash; 63). According to the time and space limitation of the individual memory, Prlicev's narration, in some cases of the autobiography text, makes efforts to fill some memory gaps, to confirm event memories, and to precise details of the retrospective

puzzle, by borrowing a collective memory substance. In one case, he manifests insecurity by commenting his own biographical data related to his birth as result of a borrowed memory:

"According to some, I was born in Ohrid on January 18th, 1830 or 1831 according to others. That is why I rarely mention dates: until yesterday I had no urge to write history; at the same time, the often presence of the authorities in my home have destroyed many of my handwritings. Later on, when I was six months old, my father died and left me with two brothers and one sister, all of us being young yet adults.

My grandfather was a farmer, tall, hard-working, white-beard old man. Every Saturday he would beg mercy for the prisoners. His grandchildren were probably significant part of that process" (Prlicev: 1995; 27).

It is clear that in every self-retrospection in the past, one must refer to other people's memory. Once the individual memories enter the collective memory, they turn into a unit which is no longer individual conscience, or as Ablvash says, they change the character (Albvash; 63). While writing his biography, Prlicev got the burden of the social and historical memories of a certain period on his shoulders, and they, more or less, do affect him while shaping the story; he sometimes makes efforts to revive certain occurrences' memories, family and social relations segments, but he certainly could not remember them, but rather imagine them as some others' retold. Here is how:

"Back in those days, having more church singers, churches, antiphons, books with liturgy songs was a big deal....Greek clergy made local population such religious fanatics, that almost every house had octoechos or antiphon. Since I was 12 years old, I could recite church chants and I knew the church singing schedule. I knew all eight tones, which I still remember even though I never learned psalms. Fanaticism in those days was so huge, that even the most eminent families like Robe and Pauncev turned their sons from working in trade to becoming teachers thus asking God's forgiveness, but also to have free-of-charge, passionate lectures about complicated grammar rules" (Prlicev: 1995; 31-32).

It is evident that individual memory is kindred with author's internal personality since both are based on principle of supposed isolation from the collective consciousness, while the interrelated sublimation (between the individual and collective memory) is closely related to inter-subjective experience that has been deposited in the narration, every time there is an intention to once again retell certain event(s). Anne E. Goldman in the text *Autobiography, Ethnography, and History: A Model for Reading* quotes Elizabeth Fox-Genovese who pointed out that writing about you implies going deep into a culture that is partially yours (Goldman: 2009; 110). In that sense, I would like to add that all those efforts to express author's personal opinion about his collective environment in the autobiography, regardless if it is presented as aloud thinking or as a silent whisper, it ends with legitimate, self-approved presence of the author in the particular writing, which, of course is much needed to make an autobiographical distinction.

Zlatar (Andrea Zlatar) defines more precisely the genre autobiography - being a life story as a "bio-mimesis" or more accurately as "bio-diegesis" (Zlatar: 1989; 36), initially considering Aristotle's distinction of the antique poetry, distinction of the diegesis and mimesis. We all know that Aristotle has defined imitation (mimesis) as purpose of the poetry, while the purpose of the mimesis is to depict society, in both good or evil. This illustration will be colored good people's merits, virtues of superior men (this type of illustration is tragedy). The illustration that will present abuse and vice of poor people will be subjugated to funny and ugly (its genre is comedy). Actually, mimesis in Aristotle's poetry refers to poetry in general, and as one, he divides it as direct presentation or mimesis and narration or diegesis, making the epic an eclectic genre in this dispensation. More precisely, the narration according to Aristotle flows in the following two manners: (1) it can be imitated by somebody else's vocal narration (he indicates Homer as an example for extradiegetic

narrator) and to imitate according to the principle of keeping someone else's personality (intra diegetic narrator of the story); (2) all the characters can be imitated with all the characters as actors, exactly the same as in the showcasing, i.e. mimesis on stage. Hence, perfect imitation is not possible for the narration but only what the diegesis has to present in terms of mimesis through narration as peculiar "simulation" (Zlatar: 36). The interest of autobiography about historical discourse (Gerrard Genette's *récit historique*) is related to the fact that both discourses share the status of a text in which real events from the past are told and the autobiographical discourse is responsible in setting the self-ness (I – SUBJECT) in the center of the vocal narrate, whilst the self-ness positions itself as a statement object of the scripture's space-time perspective. The I, observes itself as a story, it narrates itself as a self-story, which of course is a result of the interest that the autobiography shares with the subjective intimate speech or fiction's speech.

I will use again an example from Prlichev's Autobiography to support the aforementioned statement that depending on whether if a person directly participates in an individual or collective memory, he/she consequently acts when approaching a memory recording in a text, which can be fully opposite depending on the case. In this context, naturally emerges that Albvash's reasoning that dates and national happenings they represent can be, at least seemingly, fully external regarding the circumstances in our lives and if later on thinking about it we can make numerous discoveries, exploring basic lines and causes of many experiences. When Prlicev, as an adult has written its autobiography had thought about different social events of the first ten years of his childhood, it is more likely to believe that he has his memory framework fulfilled by looking at different events as they were told to him later on, in an age when he could understand them, or moreover, when being able to have an opinion about them. Without the necessary experience based on the collective memory, Prlicev would not be able to clear up that early phase of his life in a way that will make him step away from the exit of the tunnel that principally has been shaped by the poor potential of the individual memory. I believe that the first real event that has animated author's soul leaving a bitter impression of the existence of social differences was while meeting his mother working as a field labor for a rich family right after his grandfather died. We can see Prlicev running down a steep hill towards the alley where rich family Tanchevski lived, and right before reaching the corner, he could hear his mother hard breathing carrying wet washed carpet. He started to cry experiencing a feeling like somebody killed his mother, then becoming fully aware of his and his family's subordinate position.

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WALTER BENJAMIN'S THE MODE OF INTENTION

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Abstract

If we try to illustrate the original with ideas and thoughts of well known modern literary theoreticians primarily as intertext that is a mix of texts, parts of texts which are combined by syntagmatic and paradigmatic axis, that is to say if it is not a flat plate that we can measure and then we can transfer it to new environment, environment of the target language, then what should the translator do in order to accomplish his task?

One of the possible answers might be found in the essay of Walter Benjamin "Task of The Translator". Benjamin is among the first ones, if he is not the first one, who pointed out that the basic difference between the original author and the translator, and that is not only the primariness, but also the subject that they are both involved into: while the author is directly involved in the reality, which he transforms into language (text), the translator can never be really involved in the reality, but in foreign reality transformed into language or precisely by language.

Key words: original, translation, intention, way, equivalence

INTRODUCTION

What should translator do to achieve his task? Or said otherwise what should translator seek in the original to achieve his task: to be legible, comprehensive and if possible equivalent translation? One of the possible answers might be found in the essay of Walter Benjamin "Task of the translator".¹¹

THE TASK OF THE TRANSLATOR

This essay although written in the early years of the twentieth century is one of the most interpreted and the most commented essays at all, especially by the members of the school of deconstruction. Without entering into more details for all these disputes for the nature of translation and the character of the task of the translator, we will try to point out that Benjamin is among the first, if not the first one, who pointed out that the basic difference between the original author and the translator is not only in the originality, but also in the subject that they are both involved into: while the author is involved directly with the reality which later transfers into language (text), the translator is never involved with the reality, but as Dragi Mihajlovski points out ¹⁰⁸, with foreign reality transferred into language "or more precisely with language. Consequently, what translator should seek in intertextually created text is in the language, and not outside it. Explaining it on more than two hundred pages, the postulates of Benjamin, Mihajlovski stays, according to him, to the most important in the essay that is on what Benjamin considers is the field on which the translator should be involved into in order to achieve his task- the language itself".

Mihajlovski insists that in order to achieve exclusively important direction of Benjamin firstly difference should be made between concepts intended object (das Gemeinte) and the mode of intention (Art des Meines). The intended object is the general

¹⁰⁸Dragi Mihajlovski 2007, *Under Babylon: Task of the Translator (Skopje: Korpikornus)*.

intention in the language, the topic that author wants to process and that intended object is the same in all languages.

Difference appears when the author wants to express, speaks for the intended in individual language, so the discrepancy is in the mode of intention or in the mode how the author transfers the intended into language. After he concluded that, Mihajlovski stated that Benjamin precisely pointed out that the task of the translator is not to be involved with intended, but exclusively with the mode of the intended or with the language itself or in what way the intended reality some author transfers into language.

Translator in other words should be involved in language with the modes of the language with stylistics.

Translation should be similar to the original, which on contrary should in its own language with love and in details embed the mode of opinion of the original in that way making both the original and the translation recognizable as parts of a larger language (Mihajlovski, 2007:71)

So, task of the translator is in the language, to discover that specific way of intention or how the author would transfer the intended reality into language. When he will reach to it, to the mode in which text is created, he should embed it into language target with love and in detail.

That is the basic and surely the most important instruction that Benjamin gives to the translators. Everyone who is involved in translation should primarily be involved in language because all is in the language and there is nothing outside it valuable except the importance which is extra linguistic.

Benjamin, precisely says the translator should dive into the language to find the way in which the original was created.

Before we explain what mode of intention could be in the text, as Benjamin does not concretely explain, it is good to point out to several directions that Paul de Man gives in his essay for the essay of Benjamin¹⁰⁹, and several other authors, whom we should stick to in the research of the mentioned *Art des Meinens* or *Mode of Intention*, as it is in the English translation of Harry Zone.

Paul De Man making comments on thirty pages Benjamin and his task of the translator points out to things that the translator should have in mind when approaching to execution of his task that is to say that it is not primary, it is not involved with the reality, but it is secondary, derived and it is involved with interoperation of foreign reality that someone before him transferred into language.

Translation is a relation between language and language, so the problem or desire to say something the necessity to make a statement is completely absent. Translation is a relation from a language towards a language and not a relation towards extra linguistic importance that can be copied, paraphrased or imitated. That is not the case with poet; poetry is not a case of paraphrasing clearing or interpretation

(De Man, 1997: 33)

Mihajlovski in his already mentioned book "Under the Babylon" pointed out what should be identified, defined, isolated in language and that is recommended by Benjamin naming it the mode of intention, they are words, but words in game, words set by the intellect in the most different relations, the thing that Ezra Pound named "the dance of mind" between words or logopea, the most difficult for translation.

¹⁰⁹Paul de Man, 1997, „The Task of the Translator of Walter Benjamin“; translation from English Dragi Mihajlovski in *Lettre Internationale* 7, Skopje: Gjurgja.

Jacques Derrida from the other side¹¹⁰ as one of the first and the most important, if not the most important commentary of the essay of Benjamin's "Task of the Translator" says that beside all theories and wise thoughts, beside all forces to invent new and new theories, translator should start his searching what is the language of the original of the word. At the beginning of the translation it was the word. The word is that transcendent limit which marks the translatability of one text. (Derrida 2001: 178). But, the thing that Benjamin does not explain and it is of exclusive value for the translator to be able to achieve his recommendation, is the definition or the most detailed explanation of the mode of intention what is exactly made of, which constituents are essential and inevitable and what should be found in the original and as Benjamin says with love and in details to be embedded in the language target.

CONCLUSION

Walter Benjamin did not manage to answer everything, so maybe the most suitable explanation is given by the Russian formalists, Baptists of the structuralism, who certainly independently of Benjamin, without researching of the nature of translation, as that is not in their interest, at least at the initial phase of their studying, tried through direct work in the text or language of text to find what makes that text special, unusual, artistic. But, the concept that they invented meanwhile as Mihajlovski pointed out seems it is corresponding to the concept of Benjamin and his mode of intention. So, it can be concluded that Benjamin did not give answers to everything, but built the base or essence for everything that followed.

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AN ANALYSIS OF DISSERTATIONS ON LITERACY IN TURKEY: FROM 2009 TO 2014

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Abstract

This study aims to determine general trends about "literacy" through examining the dissertations between 2009 and 2014 in Turkey. The analyzed materials include 72 master and 33 doctoral dissertations. Method of the study is document analysis. The research data are presented on the five key themes: (a) author and supervisor patterns, (b) study or target group, (c) department, (d) topics and (e) method. Some suggestions were proposed for further research based on the findings of the study.

Keywords: literacy, dissertation, document analysis.

Introduction

The adventure of humankind's ability to read-write which began with letters, sound, symbol and painting for sharing their information or sending messages currently continues with the "literacy" concept through bringing its functional features forward. In general, literacy is defined as "the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts" (United Nations Educational, Scientific, and Cultural Organization, 2004, p.13). This concept includes plural phenomena rather than singular ones (Altun, 2005) and orients educational policies (Aşkar, 1999). Examining research inclinations can also be an indicator of the effects of established educational policies. Research data was obtained from dissertations in the present study.

Revealing the findings regarding the topic, method and sample features of dissertations is considered to provide useful information for researchers in determining new research topics. Within this context, the present study aims to examine dissertations on "literacy" between 2009 and 2014 in order to contribute to literature.

Within this scope, the present study tries to answer the following questions in dissertations on literacy:

1. What is the distribution of authors and supervisors according to gender and department?
2. What is the distribution of supervisors according to gender and title?
3. What is the distribution of study groups according to departments?
4. What is the distribution of examined literacy according to study groups and research models?

Method

The present study used survey method and document analysis. Research sample consisted of the dissertations on literacy between 2009 and 2014. A total of 105 dissertation (72 masters and 33 doctorate dissertations) were gathered from The Council of Higher Education (CHE) National Thesis Center. The dissertations were examined according to (a) author and supervisor patterns, (b) study or target group, (c) department, (d) topics and (e) method.

Findings

This part presents research findings in the five main areas. Table 1 shows that the distribution of dissertations according to author gender was similar. Only, the number of female authors was slightly higher. It is clear that the dissertations were mostly conducted in the departments of primary education and educational sciences. In addition, a few dissertations on literacy were written in the departments of Journalism, Public relations and advertising, Radio, Television and Cinema. On the other hand, the number of male supervisors were highly higher than female supervisors. It should be noted that this is specially the case for the primary education.

Table 1. The distribution of authors and supervisors according to gender and department

Departments	Gender of author		Gender of supervisor	
	Male	Female	Male	Female
CITE*	0	1	0	1
Educational sciences	10	16	12	14
Journalism	1	0	1	0
Fine arts education	3	2	3	2
Public relations and advertising	0	1	0	1
Primary education	29	28	40	17
Secondary education	2	7	6	3
Radio, Television and Cinema	1	0	1	0
Turkish Language Education	2	1	3	0
Foreign Language Education	1	0	1	0
Total	49	56	67	38

*CITE: Computer and instructional technologies education

Table 2 shows that most of supervisors had the title of "assistant professor". Taking into consideration the results of Table 1, we see that the number of the male supervisors was higher in all titles except professor.

Table 2. The distribution of the titles of supervisors

Title of Supervisor		Gender of supervisor		Total
		Male	Female	
Assistant professor	f / %	33 / 49.3	17 / 44.7	50 / 47.6
Associate professor	f / %	19 / 28.4	9 / 23.7	28 / 26.7
Professor	f / %	15 / 22.4	12 / 31.6	27 / 25.7
Total	f / %	67 / 100.0	38 / 100.0	105 / 100.0

Table 3 shows that highest studied groups were middle school (f=40) and prospective teachers (f=26) and these two groups were mostly included in dissertations conducted in the department of primary education. The educational sciences was the only department choosing the adults as the study group. Besides the departments of education faculties, the following departments, "public relations and advertising", "radio, television and cinema" and "journalism, also conducted their studies with the students in middle school (f=1) and high school (f=1).

Table 3. Study groups according to departments

Department	Study Group											Total
	General	Elementary	High	Middle	Middle-High	Middle-Teacher	Teacher	Prospective Teacher	University	Adult		
CITE	0	0	0	0	0	0	0	0	1	0	1	
Educational science	0	1	7	6	0	0	2	4	2	4	26	
Journalism	0	0	1	0	0	0	0	0	0	0	1	
Fine arts education	2	0	2	0	0	0	0	1	0	0	5	
Public relations and advertising	0	0	0	1	0	0	0	0	0	0	1	
Primary education	0	2	1	28	1	2	4	19	0	0	57	
Secondary education	0	0	4	2	0	0	1	1	1	0	9	
Radio, Television and Cinema	0	0	0	1	0	0	0	0	0	0	1	
Turkish Language Education	0	0	0	2	0	1	0	0	0	0	3	
Foreign Language Education	0	0	0	0	0	0	0	1	0	0	1	
Total	2	3	15	40	1	3	7	26	4	4	105	

*CITE: Computer and instructional technologies education

As seen in Table 4, the most studied topic was "science and technology". Literacy was mostly studied with middle school (f=11) and high school (f=7). Media literacy is the second most examined topic (f=24). In this topic, the study groups primarily consisted of the middle school students (f=14), and this was followed by the studies with prospective teachers (f=4) and teacher (f=2) groups.

The studies commonly used survey (f=79) method, and this was followed by experimental (f=16) and action research (f=4) methods. The studies focused mostly media literacy (f=9) in survey method with the students in middle school. This was followed by science and technology topic in survey method with the students in high school (f=7) and experimental studies with the students in middle school (f=6).

Table 4. Literacy dissertations by study groups and research methods

Study Group	Main Topic	Method of Study										Total
		Comparative study	Experimental	Critical study	Action research	Model design	Scale development	Survey				
General	Visual							1				1
	Media							1				2
Elementary	Science and technology							1				1
	Visual Media							1			1	3
High	Environmental							1				1
	Emotional							1				1
	Science and technology							7				15
	Visual Mathematical							1			1	2

	Mathematics and science					1	
	Media		1				
	Music					1	
Middle	Geographic					1	
	Environmental		1			5	
	Economic					1	
	Science and technology		6			5	
	Visual math					1	40
	Statistical		1			1	
	Mathematical					2	
	Media	1	1	1	2	9	
	Historical					1	
Middle-High	Mathematical					1	1
Middle-Teacher	Science and technology					1	
	Media					1	3
	Technology					1	
Teacher	Information technologies					1	
	Environmental					1	
	Science and technology					2	7
	Media					2	
	Technology					1	
Teacher candidate	Alternative assessment		1				
	Information					1	
	Computer					1	
	Geographic					1	
	Environmental	1	2			5	
	Critical and media					1	
	Science and technology				1	3	26
	Visual					1	
	Mathematical					1	
	Media		1			3	
	Assessment literacy				1	1	
	Technology					1	
University	Information					1	
	Computer					1	
	Statistical					1	4
	Credit card					1	
Adult	Mathematical					1	4

Health								1	
Technology			1					1	
Total	2	16	1	4	1	2		79	105

Conclusion

The research results show that there was no remarkable difference in terms of author gender. This might be considered as a positive finding. In this context, the topic of literacy which plays an important role for individuals in showing their presence in modern world cannot be ignored by any gender. On the other hand, males had dominance in the distribution of supervisors. Given the fact that most of academic staff in Turkey (28.99%) (CHE, 2016) consisted of males with the title of *assistant professor*, this result is not surprising.

According to the research findings in relation to departments, the highest number of studies were conducted in the department of primary education. Similar to this, middle school students were observed to be highest studied group, and these studies were primarily on "science and technology" and "media". 2005 and 2013 national science programs (Ministry of National Education, 2005, 2013) and current international research e.g. The Programme for International Student Assessment (PISA) may lead researcher to focus on this topic. The absence of studies on science/science and technology in the university level (except for prospective teachers) and adult groups might be considered as a drawback. Furthermore, the second highest studied topic "media literacy" draws the attention of researchers because of the fact that it was included into curriculum as elective course in Turkey 10 years ago (Kesici and Kızılkaya, 2016). This topic also was not studied with university students (except for prospective teachers) or adult groups.

Except for the research carried out in the education departments, the findings of the studies conducted in the departments of "Public relations and advertising", "Radio, Television and Cinema" and "Journalism" may be considered that they provide us different point of views.

In this research, dissertations examined were mostly conducted in survey method. It was followed by experimental and action research. It should be noted that, studies in experimental and action research method should be increased in order to examine the development of literacy and determine the factors affecting this development in the future.

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SYLLABIC CONSONANTS IN ENGLISH AND SLOVAK

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Abstract

The paper analyses the basic characteristics of syllabic consonants used in the English and Slovak language. In the first part of the article, we point out that syllabic *r* and *l* characterised as so-called liquids are found in both English and Slovak whereas in English we recognize also syllabic *m*, *n* and *ŋ* and in Slovak, long counterparts of *r* and *l* are used, too. We analyse all of these consonants from the phonetic and phonological point of view and seek for their similarities and differences.

The before-mentioned consonants provide particular properties in connected speech not only in English but in Slovak, as well.

The second part of the article studies occurrences of syllabic consonants as letters in various positions in English and Slovak words. Their presence in consonant clusters is discussed, too.

Keywords: consonant, cluster, grapheme, phoneme, syllable.

Introduction

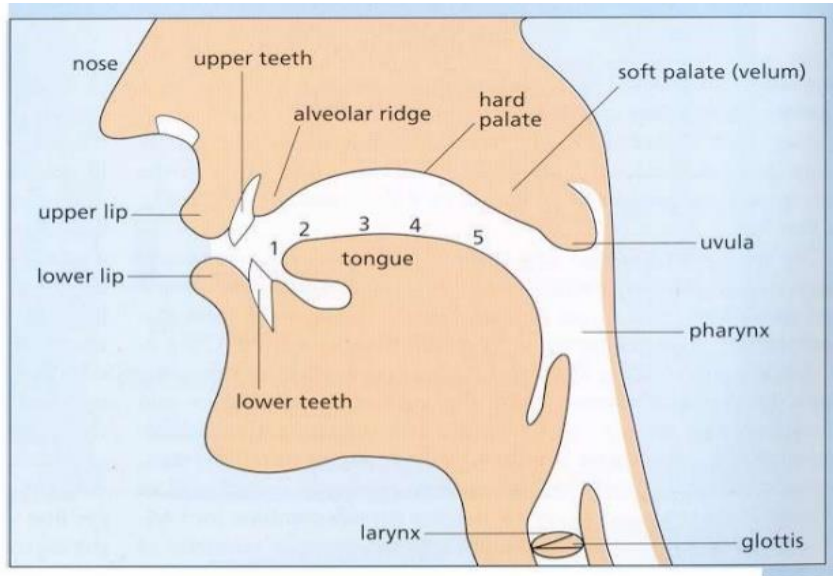
Speech sounds are essential units of human beings communication. The two linguistic disciplines - phonetics and phonology deal with these basic components of speech and state their basic characteristics. Phonetics studies human speech from the material point of view, it is more practical than phonology. It is "a branch of linguistics studying speech sounds, their production, transmission, reception, description and written representation" by special symbols (phonetic alphabet) in transcription (Jones, 2003). Phonetics is manifested in various subdisciplines. Each of its subbranches deals with specific properties of speech, i.e. articulatory phonetics focuses on a speaker's vocal tract, acoustic one studies transmission of sounds through air and auditory phonetics is interested in issues of listener's hearing.

Phonology focuses on speech from the functional point of view, it is more theoretical than phonetics. Its basic units are phonemes. It "deals with the description of abstract idealized sounds that we have in our mind" (Jones, 1960, p.44). Its subdisciplines are segmental and suprasegmental phonology.

It is also essential to characterize a term "consonant" and to state the difference between the two different phenomena – "a letter (grapheme)" and "a speech sound (phoneme)". The word "consonant" covers both terms. It can be either "a speech sound which obstructs to the flow of air through the vocal tract or a letter of the alphabet representing such a vowel" (Jones, 2003, p.117). There is a difference between the number of letters and that of sounds in various languages and in English, as well. David Crystal states that "there are 21 consonant letters in the written alphabet and 24 consonant sounds in most English accents" (Crystal, 2011, p. 242).

In English and Slovak – as also in other languages - speech sounds are defined according to specific criteria. Mainly it depends on the fact which articulatory organs are involved when pronouncing concrete speech sounds. The articulators are respiratory organs (lungs, trachea), phonatory apparatus (vocal folds), resonators (pharyngeal cavity, oral cavity,

nasal cavity) and modulating organs (mandible, lips, teeth, tongue, alveolar ridge, hard palate, soft palate, uvula) (Pavlík, 2000).



The picture of articulators

Transcription

Transcription (called also notation or script) can be defined as the procedure using a set of written symbols called the phonetic alphabet to represent particular speech sounds. They “create a one-to-one correspondence between the spoken form of language and the written one” (Pavlík, 2000, p.31). In this article we use the symbols of phonetic alphabet found in the publication *Průručnýslovníkslovenskejvýslovnosti* made out by the outstanding Slovak phonetician ÁbelKráľ (1982) for Slovak words. For English words, symbols of the International Phonetic Alphabet are used. It is really very difficult to meet demands of using only symbols of IPA for transcribing Slovak words because not all of them are suitable and comparable with the way how the Slovak speech sounds are pronounced. Slant brackets / / are used for the way of pronunciation in phonemic transcription, square ones [] are found in a very detailed transcription which picks exact peculiarities of each individual.

Criteria for Classifying Consonants

Consonants are divided into certain categories according to many criteria. The most considerable of them are:

1. the place of articulation – **bilabial, labiodental, dental, alveolar, post-alveolar, palato-alveolar, palatal, velar, glottal**. The most important fact when regarding this criterion is the contact of articulators at different places of the oral cavity. As Daniel Jones says, the place of articulation can be explained as “the point in the vocal tract where the obstruction to the airflow is made” (Jones, 2003, p. 35)
2. the manner of articulation – **plosives, fricatives, affricates, nasals, laterals, approximants**. Daniel Jones explains this term as “the type of obstruction made by the articulators” (Jones, 2003, p. 35)
3. the vocal folds activity – consonants are **voiced** or **voiceless**. A sound made with vibration of the vocal folds is voiced, speech sounds without vibration are voiceless
4. the amount of energy used in production of consonants – consonants are either “strong”, i.e. **fortis** or “weak”, i.e. **lenis**. Fortis consonants are made with a relatively high degree of effort (Jones, 2003)

5. the presence of the oral or nasal cavity (i.e. the position of the soft palate - whether raised or lowered) – **oral** (the soft palate raised) and **nasal** (the soft palate lowered) consonants are recognized
6. the presence or absence of the noise component – **obstruents** take audible noise component during their production (plosives, fricatives, affricates), **sonorants** are pronounced without any audible noise component (nasals, laterals, approximants)

Sonority

Sonority is “a relative loudness or distinctiveness of the sound, that is, loudness depending on the subjective impression of the listener, not only the physically measurable intensity” (Pavlik, 2000, p.111). Degree of sonority differs in the hierarchy of phonemes from one speech sound to another one. Vowels generally have a higher degree of sonority, whereas plosives or taps as consonants with the lowest degree of sonority occupy the lowest place in a sonority scale. The phonemes found on the top of the sonority scale constitute the peaks of sonority, whereas those with the lowest degree of sonority are called the troughs (valleys) of sonority. The theory based on the sonority of the sounds presents the rule which explains that “The number of syllables in an utterance equates with the number of peaks of sonority” (Gimson, 1994, p.49).

English Phonemic Inventory

English and Slovak use vowels and consonants in speech. These speech sounds are included in a specific set of phonemes existing for each language called Phonemic Inventory (PI). The exact number of speech sounds found in the English phonemic inventory includes 44 phonemes and is based on the accent known as the Received Pronunciation (RP) – RP General Accent. This way of pronunciation of English is heard in the south of England. 12 pure vowels (Λ e ɪ ʊ v ə æ α: i: ɔ: u: ɜ:), 8 diphthongs (eɪaɪɔɪ əʊaɪəəʊə) and 24 distinctive consonant phonemes (p t k b d g f v θ δ s z ʃ ʒ h ʧ ʤ l m n ŋ r j w) are stated to be found in the English PI. Triphthongs (eɪəɪəʊəəʊəəʊə) also occur in English but according to most of phoneticians, they are generally defined as combinations of diphthongs and the schwa /ə/. From the phonetic point of view, vowels are “sounds in which there is no obstruction to the flow of air as it passes from larynx to the lips” (Roach, 1998, p.10), consonants are “speech sounds produced by a partial or complete obstruction of the air stream by any of various constrictions of the speech organs” (Webster’s II New Riverside University Dictionary, 1984, p. 302). The obstruction can be realized as a closure (complete closure for plosives, affricates and nasals and partial closure for laterals), narrowing (for fricatives) or narrowing without friction (for approximants). Phonological definition provides the information about a position and succession of speech sounds in words. Vowels (i.e. either monophthongs, diphthongs or triphthongs) function as centres of syllables, consonants are found at the edges of syllables.

Table of English Consonants											
	Bilabial		Labio-dental		Dental Alveolar		Post-alveolar		Palatal	Velar	Glottal
Plosive	p	b			t	d				k	g
Affricate							ʧ	ʤ			
Fricative			f	v	θ	ð	s	z	ʃ	ʒ	h
Nasal	m					n				ŋ	
Lateral						l					
Approximant	w							r	j		

The chart of English consonant phonemes

Slovak Phonemic Inventory

From the point of view of history, the Slovak phonemic inventory is in fact based on the accent known as the central Slovak dialect. For Standard Slovak pronunciation, the expression "slovenskápisovná výslovnosť", i.e. "orthoepy" is used. In Slovak, not such a discrepancy exists between written symbols (letters/ graphemes) and spoken speech sounds (phonemes). There are 46 graphemes used in the Slovak alphabet - a ä e i o y á é í ó ú ý b c č d f g h j k l l' m n p q r í s š t v w x zž d' l' ň t' ô d z dž ch-13 vowels (aeio u yá é íóú ýä) and 33 consonants including 3 digraphs (dz is pronounced /dz/, dž /dʒ/, ch /x/, while, on the other hand, a grapheme q is pronounced /kv/, x /ks/ and ô /ũo/). Besides these consonant phonemes, specific transcription symbols are also used for č /tʃ/, š /ʃ/ and ž /ʒ/. From the phonetic point of view, /t/ and /l/ are long allophones of short /r/ and /l/, phonologically, no long consonants exist in the Slovak phonemic inventory. Vowels are combined to four diphthongs – ia /iä/, ie /ie/, iu /iu/, ô /ũo/. The exact number of the speech sounds found in the Slovak phonemic inventory is 43, i.e. less than graphemes because both short "i" and long "y" are pronounced as /i/, long "í" and "ý" have also the same pronunciation /i:/ and no difference in pronunciation is made between graphemes "v" and "w", both are pronounced /v/.

Table of Slovak Consonants															
Bilabial		Labio-dental		Alveolar		Post-alveolar		Palato-alveolar		Palatal		Velar		Glottal	
Plosive	p	b			t	d			t'	d'			k	g	
Affricate					c	dz		tʃ dʒ							
Fricative			f	v	s	z		ʃ ʒ			j	x			h
Nasal		m				n				ɲ					
Lateral								l	l'	l'					
Tap/ trill								r	ɾ						

The chart of Slovak consonant phonemes

English Syllabic Consonants /m̩ n̩ ŋ̩ l̩ r̩/

There are several features which the English syllabic consonants have in common. All of them are voiced, lenis and have the highest possible degree of sonority. On the other hand, they also differ - syllabic /r̩/ are oral, /m̩ n̩ ŋ̩/ are nasal. Oral /l̩/ and /r̩/ are liquids, i.e. during their pronunciation the tongue produces only a partial closure in the mouth. The result of such an articulation is a resonant, vowel-like consonant. With respect to the position and neighbouring sounds, syllabic /m̩ n̩ ŋ̩ l̩ r̩/ are allophones of their non-syllabic counterparts /m n ŋ l r/. As for occurrences of syllabic consonants, the most frequently found are /l̩/ and /n̩/. It is not unusual to find two syllabic consonants within one English word, e.g. *literal* /lɪtr̩l̩/, *national* /næʃn̩l̩/.

/m̩/, /m̩/

It is a nasal bilabial consonant, i.e. the upper and lower lip make a total closure during its pronunciation. Syllabic /m̩/ is found in final unstressed endings of words spelt -sm, e.g. *journalism* /dʒɜ:nəlɪz̩m̩/. Syllabic /m̩/ can also be found as a result of assimilation, e.g. *happen* /hæp̩m̩/ or elision. Occurrences /θ̩m̩ð̩sm̩z̩m̩/ are preferred in their pronunciation, e.g. *anthem* /æ̩nθ̩m̩/, after other consonants, pronunciation of the non-syllabic /n/ preceded by schwa, i.e. ə, is usual, e.g. *column* /kɒlə̩m̩/.

/n̩/, /n̩/

The nasal alveolar consonant /n/ is often pronounced as its syllabic allophone /n̩/ when it occupies the final position in unstressed syllables of words. According to Martin Hewings,

syllabic η is usually found after the phonemes /t d p s z f v θ ð ʒ/, e.g. *button* /bʌtʌn/, *widen* /waɪdɪn/, *happen* /hæpən/, *listen* /lɪsn/, *cousin* /kʌzɪn/, *often* /ɒfn/, *given* /gɪvɪn/, *strengthen* /streŋθən/, *fashion* /fæʃən/, *occasion* /əˈkeɪzən/ (Hewings, 2007). The endings of such words with syllabic η are usually spelt –en, –on, –ion, –ian. Peter Roach considers syllabic η “the most frequently found and the most important of the syllabic nasals” (Roach, 1998, p. 80). He says that syllabic η is “most common after alveolar plosives and fricatives...we do not find η after l or ʃ, dʒ, e.g. *Christian* /krɪstʃən/” (ibid.). Alveolar plosives and fricatives are /t d s z/. To sum it up, successions /tndnsnzɪn/ are supposed in RP, whereas combinations /lənʃəndʒən/ should be heard in Received Pronunciation. Peter Roach also prefers using non-syllabic n , i.e. $\ə n$, after a velar consonant g , e.g. *wagon* /wæɡən/ but after velar k “syllabic η is possible but $\ə n$ is also acceptable” (Roach, 1998, p. 80). Velar k and g as neighbouring consonants for n can cause its transformation to η . After bilabial consonants, it is “equally acceptable to pronounce syllabic η or $\ə n$, e.g. *ribbon* /rɪbən/ or /rɪbən/” but successions of bilabials and n can cause transformation of n to m . This outstanding phonetician prefers using syllabic η to $\ə n$ after f and v , e.g. *heaven* /hevən/. Clusters “nasal+plosive+syllabic nasal are very unusual”, i.e. the last syllable is not pronounced / η / but / $\ə n$ / is preferred, e.g. *London* /lʌndən/ (ibid.).

/ŋ/, /ŋ/

This nasal velar is “found only in assimilated words”, e.g. *thicken* /θɪkɪŋ/ (Pavlík, 2000, p. 262), i.e. in sequences of n and neighbouring k or g .

Whereas the English non-syllabic η is a separate phoneme with distinctive features, e.g. *sin* /sɪn/ - *sing* /sɪŋ/, in Slovak, it is used as an allophone of the phoneme n when n is followed by k or g , e.g. *Janko* /janŋko/, *cengat* /ceŋgat/.

/l/, /l/

Syllabic l is undoubtedly the most frequently used and “the most noticeable example of the English syllabic consonant” (Roach, 1998, p.79). Its non-syllabic oral lateral alveolar counterpart is either pronounced as *clear l*, *dark l* or besides these two allophones it is manifested as syllabic l . Clear l occurs only initially or in the intervocalic position in words, e.g. *lazy* /leɪzi/ or it can be followed by the only consonant j . Dark l is either found finally or between consonants, e.g. *bottle* /bɒtl/. Taking into consideration this fact, it can be stated that dark l is always syllabic. Peter Roach considers inserting a vowel between the l and the preceding consonant in RP for a mispronunciation (Roach, 1998).

Consonants predominantly preceding syllabic l are /t d p b s z k n/ (Hewings, 2007), e.g. *little* /lɪtl/, *pedal* /pedl/, *couple* /kʌpl/, *able* /eɪbəl/, *whistle* /wɪsl/, *puzzle* /pʌzl/, *article* /ɑːtɪkl/, *tunnel* /tʌnl/. As it is seen in the examples, most of the English words with syllabic l in the final position take the ending –le. Words with final –le “usually lose their final letter “e” when a suffix beginning with a vowel is attached, but the “l” usually remains syllabic”, e.g. *struggle* /strʌgl/ - *struggling* /strʌglɪŋ/ (Roach, 1998, p.79). Other frequent endings are –al, –el, –ol.

/r/, /r/

The oral post-alveolar approximant r has its syllabic counterpart r but it is “less common in RP” (Roach, 1998, p.81). Peter Roach writes about the type of accents called “rhotic”, such as most American accents, where “syllabic r is very common” (ibid.). He also mentions an example on which he demonstrates his statements. According to him, a word *particular* would be pronounced /pɑːtɪkjəlɹ/ by most Americans, but RP speakers would pronounce it /pɑːtɪkjələ/ (Roach, 1998, p.81). In connection with this problem, he also speaks about so-called *minimal pairs* in which using or not using of syllabic r can cause ambiguity in meaning, e.g. *Hungary* /hʌŋgri/ vs *hungry* /hʌŋgri/.

Non-syllabic consonant /r/ is also used as a linking consonant (liaison) in connected speech in English (linking /r/ or intrusive /r/). It smooths the pronunciation if r is preceded

and followed by a vowel, i.e. in the intervocalic position, e.g. *her eyes* /həraɪz/. In Slovak, such a phenomenon does not exist.

Slovak Syllabic Consonants /l̥ l̥̄ l̥̄̄/

/l̥, l̥̄, l̥̄̄/

The phoneme *l* is the oral post-alveolar lateral sonorant. When articulating laterals, the airstream passes along one or both sides of the tongue. This speech sound has three variants of pronunciation. It depends on a position of *l* and on neighbouring sounds whether *l*, *l̥* or *l̥̄* is pronounced. Non-syllabic *l* can occur in any position in a word and can be preceded and followed by a vowel or by a consonant, e.g. *lentilka* /lentilka/, *atletika* /atletika/, *kôl* /kôl/. On the other hand, its syllabic counterparts always occur between two consonants, and thus never occupy the initial or the final position in words, e.g. *vlk* /vl̥k/, *slnko* /sln̥ko/, *vlna* /vl̥na/, *kľb* /k̥lp/, *vlča* /vl̥tʃa/.

/r̥, r̥̄, r̥̄̄/

Four variants of the phoneme /r/ occur in Slovak. It also depends on a position of *r* and on its neighbouring sounds which of these four allophones is heard. The flapped alveolar *r* is usually found in an intervocalic position, e.g. *Orava* /orava/ and its trilled counterpart is usually found between a vowel and a consonant, e.g. *vrana* /vrana/ or *orba* /orba/. It does not matter whether it occurs initially, medially or finally in words. The syllabic *r̥* is an allophone of the non-syllabic tap consonant (i.e. from the manner of articulation, it is pronounced through the intermittent closure). Radoslav Pavlík says that the pronunciation of the Slovak *r*, being the oral post-alveolar sonorant, is comparable to that of the Scottish *r* (Pavlík, 2000). Both - the short syllabic *r̥* and the long one *r̥̄* are trilled (or roll) consonants. They are only found between two consonants, thus always functioning as syllabic, e.g. *vrch* /vr̥x/, *vr̥ba* /vr̥ba/. Though they are present at the edges of syllables in polysyllabic words, e.g. *krmivo* /kr̥mi-vo/, *hr̥ba* /hr̥ba/, they occur only medially in consonant clusters in monosyllabic words, e.g. *krv* /kr̥v̥/, *kr̥č* /kr̥č̥/.

Syllabic Consonants and Syllable

An outstanding phonetician Peter Roach characterizes a syllabic consonant very simply as "a consonant which can stand alone as a syllable" (Roach, 1992, p.105). Daniel Jones confirms his words when he says that syllabic consonants occur in syllables when "instead of an expected vowel-plus-consonant sequence, the consonant alone (usually one of /m, n, ŋ, l, r/) is pronounced with the rhythmical value of a syllable" (Jones, 2003, p. 15). David Crystal calls such consonants "vowel-like consonants" (Crystal, 2011, p. 246). "In English, syllabic consonants appear to arise as a consequence of a weak vowel becoming lost, and some appear to have become obligatory in present-day speech" (Jones, 2003, p. 522).

Peter Roach says that a contrast between syllabic and non-syllabic *l* is not always a clear cut. "It is often not possible to say with certainty whether a speaker has pronounced a syllabic consonant, a non-syllabic consonant or a non-syllabic consonant plus ə" (Roach, 1998, p. 82). He introduces a word *veteran* as an example. Four possible ways of its pronunciation can be heard: /vet̥r̥n̥/, /vet̥r̥n̥/, /vet̥ər̥n̥/, /vet̥ər̥n̥/. Martin Hewings remarks that "it is always possible to pronounce a syllabic consonant as an ordinary syllable with a vowel /ə/ and a consonant (or consonants), although the syllabic consonant is usually more natural and fluent, e.g. *article* /a:t̥kəl/ or /a:t̥kəl/" (Hewings, 2007, p. 54). "In a very slow articulation, the vowel would re-appear, and the consonants would revert to their normal coda value (such as /bətəl/), but these pronunciations are highly artificial, and would never be heard in usual conversational speech." (Crystal, 2011, p. 246).

Daniel Jones also considers inserting schwa between the final *l̥* and the preceding consonant in RP for a mispronunciation but "in many other cases it appears to be possible either to pronounce /m̥ n̥ ŋ̥ l̥ r̥/ as syllabic consonants or to pronounce them with a preceding

vowel" (Jones, 2003, p. 522). He adds that in his Cambridge English Pronouncing Dictionary, "the use of a superscript schwa (°) indicates the possibility of a syllabic consonant" (Jones, 2003, p. 522).

In Slovak, the situation is not so complicated. It is obvious for every Slovak speaker which words include syllabic consonants. Only in the Eastern Slovak dialects, syllabic *l̥ r̥ l̥ r̥* are not pronounced. They are substituted by a vowel plus a non-syllabic *l* or *r*, e.g. *slnko* /*sluŋko*/, *vrch* /*verx*/. Such a way of pronunciation is considered non-standard.

Both languages – English and Slovak – are concerned with phonotactics. It is a discipline dealing with the freedom and restrictions, i.e. possible sound sequences and syllable structure that languages allow in terms of it. The main topic of its interest is the problem which sounds can precede and follow other sounds or in other words, it focuses on the sequential arrangement of phonemes. The problem is seen in this way from the phonological point of view.

Words consist of syllables. Each syllable includes one obligatory element in its structure - this part is called the "peak" or "nucleus" and can comprise only vowel sounds (i.e. a monophthong, diphthong, triphthong - triphthong only in English because in Slovak, they do not occur in pronunciation) or syllabic consonants. The initial part of syllables ("onset") is formed by 1 or more non-syllabic consonants, the final part ("coda") by 1 or more non-syllabic ones, too. If there is no consonant in the initial or in the final part, the term "zero onset" or "zero coda" is used.

There are four different types of syllables when taking into consideration their structure:

1. minimum syllable – consisting of a single vowel, diphthong, triphthong or a single syllabic consonant preceded and followed by silence, e.g. *are* /*a:*/ in English and *u* /*u*/ in Slovak
2. open (free) syllable beginning with one or more non-syllabic consonants and ending with a monophthong (i.e. a single vowel), diphthong, triphthong or a syllabic consonant, e.g. *sea* /*si:*/ in English and *za* /*za*/ in Slovak
3. closed (checked) - comprising a vowel, diphthong, triphthong followed by one or more non-syllabic consonants, e.g. *eat* /*i:t*/, *ak* /*ak*/
4. a structure with one or more non-syllabic consonants at the beginning (onset) plus a vowel sound or a syllabic consonant (peak) plus one or more non-syllabic consonants (coda), e.g. *seat* /*si:t*/, *prst* /*pɾst*/

An English word *garden* /*ga:-dn*/ thus consists of two open syllables and long /*a:*/ and the syllabic /*n*/ form nuclei, i.e. peaks of sonority in these two syllables. A three-syllable Slovak word *pokrstíť* /*po-kɾs-tiť*/ comprises one open syllable and two syllables of the fourth type (the nuclei are /*o*/, /*r*/, /*i*/).

Peter Roach says that "native speakers who are asked to divide speech up into rhythmical beats are able to do it according to their intuitions" (Roach, 1992, p. 105). These rhythmical beats are syllables which can be characterized as "the combined units of vowels and consonants" (Crystal, 2011, p. 246). He continues "People are able to count the number of syllables in a word, by beating out its rhythm. The rule is basically simple: each syllable contains one vowel or vowel-like nucleus...but English is full of cases where alternative analyses are possible", e.g. *extra* /*ek-strə*/ or /*eks-trə*/ or /*ekst-rə*/ (ibid.).

The other point of view for defining syllables is stress. Stressed syllables (marked ´) are called strong and unstressed ones (marked ,) are weak. English syllables with syllabic consonants are usually weak because they are unstressed and their peak of sonority is formed by a weak vowel, i.e. predominantly schwa /*ə*/ but also /*ɪ*/ or /*ʊ*/ can occur. The reason for the before-mentioned fact is their position – syllables with syllabic consonants generally occupy

the final position in unstressed syllables in English, e.g. *handle* /'hæɪn,dəl/, *rhythm* /'rɪ,ðm/, whereas in Slovak, syllabic consonants can occur medially in stressed syllables in monosyllabic words, e.g. *vlk* /'vɫk/, *trň* /'třň/ or in stressed or unstressed syllables in polysyllabic words, e.g. *plný* /'pɫ,ní/, *jablko* /'ja,bɫko/, *mrkva* /'mřk,və/, *povrch* /'po,vřx/.

Syllabic Consonants in Consonant Clusters

Consonant clusters, it means groups of two or more consonants together, occur in both analysed languages quite often.

In English, two, three or four consonant clusters can be found within one word, e.g. *table* /teɪbəl/, *mutton* /mʌtʌn/, *handle* /hændəl/, *candles* /kændlɪz/. Where exactly is a syllable boundary, is often unclear.

Words comprising syllabic consonants are quite common in Slovak. It does not matter whether such words are derived, compound or they form word basis. The basic rule is that if at least three consonants occur together in clusters, syllabic consonants /r ɾ ř/ can be involved functioning as syllable nuclei. It is quite common that three, four, five, six or even seven consonant clusters can be present in one word, e.g. *plť* /pɫt', *stĺp* /stɫp/, *zhltnúť* /zhɫt-nút', *křč* /křč', *mrmľanie* /mřm-la-ňje/, *zmrzlina* /zmř-zli-na/or /zmřz-li-na/, *Štrbské Pleso* /řtrp-sképle-sol/, *štvrtstoročnica* /řtvř-cto-roř-ňi-ca/or /řtvřt'-sto-roř-ňi-ca/etc. In the last of the before-mentioned examples, the influence of a so-called transsibilation (type of assimilation) is obvious causing merging of *t'* and a sibilant *st* or *c* if a pronunciation is rapid.

Syllabic Consonants in Weak Forms

A term *weak forms* is used when we analyse issues of connected speech. Weak forms are mainly assessed from the point of view of stress and the tempo of speech. Besides the rules like the length reduction (e.g. *she* /ʃi:/ pronounced as /ʃi/) and weakening vowels to schwa /ə/ (e.g. *am* /æm/ weakened to /əm/), also elision (i.e. omission, dropping, deletion) of particular sounds is frequently found. Consonant clusters, are simplified, i.e. their number is reduced.

The other important factor is the word class of particular words. Function words (auxiliary verbs, adverbs, pronouns, determiners, prepositions, conjunctions and particles) are mostly unstressed in speech and thus pronounced as weak.

Syllabic consonants occur in weak forms of certain words due to their simplification and increased tempo of speech. In other words, economization of speech is the priority, and therefore some speech sounds are elided or reduced.

One of possible situations for hearing a syllabic consonant in rapid tempo in connected speech is a modal verb *shall*. It can either be pronounced with the syllabic consonant /ɫ/ or with the non-syllabic /l/ preceded by ə, i.e. /ʃɫ/ or /ʃəl/, e.g. *I shall find it* /aɪʃɫfaɪndɪt/ or /aɪʃəlfaɪndɪt/.

Another situation in which syllabic consonants, particularly syllabic *ŋ*, are encountered is shortening of a conjunction *and*. After the consonants /t d s z ʃ/, this coordinator is reduced to *ŋ*, after other consonants, *ən* is used instead, e.g. *fish and chips* /fɪʃŋfɪps/ but *come and see* /kʌmənsi:/ (Roach, 1998, p. 104).

Syllabic *ŋ* is often heard in negative contracted forms like *wasn't* /wɔznt/, *couldn't* /kʊdnt/.

Native speakers do not have any problem to understand even words that sound slightly different. "The reason for this is that to someone who knows the language well these words are usually highly predictable in their normal context" (Jones, 2003, p. 589). For non-native speakers such changes (reduction of vowel quantity, changing their quality and mainly eliding speech sounds) can cause misunderstanding or ambiguity in understanding.

In Slovak, the situation differs. Nothing like *strong* or *weak forms* of words exists. In rapid tempo, assimilation and elision of speech sounds occurs.

Conclusion

Sets of syllabic consonants differ in English and in Slovak. English makes use of *m*, *n*, *ŋ*, *l*, *r*/, whereas in Slovak, *l*, *r* and, phonologically, their long counterparts *l̥*, *r̥* function as syllabic consonants. In transcription, specific symbol ̥ or as David Crystal says "a small vertical mark beneath the symbol" (Crystal, 2011, p. 246) of the before-mentioned consonants is used pointing at their syllabic character - *m̥ n̥ ŋ̥ l̥ r̥* in English and *l̥ r̥ l̥ r̥* in Slovak.

Martin Hewings points out which specific symbols are used to show that a consonant is so-called "syllabic" when he says "if a syllable consists only of a consonant, this is usually shown in dictionaries either with a ̥ symbol under the consonant or a ̥ symbol before the consonant" (Hewings, 2007, p. 54).

All syllabic consonants are in fact allophones (i.e. variants of pronunciation) of their non-syllabic counterparts.

Unlike Slovak with the medial position of syllabic consonants, the English syllabic consonants predominantly occupy the final position in words. It is not unusual to find two syllabic consonants as neighbouring consonants within one English word. In Slovak, two syllabic consonants never occur together in the same word.

It has already been mentioned that syllabic consonants can occur as the result of assimilation. Elision (dropping/ omitting speech sounds) due to rapid tempo of speech applied also on weak forms of words is another precondition for using syllabic consonants. In both languages, syllabic consonants are always present in consonant clusters where they function as syllable nuclei.

As Peter Roach concludes the problem, "More research is needed in this area for English" (Roach, 1992, p. 106) or "the subject of syllabic consonants is an area that we need to know more about, and that there has not yet been enough discussion of the problem found in their analysis" (Roach, 1998, p. 83). Analysing peculiarities for the Slovak syllabic consonants is the challenge for future research, as well.

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LEXICAL AND MORPHOLOGICAL CONCORDANCES BETWEEN AROMANIAN AND ALBANIAN IN THE NEWSPAPER *FRATIA*

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Abstract

This article aims at highlighting several concordances between the Aromanian dialect spoken in Divjaka, in the Myzeqe area, Albania, and the Tosk dialect spoken in the same area, at a lexical and morphological level, starting from a corpus of texts in the form of articles, published in *Fratia* Newspaper (an Aromanian –Albanian publication coming out in Divjaka, Albania, every two months) between January 2014 and March 2016. Our present study continues to a certain extent the previous one, published by the Western University of Macedonia, in the *Conference Proceedings of the 1st International Conference Education across Borders*, entitled “ Some Aspects concerning the Bilingual State of the Vlach Community from Korce area ”, since it analyzes the influence of the Albanian (particularly of the Tosk dialect) on the Aromanian dialect from Myzeqe area.

At the lexical level, we shall deal as usual with the cultural and core borrowings from Albanian into Aromanian, necessary to fill in the lexical gaps existing in the Aromanian dialect, whereas at the morphological level, the article will analyze the transference of morphemes from Albanian into Aromanian, during the process of adaptation of the above mentioned borrowings.

Keywords: concordances, borrowings, code switches, morpheme transference

Introduction

The present paper aims to highlight the various phenomena of linguistic concordances between the Aromanian dialect spoken in Myzeqe area, Albania, and the Tosk dialect spoken in the same area, starting from a limited corpus of texts published as articles in the *Newspaper Fratia* (a bilingual Aromanian-Albanian publication) between January 2014 and March 2016. We believe that these texts reflect the actual speech of the Aromanians living in this area. Due to the state of bilingualism, their idiom has changed especially because of the interference with the Albanian language. As a result of the cohabitation and education in a socio-political context in which Albanian is the language of majority and authority, the Aromanian dialect from Myzeqe has undergone changes especially at the lexical level.

At the lexical level, our analysis will deal with the borrowings and code switching phenomena, making a difference, not always easy, between these two forms of lexical interference, based on the following criteria:

- the degree of phonetic, morphological and syntactic adaptation
- frequency, i.e. emergence of the same lexical forms in several articles
- attestation in specialized lexicographical works that fix the usage of certain lexical forms, and therefore the integration of new elements in the lexical system under consideration.

To simplify observations we note abbreviated criteria used: **A**-adaptation, **F**-frequency, **AT**-attestation.

The specialized lexicographical work used is Tache Papahagi’s dictionary, *Dicționarul dialectului aromân, general și etimologic*, second edition, Bucharest, 1974 (DDA), as well as as the most recent lexicographical work by prof. dr. Nicolae Saramandu

Atlasul lingvistic al dialectului aromân (The Linguistic Atlas of the Aromanian Dialect), Vol. I (2014, ed. Manuela Nevaci), Petru Neiescu's *Mic atlas al dialectului aromân din Albania și din fosta Republică Iugoslavă a Macedoniei, 1997 (Small Atlas of the Aromanian Dialect from Albania and FYROM)*. As previously mentioned, the language inserted (*embedded language*) is Albanian, and our analysis is limited to the corpus of texts published in the *Newspaper Fratia* between 2014 and March 2016. Therefore, the analysis will have a specific character, providing a limited and fragmented image of the Aromanian dialect spoken and written in the Myzeqe area. The Aromanian communities living in this area, among the Albanian population representing the majority, belong to the Farsherot group (branch), being also known as *Muzăcheari (Mizukiari)*, a sub-branch of the Farsherot group¹¹¹. They settled down a long time ago in this area where they used to come and spend the winter with their sheep, and, besides their traditional profession of shepherds, they also started practising agriculture. Many of the Aromanians who settled down here (around the 1930s), were coming from the areas of Korce, Pogradec, Beala di Supră or Beala di Ghios¹¹². From a linguistic point of view, now they are predominantly bilingual, using Aromanian (mostly at home, in the family environment and within the Aromanian community), and Albanian both in community relations and official communication. Younger generations tend to abandon their mother tongue and use Albanian in verbal interactions within the family or community, motivated by the strong influence of the Albanian language on Aromanian children and youths during the schooling process.

Within the group of lexical borrowings we identified the following subcategories:

Old Borrowings

As other researchers show (Th. Capidan, 1932, 126), words such as *bănă* "life" (regressive derivate from *banoj*- "live"), *gělă* "dish" (<*gjellë*), *giză* "type of cheese" (<*gjizë*), *dhălă* "type of yoghurt" (<*dhallë*), *cilimețani* "children" (<*çiliminj*), *bănédz* "live" (<*banoj*) belong to an earlier stratum of borrowings from Albanian considering their importance and usage in other Aromanian speeches too.

Cultural Borrowings

In this category we have included words which, at the semantic level, designate new notions, either abstract (concepts), or concrete (objects representing a novelty in the speakers' life). Cultural borrowings appear as a necessity, especially in the case of the rural communities of Aromanians, which began to come into contact with new realities once they shifted from the nomadic life to the sedentary one and once they were integrated within the Albanian state borders after WWII. From the collected texts, having as topics relatively modern ones, we delimited the following semantic fields:

- **professions and social categories:** *zănăților, zănăți* "professions" (<*zanate*), *normíst* "the one who completed his/her rate" (<*normíst*), *brigadiér* "taskmaster" (<*brigadier*), *agronómlu* "agronomist" (<*agronom*), *vitirinérlu* "vet" (<*veteriner*), *zootecníclu* "zootechnician" (<*zootekniku*), *protagonísci* "protagonists" (<*protagonistë*), *doctór* "doctor" (<*doktór*).

- **professional objects, spaces or actions:** *ragión* "region" (<*rajon*), *medísli* "enviroments" (<*mjediset*), *birói* "offices" (<*biro*), *prodúcturi* "products" (<*produkte*), *sectórlu* "sector" (<*sektori*), *contribútu* "contribution" (<*kontribut*), *capacitétu* "capacity" (<*kapaciteti*), *propozără* "proposal" (<*propozim*), *spítál* "hospital" (<*spital*), *rețétă, rețetí* "prescription" (<*recetë*), *hápă, hápi* "pill" (<*hap*), *vacsínă, vacsini* "vaccine" (<*vaksinë*).

¹¹¹For the division of the Aromanian groups see Nevaci M., *Graiuul aromânilor fărșeroți din Dobrogea*, Bucuresti. EUB, 2011, 17.

¹¹²Cf. N. Saramandu, *Atlasul lingvistic al dialectului aromân*, Vol. I, page XLII.

- **elements of social and political life:** *partía* "the party" (<partia) with the plural form *partiuri* "parties", *aghență* "agents" (< alb. agentë), *organizáta* "organisation" (<organizata), *presiön* "pressure" (< presion).

- **education, school:** *tecnicúmlu* "technical school" (< teknikumi), *ghimnáz* "high school" (<gjimnaz), *convíctul* "hostel" (<konvikti), *ghimnaziștilor* "high school students" (<gjimnazistëve), *hartímili* "written compositions" (<hartimet), *próvíi* "evidence, proof" (<prova)

Among these borrowings, presenting signs (elements) of adaptation, we have identified a important number of adjectives and verbs:

- adjectives: *disfavorioási* "unfavourable" (<disfavorshme), *ghigándă* "giant" (<gjugande), *pligúit* "wounded" (<i plagosur), *caps* "constipated" (<kaps), *mesatar/mesetar* "average" (<mesatar)

- verbs: *tituleádă* "is entitled" (<titullohet); *părțáleáști* "it transmits" (<përcjell), *părțalésu* "they transmit" (<përcjellin), *pruveáști* "it proves" (< provon), *frecuentáști* "they frequent" (<frekuentojnë), *chiundreá* "was standing" (<qëndronte), *chiundrí* "stood" (<qëndroi), *mi dëshpirái* "I became desperate" (< u dëshpërova).

We have proceeded in our analysis by checking which words from the ones mentioned above satisfy the three parameters [+A], [+F], [+AT] or only some of them, in order to analyse their degree of integration into the system of Aromanian and to decide on their state of borrowings:

Words that satisfy the three parameters [+A], [+F], [+AT]:

- *zănăți, zănăților* "professions" (<zanate): [+A] it has a plural form *zănăți* and in one of the articles it appears in the genitive plural form *zănăților*, [+F]: it appears in several articles, [+AT]: attested by DDA.

Words that satisfy only two parameters:

1. [+A], [+F], [-AT]

- *agronomlu* "agronome" (<agronom): [+A] it presents the definite article *-lu*, [+F]: it appears in several articles, [-AT]: not attested by DDA or by the atlases.

- *vitirinerlu/veterinerlu* "vet" (<veteriner): [+A] it presents the definite article *-lu*, [+F]: it appears in several articles, [-AT]: not attested by DDA or by the atlases.

- *zootecniclu* "zootehnician" (<zooteknik): [+A] it presents the definite article *-lu*, [+F]: it appears in several articles, [-AT]: not attested by DDA or by the atlases.

- *medisli/miedisli* "environments" (<mjediset): [+A] it presents the definite article for plural *-li*, [+F]: it appears in several articles, [-AT]: not attested by DDA or by the atlases.

- *biroi* "offices" (<byrotë): [+A] it presents the plural ending *-i* and the phonetical adaptation: y>i; [+F]: it appears in several articles, [-AT]: not attested by DDA or by the atlases.

- *partía* "party" (<partía): [+A] it presents the definite article *-a* specific for feminine singular nouns, which coincides with the Albanian definite article for singular feminine nouns; [+F]: it appears in several articles, [-AT]: not attested by DDA or by the atlases.

- *ghimnaz* "high school" (<gjimnaz): [+A] it presents the phonetical adaptation: gj>ghi; [+F]: it appears in several articles, [-AT]: not attested by DDA or by the atlases.

- *ghimnaziști* "high school students" (<gjimnazistë): [+A] it presents the plural ending *-i*, the phonetical adaptation: gj>ghi and the phonetic alternation s>ș; [+F]: it appears in several articles, [-AT]: not attested by DDA or by the atlases.

- *convictlu* "hostel" (<konvikti): [+A] it presents the definite article *-lu* [+F]: it appears in several articles, [-AT]: not attested by DDA or by the atlases.

- *hartimili* "written composition" (<hartimet): [+A] it presents the plural definite article *-li*, [+F]: it appears in several articles, [-AT]: not attested by DDA or by the atlases.

2. [+A], [+AT], [-F]

- *rețetă* "subscription" (<recetë): [+A] it presents the ending *-ă* specific for feminine nouns in Aromanian, [-F]: it appears only in one article, [+AT]: attested by ALDA.

- *hapă* "pill" (<hap): [+A] it presents the ending *-ă*, specific for feminine nouns in Aromanian, [-F]: it appears only in one article, [+AT]: attested by ALDA.

- *vaccină* "vaccine" (<vaksinë): it presents the ending *-ă*, specific for feminine nouns in Aromanian, [-F]: it appears only in one article, [+AT]: attested by ALDA.

3. [-A], [+AT], [+F]

- *doctór* "doctor" (<doktór): [-A] it does not present any marker of adaptation, [+F]: it appears in several articles, [+AT]: attested by ALDA

- *spítal* "hospital" (<spítal): [-A] it does not present any marker of adaptation, [+F]: it appears in several articles, [+AT]: attested by ALDA

Words that satisfy a single parameter:

1. [+A]

- *protagonisci* "protagonists" (<protagonistë) – it presents the plural ending *-i*, specific for masculine nouns in Aromanian.

- *producturi* "products" (<produkte) – it presents the plural ending *-uri*, specific for neuter nouns in Aromanian.

- *aghență* "agents" (<agjentë) – it presents the plural ending *-ă*, and the phonetic alternation *t>ț*.

- *provii* "evidence, proofs" (<prova) – it presents the plural ending *-i* and the definite article *-i*.

- *organizată* "organisation" (<organizatë) – it presents the feminine ending *-ă*, specific for feminine singular nouns, just like in Albanian.

2. [+AT]- words that do not present markers of adaptation and have a single occurrence but are attested by DDA or the atlases: we have not found such examples until now.

In between cultural borrowing and code switching

It is often difficult to distinguish between cultural borrowings and code switchings because some words do not fulfill any of the parameters taken into account, [A], [F], [AT]. They do not show any degree of adaptation and therefore we can consider them code changes, although some of them could be closer to the concept of borrowing. Among these we may point out a number of words presenting forms and combinatorial contexts which may support their character of borrowings:

- Several nouns like: *capacíteti* "capacity" (<kapaciteti) *presiún* "pressure" (<presion).

- Several words belonging to the semantic field of professions or social categories which do not present markers of formal integration: *normíst* "the one who completed his/her rate" (<normíst), *brigadiér* "taskmaster" (<brigadier).

Semantically speaking, they fill up lexical gaps, and therefore, even though in texts they have a single occurrence, we may consider them closer to borrowings.

Core Borrowings

Based on the definition and terminology introduced by Carol Meyers-Scotton (2006: 215), we further discuss the second category of borrowings, namely the core borrowings. Over the time, the Aromanian speakers have been faced with the need to enrich their mother tongue with new lexical items, and sometimes replace older terms with newer ones because of the latter's superior functionality. Unlike the cultural borrowings, which most of them are semantically concrete, designating perceptible realities, the nuclear ones cover a broader range of meanings, both concrete and abstract, belonging to almost all lexical and semantic

categories, with quantitative differences. As in the case of cultural borrowings, we identified the following semantic fields:

- **elements of social life, attitudes, feelings:** *zacóne* "customs" (<zakone), *šăcăi* "jokes" (<shaka), *curajiu* "courage" (<kurajo), *pozită* "position" (< pozitë), *dîhîtetu* "dignity" (<dinjitet), *activitetlu* "activity" (<aktivitet), *curiozitetlu* "curiosity" (<kurioziteti),

- **others:** *dărdăngă* "somebody with a big body but not handsome" (<dërdëngë), *dîşili* "some, half" (<disa), *vîsi* "places" (<vise), *dedzi* "branches" (<degë), *libră* "book" (<libër), *áta* "mother" (coming probably from *atë*, which in Albanian means "father"), *vétea* "oneself" (<vetë), *pălţă* "marrow" (<palcë).

We will continue analyzing, as in the case of cultural borrowings, which of the words above satisfy all three parameters [+A], [+F], [+AT] or only some of them, in order to decide on their degree of integration and to draw certain conclusions on their status of borrowings:

Words that satisfy the three parameters [+A], [+F], [+AT]:

- *zacone* "customs" (<zakone), [+A] it has the plural form *zacone*, similar to the Albanian one [+F]: it appears in several articles with the meaning "habits, customs" like in Albanian [+AT]: attested by DDA under the form of *zăcone* of Old Slavic origin but having the meaning "law, canon".

- *curajiu* "courage" (<kurajo) [+A] it presents the definite article *-u*, [+F]: it appears in several articles Albanian [+AT]: attested by DDA.

- *dîşili* "some, half" (<disa), [+A] it presents the definite article *-li*, and the phonetic alternation *s>ş* [+F]: it appears in several articles Albanian [+AT]: attested by DDA.

- *áta* "mother" (coming probably from *at*, *atë*, which in Albanian means "father"): [+A] it presents the definite article *-a*, specific for feminine nouns, even though in Albanian *at*, *atë* is masculine [+F]: it appears in several articles Albanian [+AT]: attested by DDA, which puts its etymology under question mark.

- *vétea* "oneself" (<vetë): [+A] it presents the definite article *-a*, specific for feminine nouns, just like in Albanian [+F]: it appears in several articles Albanian [+AT]: attested by DDA.

Words that satisfy only 2 parameters:

a. [+A], [+F], [-AT]

- *pozită* "position" (< pozitë): [+A] it presents the definite article *-a*, specific for feminine nouns, just like in Albanian [+F]: it appears in several articles Albanian [-AT]: not attested by DDA or by the atlases.

- *dîhîtetu* "dignity" (<dinjitet): [+A] it presents the definite article *-u* [+F]: it appears in several articles [-AT]: not attested by DDA or by the atlases.

- *activitetlu* "activity" (<aktiviteti): [+A] it presents the definite article *-lu* [+F]: it appears in several articles [-AT]: not attested by DDA or by the atlases

- *curiozitetlu* "curiosity" (<kurioziteti): [+A] it presents the definite article *-lu* [+F]: it appears in several articles [-AT]: not attested by DDA or by the atlases.

4.3 Words that satisfy only one criterion:

a. [+A]

- *vîsi* "places" (<vise), it presents the plural ending *-i*.

- *dedzi* "branches" (<degë), it presents the plural ending *-i*.

- *unălibră* "book" (<libër), it is preceded by the indefinite article *ună* and the ending *-ă*, specific for feminine nouns, whereas the unstressed vowel *-ë* has disappeared in the process of adaptation.

- *pálță* "marrow" (< *palcë*), it presents the ending- *ă*, specific for feminine nouns, just like in Albanian, replacing the word *măduuă*, of Latin origin.

Just like cultural borrowings, some words do not satisfy the three criteria, which leads to the conclusion that they may represent intermediate stages of transition from the status of code switches to that of nuclear borrowings. Words like *dărdăngă* "somebody with a big body but not handsome" (< *dërdëngë*), *ună libră* "book" (< *libër*), used instead of *ună carti*, *vîsi* "places" (< *vise*), *dedzi* "branches" (< *degë*), *pálță* "marrow" (< *palcë*), used instead of *măduuă*, even though they present some degree of adaptation, belong to the category of code switches.

Conclusions

In this article we have analyzed several borrowings from Albanian into Aromanian, which we have divided into two main categories: cultural borrowings and core borrowings, making the distinction, not always easy between them and the code switches (words presenting a lesser degree of adaptation to the morphological system of Aromanian).

In addition, we have highlighted the adaptation mechanism of the Albanian nouns into the morphological system of the nouns in Aromanian. From the collected material, it is obvious that the most easily adapted are the Albanian feminine nouns, ending in the vowels - *ë*, -*e*. They receive the definite article -*a* (specific for feminine nouns, just like in Albanian) or the indefinite article *ună*. More than that, in the adaptation process, we have come across the phenomenon of gender change: some Albanian masculine nouns turn into feminine nouns in Aromanian (e. g. *ată*, *une libră*).

Regarding masculine nouns borrowed from Albanian into Aromanian, there is a clear mechanism of adaptation in place through their articulation, most often with the definite article of Farsherot type -*u*, but also with -*lu*, specific for other Aromanian speeches, or through their articulation with the indefinite article *un*.

We have also highlighted the transition of masculine nouns in Albanian into neuter ones in Aromanian through the same process of articulation with the definite article -*u* or -*lu* or by articulating them with the indefinite article *un*, also used in the case of neutrals. More than that, we have come to the conclusion that the category of neuter nouns in Aromanian has been enriched the most with Albanian borrowings. Plural masculine nouns borrowed from Albanian are adapted to Aromanian by adding to them plural endings (like -*uri*, for example in *product*, *producturi*) specific for the Aromanian dialect, the plural form being often accompanied by the definite article.

As far as the adjectives are concerned, we notice the same mechanism of adaptation like in the case of nouns, by means of endings, depending on the gender, number and case of the adjective. Invariable adjectives in Albanian, like *caps* "constipated" (< *kaps*), appear to remain invariable in Aromanian too.

Concerning the category of verbs, we have concluded that the first and the fourth conjugations have been largely enriched. For example the verbs *tituleádză* "is entitled" (< *titullohet*), *mi dăshpirái* "I became desperate" (< *u dëshpërova*), *frecuentăști* "they frequent" (< *frekuentojnë*), belong to the first conjugation, whereas *părțălêscu* "they transmit" (< *përcjellin*), *pruveáști* "it proves" (< *provon*), *chiundreá* "was standing" (< *qëndronte*), *chiundrí* "stood" (< *qëndroi*), *pligui* "to wound" (< *plagos*) belong to the fourth one. Our previous research has shown that most of the verbs borrowed from Albanian have been included in the fourth conjugation in Aromanian.

The process of enriching the Aromanian dialect with neologisms, necessary to a communication adapted to the contemporary social and economic development, requires their registration and standardization in dictionaries. The orthographic and orthoepic adaptation of the neologisms found in newspapers or magazines published in various countries where

Aromanian is spoken and written, is done in various manners. In order to have its own literary variant, Aromanian needs to unify all these ortographic rules and apply them correctly.

Abbreviations

- DDA: *Dicționarul dialectului aromân, general și etimologic*, second edition, Bucharest, 1974.
- ALDA: *Atlasul lingvistic al dialectului aromân (The Linguistic Atlas of the Aromanian Dialect)*, Vol. I (2014, ed. Manuela Nevaci).

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ETHNOLINGUISTIC NOTES OVER THE TRADITION OF NAMING AND USAGE OF THE PLANTS IN THE SOUTHEASTERN PART OF ALBANIA

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Abstract

Albania, as a country where the Eastern and Western roads cross each-other, has implemented in its tradition a mixture of customs and rituals. But, on the other side, in many areas (including the southeastern part of Albania, Korce-Devoll), in the local mentality have survived original religions, rituals and myths tightly connected with the way of life. The usage of plants has been a very important element of people's life in these areas. The plants have been used as food, as medicine and have taken an important place in the local mentality as plants with magical and healing powers. Many of the travelers that have passed in the Southeastern part of Albania have written about it and today we also find traces of this culture, which is extinguishing day by day. Today's ethno linguistic and ethno botanic studies aim to point out the connection between the values of plants with their expression in the local language and culture. As a result they can be used and reused, going away from the industrial way of life which has brought undesirable consequences for people's health. Our paper is based on some published testimonies, in handwritings and in materials harvested during the ethno linguistic expeditions over the traditions and beliefs over the usage of plants in the southeastern area of Albania

Introduction

In every human society, people think about plants and animals in the same special ways, (different from the ways humans ordinarily think about other things in the world, such as stones, stars, tools or even people), which can be described as "folk biology" (Atran, S., 1998: 548).

According to anthropologist Scott Atran, if the science of biology treats plants, animals, but and the humans as a special of form reality in the planet, "folk biology", which is present in all cultures, and the science of biology, whose origins are particular to Western cultural tradition, have corresponding notions of living kinds (Atran, S., 1998: 548),

Folk botany is often ordered taxonomically in a different way from scientific botany, though related in a complex fashion. The important point to underline here is that type of ordering implicit in folk taxonomy that has to be projected back into time and not asystematic lexemes divorced from any cognitive ordering (Trumper, J. B., 2005: 178).

Plant's names constitute a lexical subsystem which is easily identified by a certain linguistic community. The present lexical subsystem in accordance with other lexical subsystem gives us important information not only for the relationship people-plant, but also information for the lifestyle of the linguistic community. If the linguistic community has been much isolated, it will have more interest in giving the ethno linguistic information from plant's name. Traditional plant's names contain information about popular taxonomy with plants arranged by color, features and their characteristic (Svanberg et. al., 2011: 201).

Methods

Referring statistics, until 1990, about 80% of the Albanian rural people, lived working in agriculture and practicing pasture, or making use of the forests. These traditional jobs of the Albanians that determined their special relations to the plants, by using them for food, clothes, construction and tool production, were observed also for their cropping requirements and identify their medicinal, re-generating and aromatic properties (L. Dinga, L. Topuzi, A. Onuzi, S. Kongjika, 2001: 184-185).

Similar to the picture, the sign is a concrete being but it looks like the concept by reference to the one and the other does not relate exclusively to themselves and they can replace something other than itself. However, the concept has in this respect in an unlimited capacity, while the sign is limited.

Based on the ethno botanic point of view, according to the scholar Sanda Golopenția, in this paper will be treated some characteristics of speech acts that have resulted plant's names:

1. Some of these speech acts come from perceptions, features or uses;
2. Through the plant's names it's possible to recognize, at least in part, perceptions / uses from which they were formed, to reconstruct, in a way, the original encounter between the " maker name " and the plant he / she named (2006:166-167)

Ethno linguistic fieldwork is mainly focused in the collected dates. The dates are collected in two ways:

Twenty key informants (average age: 60) were selected in some village of Devoll and Korça region, using snowball sampling techniques and participated in in-depth interviews regarding their ethnographic and linguistic features especially for the local flora. In this focus the target of the interviews was on medicinal and food uses of some wild food plants. Free-listing and semi-structured interview techniques were used. When available, the wild plant species cited during interviews were collected, verified by our interviewees. It has to be emphasized that this paper will be focused on some of the dialect's names of plants that are founded in many folk materials published and unpublished.

Results discussion

The people's spiritual wealth is revealed in their cultural richness. In this context plants have been used to express the variety of object characteristics, by specifying them and avoiding misunderstandings (L. Dinga, L. Topuzi, A. Onuzi, S. Kongjika, 2001: 188). So the plants are named and used to name through in different speech acts.

- 1) Plant's names based on perception of outer appearance:

Some plant's names come as a result of their outer features (size, color or similarity with other objects). These types of plant's name are easily to be named and can be found more often. From the lexical-grammatical point of view, these plant's names will be divided into:

- plant's name as compound:

Gojëasllankë - gojëujku (*Agrostimena githago*) – a compound plant's name, the form of the plant represents the main characteristic of the plant's name. The determinative compound is linked semantically with the first part of the compound *mouth* (Alb. 'gojë'), whereas the second part is linked with the Turkish borrowing *asllan* (the borrowing *asllan* – Alb. 'luan' (lion), is not used as a borrowing which has come with the object, it is used only as attributive feature). The other compound, the synonym one contains two parts which belong to the general lexis with a direct relation with the object which are referred to. In folk medicine, this plant is used for recovering the wound and abscesses. It is also used as a decorative plant based on its colorful flowers.

Ferrakúqe (*Rosa canina*) - The name of this plants in Albania, specifically in Devoll area (in the Southeast of Albania), appears in five phitonyms, namely: *ferrakuqe*, *shipka*, *kromobythë* (in variants *krumymbllkë*, *kurumbyllkë*), *trëndafil i egër*, *xinxife*. The first part of the compound represents the group of the plants (bush- thorn) while the second part of the compound represents an outer feature as color (in this case the color of the fruit).

- plant's name as derivative words

Çallmaxhúk (*Zea mays everta*) - a type of corn, corn that pops during the baking, popcorn). The name of the plant comes from the suffix derivative (*çallmë+shuk*) by naming according to the form that the corn gets during the baking: *çallmë*- 'a type of head cover' (FGjSh,1954: 62). The main part of derivative word is Turkish borrowing and the compound Turkish suffix. (cit. Xhuvani, A. 1980: 561). In Albanian Dictionary (1954: 61) is found even the name *çallma-t* - 'baked corns in a baking pan with holes'. This type of corn is used as food, especially baked based on the shape which gets.

- 2) Some plant's names based on the specific features of plant or its usage

- Plant's name as compound

Cucufendë (*Bovista plumbea*) - plant's name is a compound with two parts of the compound which are linked together based on the sound that the plant makes, the first part is onomatopoeia, while the second one names an often inaudible discharge of intestinal gas. This plant's name seems to be linked with the period when the plant becomes to dry out and convert in the shape of a ball. If you press it, it will sounds and distributes the spores in form of white dust (flavor). In this area, this plant is found with the names *fendëdosë*, *fendë e ujkut* in which the below phenomenon is based on an animal (pig, wolf).The plant, in its fresh condition is used as food, while for its coagulation power is used to stop bleeding or extravasation.

Kromobythë (*Rosa canina*) - In village Nikolicë, for this plant and its fruits, the term *shipkë* was discovered, whereas in villages Dardhë and Sinicë *kromobythë*, in village Bradvica phonetic variants *kyrymbyllkë*, *krymybylle*. Commonly, the plant fruits are called *xinxife*. The *krimbabith* version is found in Pieroni (Pironi et al. 2002:171) in his studies for plants in the Italian Arbëreshë area.

Based in this concept, the term *kromë* in Albanian is considered as derivate from *kruaj* (scratch) (Orel, 1998:1 98). So the plant's name comes as result of feature of plant's fruit to cause scratching in contact with the skin: *kromobythë* - 'scratch the bottom'. In "Albanian-English Dictionary" of Newmark (2000: 114), it is stated that *bythekromë* means "dog rose (*Rosa canina*)". FGjSh (1954:241) asserted the term *kromë* is determined as a medical term for "scabies". This name in Albanian represents the disease "scabies, dog roses". As such, the name *kromobythë* is a compound name presented with a single word as a title. Thus, it can be deduced that the semantic of this name is a derivate by metonymy in Albanian. Initially, this label described the fruit, and then the whole plant had eventually been denominated. The researchers believe that the oldest term should be *kromobythë*, as far as Italian Arbëreshë and Devoll's area still use this term (Saraçi, A., Damo, R., 2013: 136) The phonetic variants were developed in accordance to the phonetic Albanian laws and these had occurred the vocal assimilation in distance (Dodi, 2004: 147) and the process of sound metathesis (Dodi, 2004:153) as a dialectal variant phenomenon in the southern area.

- Plant's name as derivative words

Uthullnicë/ Ufullnicë (*Rumex acetosa*)- a plant founded in many names, in Grapsh and in some nearby villages. It is named in this way as a result of its sour taste. The plant's name is based on the name vinegar (the phonetic dialect form *ufull*) + the Slavic suffix *-icë*, borrowed in Albanian through Slavic words, such as *boronicë*, *galicë* (cit. Xhuvani, A.,Çabej, E.,1980: 488). This plant is used for food in salads and garniture.

Sallator (*Cucumis sativus*)- Lako (1965:45) states that *Cucumis* is the name of cucumber used by Romans, and *Cucumis sativus* in Albanian is called *kastravec*, *krastavec*, *trangull* (cucumber). Qafzezi (1978:197) for *Cucumis Sativus*, gives the folk names *kastravec*, *trangull*, *sallator*. One of the most used plants as food especially for salads as fresh salads or pickles, it has this name based on the usage within the suffix *-or*.

In folk medicine, the liquid has healing powers for dermatitis and sunburn of the skin. It can also be used for healing of colitis and other infections of large intestine.

3) Some plant's name linked with saint's name

Lule shëngjini (*Salvia sclarea*) -Papadhopulli (1976: 248) has called *shëngjin*, *lule Shëngjini*, while in the expanded publication over medicinal plants of Albania (1987: 208) gives the synonyms *luleshëngjini*, *lule skarlatinë*, *shëngjin*. In Lako (1965:142) is found *sherebelë ngjyrë skarlatine*, *shëngjin*, *lule shëngjini*. In Upper Devoll, exactly in the villages of Qyteza and Sinica is found the name *bollojan*, while in the village of Dardha is found *shëngjin*.

The name come from a version of the name of a Saint (Saint John) and represents the feast of flowers. It is a ritual feast but during the years has keep the pagan features. It is celebrated in 24- th of June and is the day in which the youth of the village organize a feast in the grove and grounds by singing and getting flowers especially *lule Shëngjini* (the feast is celebrated in the Church of St. Thanas in Gjyres and comes the inhabitant of the villages nearby Hoçisht, Grapsht, Gjyres, Bradvicë and Ziçisht). This feast represents the day when the youth meet each other and find a possibility to get engaged.

In folk medicine is used as insecticide and for the recover of the wound. It is used as natural flavoring for environments and clothes because it is a plant made of etero-oil with a wonderful smell.

Lule shëmitri (*Chrysanthemum indicum*). This name is connected with Saint Demeter. Flowering period coincided with the month of immigrants' depart. When men used to migrate, they were seen off with the wish: "U gdhifë Shën Pjetër!". A tradition was that women asked this desire the evening that the emigrant was seen off, before sleeping, with these flowers in their hands because the emigrants migrated mainly during October which is the month of Saint Dimitrius and returned in June, when it is Saint Peter. The desire of the wives, mothers and new brides was the period that lasted only one night (Saraçi, 2012: 175). As it is a plant which flourishes in the low temperature and its flower is characterized by durability is used for mortal ceremony. It is also used mainly as winter decorative plant based on the diversity of colors

Conclusions

A case study of this nature is referred to a small part of the material collected from primary and secondary sources, but it is sufficient for the future in order to do a detailed study based on the ethno linguistic characteristics of the plant's name. Based on the taxonomy of ethno linguistic classification of plant's name is making possible a view of linguistic characteristic and as a result an ethno cultural view of a certain region.

Today's ethno linguistic and ethno botanic studies aim to point out the connection between the values of plants with their expression in the local language and culture. As a result they can be used and reused, going away from the industrial way of life which has brought undesirable consequences for people's health.

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THE NEGATION IN THE ORIGINAL OF WILLIAM SHAKESPEARE'S "THE MERCHANT OF VENICE" COMPARED WITH THE NEGATION IN THE MACEDONIAN TRANSLATION OF THE PLAY BY DRAGI MIHAJLOVSKI

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Abstract

William Shakespeare's Middle English Language is more complex than the Modern English that we learn and use today. First and foremost, he is known as a Stratford playwright, who wrote 37 plays and 154 sonnets. He is also known for introducing some new words into the language used in Middle Age England.

As complex as it is, the form of negation does not differ much from the negation in the Modern English Language. One can easily notice it if one is familiar enough with its basis. The translations of Shakespeare's works in other languages allow us to compare certain aspects of Shakespearean English to the same aspects translated in other languages. Thus, the point of this research is to compare the negation used in William Shakespeare's problem play, "The Merchant of Venice", to the negation used in the Macedonian translation of the play, translated by Dragi Mihajlovski.

Although it is well known that the English language, unlike the Macedonian language, does not allow double negation, the focus of this research is finding full equivalents, partial equivalents, or no equivalents at all in the translation of the play due to the language style used to translate the play for Macedonian readers.

Keywords: Shakespearean English, Macedonian language, negation rules, contrastive analysis, translational equivalent

Introduction

The Middle English language, also known as Shakespearean English, is one of the most complex but also one of the most interesting languages ever. It contains features that attract not only its learners, but its translators as well. As a language that differs from the other languages by its grammar and vocabulary, it most certainly represents a challenge when it comes to contrasting it with another completely different one. For instance, according to the negation rules of the Standard Modern Macedonian language (SMML), it is common for the double negative to take place in negative sentences. The same cannot be said about Standard Modern English language (SMEL), but the situation is completely different with the Middle English language. The differences regarding the syntactic rules on negation in SMEL and SMML are the base that the objective of the research conducted rests upon. Namely, these differences would naturally yield few full translational equivalents if the source language (SL) of the translation into MMEL is SMEL version of a Shakespearean play. On the other hand, if the SL of the translation into MMEL is original Shakespearean English, the

expectation i.e. the hypothesis is that the number of full equivalents would be rather high. In order to confirm this hypothesis, contrastive analysis has been used of the original Shakespearean English language play *The Merchant of Venice* and its MMEL translation by Dragi Mihajlovski.

Contrastive Analysis and Objective of the Research

Contrastive Analysis is a study that deals with depicting the differences and similarities between a pair of contrasted languages. Those differences and similarities in this study are known as translational equivalents, and the three different types of equivalents – more thoroughly elaborated in this paper, define the level of similarity a word/phrase has in the target language (TL) with the word/phrase in the source language (SL). The aim of this academic paper is finding full, partial, or zero equivalents in the Macedonian translation of the widely known Shakespearean problem play, "The Merchant of Venice".

*With its largely descriptive focus, contrastive linguistics provides an interface between theory and application and input to applied disciplines such as foreign language teaching and in translation studies*¹¹³

It is the input of our results that can be applied in the above stated disciplines that has initiated the objective of this research.

Translational Equivalence

To talk about translational equivalence, we firstly have to define translation and equivalence separately. In line with that, we refer to the already existing definitions:

*Translating is converting one language (SL) to another (TL) so that the TL could convey the intended message in SL*¹¹⁴.

*Translational equivalence is the similarity between a word (or expression) in one language and its translation in another. This similarity results from overlapping ranges of reference. A translation equivalent is a corresponding word or expression in another language*¹¹⁵.

There are three main types of translational equivalents:

- Full equivalents;
- Partial equivalents;
- Zero equivalents.

Negation Rules in the Contrasted Language

A double negative is a linguistic construction occurring when two forms of negation are used in the same sentence. According to Catherine Soanes, author of various versions of Oxford Dictionary of English,¹¹⁶ "double negatives... are regarded as non-standard usage in formal spoken and written English, but... very common in informal speech, song lyrics, etc..." However, *had you lived in England up to the 17th century, you'd also have been doubling your negatives with gay abandon and not incurring the wrath of the grammar police. The works of Chaucer and Shakespeare contain many examples of double and even multiple negatives:*

Ther nas no man nowher so vertuous... (Chaucer, 'The Friar's Tale')
I never was nor never will be. (Shakespeare, Richard III)

¹¹³Gast, V., (forthcoming) *Contrastive Analysis*

¹¹⁴ Karimi, L., *Equivalence in Translation*, 2006

¹¹⁵Lingua Links Library, Version 5.0, 2003

¹¹⁶ Soanes, C., *What is a double negative?*, 2012, <http://blog.oxforddictionaries.com/2012/02/grammar-myths-3/>

Catherine Soanes's stance is that "*these double negatives serve to strengthen the negative idea*". However, most linguists and EL grammarians would say that *two Negatives in English destroy one another, or are equivalent to an Affirmative*. Thus, double negatives, when used to express a negative idea, do not comply with the grammar rules of Standard English. In some other languages (for example, Spanish, Portuguese, French, and especially in Slavic languages, including the Macedonian), double negatives fall into grammar rules.

In Standard Modern Macedonian language, negation is expressed by placing the negative word 'не' (not) before the main verb. Quite frequently, a double negative is required. Although the negative word 'не' is the most common one, in some cases, the negative can be made with the auxiliary verb 'нема' (do not have/there is no/t) or with other negative words like: 'никој' (nobody/no one/none) or 'ништо' (nothing). The negation in the Macedonian language can also be expressed by adding negative prefixes before the words such as *не-*, *без-*, *ни-*, *де-*, *а-*, etc.

The Negation in Shakespearean English in *The Merchant of Venice* and the Equivalents in its Macedonian Translation

The contrastive analysis applied in this research has shown prevalence of full and partial equivalence.

Full Equivalence

According to Professor Retzker, *[f]ull equivalent is presumed when there is a complete coincidence of pragmatic meaning of the SL and TL units.*¹¹⁷

Total translation equivalence, *i.e. one-to-one correspondence*, according to Koller [11: 229]¹¹⁸, *[a]ppears for a relatively short period of time and, in most cases, is present in: personal and geographical names, numbers, names of the days, months, seasons, scientific and technical terms, especially the ones originating from Latin, Greek, and nowadays from the English language, mostly related to the modern technology, etc.*

Here are some of the cases where full equivalence takes place in the original Shakespearean play "The Merchant of Venice" and its translation by Dragi Mihajlovski:

Double Negation Full Equivalents:

1. 'Tis **not unknown** to you, Antonio. / **Не** ви е вам **непознато**, Антонио. (double negation)

Single Negation Full Equivalents:

1. You are merry because you are **not** sad. / Весели сте затоа што **не** сте тажни. (1 n)
2. You look **not** well, Signor Antonio. / **Не** ми изгледате добро, сињор Антонио. (1 n)
3. If thou wilt lend this money, lend it **not** as to thy friends, / Ако ни ги дадеш парите, **не** давајниги како на пријатели. (1 n)
4. But I will **not** eat with you, drink with you, nor pray with you. / Ама **нема** да јадам со вас, нема да пијам со вас, нема да се молам со вас. (1 n; will **not** and **нема** as full equivalents)
5. And for my love I pray you wrong me **not**. / Ама за љубовта **не** ме навредувајте, ве молам. (1 n)
6. "Budge **not**," says my conscience. / „**Не** мрдај!“ ми вели совеста. (1 n)

¹¹⁷Professor Retzker, *Equivalents in translation*, 2012

¹¹⁸Darinka Marolova, Eva Gjorgjievska, *Equivalence in Translation through German, French and Macedonian Examples*, Faculty of Philology, "Goce Delčev" University, Štip, 2000, R. Macedonia

7. Murder **cannot** be hid long. / Убиството **не може** долго да се крие. (1 n)
8. You must **not** deny me. / **Не** смеете да ме одбиете. (1 n)
9. I will **not** fail her. / **Нема** да ја изневерам. (1 n)
10. **Nothing** else. / **Ништо** друго. (1 n)
11. **No** masque tonight. / **Нема** маскарада ноќеска. (1 n)
12. "All that glisters is **not** gold. / **Не** е злато сè што светка.(1 n)
13. And so, though yours, **not** yours. / Па иако сум ваша, **не** сумваша. (1 n)
14. There is **no** vice so simple but assumes some mark of virtue on his outward parts. /**Не** постои толку простичок порок што не се кити со ознаки на доблеста во својата надворешност. (1 n)
15. **Not** sick, my lord, **unless** it be in mind; **Nor** well, **unless** in mind: / **Не** е болен, господине, **освен** ако **не** на душа, **ни** здрав, **освен** ако **не** е на душа. (1 n.)
16. I will **not** hear thee speak: /**Не** сакам да те слушам. (1 n)
17. I am **not** bound to please thee with my answers. / **Не** сум должен да давам одговори по твоја мера! (1 n)
18. Notwithstanding, use your pleasure: if your love do **not** persuade you to come, let not my letter. / Но постанете спроти вашето наоѓање: ако љубовта ваша **не** ве убеди да дојдете, сигурно нема ни ова мое писмо. (1 n; do **not** and **ne**as full equivalents)
19. I do **not** bid thee call. / Јас **не** ти реков. (1n)
20. **Not** I but my affairs have made you wait. /**Не** сум јас виновен, туку работата моја. (1n)
21. What if I strayed **no** further, but chose here? / Што ако **не** скитам повеќе и запрам тука? (1n)
22. If I **do not** put on a sober habit, talk with respect and swear but now and then, wear prayer books in my pocket, look demurely— Nay more. While grace is saying, hood mine eyes Thus with my hat, and sigh and say, "Amen"— Use all the observance of civility Like one well studied in a sad ostent to please his grandam, never trust me more. / Ако руво на смиреност **не** облечам на себе, ако не зборувам со мера, со многу малку пцовки, ако немам молитвеник в џеб, ако не изгледам смерно, ако за време на молитвата за ручек не го кријам погледот вака зад шеширот и не аминувам низ воздив, ако не го искажувам секој манир на пристојноста како некој што добро научил да покаже скромност за да си ја израдува баба си, повеќе во мене немајте верба. (1n; **do not** and **ne**as full equivalents)
23. It is **no** mean happiness, therefore, to be seated in the mean. / **Не** лежи затоа мала среќа во малоста.(1 n.)
24. You shall **not** seal to such a bond for me! / **Не** прифаќајте ваква обврска заради мене. (1n)
25. Pray you, let's have **no** more fooling about it / Ви се молам да **не** се глумираме повеќе за ова. (1n)
26. I would **not** have my father See me in talk with thee. / **Не** сакам татко ми да ме види како разговарам со тебе. (1n)
27. This reasoning is **not** in the fashion to choose me a husband. / Ваквото мудрување **не** може да ми избере маж. (1n)
28. I will **not** jump with common spirits. /**Не** сакам да се мешам со простиот народ. (1n)
29. We have **not** made good preparation. / **Не** сеподготвивме како што треба. (1n)

Partial Equivalence

*This type refers to the partial rendering of the SL's superordinate goal to the TL.*¹¹⁹We here have detected two types: Partial equivalents of the double negation and Partial equivalents of the single negation.

Double Negation Partial Equivalents:

1. **Mislike** me **not** for my complexion. / **Не** барајте маана во бојата на моето лице.(double n. in the SL vs single n. in the TL; **Mislike** as a word with a negative prefix and **not**, a negation represented in TL as **Не** барајте мана.)

Single Negation Partial Equivalents:

1. He is every man in **no** man. / Тој ти е секој во **никој**. (1 n)
2. But I will not eat with you, drink with you, **nor** pray with you. / Ама нема да јадам со вас, **нема** да пијам со вас, **нема** да се молам со вас. (1 n; translated into the negative form of the verb have (има) and the Macedonian да-construction)
3. If it will feed **nothing**, it will feed my revenge. / Ако **не** засити **ништо** друго, ќе ми ја засити барем омразата. (double n. in the TL)
4. The curse never fell upon our nation till now; I never felt it till now. / Никогашдосега вакво проклетство **не** се урвало врз нашето племе, **никогаш** досега **не** сум го почувствувал. (double n. in the TL)
5. I would **not** have given it for a wilderness of monkeys. / **Не** би го дал **ни** за една цела џунгла мајмуни. (double n. in the TL)
6. I shall **never** see my gold again. / **Никогаш** повеќе **нема** да си го видам златото. (double n. in the TL)
7. Notwithstanding, use your pleasure: if your love do not persuade you to come, let **not** my letter. / Но постанете спроти вашето наоѓање: ако љубовта ваша не ве убеди да дојдете, сигурно **нема** **ни** ова мое писмо.(**not** and **нема** **ни** as partial equivalents)
8. He hath **neither** Latin, French, nor Italian. / Абер **нема** **ни** од латински, **ни** од француски, **ни** од латински.(single n. in SL vs. double n. in TL)
9. A pound of man's flesh taken from a man is **not** so estimable, profitable neither, as flesh of muttons, beefs, or goats. / Половина кило месо од човечкото тело, месо кое **ниту** се цени, ниту носи приход како месото од овца, од теле или од коза. (1n)
10. I will **not** rest till I have run some ground. / **Нема** да ми се оттури дури до негде **не** му ја кидосам. (single n. in SL vs double n. in TL)
11. If I do not put on a sober habit, talk with respect and swear but now and then, wear prayer books in my pocket, look demurely— Nay more. While grace is saying, hood mine eyes Thus with my hat, and sigh and say, "Amen"— Use all the observance of civility Like one well studied in a sad ostent to please his grandam, **never** trust me more. / Ако руво на смиреност необлечам на себе, ако **не** зборувам со мера, со многу малку пцовки, ако **немам** молитвеник в џеб, ако **не** изгледам смерно, ако за време на молитвата за ручек **не** гокријам погледот вака зад шеширот и **не** аминувам низ воздив, ако **не** гоискажувам секој манир на пристojноста како некој што добро научил да покаже скромност за да си ја израдува баба си, повеќе во мене **немајте** верба. (1n; prevalence of negation in TL; **never** in SL vs **немајте** in TL)
12. And **never** dare **misfortune** cross her foot / **Никогаш**лоша среќада **не** и излезе на патот. (single n. in SL vs. double n. in TL)

¹¹⁹Marouane Zakhir, Equivalence in Translation, Translation Directory, 2009

13. **Never** so rich a gem was set in worse than gold. / **Никога**ш не сум видел таков биљур да биде сместен во нешто полошо од злато.(single n. in SL vs double n. in TL)
14. A third **cannot** be matched, unless the devil himself turn Jew. / Трет ваков **нема ни** под нурум, освен ако ѓаволот лично **не** се престори во Евреин.(single n. in SL vs. double n. in TL; **cannot** in SL vs. **нема ни** in TL)
15. **No** news of them? / **Не** си чул **ништо** за нив?(single negation in SL vs. double negation in TL)
16. So will I **never** be. / Па **не** сакам. (1n; **never** in SL vs **не** in TL)
17. **No** more pertains to me, my lord, than you. / Одлагање **нејќам** ко што **не** сакате **ни** вие, господине мој добар. (single n. in SL vs double n. in TL; **no** in SL vs **нејќам** in TL)
18. Make **no** more offers, use **no** farther means, / Повеќе **ништо не** нудете му, **не** смислувајте **ништо** друго.(single n. in SL vs double n. in TL)

Zero Equivalence

It occurs when there is no one-to-one equivalent between the ST and the TT. This happens when the translator deals with texts which contain culturally-bound words or expressions.¹²⁰

When a section cannot be fully or partially translated, it is usually paraphrased. Although rarely, examples of zero equivalence in the target language can be found in the Macedonian translation of the play.

1. Thou shalt **not** know the sound of thine own tongue. / Ќе го заборавиш звукот од сопствениот јазик. (no negation in the TL; translated from the negative form of future simple to the affirmative form of future simple)
2. I will **not** fail you. / Без гајле. (no negation in the TL; translated from simple future negative into a semantic phrase *без гајле*)
3. **Nor** is the wide world ignorant of her worth. / За вредноста нејзина надалеку луѓето чуле. (no negation in the TL; affirmative form in the TL)
4. He doth **nothing** but talk of his horse / Врти-сучи, само за коњот зборува. (no negation in the TL; translated into the idiom *врти-сучи*)
5. **Nor** will **not**. / И ќе бидам. (no negation in the TL; translated into an affirmative form of the future simple)
6. **No** more, I pray thee. / Те молам, доста. (no negation in the TL; translated into the imperative word *доста*)
7. Giddy in spirit, still gazing in a doubt whether these pearls of praise be his or **no** / уште се дума, ококорен сиот така, дали пофалбите се за него или за друга рака. (no negation in the TL; offered a second choice instead of *да или не*; translated into *за друга рака*)
8. And **not** one vessel 's cape the dreadful touch of merchant-marring rocks? / Туку сите гемии му станале жртви на страшниот допир со стењето кобно за секој трговец? (no negation in the TL; SL *not one* vs TL *cume*)
9. What, **no** more? / Самотолку? (no negation in the TL; translated into the particle *само*)
10. Therefore **no** more of it. / Затоа доволно говоревме за ова. (no negation in the TL; translated into the adverb of quantity *доволно*)
11. And therefore, speak **no** more. / Затоа престани да ме давиш. (no negation in the TL; translated into the imperative word *престани*.)

¹²⁰Marouane Zakhir, Equivalence in translation, Translation Directory, 2009

12. I think the best grace of wit will shortly turn into silence, and dissertation grow commendable in **none** only but parrots. / Мислам дека наскоро дарбата на духот најдобро ќе се искажува со молчење, а говорливоста ќе биде пофалба само кај папагалите. (no negation in the TL; translated into the particle *само*)
13. **Not** so, sir, **neither**. / Јас, господине? (no negation in the TL; translated into an interrogative form in the TL)
14. **Nay**, but ask my opinion too of that. – Е, за тоа ќе треба малку и мене да ме прашаш. (no negation in the TL; translated into the particle *e*)
15. And others, when the bagpipe sings i' the nose, **cannot** contain their urine – А други само што ќе го чујат диљдиљот од гајда веднаш пуштаат вода. (no negation in the TL; translated into the present simple verb in 3rd person plural *пуштаат*)
16. You **cannot** better be employ'd, Bassanio, than to live still and write mine epitaph. / Најголема услуга ќе ми направите Басанио, ако живеете и на гроб епитафот ми го напишете. (no negation in the TL; translated into *најголема услуга*)

Discussion on the Obtained Results

As one can see, most of the equivalents found in the Macedonian version of the play are full equivalents. Examples of full equivalents are: no – не; not – не, нема; nothing – ништо. Full equivalence can also be found in the following negative words: unknown – непознато; unless – освен. The negation in the Modern EL is not one to recognize double negation as the norm; however, that was not the case in the Shakespearean EL. For example, words like **not** and **unknown** can be found in the same sentence, which indicates presence of double negation. Due to the fact that the Macedonian language recognizes double negation as well, these words can be freely translated into **не** and **непознато**; thus we have “‘Tis **not unknown** to you, Antonio” and “**Не** ви е вам **непознато**, Антонио.)

There are less examples of partial equivalents found in the play in comparison to the case of the full equivalents. In the case of partial equivalence, negative words such as *no, not, nothing, never, neither, and cannot* are indeed translated into negative words, but not into their suitable ones. For instance, the word *nor* is not translated into its suitable equivalent *ниту*, but into *нема* (which is the equivalent of “there isn’t”). Similarly, *not* – *ниту* (instead of *не*); *not* – *нема ни*; *cannot* – *нема ни* (instead of *неможе*); *never* – *не* (instead of *никогаш*); *no* – *нејќам* (colloquial version of “не сакам”; instead of *не*). This is where double negation is more common in the TL rather than in the SL. In the following example there is single negation in the SL sentence “**No** news of them?”, and double negation in the translated sentence “**Не** си чул **ништо** за нив?” On the other hand, a case of “double negation in the SL vs. single negation in the TL” can occur, like in the following example: “**Mislike** me **not** for my complexion.” / “**Не** барајте маана во бојата на моето лице.”

Finally, as far as the zero equivalence is concerned, none of the negative words from the SL meet their suitable equivalents in the TL, but are rather translated into idioms, semantic phrases, and other words from various word groups and tenses. For instance, in the following example, “Therefore **no** more of it. / Затоа доволно говоревме за ова.”, instead of being translated into *не*, it would be more natural for the negative word *no* to be translated into the adverb of quantity *доволно*. This type of equivalent is an uncommon one with the least examples, but one of great importance, because it evokes interest in the reader’s mind.

Conclusion

Contrastive analysis is the systematic study of a pair of languages with a view to identifying their structural differences and similarities. Translating is converting one language (SL) to another (TL) so that the TL could convey the intended message in the SL. In other words, it is a process through which the translator decodes SL and encodes his

understanding of the TL form. Every time a language is translated into another one, the translator faces certain differences and similarities in the target language. Those differences and similarities are determined by the so called translational equivalents, which represent corresponding words or expressions in another language. Linguistics distinguishes three types of translational equivalents: full equivalents, when there is a complete coincidence of pragmatic meaning of the SL and TL units; partial equivalents, when there is a partial coincidence of pragmatic meaning of the SL and TL units; and zero equivalents, when there is no one-to-one equivalent between the SL and the TL. The translator must be fully aware of the negation rules in both Middle English Language and the Standard English language while translating it into another language. For example, while the Standard English language does not recognize the usage of double negation, the same is not the case in the Standard Macedonian language. William Shakespeare's problem play "The Merchant of Venice" has been taken as a subject of this research, and the purpose of this research was finding full, partial, and zero equivalents in the Macedonian translation of the play, "Venecijanskiot Trgovec", translated by Dragi Mihajlovski.

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PEDAGOGY & PSYCHOLOGY

NEW IDEAS AND APPROACHES IN PEDAGOGY

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Abstract

The development of the pedagogy as the science is determined by the development of pedagogical theory and practice, which in recent decades have become more intense and more complex in seeking and finding of some answers in order to maintain and encourage the positive development of science itself.

Globalization, the development of other sciences, the technology, also and changes in other aspects of society, inevitably raises the request for the appearance and searching for new ideas and approaches in pedagogy. Specifically are traces to new findings from theoretical and practical aspect that will be needed for development of the pedagogy science in the future. Indeed pedagogy as a science has an important mission to develop every individual as a person and of the human civilization in general.

Contemporary conditions and needs of pedagogy today, assume the appearance of new ideas and approaches known as flexible pedagogy, innovative pedagogy, reality pedagogy, critical pedagogy, effective pedagogy, re-thinking pedagogy, transformative pedagogy, holistic pedagogy, pedagogy of peace, etc.

Basically the new ideas in pedagogy starts from setting and new approaches in the theory and practice relating to education of the personality not only according to own needs, opportunities and expectations, but also for the education of the personality ready for the challenges of the future. Analysis of the mentioned new ideas and approaches in pedagogy at least encourage of thinking for the pedagogy of the future.

Keywords: pedagogy, new ideas and approaches in pedagogy..

Introduction

Nowadays innovations and the rapid changes in various areas of social life, as well as in science, engineering and technology, inevitably affect the need of change and corresponding of the other aspects of development and creation of modern man. In fact, modernity has its own assumptions and recognition of its quality as in terms of the life of the individual, the entity, as well as in accordance with his / her structure and system of values, skills, knowledge and expectations. There isn't any case in which we have real movement forward if there is no harmony between the achievements, the desired in more global terms and individually, the personal in a single sense.

Speaking of human, innovations, changes, modernity, it is like it's forgotten the meaning that has the pedagogy in the general view, placing her often in the role of technocratic, instrumental solving of the "needs" and "demands" of the remaining aspects of modern living. And what does that mean? Does modern man should be seen as a creature who has the necessary knowledge, abilities and skills and thus meets all mandatory prerequisites for being appropriate for modernity and the future or there is something, on which has lately been thinking more about. It seems that the second one is more true than needed. If pedagogy is seen as a science which beside education and upbringing, involves science to empower humans (J. Milat , 2005,

page 32-49) then it is presumed the change in the past review to the pedagogical science. Namely, the pedagogical science in itself contains the art of development and recognition of the personal identity at every individual, realizing the gravity and seriousness of the action, and the responsibilities for taking steps for pedagogical development and promotion.

In search of new ways for better education , upbringing, training, upgrading and continuous development of man throughout his entire life, still arise a number of new ideas and approaches that are more or less trying to introduce new paradigms for understanding and approach to theory and practice of the pedagogical science.

Certain basis for appearance of new ideas and approaches in pedagogical science

In the appearance of new pedagogical ideas and approaches in a great manner have influence the string aspects of other and different areas of modern society, with all its contradictions , modernity or rapid technological and economic development, which at first glance would seem as points of "internal friction " as in an individual and in a group or social level .

Specific basis for the appearance of new ideas and approaches in pedagogy are characterized by the necessity of finding a balance between globalization and the various developmental aspects and needs of different societies in the world today. In this direction, the more enhanced scientific, technical and technological advancement and development not only contributes to the increasing gap between "rich" and "poor", but also contributes to internal growing need to promote diversity and differences in the individual, the individual level as opposed to the general, the social.

Especially this applies to individuals, social groups and societies included in developed countries. On the other hand this is more complicated, contradictory lifestyles and development seen in a global perspective, to the level of the whole world, an impression is made that regardless of the place and the society in which the individual lives, if it belongs to the lower socio-economic groups, than exhibits different incentives for development and education that are more focused on achieving that is characteristic of competitiveness in the labor market. And here, we already have different views and motivation to approach it and how will be created, educated and enabled.

In the setting of the foundations for the emergence of new ideas and approaches to pedagogy that are part of this paper, we will focus on several of the base aspects that determine their appearance and development.

As one of the basis is frequent demonstrated need for establishing different treatment and approach to development and maintenance of the *values* and consequently to establish a value system, as on a personal though on a social level. Especially today, in front of pedagogy as a science is the question about values and value system, which is a challenge that requires a very responsible and serious approach, because it is about education, upbringing, training and upgrading of the personality, and this is not a simple matter, and at least a simple way of finding a suitable solution especially in the educational system and education in general.

The issue of the cultural specification, features also it is one of the basis for increasement of the need for *cultural* understanding, communication and cooperation in today's societies, and though in an intracultural and as well in an intercultural level. Worldwide this involves overcoming of the narrow pedagogical conceptions and approaches determined by the understandings and the views of certain cultures, in order to create a multicultural society and education. In this regard the appearance of intercultural education is a possibility to overcome the narrow, familiar paths of education in multicultural aspect and the environment, because the

meeting and the coexistence of different cultures can not be a positive when on the same it is seen, understood and approached in terms of dominant culture or other less dominant culture, which is more common with multiculturalism.

In recent decades it is talked about the need for *decolonizing education*, especially to overcome the hard established frames within the western versus eastern style of education (we can say and vice versa), which contributes to better understanding and cooperation between different individuals and social groups in the societies with different cultures, economic, technological and other types of development.

It is considered that this approach will lead to greater opportunities for the exchange of ideas, concepts and approaches in the education, the upbringing, the training and upgrading of people, and thus for a greater mutual understanding, creation and life. One of the problems of globalization lies in the inability of finding ways to overcome the existing differences in educative sphere in relation to the above mentioned.

As an important basis for the emergence of new ideas and approaches in pedagogy, there is the need of finding new approaches to learning and the *position of the student*, i.e. it is more in discussion about *learner empowerment*. Basically more and more it is considered that it is significant the whole personality of the student, regardless of age and the type, character etc., the education or empowerment and learner empowerment should be present not only in learning but in the process of their own development.

Finding new paths for *education in the future*, presumably makes thinking for reformation in the education system in both in terms of process and in aspect in the process of development. This aspect appears as the basis of some new pedagogical ideas and approaches and assumes redefining of the understanding of education and all that means and derives from it in order to proactively set the man regarding the future and all that the education can provide in new different conditions.

The need for *social learning*, relationships and development is also one of the foundations for the emergence of new ideas and approaches in pedagogy, which essentially comprises one of the most important aspects of human life, and that are the attitude, relationships , understanding and the exchange of individual with the others individuals.

Many of today's challenges lie in the strengthening and the improving of relations between people and not just on the diversity of cultures, but also in overcoming the present in " solitude " of man in the era of technology. In terms of education, setting up new perspectives on the so-called hidden curriculum, as opposed to the visible, the formal curriculum means opportunity for qualitative increasing of the individual but also the group performance of students and teachers. All of this is the basis for social learning and maturity in the future, under different conditions and needs.

Changing the notion of *learning* is one of the foundations for the appearance of a number of new approaches and ideas in the field of pedagogical science, which are more likely to hold the view that learning is not only of becoming knowledge, abilities, skills, but also the overall competence of entities involved in the learning process.

Outline of some of the new ideas and approaches of pedagogy

Considering the specific aspects which more or less would affect in improving the overall quality of education, are emerged new ideas and approaches in pedagogy that actually are attempts to improve the mentioned certain basis and who sometimes are not only fundamentally new, but are more a result of finding some answers or solutions to current educational issues, problems .

In addition, we will give a brief overview of some new ideas and approaches in pedagogy, which actually are a compilation of resolving of mentioned basis for the emergence of a need for new pedagogical ideas and approaches and attempts to attract attention to certain issues which are still real challenges in pedagogical science.

Productive pedagogy (Gillborn, Loudell, 2000; Apple, 2001 ; Apple et al. 2003; Hayes, Mills, Christie and Lingard, 2006 Bature, Atweh and Treagust, 2015; etc.); - represents a new approach to the understanding of education , learning, the student , the teacher , believing that current ideas, approaches, theories and practices in pedagogy not resulted in great success, because of the many flaws. Therefore, the productive pedagogy as an idea and approach is developed by the Queensland School Reform Longitudinal Study (QSRLS), Australia, and generally refers to the teacher and his professional and personal development. Furthermore, the productive pedagogy further examines issues of social and intellectual outcomes, especially working out the main four areas as follows : a) intellectual quality (assuming that the student does not have to understand the knowledge as something encircled, finally, but as something to help him to develop new insights, perspectives , etc.). connectedness (students to meet real or hypothetical problems that cross the boundaries of subjects and are related to their knowledge and what surrounds them); supportive classroom environment (includes provision of a supportive classroom environment where students will be really involved in what they do, that they will achieve, as well in their behavior and achievement); recognition of difference (students will understand the cultural differences will be fully inclusive, will foster excellent relationships with others and the community and will be active citizens).

According productive pedagogy, every teacher should consider what it is really a productive in his / her work, in fact as long as the person is a teacher there is a space and opportunity for professional development.

Open pedagogy (Siemens, 2009; Mak, Williams and Macken, 2010; Willey, 2013; Thomas and Brawn, 2011; Concole, 2013; Hegarty, 2012; Johnson, Adams, Becker, Estrada, & Freeman, 2014; etc.) - it is based on the postulates of freedom of student and the freedom of learning, i.e. freedom , independence and responsibility of each student to their own learning and development through preservation of personal pace, way of learning and establishing relationships and attitudes.

It is important that this approach includes emphasis on creativity, networked learning (each node is an opportunity for new learning and new network, and it is a new project) and original approach to real solutions for real problems, by which the student freely and responsibly is the creator of own learning. Therefore, electiveness leads to new, unexpected outcomes, which are an opportunity for further learning. Regarding the measurement of knowledge, abilities, it is believed that the current approaches are concerned on the traditional approach of learning, which is quite rigid, static and closed, which is not good for students, nor motivates them on creativity.

Flexible pedagogy (Burge, C. Gibson, T. Gibson, 2011; Cloonan, 2004; Williems, 2005; Findlay, 2010; etc.) – means introduction of flexible learning in education with interaction of several aspects such as pedagogy, technology, learning strategies and teaching, organizational system and structure , curriculum , didactic tools and equipment, environment.

Therefore it is still difficult to give a simple definition of flexible pedagogy, there are different understandings of the term flexibility, of the insertion of flexibility specifically in practice, also because of certain views that the development of technology and its application in education (learning at a distance, etc . , distance learning) is something that leads to flexible learning and flexible pedagogy , especially in higher and post-secondary education.

Effective pedagogy (Schwartz, 2005; Neimi, Heikkinen and Kannas, 2012; Payne, 2007; Gillian, Esaisson and Lindholm, 2012; Ferguson, Hanreddly, Draxton, 2011; etc.) - covers a wide range of aspects, starting from the premise by that what the teacher understands, makes and believes, the inclusion of various techniques, approaches, learning strategies, clarity in thinking about the outcomes of long and short term goals are important tools in the effectiveness of education.

Also knowledge building on previous knowledge and experiences of students, development of meta-cognition, also the inclusion, the right to vote and equality of every student, etc., unavoidably should be represented in the process of education, pointing out the need for real, responsible and conscientious approach of all stakeholders in the process of learning, teaching and education.

Transformative pedagogy (Senteni, 2004, 2005a; Senteni & Taurisson, 2005, Hakkarainen et al., 2004; Parkes, 2000; Bereiter, 2002; Paavola et al., 2004; Brown & Digid, 1991, 2001; etc) - this approach refers to transmissible models of learning and teaching, believing that all relevant persons in education as teachers, professors, stakeholders and other should always transform and actively participate in improving their knowledge and by thus their achievements in the work.

Therefore, they are transformers of that what is happening in education and thus in an active way, in a constant process of transforming their knowledge, abilities, skills. In terms of the curriculum it is considered that it should be drafted on the basis of social and evaluative, developing principle, by showing the strong relations between different cultures.

In terms of ICT technology, transformative pedagogy sees as an opportunity to open new paths, presented both with co-evolving of the social aspect and the processes will contribute to the development not only of education but of culture in general. In this context there are many models of transformative pedagogy that as a common purpose have the integration of learning with systematic reconstruction of the context in which it occurs and operate.

Entrepreneurship pedagogy (Gartner, 1990; Pathak, 2003; Young, 1997; Fiet, 2001; Lewin, 1951; Tushman, Fenollosa, McGrath, O'Reilly, & Kleinbaum, 2007, Van de Van and Johnson 2006; etc.) - is based on the idea of transfer of entrepreneurial skills among students in terms of the formation of concepts, capabilities, skills and behavior.

Today, from a theoretical point of view it is considered that should be thinking about the theoretical framework of teaching, teaching in which would be represented by entrepreneurship, since the majority of such teaching is based entirely on traditional frames, as well that there are many areas where it is difficult to insert entrepreneurial approach in adopting new knowledge, conceptions, etc. It is considered that the importance of this approach lies in changing of the behavior as well in the acquisition of skills in a world that is rapidly changing.

Reality pedagogy (Christopher Emdin) - is an approach that focuses on the understanding of the need of introduction of the students by the teacher, and their real needs, requirements and culture of origin, as well as familiarity of what will be learn, and congruence of the same with the real life and reality.

It is important in this approach that the learning and teaching are based on critical learning, so teachers should create conditions for this, and students to learn on that way and thus to have the right on different opinions and ideas that also should be expressed. On the other hand this approach promotes the principles of righteousness (justice), peace (peace) and equality (equality). As successful and necessary tools for achieving of the mentioned approach are listed: co-generative dialogue; co-teaching; cosmopolitanism; context and content.

Conclusion

The appearance of new ideas and approaches in pedagogy are expected and required, in the permanent variable conditions and requirements of the modernity. Actually, the issues of values, culture, decolonizing education, learning and placement of the student or learner empowerment, the social learning, relationships and development, between the axle and the postulates and premises for education in the future, as stated basics for the appearance of new ideas and approaches in pedagogy, also are the questions that require special treatment and approach. This leaves the question of improving the quality of ideas and approaches, their application, methodology and theoretical basis and outcomes (outputs) or their final product and the value of the involved parties.

The question of appearance on various new ideas and approaches in pedagogy also does not only represent an attempt to produce new starting points for the development of pedagogical science, but are attempts to find answers and better solutions for certain layered aspects of education, upbringing, training and upgrading who still cling to more traditional, non-functional actuators, are more focused on knowledge, skills as higher output of the whole process.

Therefore is not always seen on education as a whole of scientific, social, cultural, valuable, technological, personal, etc., aspects which have and should have a balanced approach that actually are mutually determined and necessary. This imbalance in recent decades increasingly becomes the basis for the appearance of numerous new ideas and approaches, due to the marked lack of incompleteness in everything in the variable and globalized societies.

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MOTIVATED STUDENTS - ENGINE OF CREATIVE DEVELOPMENT OF OPINION

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Abstract

Education is an essential element in the expansion of economic prosperity and improved quality of life. Dynamic changes are made in modern society need, training to become a continuous process.

We must create a new culture of learning is inevitable. The higher education sector is rapidly changing and growing together with the desire for global competitiveness. Revolutionary changes in education are associated with learning philosophy, relationship between professors and students, structuring of teaching and curricula.

Admission of new students each year of higher education is obliged to meet their needs as a national priority and has enough features to satisfy the needs of the student - getting a quality education. The student, however, is obliged to prove sufficient skills and meet the needs of the school. If we review the admission of students as a collaboration as a result of both sides are obliged to fully realize their needs and goals.

To realize their intentions, the student must be motivated - as a start, it is the desire to acquire higher education in certain areas. This motivation should be developed over time to realize her intentions. Here is the role of higher education in the face of teachers in certain disciplines. As "victims" of the teaching material, which competencies the student acquires and once completed, will be competitive in the labor market? In this respect I think the report - motivating factors for achieving competence.

Keywords: *Education, students, motivation, motives.*

INTRODUCTION

The motives for learning start studying has always been and is current as formation encourages a real academic motivation, but unfortunately back causes demotivation and fast - in cases where there is no proper solution. In the contemporary conditions, motivational approach creates a situation of creating a motivational environment and conditions for successful integration of students with their needs and interests inevitably and profoundly affect motivation, and thus consequently the efficiency of training. Here now must emphasize must determine the precise need and offer an appropriate study material (general and specialized, vocabulary) and more flexible organization of the teaching process.

Years of experience with the students, suggest that literature allows to identify barriers to the formation of creative thinking of students:

- 1) *compliance* - the desire to be like other people; people are afraid to express unusual ideas for fear proved to be funny or not very smart;
- 2) *ensorship* (internal or too self-critical); students who are afraid of their ideas, as a rule, are not innovative; no mandatory imbalance between the talent and self-criticism, because too arrogant confidence may and will lead to an impasse;
- 3) *fear* - fear of failure limits the imagination and initiative;

- 4) *rigidity* - prevention in fulfilling ways to work in non-standard conditions;
- 5) *desire for a new problem immediately to find a solution*; but excessively high motivation often promotes the adoption of inadequate, false solutions.

But you have to specify that among effective creative technology standing technology "creative marketing" - marketing technology that involves the implementation of contextual teaching (method by immersion, the atmosphere of our consciousness especially), not only the orientation of creativity in knowledge, but also and the simulation of the interaction in terms of creative education. Professor sets the conditions for the actualization of creativity and personal experience of the student, communication "on an equal footing" between participants appears needs and thinking, monitoring, evaluation and self-assessment as a necessary component of training.

Creative marketing technology provides dynamic personal creative certainty of "I - potential", "I - perspective" understanding of how nurturing creativity.

One of the most influential authors in the field of motivation is *Abraham Maslow* (1954), who is trying to synthesize a huge scale research related to human motivation. Motivation (*motivum* - lat.) Is internal motivation or desire for mental volitional action and personal statement in learning and mastering of information.

So, motivation is a set of energetic forces resulting from internal or external to the individual conditions that cause their behavior and determine the form, direction, intensity and duration of such behavior.

Must necessarily be prepared for creativity which is one of the most important responsibilities of the academic staff in the new paradigm of education and a condition for improving the quality of vocational training. It is dictated by the active use in the educational process of design, research and cultural and educational activities of the academic staff.

For successful implementation of the standards of education, academic staff must develop an active open person out on a number of issues; creative interaction in student learning, the ability to maintain positive emotions of young future academics.

1. Impact of motivation of academic learning

Motivation is a key component in education and training. Motivation is important for engaging students with academic activities and to determine the extent of absorption of scientific information included in the curriculum. Students are motivated to learn using broader cognitive processes in the realization of the goal. Motivation is often seen as an internal and external. There are a number of specific activities that a student can take to increase motivation in the classroom (*Huitt, 2005*). Broadly they fall into two categories:

- a) internal (containing an explanation of the importance of information, maintaining curiosity, providing various incentives, setting goals and align them with the needs, etc.) and
- b) external (including providing corrective feedback, engaging in activities, giving awards, clear expectations, etc.) motivation.

2. Factors that determine the motivation of young future academics

- **Attention with interest** - it is psychological rule that should and must influence the effective professor - moderate interests stimulate the teaching process was carry out. When no interest, studentite bad work or no work. Each professor intuitively apply in their daily work, increases or decreases the interest of students in the teaching process.

- **Impact of feelings on the teaching process** - how it is chusttvoto and how he feels the student in a particular teaching situation depends on what efforts it will make to the understanding of his offer information and nejvnata absorption and utilization. An effective teacher creates a cozy atmosphere and provides students with the best possible atmosphere for achieving success. The most effective teacher uses the feelings of his students to increase motivation for learning, while intuitive professor only react to the absence of such.
- **Success** - a factor which many affect the motivation to learn. Sudentite success is connected with another factor in the professor controls the degree of difficulty of study material. The curriculum determines what should be taught. Even if the risk of failure increases, student, feels the momentum of success and does not give up but continued on. We must not forget that none of the three factors - interest, influence the feelings and success is not determined in building motivation of students to learn. They are cumulation or communicate and complement.
- If there is a small sign and most of the crisis, the student is experiencing restlessness and interest to succeed, and when you succeed - it covers a pleasant feeling. The most effective professor knows how tendentious use concerns and interest of students to stimulate learning and causes pleasant emotions that end up with success - it controls the motivation to work/learning of their students.
- **Interest** - no person - one is born with an interest in anything. Interest unfortunately creates. Professor through their creativity creates an atmosphere in which you can develop the quality of its students in two ways: through intonation, posture, facial expressions, gestures; the transition from practical examples to the subject in question; through the use of active learning that the students themselves to solve the task of the new teaching material; combining teaching with film and so on. But the professor must be able to use a "reflex of attention" - in the short time we have gained the attention of the student to explain the most important of the study material so that it is important to become an independent unit in his hierarchy of knowledge and student to listen, because he wants to compiling of this unit, not because he is an interesting new approach or new audio - visual tool we use.
- Working on the interest of students to the teaching process should not forget that the main task of the professor is teaching and study material absorbing and maintaining alive the motivation of students through the entire process. Running along the outer effect often leads to a dispersion of students, and when student and teacher concentrate in proving the hypothesis, collectively forgotten the lesson topic and may prove that the time passed pleasantly, but not useful.
- **Feedback/reflection** - reverse connection also helps the teacher and students to understand the level of comprehension of the study material. The rating rule is not sufficiently operational and does not always adequate reflection of learning outcomes. The work on the motivation of students for teaching work requires the trainee to obtain specific information about the specifics of the score showed. Distinctive marks of good feedback informativeness, constructiveness be based on clear criteria, be inspiring and timely.

These five factors that have explained above dictate and explain motivation, and especially define etc. extrinsic motivation for learning. Yet each person absolutely contains and carries with internal desire to perform any work. Internal and external motivation are two opposing factors of this phenomenon that correlated closely together to link learning and its desired goals.

Full intrinsic motivation when we have the individual student learns, because learning itself as an educational process creates personal pleasure and satisfaction. The main objective of this student is receiving pleasure from the learning process. If the student learns to get only satisfactory control or a good grade, praise, to enter the ranking of cool to see him - it means that there already work outside motivation. In this case there is no immoral existence.

In no event should not think that intrinsic motivation is the world, and outer otherwise flawed. From the standpoint of vulgar and unscientific considerations in both cases, the student is in an inevitable situation when acting as selfish - just when he personally cared only for their own good. In this particular situation only reasons that make happy student different.

Both types of motivation (internal and external course) - singly or in combination and cumulatively provide effective results. Their very difference is only in the fact that intrinsic motivation encourages students to more and more learning because learning process for him personally a source of personal satisfaction and happiness.

Internal motivation works for itself. In her victory is not a goal. The important thing is participation. When starting with teaching process professor always bet on external motivation, but constantly has to work and for transformation and in internal.

CONCLUSION

This is full paper analyze various aspects of scientific terms:

- Motivation, motives defining, understanding, meaning and motivational goals, motivation and emotion, theories, types of motivation factors influence the motivation of academic learning, phenomenal effect on motivation in learning foreign languages);
- Mid as a factor of motivation (specificity in the study of specialized scientific vocabulary in a foreign language, preparation for continuing education in various universities, working in mixed groups, diversity of cultures logical environment);
- Adaptation of the person (subject of motivation, structure and cognitive characteristics);
- Training and motivation of students (to be introduced specialized language course, specialized dictionaries);
- Certain factors to optimize the learning process.

As a result, we have realized that motivation is necessary not only for the initial training , but throughout the entire educational process, which means that it should not only be stimulated, but must also be maintained.

Thanks to the research of motivation on the students for their participation in the education process, the most effective teacher passes from accidental and intuitive selection of pedagogical methods, techniques, procedures to consciously and deliberately search and implementation of strategies, development of critical and creative thinking of attending students.

New present educational model imposed by the "Process of Bologna" an orientation of higher education from input to output parameters, or the results of training, presented as knowledge, skills and competencies orders ergonomic professor be able , on the principle of "soft connection" suggestion be implemented at that to install its students view that knowledge is power, and his teaching that inevitably spell for sowing of wisdom.

Students in themselves mastered the theoretical part to be involved in practical work in the creation and use of educational space, taking into account age and individual characteristics. The development of creative thinking of students as future teachers - is a long and necessary process in the professional training which requires the following environmental conditions:

- Focus on students active for greater development and enriching their experience by giving full priority to their creative activities in the learning groups;

- Analytical correlation of new content to the core experience of the student, to develop their skills on these reflections based on their own experiences;
- Style of dialogue in a spirit of partnership with a combination of efficiency and collegial psychological comfort.

Creative thinking to raise the creative qualities and a willingness to just creativity - to provide an opportunity to improve not only health, but to save and energy, but also many other professional competencies in order to complete preparation for future professional life.

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THE NORMAL PARENTAL ATTITUDE TOWARD THE RECOGNITION AND ADMISSION OF THE PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN NORMAL CLASSES

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Abstract

The main focus of the research consists of the identification of the difficulties in teaching in primary education process and the impact on the involvement of the students in normal classes. The study will be focused mainly on the position held by the parents of the normal students in connection with the recognition of the difficulties and their acceptance and the creation of the equal opportunities for all the students in mainstream schools.

The different types of difficulties in the teaching process and their developing educational level affect the inclusion and integration of the student of students in interactive learning activities.

The inclusion process of special needs students is not only a non-accepted reality, but also a concrete activity in our school programs. The main factors that interact in the school institutions, inside and outside school, including the teachers, students, and the parents, based on the recognition, ability and their social positions will enable and help the progress of this process.

The participants of this study are based on the opinions of 137 parents of the normal students of the Region of Korce, Albania.

For realization of this study it is used the questionnaire of normal parents and students.

The following data have been analyzed through the statistical package for social sciences

This study aims at assessing the following: The level of recognition and purposes of EGJ

The relationships between the levels and kinds of difficulties, concerning the teaching and learning process and the admission of normal student's classes.

The attitude and conduct of the normal students' parents, concerning the troubles that they have when participating in those classes, children (students) with special educational needs.

Key words: inclusive education, acceptance of students (SEN) in normal classes, levels and types of normal learning, acceptance in normal classes, the parents of the normal students

Introduction

Under the circumstances of impetuous democratic developments the institution of the school is increasingly becoming more open to the changes of the society, the individual etc.

Comprehensive education acknowledges and welcomes all the individual changes of the pupils as unique human beings, enjoying equal rights in the field of education.

Terms like integration are used in the school practice to materialise the tendency of today's democratic society to take into account and consideration with equal attitude its citizens, above all children, having in focus the principles and standards of the social justice.

The concept of integration is similar to that of comprehension, not just physically speaking but concerning a community of individuals with equal rights, "at school", in which the learning process is experienced as an individual change, as result of numerous, specific experiences. "Comprehension means listening to the voices of all the children, not only those clearly articulated and socially credible" (Richards, 2008). Every child has his own rights, his personality and deserves equal development opportunities to have his skills acknowledged and valued even if they are few. This is one of the main ways of comprehension and integration in the normal life (Dardha & Burda, 2015)

To be integrated in the normal life they need:

- To be treated as individuals
- To have their needs valued
- To be included as much as possible in the everyday life
- To be taught slowly, with a clear and simple language
- To be included in activities and to be stimulated to act alone

Comprehensive education is closely connected with the context. Development and learning are viewed as a union of interactive contexts commencing with the structures and internal biological processes that affect the development like genes, cells, nutrition and diseases, ending with external factors like family, neighbourhood, social interaction, education and health institutions, period of time, historical events and so on (Woolfolk, 2011).

Integrated education focuses on the adaptation of SNE pupils in normal schools (Hall, 1997), whereas comprehensive education is concentrated in creating special classes with the proper conditions for SNE, their inclusion in normal classes without taking under consideration the individual differences or difficulties, giving students with disabilities equal learning and education opportunities without being prejudiced. (Dardha, 2015)

The ideology of "comprehensive education" is preferable for parents, teachers, pupils and has high expectations; makes the public more aware and increases the types of learning disabilities accepted in normal schools.

1. Methodology

In all the models searched in different world experiences, in the studies in Albania, although it is in its humble beginning, we refer to comprehension of "the context". You cannot describe or evaluate it without taking under consideration the level of comprehension, registered in a union of actors inside and outside school.

In our study we will evaluate the attitude of parents and normal pupils towards comprehensive education and the influence of the types and scale of learning difficulty in it as an important factor of the respective community culture.

The study sample includes 137 parents from schools of the region of Korçë. The gathering of data was made possible by questionnaires with parents of normal pupils.

1.1 Presentation of results

In the presentation of the results, the point of view of the non-compliance of the people questioned are compiled to discover the discontentment against comprehensive education. These results are listed as percentages in order to display the ratio of the people questioned. The outcomes are presented as results which are the average of the figures estimated. If the result is below number 2 it means that most of the people questioned do not agree with the formulation of the claim; when it is around 2.5 it means that half of the people questioned do not agree, while the other half does. If the result is above 3 it means that most of the people questioned agree. The results of the study were taken by the questionnaires applied in the phd thesis "The nature of the difficulties in learning in the elementary education. Issues of individualised programming of pupils with such difficulties."

1.2 The questionnaire of the parents of normal pupils

This questionnaire serves to understand the knowledge, attitude, opinion and availability of the people concerned in relation to the comprehensive education of pupils with SNE.

The first part the questionnaire contains demographic data of the parents and characteristics of the school, their children, the level of education of the parents and the knowledge they possess about the inclusion of pupils with SNE in their children's school.

The second part (A) contains 5 text articles (A1.1-A1.5) which measure the attitude of the parents towards the opportunities of the comprehensive education for the achievement of equal chances to learn, for the fulfillment of the human rights of pupils with SPE, for the fulfillment of social justice, for achieving the symbol of civilization and avoidance of discrimination.

The testing articles A2.1-A2.6 measure the level of their knowledge of the international legislation in relation with the Education of Pupils with Special Needs in Education which also determines the attitude towards it.

Part B "Attitudes towards CE" aims to measure the attitude of the parents about the acceptance or non acceptance of PSNE in normal classes according to the level of disability: light, moderate, severe. To measure these attitudes the Likert scale was used: 1 Completely disagree, 2 Do not agree, 3 agree, 4 completely agree.

Part C, "Attitude of the authorities towards CE". The questionnaire contains 5 testing articles which measure the attitude of the parents about the role school needs to play to achieve the aim of the CE.

Part D, "Policies in my school", Practices, culture in school.

Four testing articles (D1-D4) measure the attitude of the parents of normal pupils in relation to their concerns about the presence of PSNE in class.

2. Results of the Study

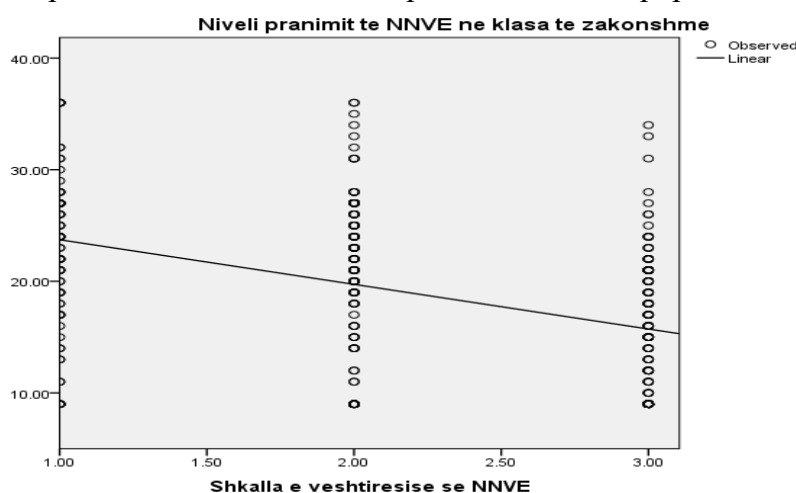
2.1. The acceptance of the PSNE in normal classes by parents of normal pupils and by the rate of the difficulty of the pupil.

From what it can be seen by the table 1 there is an average negative connection between the general acceptance and the rate of the difficulty in learning ($\rho=-0.420$). This means that the higher the level of difficulty in learning the lower the level of their acceptance in normal classes by the parents. This tendency is also expressed in graph 1. Since the significant value is rigorously smaller than the level 0.01 ($p<0.01$), the correlation is valid from a statistical point of view.

Table 1 The correlation between the general level of acceptance of PSNE in normal classes by parents and the level of difficulty in learning by the pupil

		Scale of difficulty in learning
The general level of acceptance of PSNE in normal classes by parents	Spearman's rho Correlation	-.420**
	Sig. (2- direction)	0.000
	N	357
**. The correlation is valid from the statistical point of view in the level 0.01 (2 sided)		

Graph 1. The correlation of the parents of normal pupils



By viewing the descriptive statistics in table 2 the group age 30-39 years old seem more admissible (Average= 61.8906) and the one over 50 years old less (Average=47.6667).

Table 2. Descriptive statistics about the general level of acceptance of PSNE according to the group age of parents

	N	Average	Standard Deviation	Standard Error	Trust interval 95%		Minimum	Maximum
					Lower borderline	Upper borderline		
20-29	10	54,9000	21,22603	6,71226	39,7158	70,0842	32,00	87,00
30-39	64	61,8906	16,14431	2,01804	57,8579	65,9234	27,00	105,00
40-49	57	56,7193	17,32747	2,29508	52,1217	61,3169	27,00	94,00
50 or more	3	47,6667	25,38372	14,65530	15,3900	110,7233	27,00	76,00
Total	134	58,8507	17,33331	1,49737	55,8890	61,8125	27,00	105,00

3. Discussion

3.1 Meaning of the knowledge and application of the meaning of comprehension

The essential values of the comprehensive education are the guarantee of equal opportunities, safeguarding the basic rights of human being to demonstrate social justice, the creation of a symbol of civilization and elimination of discrimination.

Table 3. Percentages of non acceptance of the claims by parents of normal pupils in relation to comprehensive education.

	Ensure all the PSNE equal learning opportunities A1.1	It is the human right of PSNE to learn in normal classes A1.2.	It is the fulfillment of social justice A1.3.	It is a symbol of civilization A1.4.	Excluding PSNE from normal classes is a discriminating practice A1.5.
Parents N=137	36,5%	13,8%	11,7%	9,5%	32,9%

Graph 2. Percentages of non acceptance of the claims by parents of normal pupils in relation to comprehensive education.

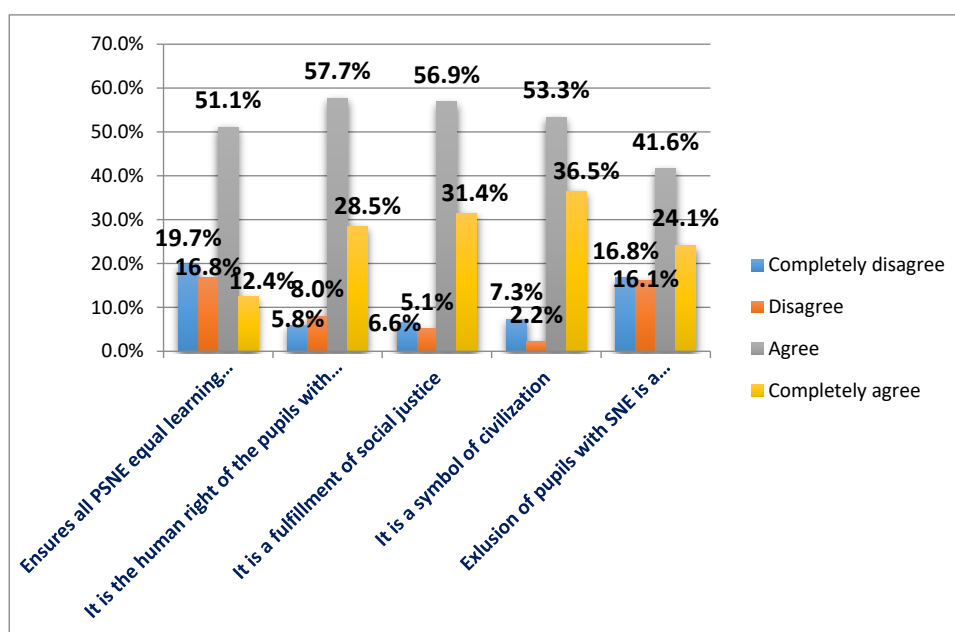
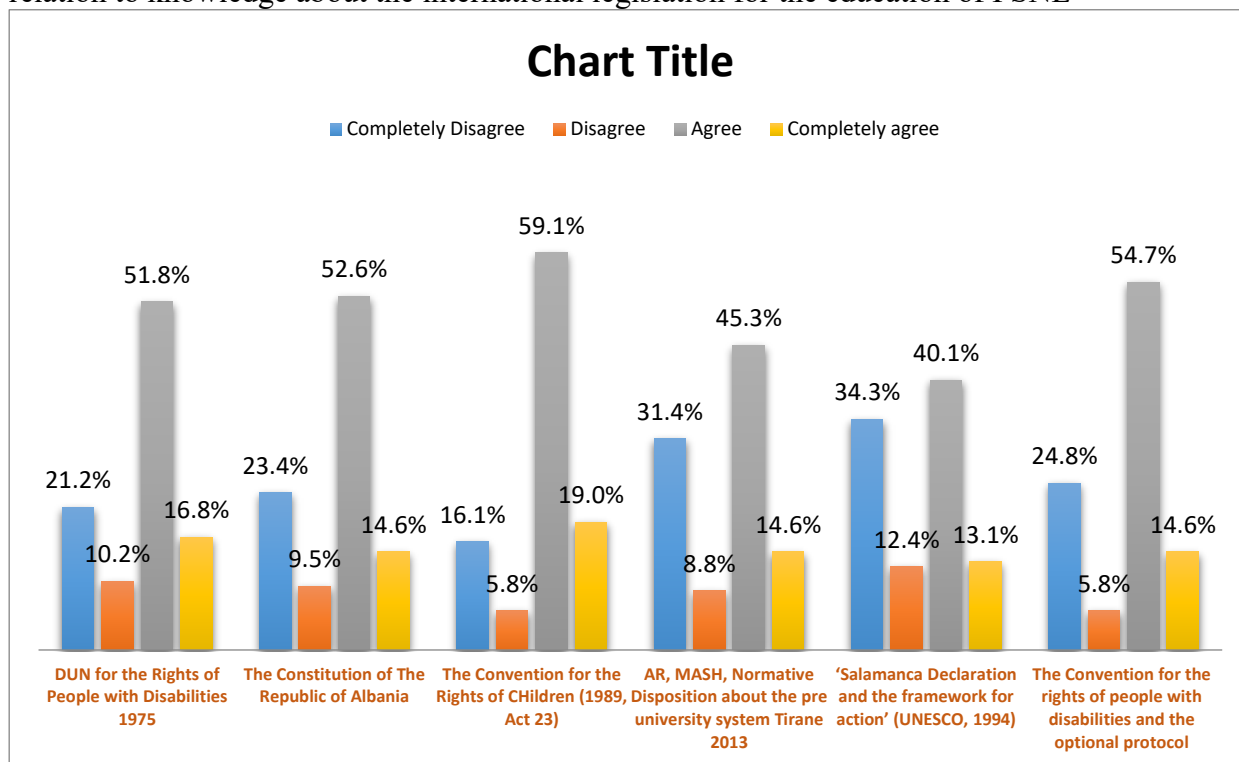


Table 4. Percentages of non acceptance of the claims by parents of normal pupils in relation to knowledge about the international legislation for the education of PSNE

	DUN for the Rights of People	Conditions in AR	CR of Children (1989, Act 23)	AR, MASH Normative Disposition about the pre university	'Salamanca Declaration and the framework for action'	The Convention for the rights of people with disabilities

	with Disabilities 1975			system Tiranë 2013	(UNESCO, 1994)	and the optional protocol
Parents N=137	31,4%	32,9%	21,9%	40,2%	31,4%	30,6%

Graph 3. Percentages of non acceptance of the claims by parents of normal pupils in relation to knowledge about the international legislation for the education of PSNE



By observing the results of the above tables (3, 4) it can be noticed that parents have a lower percentage of non acceptance. There is a connection between not knowing so well the national and international documents about human rights and knowing the values of the comprehensive education.

Need to be emphasized

The fact that they know less the international documents that explicitly express the rights and needs of people and children with disabilities, namely the Salamanca Declaration and the Convent for the Rights of People with Disabilities. 31.8% of the parents of normal children do not know the Constitution of the Republic of Albania.

3.2 The Attitude towards comprehensive education

The parents of normal children accept on a scale of 40-45% the inclusion of pupils with special needs in education in normal classes, mostly with light or average difficulties.

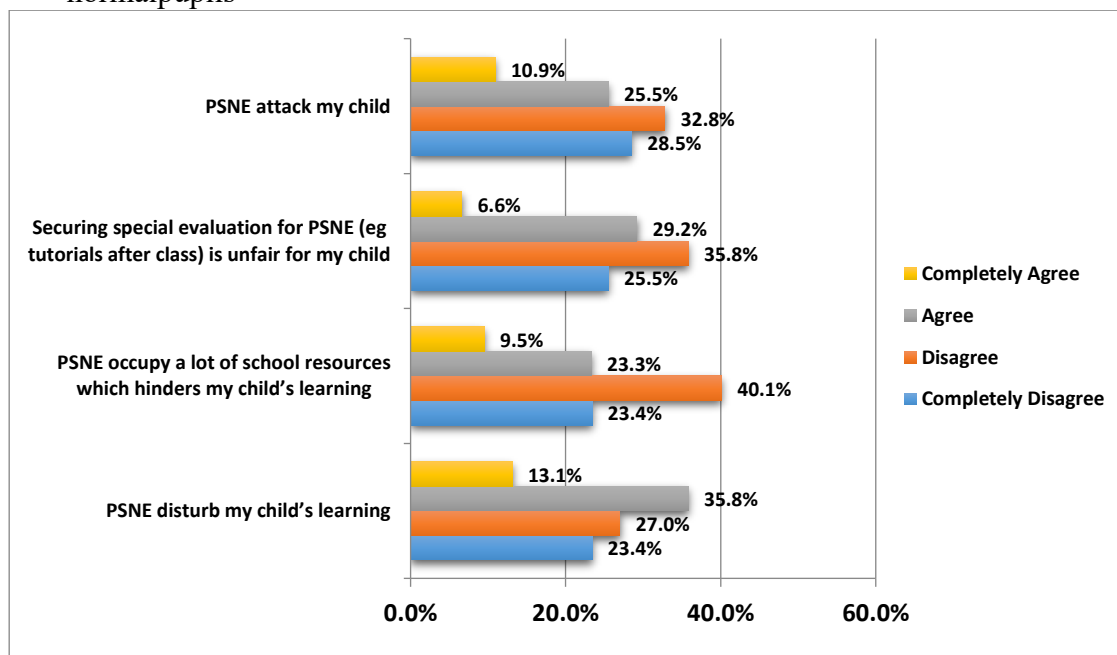
Most of them are against including pupils with difficulty in learning. From the statistical data parents are more admissible of emotional and behavioral difficulties, specific difficulties in learning, physical disabilities and difficulty in communication.

The lowest attitudes towards acceptance are the ones about (ADHD) lack of concentration and hyperactivity disorders as well as autistic disorder.

Table 5. Percentages of non acceptance of the claims about the displeasure of parents of normal pupils

Parents (N=137)	
PSNE disturb my child’s learning	49,6
PSNE occupy a lot of school resources which hinders my child’s learning	36,6
Securing special evaluation for PSNE (e.g. tutorials after class) is unfair for my child	38,9
PSNE attack my child	38,7

Graph 4. Percentages of non acceptance of the claims about the displeasure of parents of normal pupils



In general there is a non acceptance attitude about the claim “They do not disturb other children’s learning”. 49.6% of parents of normal pupils think that pupils with special needs in education are a concern to the rest of the call, hindering not only pupils’ academic achievement but also the quietness, attention, freedom, independence of other pupils and affect the behavior of their children. Parents think that more time is dedicated to PSNE.

3.3 Identification of pupils with special needs in education

Table 6. Number of pupils with SNE according to parents of normal pupils

	Yes	No	I don't know	Total
Regular parents	55	27	55	137

Parents of normal children do not have the proper information by children, teachers, school, and media as well as by parents of pupils with SNE themselves about the attendance of PSNE in class. For this reason they are not included in knowing these pupils and moreover in aiding teachers, their children even the parents of pupils with special needs in education in facing the difficulties. These parents do not welcome properly the inclusion of pupils with SNE, are more concerned with the performance of their children.

Table 7. The level of accepting pupils with SNE in normal classes according to the difficulty scale (averages for parents)

Parents (N=137)			
	Difficulty scale		
	Light	Moderate	Severe
Acceptance of pupils with SNE in normal classes	2.5136	2.3121	1.6871

From the table it can be observed a level of acceptance by parents of 40-50% of the light and moderate difficulties

4. Recommendations

What can we modestly recommend?

- Urging communication with parents to encourage their support;
- Promoting a tolerant and harmonious culture in school;
- Educating parents in knowing and accepting PSNE;
- School policies and culture should educate empathy and care of its members;
- Improving transparency in schools so that parents can be provided with the adequate information.

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REFLEXIVITY AS THE ESSENCE OF EDUCATION FOR THE MEANING OF LIFE

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Abstract

A contemporary man is embroiled in perpetual change. Living in the world in which it is more and more difficult to find permanence and constancy frequently evokes anxiety and confusion about the world and one's own life. It is hard to find lasting values and set long- and short-term goals, which is connected with the fact that people stop perceiving their life and activity as a value, as something with the meaning and sense. They stop thinking about what is significant and meaningful and about their direction – apart from material goods, which gain in importance. However, possessing things does not make people happy because they lack the 'essence' necessary for achieving the climax of humanity, the meaning of life. The article discusses the significance and value of reflexivity as a method which underlies understanding of oneself, the world and oneself in the world and giving the meaning to one's life. Reflexivity is also seen as the essence of education for the meaning of life.

Key words: reflexivity, the meaning of life, education for the meaning of life

Introduction

A contemporary man lives in the world that is "running away" from him (Giddens 2006, p. 698) and that is marked by new kinds of risk and uncertainties. "The trauma of change" (Sztompka 2008, p. 21) and the fierceness of changes (Szymański 2008) taking place especially in everyday life leads people to the search of safety, stability and balance between what is fast and changeable and what is stable, repeatable, and monotonous in everyday life. Living in the world of continuous change, more and more frequently people look for the sense of existence in their activities, professional lives and private lives. This search is accompanied by their own 'goals, plans, short- and long-term aspirations, potential new experiences or various problems' (Plewka 2016, p. 39). It turns out that the sense of existential security is the most important need of a contemporary man. 'Satisfying it gives us strengths to endure and overcome life difficulties, adversities and calamities. The presence or absence of this sense is connected with the presence or absence of the sense of belonging. This sense of belonging to a family, neighbourhood, workplace, and profession is realized in everyday, routine, repetitive, typical and non-typical experiences, activities, and situations' (Łukasik 2013, pp. 281-282). By realizing it, a man realizes himself and gives meaning to his life. Thus, obtaining existential security is significant for comprehensive, lifelong development of an individual and his place in the social context. It forms the basis of fulfilment, develops a sense of safe-worth, adequate and positive self-esteem, and allows for deriving contentment and satisfaction from life.

Bearing all the above in mind, it has been assumed that in the contemporary world it is vitally important for a man to give meaning to his life. Reflexivity has become the basis of this process of giving meaning, which, according to the authors, is also the basis of educating a

contemporary man for the meaning of life. The aim of the article is to determine the value of reflection in giving meaning to human life and in the process of education for the meaning of life.

The significance of reflection in giving meaning to life

A contemporary man seeks the meaning of life, but whether life has meaning to a great extent depends on its expression (Taylor 2001, p. 37). It may reveal in a dialogue with another real person or in an internal dialogue with oneself. Expression revealing itself in a self-reflexive dialogue is conditioned by both cognitive curiosity and the desire to understand oneself. Thanks to it, self-discovery is possible. It "allows for overcoming one's own flaws and weaknesses, developing positive personality features, and increasing control over one's behaviour. It allows for choosing one's own life path, developing competences to understand oneself both in the area of one's own needs, desires, motivations and in the area of ways of their fulfilment and realisation" (Nowak-Dziemianowicz 2008, p. 143). It is also conducive to increasing awareness of oneself, one's potential and the ability to set life goals and life aspirations in such a way as to give meaning to life and to set and achieve new aspirations and then set still new ones, so that life could always have meaning and be the source of fulfilment. A person aware of himself, with "a sense of agency grounded in authenticity, able to build relations facilitating self-organization" (Day 2008, p. 28), able to notice the links between action, development and the meaning of life and able to self-reflect and adapt (ibid) can fully develop himself, give meaning to his life and be fulfilled.

Life-reflection plays a great role in a human life. U. M. Staudinger defines it as finding connections between past experiences and other events from the past or present opinions or activities. According to her, life-reflection plays a regulatory role in one's life and becomes a source of worldly wisdom. It is also the basis for development understood as growth and rising above oneself, shapes the quality of life (as an indispensable element of psychological adjustment) (2001, pp. 148-160), and allows for giving it meaning and values, that is sense.

The key role of reflection lies in its capacity to activate other, alternative interpretive schema or – in other words – steer the interpretation within an already active schema (redefining the situation). Reflection on the content of experience is not the same as the processes of consciousness which constitute experience. "Reflection is such a process of consciousness which is activated in a situation when an activity is constrained or blocked (e.g. while realizing a plan), or understanding, and which consists of assuming an attitude that is internal towards experienced contents" (Trzebiński 2002, p. 30). While reflecting, or self-narrating, an agent attempts to understand himself (and, through it, also the world), to explain his own activities, to justify them, to give them meaning, to set a goal, an intention, and a decision, or set a direction of activity (motivation). Thus, it can be said that self-narrations shape the individual's behaviour. Reflexivity is a skill without which it is hard to function in life, to correctly fulfil the set tasks (social, personal, professional and other) and to understand oneself, the world and one's own relations towards the world. Giving meaning to life results from cogitation referring to what will happen, what is happening now and what was the object of activity. The source of cogitation is a situation (an event, a fact) and people participating in it, and it is undertaken in order to understand one's life and activity and give them a new meaning by determining new aims, tasks, and values and achieving them. A person aware of himself, by formulating particular individual goals and achieving them through particular tasks, gives a certain value to his life and makes it meaningful. If a person is to understand himself, his activities, give them meaning, redefine and change himself in such a way that his life has sense, he should possess knowledge: of the

surrounding world, of the relations I-the world, and of himself. From the perspective of the issue addressed in the article, knowledge of oneself, i.e. self-knowledge, is significant, as it allows for developing appropriate relations to the world and to oneself in the world, which makes life valuable and meaningful. Self-knowledge includes "knowledge of and ability to recognize one's own emotions and fears; satisfying one's needs, recognizing motivations and life aspirations; revealing one's own assumptions and intentions while undertaking educational activities; ability to analyse one's own situation; knowing one's own ways of giving meaning to the world" (Nowak-Dziemianowicz 2008, p. 137).

A reflective person – regardless of his age – is the one who cogitates and analyses the situations and events in which he participates in order to understand them, modify them and successfully cope with the changeable, the unknown, and the unpredictable. His cogitation on experience is a road and a chance to acquire a totally different kind of knowledge; it creates an opportunity to gain self-knowledge and to give meaning to one's own life entangled in permanent change, variability and instability.

Reflection usually appears as a response to a narration, a story relating experiences from one's own life in a given period or in the whole life. Narration is usually understood as a story "having its own author, its focus and motive or aim justifying the need to be told. If it refers to the history and experiences of the teller, we talk about self-narration" (ibid, p. 39). Self-narrations always refer to one's own autobiography and are a record of a life history (or its part) from the perspective of the person experiencing events.

Studies conducted by psychologists reveal that a person in whom a narrative mood has been aroused: "1) Generates more narrative visions of his own future, both realistic and desired (...). 2) In his descriptions reveals a higher level of personal and emotional engagement in the described facts (...). 3) In a more articulate way presents the means of or necessary conditions for transforming his current situation into a situation that is possible and desired (e.g. in the form of action plans). 4) More often presents a time perspective of the past he describes, that is articulates both the time dividing the past and the presence, and the facts (neatly arranged on a timeline) which constitute the future state. (...)." (Trzebiński 2002, p. 53).

Autobiographical narrations play an interactive function in reflexivity, as they are created for real or imaginary recipients, and they have a representational function, because they communicate something important and personal (ibid). The function of narration is also to interpret the world and oneself in this world (self-narration) through a narrative schema which allows for ordering experiences "in categories of human intentions and problems resulting from realising these intentions" (ibid, p. 22). This interpretation is nothing else but discovering events, situations and one's own and other's destiny. "We understand what is happening to us and others in the form of stories and narrations we learn about" (Nowak-Dziemianowicz 2008, p. 38). Interpreting is based on the ability to understand the world, changes taking place in it and "oneself in the world" ("an interactive system"). Values are key components of interpretations: they are necessary to autonomously function in diverse socio-political conditions). The key feature of narrative skills in life is their power to make life meaningful. Thanks to them it is possible to give meaning and discover the sense of one's own life, oneself, the world and oneself in the world and all kinds of experiences. Cogitation, reflection on events and stories we experience is often a crucial moment in understanding and activity of every person "Memories of own behaviours, attitudes and emotions of everyday life are built in such a way as to be consistent with the picture of oneself, current knowledge, convictions, characteristics or emotions" (Jeziński 2015, p. 14). They allow a person to develop a reasonable attitude towards the world through cogitation and reflection, and thus enable and motivate him to give meaning to

life. Reflexivity on one's own life, activity, and achievements, spinning narrations and interpreting them are natural factors inspiring an individual to make life meaningful and to aim at fulfilment. (Łukasik 2016).

The meaning of life in the changing world – challenges for education

A contemporary man, who lives in the world of change, more and more frequently either ceases asking questions about the meaning of his life or asks them all the time. K. Popielski observes that the latter attitude results from the fact a man "does not want to and cannot be, live and work in the situation of absurdity, the lack of meaning, hopelessness, with no aim, no aspirations and reference points, no activity and no values which set internal and external directions" (Popielski, 2007, p. 21). He believes that "the crisis of the meaning of life is an expression of irregularities in the functioning of agentive-personal existence and in relations and points of reference realised by this existence" (Popielski, 2007, p. 44). Harmonized existence, fulfilling in all its dimensions, is conducive for the person's development, allows for attitude 'towards', gives direction to aspirations, and allows for discovering the meaning of life. However, "in existential emptiness, i.e. the syndrome of psychological activity without an agent, there is space for: frustration, aggression, abandonment, depression, compensatory needs, suicidal tendencies, etc." (Popielski, 2007, p. 49). Thus, if the person's direction does not provide him with the meaning of life through achieving values and goals, it becomes blocked. As a consequence, a person experiences psychological suffering, boredom, abandonment, cynicism and the loss of a sense of responsibility. He falls into an existential vacuum, frustration, apathy and experiences meaninglessness (Pikuła 2016).

Thus, it can be said that "the human quest for meaning, the need to experience meaning and looking for it is the basic "need of needs" and, as such, a universal need of the existence realised in many dimensions and many directions" (Popielski, 2007, p. 41). Human existence, if devoid of serious disturbances, is intrinsically linked with the meaning of life, which is a motivating force for life, for making decisions and taking action.

V. Frankl believes that every person can find the meaning of life in three ways. "The first is connected with creating something and doing something, the second – with experiencing something or meeting someone" (Frankl 2009, p. 211). In this understanding, the meaning of life can be found not only in work but also in love. However, the third way of looking for the meaning of life is the most important – intrepid enduring of unavoidable suffering. He thinks that "even a defenceless victim of a hopeless situation, facing the fate that cannot be changed, can rise above himself, grow out of himself and become a different person. Such a person can turn his personal tragedy into a triumph" (Frankl, 2009, p. 212). Giving meaning to life is a condition for existing and perfecting oneself regardless of a situation, experience or age. K. Obuchowski is of the same opinion, and he notices that "life with meaning gives one's biography a specific value" (1990, p. 7). Thanks to meaning, one can find in himself and in what he does "the reasons necessary to set important goals and to overcome difficulties connected with them. Even failures and losses do not lead to dejection and apathy" (Obuchowski 1990, p. 7), when what a person does is a part of a wider context. Success as the outcome of sensible activities is a source of satisfaction enriching the quality of life. The basis of the meaning of life, which in the contemporary world more and more frequently undergoes erosion in difficult situation, can be found in a stable and unshaken system of values and the sense of both a higher goal in life and smaller goals currently achieved, which organise everyday life (Pikuła 2016a). The meaning of life is and can be strengthened by reflection revealing itself in attempts to understand one's past life, experiences, and various life situations in order to change one's life or complement it and to

achieve life fulfilment and satisfaction (Łukasik, Jagielska 2016). Educating a contemporary man for giving meaning to life becomes very important in this respect, no matter how old one is. The essence of education is based on needs, interests, possibilities, potential, goals and aspirations and the ability to self-narrate and arouse reflexivity, that is everything that makes life worthy, valuable, important, significant, sensible, and that offers a chance for a change and rising above oneself and - in the short or long run - becoming a fulfilled person: "someone more than one is" (Dobrzyńska, 1999, p. 23), that is an individual who is free and responsible for the meaning of his life.

Human reflexivity can be used in achieving the above aims. This idea underlies the model of education of overcoming existential limitations developed by Teresa Borowska, which is based on the core of *homo construens*, that is the core of "a man-constructor" (Borowska 2003, pp. 57 – 77), and the approach to a human being based on the assumption that a continuous dynamics of action is an indispensable part of his life, which allows for striving for one's full development. A man is a potential being who can always be "someone more than he is". So, it can be said that this potentiality forms the basis for becoming a human being and making life meaningful, and the principle of supporting a person as an agent covers the essence of education for the meaning of life, education understood as developing the ability to pass judgements and think, the readiness to take responsibility and undertaking activity directed at the meaning of life. The lack of ability to give meaning to one's life in the situation of emptiness, the lack of activity, and inability to fill life with meaningful content frequently leads to frustration and existential emptiness. That is why educating a contemporary man to the meaning of life and human existence is so vital.

The development of a person depends on objective conditions, his biological potential and the impact of the social environment and his adaptive activity to the experienced reality. Becoming fully human is possible through leading a meaningful life. That is why reflexivity is an important contributing factor, along with the ones mentioned above. Reflexivity that is based on self-narration and internal motivation, that sets the direction of development towards one's own ideals and values, that gives meaning to activities and achieved goals, and that determines what is their value in life devoted to becoming a fulfilled person who knows the meaning of life. Cogitation, reflection, critical insight, and awareness of experiences allows a person to understand and create himself and the reality, and through this, to give meaning to life. Reflection leads a person to construct himself, to rise above himself and to express the meaning of life. That is why in education for the meaning of life the following elements become very important: broadening knowledge of oneself, the awareness of potentiality, reflexivity directed at oneself, one's life and activity; the focus on formulating life goals; giving meaning to life by realizing tasks; and the awareness of the values of the human life in the world of continuous change.

Conclusion

The ability to reflect and self-narrate allows a person to search for, discover, and identify oneself, to recognize his strengths, potential, and models of behaviour and to explain them, to give meaning, to understand, as well as to plan changes and undertake actions which allow for giving meaning to life. It also helps to notice difficult and problematic situations, their meaning and sense in life and to look for solutions and activities leading to a change. Self-knowledge is vital here: knowledge of one's own potential and the ability to critically cogitate on activity and to draw conclusions with a view to make life worthy and meaningful.

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PROSPECTS FOR PROFESSIONAL SELF-REALIZATION OF GERIATRIC SPECIALISTS (A pilot study)

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Abstract

The aging of the population in Bulgaria is a durable process. Parallel with the increasing number of aged and elderly people, the need for specialists in Geriatric Care is also increasing.

Purpose: The purpose of the present investigation is to identify the anticipations of students, majoring Geriatric Care for their professional self-realization in the specialty.

Materials and methods: The documentary method and the method of anonymous inquiry investigation are applied. The inquiry form includes 7 questions of open and closed type.

The investigation involves 25 students from the specialty "Geriatric Care" at the Medical College, Trakia University – Stara Zagora.

Results: The investigation proves that the future geriatric specialists are well informed about the need of professional care for aged and elderly people in our country. A considerable number of the interviewed students, however, are willing to work in private structures and in the European Union, as a result of the higher remuneration and better work conditions.

Keywords: students, geriatric care, professional self-realization

Introduction

The ageing of the population is an issue both on national and global scale. The population in the European region is quickly ageing whereas the share of people above the age of 65 is the most rapidly increasing segment [3]. The UN prognoses for year 2050 for many of the European countries point out that the relative share of people above the age of 65 will reach 40% [3].

The National Statistical Institute has published data showing that at the end of 2014 the people above the age of 65 represent 20 % of the population. Until the same year the average life span of the population of the country, calculated for the period 2012-2014 was 74.7 years and compared to the previous period it had increased by 0.2 years. [5]. Thus, the morbidity and the need of specialists to apply approaches and strategies for prophylaxis, treatment and rehabilitation of the people additionally increases.

After Republic of Bulgaria joined the European Union, a possibility was created for unobstructed mobility of the medical specialists. More healthcare professionals choose to work in the EU countries, attracted by the real financial evaluation of their work and the better work

conditions. These processes lead to shortage of medical specialists in our country and to decreased healthcare quality. The insufficient healthcare funding additionally affects the problem in an unfavorable way.

The market-based funding of a considerable part of the hospital sector, the inadequate determination of the indices for the state funding of some of the medical activities, the large number of people without medical insurance coverage additionally obstruct the function of the healthcare system. Meanwhile, some of the hospitals have to adapt to the constantly changing conditions of their funding and, at the same time, to provide qualitative diagnosis, treatment and healthcare, corresponding to the highest standards and expectations of the patients, along with the permanently increasing number of ageing people.

The mentioned tendencies lead to increased need and requirement of the society for qualitative health and social services for the aged people. The need to adapt the health services to the demographic changes increases, with a focus on the training of more geriatric specialists. In addition, it is necessary to extend and establish new specialized facilities for geriatric care and services. More sensible is the necessity of competent professionals, having the required qualification to attend to aged and elderly people.

On the basis of a profound analysis of these problems as well as the experience of the Medical College on International projects, connected with training to provide services for elderly and aged people, the specialty "Geriatric Care" was established for first time in the country. The training of geriatric specialists at the Medical College of Trakia University – Stara Zagora started in 2014 on the basis of a resolution of the National Assessment and Accreditation Agency which gave a positive evaluation to open up the specialty. [4]. In April this year the program accreditation of the specialty was carried out. Its inclusion in the National Register of professions is envisaged. Currently, a total of 27 students studies in the first and second year of training.

The qualification characteristics of the specialty outlines the competences of the geriatric specialists and the fields of self-realization. The geriatric specialists are the connecting unit in the multidisciplinary teams of the geriatric care sectors. The main competences are in the area of healthcare and social services and will bring about a considerable improvement of the quality of life of aged and elderly people. [2].

Materials and methods

The documentary method and the method of anonymous inquiry study are applied. The inquiry form includes questions of open and closed type.

The pilot study involves all 25 first and second-year students from the new specialty "Geriatric Care" at the Medical College, Trakia University – Stara Zagora.

Results and discussion

The choice of a profession is a key moment in the development of an individual, however, it is also very important for everyone to choose such a work place that will allow them to display their full personal potential. This process can be defined as a self-determination of the individual towards a preferred labour activity on the basis of psychological, physiological, biological and social grounds, inclusive social-economic ones. [1]. Practicing the profession in an appropriate sector affords a real opportunity to the geriatric specialist to apply to a maximum extent their knowledge and to submit to the patients/clients qualitative care. The inquiry allowed the students to specify the sectors in which they are willing to begin work upon graduation.

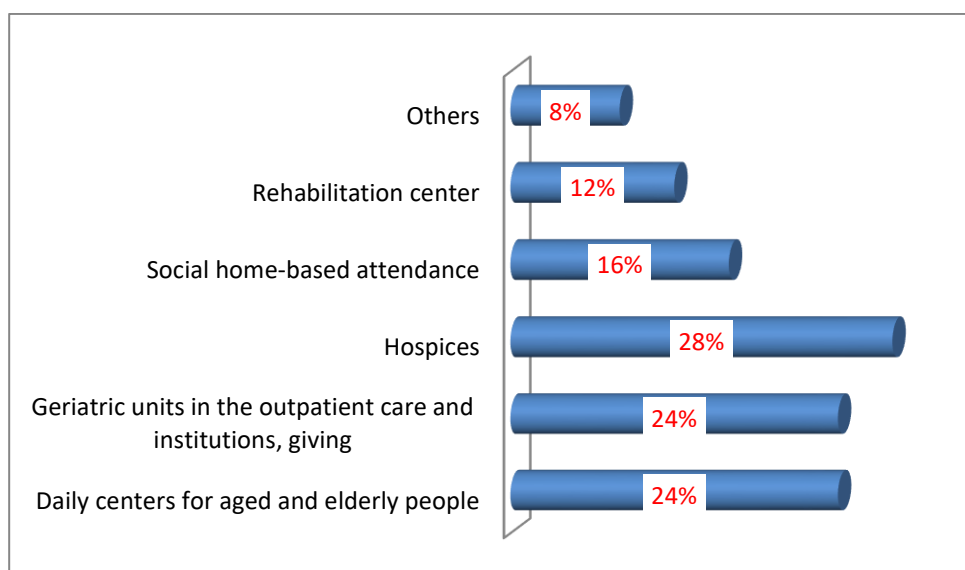


Fig.1. Sectors in which the students are willing to work

The sectors, most preferred for work, appear to be the Daily centers for aged and elderly people 24%, Geriatric units in the outpatient care and institutions submitting elderly care in domestic environment /home-based care/ 24 %, Hospices 28 %, and only one is willing to work at inpatient care units or institutions, working with aged people with severe conditions, disabilities and dementia. The interpretation of the results allows to mention that there are no students, willing to work in the hardest geriatric care units.

More than 2/3 of the interviewed students are willing to work in a private structure, giving care for aged and elderly people, and the remaining ones are divided in almost equal groups, pointing out to a State structure giving care for elderly and aged people or, Self-employed person, giving individual care for aged and elderly. In the last years the insufficient funding of medical and health care by the National Health Insurance Fund yielded insufficient financial provision of a number of medical facilities and lack of consumptives, medicaments, low salaries and bad work conditions, respectively. That is why most of the future geriatric specialists have orientated towards private structures or an independent practice. At this stage, the specialty is not accredited yet, therefore, there are no regulations to allow geriatric care independently.

40 % of the students are willing to find self-realization in the specialty in Bulgaria and the same number of students are willing to work in EU member states. Having in mind the constantly increasing number of physicians and nurses, leaving the country to search employment and fair remuneration in the EU countries, these results are expected, however, disturbing. The increasing number of aged and elderly people requires the health system to provide trained specialists, giving health and social services. Another major task is the public system to ensure sufficient and adequate funding of the health system.

Almost all students are convinced that Bulgaria needs specialists in geriatric care, therefore, they have chosen to study this specialty.

The respondents also answered the question: "Do you think that you have a real possibility to find professional self-realization in Bulgaria at the present moment?". Only 36% gave a positive answer, the remaining answered "I can't judge" /36% and "No" /28%/.

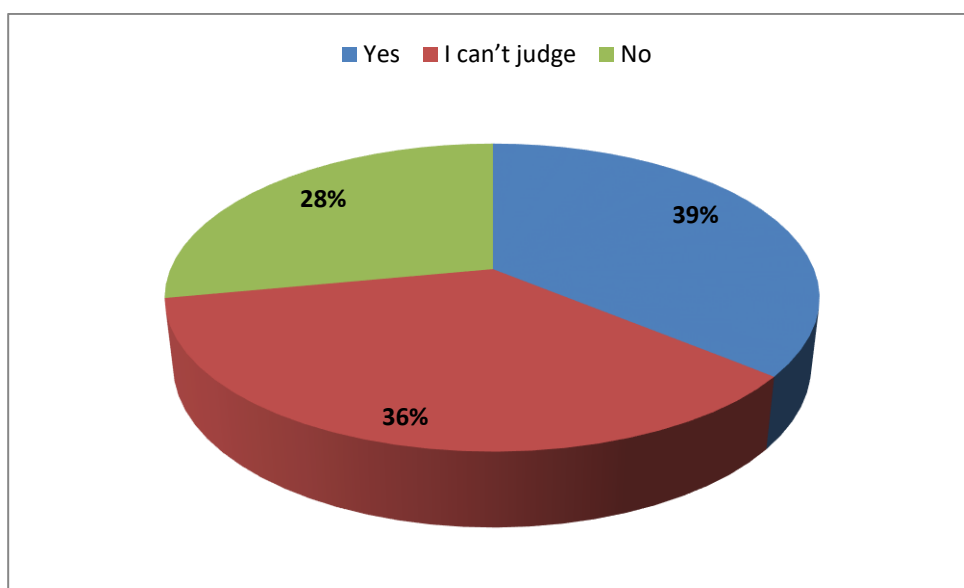


Fig.2. Estimation of the students for professional self-realization in Bulgaria.

A salary, conformed to the specific character and volume of the performed work is one of the factors which affects the choice of a profession. The financial means received by the working individual should be in accordance with the minimum living wages for the country.

The question for the amount of the salary, which they expect to receive, found the following answers: 1000 BGN are expected by 56%, 28% expect between 800-900 BGN and the remaining – 1500 BGN.

The average monthly insurance income for the country in the period from 01.02.2015 until 31.01.2016 is 730,15 BGN [6].

The analysis of the above-mentioned data shows that the desires of the students are to a certain extent logical, however, not realistic at the background of the financial crisis in the country.

Conclusion

The results of the study show the following tendencies:

About 3/4 of the students are willing to work in private structures or as self-employed persons because there they expect to receive the desired remuneration for their specialized work. This is the reason why 40% of the students already during their training declare willingness to work in the EU countries.

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ADULT MAN AND HIS LEARNING STYLES IN CONTEMPORARY TEACHING

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Abstract

Learning is a process that starts from the arrival in life and continues throughout its route. We learn as children, then as pupils, later as students and last we continue as adults. Each learning period varies based on personal motives and interests. Adults learn differently, because they have a professional experience and are constantly trying to fit in with the contemporary learning. Adults have their own styles of learning, each of which prefers the style which may not necessarily be someone else's style. Therefore, different people have different styles. The aim of this study is to examine the types of styles that can bring success to the adults in contemporary learning.

Keywords: adult man, learning, motives and interests, learning styles, contemporary learning.

INTRODUCTION

Education and teaching of adults represents specific activities of great economic, social and cultural significance, whose problematization and actualization are directly linked to major social transformations and in particular with the development of science and technology.

This activity is enriched with organizational forms, institutions and new contents. Working for the educational, professional and cultural improvement of adults is very current, significant and variable.

Adult education affects the ability to properly understand the reality, its critical evaluation and to offer new and advanced solutions. Education gives humans strength, knowledge and confidence in their abilities and influences their engagement in various social activities, the purpose of which is the change in the current situation towards improving environmental and social well-being.

Furthermore, adult education provides support in the preparation and training for their self-rule for finding love, tranquility and spiritual warmth for dedication and preservation of the personal identity and pride.

This paper explicates the term 'an adult', how do adults learn, who is encouraging adults to learn continually, what are their motives, interests and attitudes for continuous learning. Also, this paper elaborates the styles with which the adults learn in the academic teaching and which are contributing for quality higher education.

1. WHO IS AN ADULT?

Between the adults and young people in general, there is not a strict line. In contemporary andragogical and psychological literature, the man "members" the group of adults after graduation, or after reaching 18 years of his life. In the educational process, despite the life

experience as a boundary, it is determined the education or work experience as well, or the period from when the man alone is responsible and aware to moral and legal norms of society.

In defining the term "adult" there are a lot of controversies. The psychologist, Susan Krauss Whitbourne notes that the term "adult" is a synonym with the word "maturity", whereupon she assumes that the person who became an adult has achieved a certain level of maturity in the development.¹²¹

According to Kulik and Despotovic, age and maturity may or must be understood evolutionary. According to this, they define the periods of age as:

1. Early age - from 18 to 30 years;
2. Middle age - 30 to 50;
3. Late age - 50 to 65;
4. Old age - from 65 to 80;
5. Great age - 80 years.¹²²

With synthesis of the theoretical attitudes for the problem of determining the extent of age, it may be concluded that that phenomenon, apart the chronological age which is measured in years, actually sets concrete types of maturity, such as:

1. Psycho physiological maturity which refers to the maturity of the human organism and its functions;
2. Psychological maturity which presupposes optimal functioning of the motor and psychomotor activities, the ability to control emotions and harmonization of emotions with situations in which they are shown, the ability of systematic learning and effective use of their knowledge and abilities, psychological closeness with other people and ability to avoid and overcome potential and actual conflicts in the family, at work, in life in general, etc;
3. Social maturity refers to the ability of adults to reconcile their needs and actions to the needs and actions of the others. This essential feature of social maturity can be expressed in the family, at work, in different social groups. Moreover, it is very important undertaking of responsibility for their own requirements and actions, which is one of the main indicators of social maturity of a person;
4. Professional maturity which means the ability of the adult, to well perform their work and to earn a living independently in order to ensure its existence and the existence of his family members.¹²³

From the above-written paragraphs, we can conclude that adult is the person who owns: chronological age, completed process of biological growth, and a greater or lesser degree of psychological, social and professional maturity.

2. HOW ADULTS LEARN?

Learning is a fundamental human phenomenon. People learn continuously (children, youth, adults, elderly), although often they are not aware that they do so. According to the traditional pedagogical understanding, the learning is a process of acquiring knowledge through teaching and education, which is very limited definition for learning.¹²⁴

¹²¹Радивоје Кулик и Миомир Деспотовић, 2008, *Вовед во андрагогија*, Бигосс/ РИ-Графика, Скопје, рг. 91.

¹²²Ibid, рг. 92.

¹²³Šefika Alibabić, Katarina Popović i Emir Avdagić, 2013, *Андрагошки прирачник за образовна работа со возрасни*, превод од босански Александра Томовска, Бигосс, Скопје, рг. 12.

¹²⁴ Ibid.

The phenomenon of learning is not just the acquisition of knowledge, but people through the learning process acquire intellectual skills, cognitive strategies, motor skills, attitudes, etc, which means that the learning brings change to the overall personality and behavior.

Adult learning is different from teaching children and adolescents for several reasons. Firstly, the adults have their life experience that serves them to better solve the challenges that the learning process offers. Then, the adults learn based on their needs, primarily for career advancement, unlike young people to which learning is compulsorily. There is a difference between the adult learning and the learning of the young people, in the fact that adults are assumed to be employed and have family responsibilities, and the learning becomes more difficult regarding the children and youth who can learn quickly and more efficiently from reasons contrary to those of the adults. The independence and freedom in adult learning, unlike children and youth which are dependent on the adults (material, intellectual and moral), are considered as a difference in modern learning. The child and adolescent adopt the unknown, and the adult reintegrated the known.

Several factors affect the process of adult learning. Different authors have different opinions about which factors influence the adult learning. As more important and more acceptable in most of the cases, it is worth mentioning the following: factor of motivation, factor of objective, factor of control, factor of relevance (importance), factor of experience, factor of habits, factor of diversity, factor of changes, factor of age and factor of respect.¹²⁵

3. MOTIVATIONS, INTERESTS AND ATTITUDES FOR LEARNING BY ADULTS

The learning process brings changes in human behavior, changes his personality, but adults are relatively formed and therefore are not sensitive to such changes, and also to activities that these changes bring.

Looking from this perspective, the process of learning of adults crosses motivations, interests and their attitudes about this activity.

3.1. MOTIVATIONS

Motivations are the primary determinants of human behavior and activities. They are internal and external stimulus systems that drive a person to achieve a certain goal, or for a particular work or activity.¹²⁶

Features of intrinsic motivation: it comes from inside the person –it's a boost from the inside, does not imply obvious prize, implies learning for expanding knowledge because of the satisfaction that learning provides and also the feeling that person has something accomplished. It is thought that intrinsic motivation is the best kind of motivation.¹²⁷

Extrinsic motivation involves external stimulus and apparent Award (evaluation, recognition, promotion), and is far more frequently encountered in the practice of adult learning.¹²⁸

In general, motivations are result of human needs, result of his general attitudes, as well as the specific circumstances that can appear. Their value depends on the type, strength and

¹²⁵Ibid, pg. 25.

¹²⁶Hajrullah Koliqi, 1985, *Andragogjia*, Prishtinë, pg. 109.

¹²⁷Šefika Alibabić, Katarina Popović i Emir Avdagić, 2013, *Андрогошки прирачник за образовна работа со возрасни*, превод од босански Александра Томовска, Бигосс, Скопје, pg. 20.

¹²⁸Ibid.

duration of their effect on adult person for his engagement in educational and self-educational activities.

3.2. INTERESTS

Interests are so related with motivations, which is often very difficult to draw a line between them.

According to the Russian psychologist Petrovski, interests essentially represent "emotional display of the apprehended human needs". He also points out that interests express the driving force of important objects in reality that suit the needs of cognition and thereby forcing a person to actively seek ways and means to quench the thirst for knowledge and understanding.¹²⁹

Interests change as human progresses, which means that interests may be consequent to various factors such as age, occupation, skills development, cultural level of the person etc.

Adult man shows continuous interest for learning, for learning new contents, but especially through independent educational work, through spontaneous education.¹³⁰ Their interest would have been increased if there were some direct profits by their educational engagement, actually the achieved success stimulates human to greater commitment on his cultural and educational development.

3.3. ATTITUDES

Attitudes like interests have motivational value. From the attitudes depends human encouragement and activity in the work as well as in other different social, cultural and other activities.

Basic attitudes of adults are as a result of concrete social circumstances in which they develop. But this does not necessarily mean that the attitudes of adults are immutable. Although the attitudes of adults in relation to the attitudes of children and young people are stable, the most important fact is that they undergo appropriate changes along the entire life of the adult.

Changing the attitudes of the adults, primarily depends on their intellectual and cultural development. The high intellectual level affects human in understanding the specific circumstances, therefore this is reflected in faster changing certain attitudes.

Generally, the acceptance of motivations, interests and attitudes of adults is an important task, as for the organizer, also for the teacher, instructor, etc. Special importance should be given to the motivations, interests and attitudes which have a negative impact, or have a destructive impact on their learning. They need to be recognized, analyzed and eliminated or transformed through correct informing, by the way of persuasion, through concrete examples, propaganda etc., but always taking into account the psychological, biological and social needs of the adults.¹³¹

4. LEARNING STYLES OF THE ADULT

We need not only education of all participants in the educational process, but also a qualitative education in order to keep pace with modern society. To achieve qualitative education we should introduce appropriate learning styles for different types of participants, whether children, youth or adults.

¹²⁹Радивоје Кулиќ и Миомир Деспотовиќ, 2008, *Вовед во андрагогија*, Бигосс/ РИ-Графика, Скопје, рг. 184.

¹³⁰Најрullah Koliqi, 1985, *Andragogjia*, Prishtinë, рг. 113.

¹³¹Ibid, рг.115.

Each participant learns in a way that suits him. Someone wants to learn by self-reading, one prefers to learn through experience and work, and some learn best in a group through exchanging different experiences. It is very important that the teacher does develop and implement teaching according to the individual learning styles of the participants. Taking into account the learning style of the participants, the teacher creates opportunities for successful learning.¹³² It is common for a person to have a preferred style of learning, but it is not rare also the combination of all three styles. Some have very strong preferences towards a certain style, while others have a combination of two or even all three styles.¹³³

Learning styles are defined as specific cognitive and psychological behaviors that serve as indicators of how the participants are learning, seeing, how they are behaving and how they are reacting to the environment in which they are learning.¹³⁴

Roger Smith (Roger Smith) defines the learning styles as "high individual priorities and aspirations of a person affecting his or her learning". Learning styles are also considered as a predisposition for directions and ways of learning among participants and are closely related to their personality.

Different authors define different learning styles of adults.

Reid (Gavin Reid) proposes grouping of learning styles taking into account the senses.

- **Visual participants** learn best through different visual means.
- **Auditory participants** are those participants who learn best by listening to what is communicated to them.
- **Practical participants** are those participants who are constantly in motion, who are always willing to participate in all sorts of experiences, actively, even physical participation in what you have to learn.¹³⁵

Knowles (Malcolm Knowles) divides the participants into four groups according to learning styles.

- **Specific learning styles** - participants in this style are more interested in information of fast and immediate value.

- **Analytical learning style** - participants of this learning style are independent, they want by their own to solve problems, they want to follow the ideas of others, but also to develop and discover their own principles and ideas.

- **Communicative learning style** - participants belonging to this style prefer social or social way of learning. They need support, because they learn better through group discussions.

- **Learning style by authority of others** - participants of this style are responsible and independent. Most comfortable feel in the company of a mentor, and prefer learning through group discussions where decisions are made by consensus.¹³⁶

David Kolb (David Kolb) defines four learning styles:

- **Accommodator** - is based on feeling and doing. Accommodators prefer work that "is taught", performing planning, experimentation, new experiences, trusting their instincts against the use of logic and reliance of people towards technical analysis for implementing solutions.

¹³²Šefika Alibabić, Katarina Popović i Emir Avdagić, 2013, *Андрогошки прирачник за образовна работа со возрастни*, превод од босански Александра Томовска, Бигосс, Скопје, pg. 17.

¹³³Ibid.

¹³⁴Vilma Tafani, *Stilet e të mësuarit*, from Web site: <http://www.jetanefokus.com/Edukim/StileteteMesuarit.html>

¹³⁵Ibid.

¹³⁶Ibid.

- **Diverger** - is based on feeling and observation. Divergers are good in considering multiple attitudes. Other strong features are collecting data and identifying differences and problems.

- **Assimilator** - is based on reasoning and observation. Assimilators prefer brevity, ideas against people, and logical against practical values.

- **Converger** - is based on thinking and making. Convergers prefer practical use of ideas, finding solutions, and technical tasks versus interpretative tasks.¹³⁷

Analyzing the above learning styles of different authors, could conclude that in fact there is not any highlighted line or separation between one style over another style, which means that a person can belong to a single learning style, another person may have a combination of two styles, but a third party may have a combination of more learning styles.

CONCLUSION

Adult education is a social activity with a very flexible system and plan, which is implemented through institutional and non-institutional forms. Its great value and importance is directly related to the continuous development of adults, the development of socio-economic relations and the development of their personality. The adult carries so many obligations. One of those obligations is continuous learning, which is a condition for an adult to be familiar with the contemporary changes that very often move and improve. In order to have better access to learning, adult should first be motivated, to have interests and at the same time have positive attitudes about his advancing and prospering.

Both adults and young children learn daily, but they differ in the way of learning. Children and young people learn what is being offered to them, and adults, because of their huge life experience, have different learning styles. Children and young people learn from the styles offered by their teachers, and adults make their own choice of learning styles.

Combined multiple learning styles often can be detected or are typical for adults. This conclusion derives from the fact that it is assumed that an adult has reached its maturity, creates incomes for his family, represents a family person, has finished school education and is physically active, conditions that contributed along with his development and experience, to leave traces on the adult by which he has been forming his personality.

From this paper, in which have been developed learning styles of different authors, we can conclude that all styles are closely related to the three domains or basic styles of learning: cognitive, affective and psychomotor, which at the same time are counted as key indicators for a qualitative academic learning and education.

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THE SOCIAL COMPETENCES –AN IMPORTANT FACTOR IN THE TRAINING OF GERIATRIC SPECIALISTS

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Abstract

The people in geriatric age lose wholly or partly their capabilities to cope independently with their daily activities and are dependent on external assistance regarding their care.

To be effective, care should be consistent both with the health status of the elderly as well as with the respective individual life experience, their self-determination and the particular situation of caregiving.

In the process of caregiving it is necessary to establish relationships of respect for the values, norms, the cultural and religious affiliation and the individual needs and interests of the old people.

Social competences of the geriatric specialists in caregiving are formed on the basis of knowledge for the world and life experiences of the elderly, on understanding their habits, expectations and needs, and on compliance with them in the process of caregiving.

The aim of this paper is to present the training of geriatric specialists from the Medical College at Trakia University, Stara Zagora, in terms of building social competences for work with people in geriatric age.

Materials and Methods: research and analysis of training documentation - curriculum and qualification characteristics, syllabuses

Results and discussion:

1. The training of geriatric specialists at the Medical College of Trakia University, Stara Zagora is fully consistent with the specifics of the geriatric care.

2. The acquisition of social competences in elderly care is an important part of the training of the students, majoring "Geriatric care".

Keywords: social competence, training, geriatric specialists

INTRODUCTION

The people in geriatric age lose wholly or partly their capabilities to cope independently with their daily activities and become dependent on external assistance regarding their care.

As a result of the level of their physical restrictions and loss of tactile, visual, auditory and other senses, they become yet more passive and remain in bed longer.

To be efficient, care should be consistent both with the health status of the elderly people and with the respective individual life experience, their self-determination and the specific situation of caregiving.

In the process of caregiving it is necessary to build relationships of respect for the values, standards, cultural and religious characteristics and individual needs and interests of the attended people.

The social competences of the geriatric specialists with regards to the care are formed on the basis of knowing the world and life experience of the elderly, of understanding their habits, expectations and needs and taking them into account in the process of caregiving.

PURPOSE OF THE PAPER

To present the training of geriatric specialists from the Medical College at Trakia University, Stara Zagora, in terms of building social competencies for work with people in geriatric age.

EMPLOYED METHODS: survey and analysis of training documentation – curriculum and qualification characteristics, syllabuses.

DISCUSSION AND RESULTS

During their training, the students, majoring Geriatric Care at the Medical College of Trakia University, Stara Zagora, Bulgaria, learn how to apply different techniques, stimulating activity and a certain recovery of the skills lost by people in geriatric age.

The geriatric specialists learn how to support fully the aged person with regards to their physical, psychological and social needs, building medical and social skills and knowledge, unique as a combination.

The students, majoring Geriatric Care acquire competences to preserve the dignity, rights and wellbeing of the aged people and their relatives. During their training, they acquire competences for individual and group work with aged people.

The students learn how to deliver the so-called "activating care" which is consistent with the existing restrictions and resources of present skills, capabilities and interests of the aged individuals, directed towards encouragement of their psychological well-being, self-confidence and sense of security.

On the other side, by giving activating care, they learn how to contribute to the social welfare of the aged person on the basis of measures for eliminating the isolation, by maintaining previous contacts and creating new ones with the external world as well as by encouraging their participation in social life.

The students build skills to apply the principle of rendering assistance for independent coping with the daily routine of aged people with physical, psychological and social deficits. The care is primarily compensating, encouraging independence according to the level of the capabilities lost by the aged person.

Within the terms of their training, the students learn to evaluate the ability for self-dependent coping of every aged person and to make a plan for care, consistent with the necessary type of care for every individual as the care should enhance their motivation to implement activities. They build skills for observation and correction of the process of caregiving in accordance with the newly emerged changes. (1, 2, 3, 4, 5)

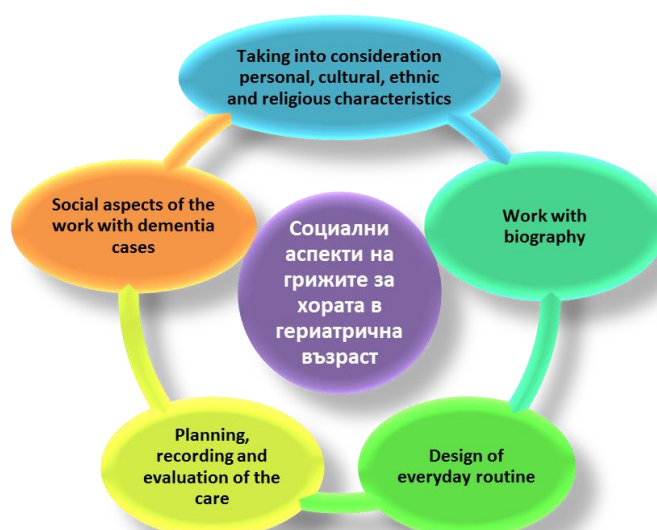
The students learn to apprehend the aged person as an individual and not an object and for this purpose they study techniques and methods for work with biography, validation, with memories, old objects, photo albums, 10-minute activation, etc. in the separate modules of the academic subject "Social aspects of the care for people in geriatric age".

The training within the terms of this academic subject involves an auditorium of 150 hours and covers the following modules: (2)

- Taking into consideration personal, cultural, ethnic and religious characteristics;
- Work with biography;

- Design of everyday routine;
- Planning, recording and evaluation of the care;
- Social aspects of the work with dementia cases (**Scheme 1**);

Scheme 1. Modules of the academic subject "Social aspects of the care for people in geriatric age"



Social competences are also formed with the optional elective academic subjects "Communication and intercourse with aged people" and "Art therapy", with 15 hours auditorium each, respectively.

The students acquire and improve their practical social competences within the terms of 235 auditorium hours during "Social practice" and 200 hours "Probation period".(5)

As a result of their training, the students, majoring Geriatric Care acquire the following social and practical knowledge, skills and habits:(4)

1. They possess competence to render social support to aged and elderly people:
 - for the process of aging; the aged-related diseases; the social and family connections and relationships; the process of planning the care for aged and elderly people;
 - for organization of the everyday life routine – providing opportunities for occupancy and training of the elderly in the field of music, art and culture;
 - for work with different models of care in institutional and home environment;
 - knowledge for analysis, planning, implementation and recording the care;
 - for handling critical situations, to have knowledge for the support in psychological and physical border situations of the elderly, to possess skills to render psychological support, to have knowledge about dying and death;
 - for the statutory regulations in the field of health protection and social work, for the professional associations and organizations and the types of institutions and sectors, providing elderly care.

- knowing the history of elderly care; skills for work to enhance the importance and role of the elderly care in society; formed opinion about the development of the legislation, education and career of the medical geriatric specialist; for avoiding typical conflicts in professional life;

- for a good verbal and non-verbal communication during work with elderly people, consistent with their personal, cultural, ethnical and religious characteristics; knowledge for their situational needs and skills to encourage a healthy lifestyle and for creation of a safe environment;

- for better communication skills to work together with the families, relatives and friends of the aged people;

- for encouraging and maintaining the independence of the elderly – to work for keeping the personal space in the social environment of the elderly with regards to the living conditions, sexuality, family and health; to render support in shaping the living conditions and in the organization of the daily routine of the elderly; for technical aids.

2. They possess skills for professional team work, for cooperation and personal responsibility

3. They have a positive attitude for active participation in building a new professional model of the geriatric specialist who would be competitive on the national and international labour market as well as to seek opportunities for their personal ongoing education and professional advance.

CONCLUSION

A conclusion can be drawn that the training of the geriatric specialists at the Medical College at Trakia University, Stara Zagora, is entirely consistent with the specificity of the elderly care and the acquisition of social competences for elderly caregiving is an important part in the training of students, majoring Geriatric Care.

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DEVELOPMENT OF THE PROBATION SERVICE OF THE REPUBLIC OF BULGARIA

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Abstract

In recent years the prison system in Bulgaria has been working under pressure and the penitentiary system as a whole has been facing many difficulties. This situation asks for an urgent reform and also raises the question whether the imposition of community penalties could provide a possible solution of the problem. In this context, the present article aims to examine the role and place of the "probation penalty" as an alternative to the "custodial sentence". The object of this study is the organizational structure of the Probation service in the Republic of Bulgaria and its characteristics. The following methods are used for the purposes of the study: analysis of legal documents, analysis of theoretical sources, comparison, synthesis and summary. The legal documents concerned with the execution of the probation penalty, the specific methods which are used to work with offenders, as well as the prospects and challenges facing the probation service are discussed in greater detail.

Key words: probation service, prison, education

INTRODUCTION

The successful functioning of the penitentiary system of a country is an integral part of the process of crime control and protection of public order. Many contemporary European studies and theoretical discussions of Criminology focus on the types of penalties and their effectiveness in terms of rehabilitation and crime control. Cavadino and Dignan (2002) argue that a practical way to increase the effectiveness of the penitentiary system is to limit the use of "imprisonment" as a punishment. Bad living conditions, overcrowding in prisons, problems in providing medical care and education, lack of security, high levels of recidivism and low efficiency of the rehabilitative programs are just some of the main problems in Bulgarian prisons which are pointed repeatedly in critical reports issued by the European Committee for the Prevention of Torture (CPT), as well as in reprehensible decisions against Bulgaria by the European Court of Human Rights (ECHR) (Hannan, 2015). Ramsbotham (2005) argues that if Prison worked there would be work and education of every prisoner, we would be shutting prisons not opening more, fewer children would be in care and fewer mothers in prison, and therefore the State would not have to spend billions for the maintenance of a system which is failing to deliver enough positive results. These issues call for an urgent reform of the penitentiary system, but also raise the question whether the imposition of community penalties could be the key to solving the problem.

In this context, the present article aims to examine the role and place of the "probation penalty" as a type of punishment in the resocialization system of the Republic of Bulgaria. The object of this study is the organizational structure of the Probation service in the Republic of Bulgaria and its characteristics. The subjects of the study are the special features of the legal framework concerned with the implementation of the probation sentence, the organizational structure, the methodology, which is used for working with offenders in the community, as well as the various perspectives and challenges which are faced by the Probation service in Bulgaria as part of the resocialization system.

BASIC CONCEPTS

"Probation" is a type of punishment which is imposed by the Court for a committed crime, which by its essence allows the offender to serve their sentence under special conditions in the community instead of being deprived of their liberty in an institution under confinement. These special conditions most often constitute a set of measures which are preventative and corrective and aim to promote positive behavioral patterns and law-abiding behavior to the perpetrators of minor offences (E. Madzarov, 2009:3). This type of punishment is used in many countries around the world. It is exercised in different forms and in various frameworks, but most often it is seen as a type of punishment which is alternative of "imprisonment", suitable for offenders who pose little danger to society.

Penitentiary system is a system which consists of all the institutions involved in the execution, implementation and control of punishments, and whose functions are laid down in the Bulgarian law concerned with the enforcement of sentences and custodial detention (ЗИНЗС). The main ones are: the Ministry of Justice, the General Directorate for Execution of penalties (GDIN) and its territorial offices, Counsel of the implementation of penalties, a State enterprise "Prison fund", the Prosecutor's Office, the courts and the Ombudsman of the Republic of Bulgaria.

Rehabilitation according to Bulgarian law is a procedure whose purpose is to wipe out the negative consequences of the conviction of a person (e.g. criminal record) after serving the sentence. Following rehabilitation the person should be treated as "having a clean record" (Penal Code, art. 85-88). For the purposes of this article, the term rehabilitation will be used for the overall process of reintegration of an offender into society which aims to prevent further offences of the same kind or another.

HISTORY AND DEVELOPMENT OF THE PROBATION SERVICE IN THE REPUBLIC OF BULGARIA

In the Republic of Bulgaria the first proposals for the establishment of the Probation Services date back to 1994-1995. Around that time the initiative is undertaken by the "Open Society Foundation", through the implementation of a special program for judicial reform, which aims to humanize the Bulgarian law and bring it in conformity with European standards. Following this "The Crime Prevention Fund – IGA" creates the first Centre for social support, which provides services for working with offenders, which laid the foundations of a 6-year-long pilot model of probation. During that period are trained the first probation specialists and the idea for a legislative implementation of probation in Bulgaria is developed further (CEP, 2009). Probation as a standalone term and as a type of penalty is introduced for the first time in Bulgarian law with a Law amending of the Penal Code in 2002 (App. 92) and is fully implemented on 1 January 2005. The main purpose of these changes is to enable the Court to impose "probation" on perpetrators of crimes with a low degree of public danger instead of

punishing them with imprisonment. In this way the offenders are given the opportunity to serve their sentence in the community without losing their social contacts, their employment and to maintain healthy family relationships.

A key feature of the Bulgarian probation system is that it is a strictly centralized (CEP, 2009). Local probation offices are regional sub-divisions of the General Directorate for Execution of penalties (GDIN) of the Ministry of Justice. There are 27 such offices for each administrative-territorial division of Bulgaria. All proceedings concerning budget allocation, personnel recruitment, development of future strategies, as well as adaptation and accreditation of corrective programs are carried out by the staff in the General Directorate. The local offices themselves have limited powers and their main tasks are to enforce sentences which are imposed by the Court and to organize the implementation of the probation measures.

THE CHARACTERISTICS OF THE PROBATION PENALTY

According to the Penal Code of the Republic of Bulgaria, the probation penalty is a set of measures for control and influence, with two of them being compulsory for all offenders, and the rest are to be imposed under the discretion of the Court. All possible probation measures are six in count, as follows (art. 42a, para. 2 of the Penal code):

- "*compulsory address registration*" or the so-called "signatures" which the offender is obligated to sign in the probation service from 2 to 5 times a week;

- "*compulsory meetings with a probation officer*", during which usually is carried out an individual work with the offender according to a specific correctional program accredited by the GDIN and is organized the implementation of the remaining probation measures;

and four additional measures:

- "*free movement restriction*", which can be a ban on leaving home between 10p.m. and 6a.m.; a ban on visiting pubs, a ban on leaving the city, etc.

- "*attending professional qualification courses and programs for corrective influence*", such programs for corrective influence are usually carried out in groups and are run by the probation officers in the probation service;

- "*corrective labour*" – deductions from gross monthly pay in an amount ranging from 10% to 25% in favor of the State. One of the peculiarities of this probation measure is that the time during which it is imposed does not count as work experience;

- "*Unpaid work for the benefit of society*" – this kind of mandatory labour can be imposed for up to 320 hours per year at work-sites approved by the GDIN. The peculiarity here is that the work which is done by the offenders is rarely done in the community therefore it is not visible by the public. Approved work-sites are most often district police stations or buildings of State administration.

The procedure for the implementation of the probation sentence begins after the Prosecutor sends a legal statement with the sentence to the probation service (ППЗИИЗС). Newly received statements are usually distributed between the probation officers by territorial allocation, if we assume that each officer is responsible for a certain area in the city. The probation officer who is in charge of the case is obligated to summon the offender within three days from the date of the distribution of the statement who in turn is obligated to present themselves within seven days in the probation service (art. 230 of ППЗИИЗС).

Probation as a type of punishment has a specific term, which shall begin on the first day in which the offender appears before the probation officer and familiarize themselves with their rights and obligations in accordance with the implementation of the sentence. The length of the first four measures may be for a period *of six months to three years*. According to the Penal Code

the unpaid work for the benefit of society may be imposed for a maximum of three years, and corrective labour – from three months to two years (art. 42a, para. 3 of the Penal code). It is assumed that the duration of the whole penalty is equal to the duration of the measure with the greatest duration (art.231, para.1 of the ЗИИЗС). The Penal code does not specify whether the various measures imposed by the Court can be of varying duration. In practice, the Bulgarian judges usually impose equal length on both of the compulsory measures (address registration and meetings with a probation officer), but a literal interpretation of art. 42a, para. 3 (1) of the Penal code does not preclude the possibility for them to be different.

The duties of the probation officers concerned with the implementation of the probation penalty include keeping the relevant documentation on the case, compilation of a personal file of the offender and organizing the implementation of the probation measures. The probation service is required to coordinate all of its activities with the local town councils and district police stations (ППЗИНС).

In Bulgaria there is no separate judicial system that works exclusively with **juvenile** offenders and for that reason the Bulgarian probation services work with offenders between the ages of 14 and 18 years as well as with adults (СЕР, 2009). It is important to be mentioned that the law does not permit the imposition of corrective labour and unpaid work on persons younger than 16 years old. It is debatable to what extent the imposition of such measures may be beneficial for minors, since at such young age these individuals typically do not work, but even if they do work, such measures may have a negative effect on them since their labour rights would be restricted in the beginning of their employment (Staynov, 2011). There are also some additional features related to the rehabilitative and corrective work with juvenile offenders. According to the legal regulations all educational and corrective work with juvenile offenders who are on probation shall be carried out by probation officers who have special training (art. 229 of ЗИИЗС). The individual plan for working with a minor shall be drawn up *jointly* with a social worker from the Department of child protection, with a police officer from a children's educational room, a pedagogical advisor from school and with a member of the local Commission for control of the antisocial behaviour of juveniles.

A major problem in youth work is related to the lack of interest by the parents and their reluctance to actively engage in rehabilitative and corrective work, which in turn makes it difficult for the implementation of the second probation measure - compulsory meetings with a probation officer. Other problems in the work with juvenile offenders are related to: going to school regularly; having friends with criminal orientation; most of the offenders lack literacy and are socially neglected.

Regular meetings with juvenile offenders last up to one hour and regardless of the risk of recidivism and damage to society these meetings shall be held at least two times a month. A special attention is given to juvenile offenders who spend their summer vacation at home, but during the rest of year are placed in special homes for young offenders or correctional boarding schools. Another major problem concerns those offenders who live in remote locations and do not have the finances or the opportunity to attend the probation service more than once a month. In these cases the probation officers themselves have to make home visits otherwise the corrective work would not have the desired or sufficient rehabilitative effect for this category of offenders. The scope of rehabilitative programmes has to be increased to include juvenile offenders in order to be facilitated and improved the work of the probation officers

Besides working with offenders who are sentenced to probation Bulgarian probation officers exercise probation supervision on offenders who are ordered the so-called *postponed* sentence under art. 67 of the Penal Code, as well as on offenders who are released from prison on

parole under art. 70 of the Penal code. The main needs of those offenders who are released on parole are related to problems with finding a job, finding a place to live, and recovering and stabilizing of personal relationships with loved ones.

Under Bulgarian law the probation officers also can be involved in the compilation of pre-sentence reports. The main objective in this case is to propose the most appropriate probation measures for the specific offender (CEP, 2009). In this way the probation officer may affect the judicial decision by offering a specific rehabilitative program, if they think they can offer one that is appropriate for the defendant.

METHODS FOR WORKING WITH OFFENDERS

The probation officers carry out mainly individual work with the offenders, and in some special cases they get involved in group work. Group work is realized in cases when the Court decides that a compulsory inclusion in programs for corrective influence should be imposed or when in the course of working with the offender the probation officer motivates them to join a particular group which is suitable for them.

The individual work with the offender includes these steps: after the official beginning of the sentencing period the probation officers compile a personal record of the offender which includes an assessment of the needs of the offender, risk of recidivism and damage to society (through the OASys system), plan of the sentence, monitoring and implementation of corrective programs. These activities are performed during the compulsory meetings of the offender with their probation officer.

The probation officer carries out an interview to determine the risk of recidivism and damage to society. This is usually done on the second compulsory meeting with the offender because according to the existing legal framework the probation officer is obligated to draw up a plan for the implementation of the sentence within 14 days of its beginning, and for this to happen it is necessary first to be established the deficit areas of the offender (ППЗИНЗС). The methodology which is used for the determination of the criminogenic factors is called **OASys** and is created and used for the first time in England and Wales in the period 1999-2001. Subsequently it is adapted for the needs of the Bulgarian probation services. This methodology provides information about the offender in 14 criminogenic areas:

- current offence – the circumstances surrounding the particular crime;
- criminal record – examines the previous convictions of the person, if any;
- attitude – what is offender's opinion of their conviction, do they show any remorse, guilt, motivation to change, attitude towards the criminal justice system;
- housing – collects information about the conditions in which the offender lives, especially if they have a secure and permanent place of shelter, outside of a high crime area;
- relationships with others – family, significant other, children; whether they have any support in their face;
- education and training;
- employment;
- financial management;
- lifestyle and surroundings – in this part the most important thing is to understand whether the offender colludes with other persons with criminal record;
- alcohol abuse;
- drug abuse;
- emotional and psychological state;

- interpersonal problems – this part determines whether the person is prone to aggressive behavior or other hostile attitudes;
- thinking skills – examines the capacity of the person to identify and address problems, to set specific goals, and understand the consequences of an action.

The existence of problems or deficiencies in any of the areas mentioned above is considered a criminogenic factor that increases the risk of committing a crime again. Proper determination of the problem areas is crucial for further work with the offender. In this way it is determined and the specific corrective program to be used during the compulsory meetings with the probation officer. For example, if a person is convicted of driving under the influence of alcohol (under art. 343 of the Penal code) and the probation officer determines that offender's main problem area was actually "alcohol abuse", then they should be working on corrective program for "offenders driving under the influence". But an in-depth analysis may show that the person actually has no tendency to abuse alcohol, but in the particular case had problems in the family or had a conflict with a significant other, which subsequently turned out to be the main motive for alcohol use, reckless driving and therefore committing the offence. In such cases the probation work should focus on developing skills for better communication with the others, control of angry emotions and improving interpersonal relationships. Indeed an accurate determination of the criminogenic areas of the offenders is crucial for the work of the probation officers in order to achieve best results in their work. The initial risk assessment may be low, medium or high, and is revised every 6 months.

The system for assessment of the risk of recidivism (OASys) is introduced in Bulgaria in 2002 for the purposes of the prison system and is subsequently adapted for those of the probation service (2005). Over the years the system OASys has proved its usefulness and is generally well known and adopted by the staff of the penitentiary system. The main problems associated with it concern the possibility of subjective evaluation at times, and in some cases it can be argued that the questions are not well adapted for the Bulgarian social reality. A study carried out by the Commission on pardon, shows that 37,7% of the employees in the prison system think that the OASys system is inadequate for the Bulgarian conditions and feel that it needs further revision and adaptation. Other 37,7% acknowledge the need for universal rules and standards for its application in practice, and only 21,6% of the respondents find it appropriate in its current state and feel that it does not need any changes (Commission on pardon, 2013).

Probation officers also prepare assessment reports about the behaviour of the offender which are submitted to the Probation Board which takes place once a month. This is an advisory body composed of representatives of local government institutions (e.g. municipalities, representatives of the Prosecutor's Office, police departments, the territorial structures of health, education, social welfare and employment services), which decides whether a particular offender deserves to continue serving their sentence at a more relaxed regime (i.e. signature once a month). This procedure is permitted if offenders show good behavior and progress in rehabilitate work during the compulsory meetings, and also if they thoroughly complete the remaining probation measures. In cases when it is established that there is failure to fulfill one or more probation measures without reasonable grounds, a procedure for the replacement of probation with a custodial sentence is carried out. These types of proposals are also discussed by the Probation Board following a report by the officer responsible for the particular case.

Bulgarian probation officers work with an average of 40 to 45 offenders, although in some areas it is possible to work with up to 60. A key feature of the Bulgarian probation service is that it does not engage itself directly with crime prevention activities (CEP, 2009). In addition, the Bulgarian probation departments rarely coordinate or unite actions with NGOs and/or

volunteers, although this is provided by the law (CEP, 2014). The main idea behind the methodology used by probation officers is rehabilitation through the removal of the offenders from criminogenic environment by improving their social position in those areas where deficits are detected (e.g. employment, housing, addictions).

In Bulgaria there are several accredited programs which are typically used while working with offenders who are sentenced to probation. These are developed by Madzarov and Dragneva (2010) for the needs of the GDIN:

- *"Program for individual corrective work with offenders sentenced to probation for hooliganism and bodily harm"* – it is assumed that this program can be used for people who have problems with anger management;

- *"Program for individual corrective work with offenders sentenced to probation for driving while intoxicated"* – for offender convicted under art.342(b) of the Penal Code for driving with a blood-alcohol concentration above the prescribed limit under Bulgarian legislation. This programme focuses on exercises to develop skills for planning, to generate ideas, to create alternatives, to avoid impulsive decisions and for better goal setting;

- *"Thinking skills"* – universal program which assists the development of skills for planning and goal setting, problem solving, as well as foreseeing and understanding of the consequences. In practice this program is most often used with offenders convicted of driving without a driving licence. The area "thinking skills" from the methodology OASys comes out as problematic in the majority of cases, so it is suitable for most of the offenders regardless of the risk assessment. Therefore probation officers tend to apply it fairly often, and especially in cases when they do not have another appropriate program;

- *"Program for individual corrective work with offenders sentenced to probation for committing thefts"* – this program helps to identify and analyze the factors that have led to the particular offence and sets tasks to the offenders aiming to help them find better alternatives when solving problems;

- *"Program for individual corrective work with offenders sentenced to probation for committing fraud"* – same as the above programs this one focuses on the peculiarities of the particular crime and on improving the social skills of offenders;

- *"Program for individual corrective work with offenders sentenced to probation for failing to pay child support"* – the main purpose of this program is to help the convicted persons to deal with the emotional problems which led to this particular offence and to seek more rational ways of managing conflict situations.

The corrective work with the offenders and the implementation of the probation measures in the resocialization system would be more effective if there were specialized programs to engage directly with each of the possible problem areas from the questionnaire OASys. Currently are being developed programs to work with high-risk and aggressive offenders, offenders suffering from mental disorders, sexual offenders, etc. A special system for initial training of new recruits is applied with a duration ranging between six and eight weeks, and subsequent additional training is provided to improve the skills of the staff of the probation service for better and more effective implementation of the measures (CEP, 2009). Over the past decade Bulgaria has taken part in multiple projects for exchange of experience and good practice between other members of the European Union and has participated in various conferences and scientific forums, where the latest innovations in rehabilitative and corrective work with offenders have been discussed.

Employees of the penitentiary system acknowledge the need to broaden the research and scientific analyses of the practice in order to develop scientific approaches to solve the

problems of the prison and probation services. Such studies are currently published mainly by the newsletter "Prison case", in reports of the GDIN and its structures and by very few scientific publications outside of the penitentiary system (Centre for the study of democracy, 2011).

CONCLUSIONS AND RECOMMENDATIONS

As a conclusion it could be said that in the Republic of Bulgaria there is still some confusion about what the true meaning of the "probation" penalty in general. This question is extremely important for the development of the penitentiary system. If probation is being considered simply as a cheap alternative for supervision and control of the offenders so that they are not accommodated in the already overcrowded prisons, then its potential as a social service for rehabilitation and resocialization of offenders cannot be fully developed.

Given all the innovations in the methods for rehabilitation of offenders and in Criminology as a science, it would be beneficial for Bulgaria to draw from the experience of other countries and make its first steps towards the creation of a comprehensive penitentiary system by using the resources of probation not only as an alternative to imprisonment but also as a social service for prevention and crime control in general. Some of the main perspectives and challenges in front of the probation service are concerned with:

1) An urgent revision of that part of the penal code concerned with the "probation" penalty in order to remove the various discrepancies related to the implementation of the individual probation measures;

2) Early and more comprehensive education and training of probation officers so that they feel prepared for work in critical situations and to be able to engage adequately with all issues of their clients. Investing in the development of their professional skills and particularly in their training in psychology and pedagogy;

3) It would be good if the corrective programs for offenders are updated and adapted regularly in order to be set universal standards of work and to be issued appropriate materials for the employees to use during the meetings. There is a need to develop a variety of programs to address the specific needs of all different types of offenders. The only way to ensure the quality of probation work is to tackle all criminogenic factors and to successfully support the process of rehabilitation of the offender;

4) The interaction between the different structures should be improved. The probation service should exchange good practices and join forces with the other departments and social organizations (such as the police, the prisons, the employment office, the Department for child protection and non-governmental organizations) in order to engage directly with crime prevention and not limit its work to control and supervision due to lack of the necessary resources.

Most European countries are already looking towards the future – the penalties which are served in the community; penalties that allow the professionals to directly attack the criminogenic factors that push people to commit crimes. Criminologists have found empirical evidence for the greater effectiveness of community penalties such as probation over the use of imprisonment (e.g. Mair, 1997; Hughes, 2001). Its advantages are found in several areas – better results in terms of resocialization of offenders and reduced risk of recidivism, which in turn is achieved at considerably lower costs compared to imprisonment (The Howard League for Penal Reform, 2003).

Therefore part of the problems of the penitentiary system in Bulgaria can be solved if instead of building new prisons, we invest in the development of the probation service. At this stage it has not fully developed its potential as a provider of social services for people in conflict with the law, but this could change in two directions: (1) through the development of the services

provided to offenders who are sentenced to probation and (2) through the development of services for those who are released from prison on parole. The aim of such system is to permanently remove more and more people from the criminal contingent. Successful rehabilitation of offenders would influence the general level of crime and would reduce the prison population, which at the present moment is too high, which in turn puts pressure on the quality functioning not only of the prisons but also of the whole the penitentiary system. The facts and the benefits are present, but it is necessary to redirect the political and public interest towards this kind of punishment, which is still in its early stages of development, but there is enormous potential for achieving a significant positive effect on reducing crime.

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ADVANTAGES OF THE INTEGRATED CURRICULUM PLANNING

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Abstract

The findings of the theory of teaching and learning and the experience in primary schools are long tended to accept the concept of integrated curriculum planning. It offers teachers the overall structure of all components in planning the curriculum. Integrated planning in teaching and learning is particularly necessary when dealing with more complex requirements and objectives as set out in the curriculum. The programs are designed according to modern concepts of teaching and learning experience in elementary education in our country, as in more developed countries in Europe. The specific objectives, expected results, selection and development of content and basic concepts, activities, methods, tools and other resources is a wholeness.

The advantages of integrated planning of the curriculum are perceived that teachers will enrich their experience and knowledge and will be much more confident in making daily arrangements for each teaching unit. The teacher will be able to start from that level of knowledge and skills of students in his class at the beginning of the academic year. In the teaching process exposes the students as advance knowledge of the formation of concepts and their connection into a logical system of concepts.

Key words: planning, curriculum, teachers, advantages.

Introduction

In our schools and in the didactic literature the curricula are accepted as school documents that contain educational purposes (whether it is for their greater or lesser concretization and operationalization) and activities / methods on teaching topics / areas, planned curricula and basic concepts. The programs contain guidelines for implementation of the teaching and show the basic requirements that must be provided (materials, equipment, and facilities for students' activities) as well as the regulations on the type and the level of the professional education of the teachers. The curriculum covers the subjects that are deployed in the departments from I to IX grade of the primary school.

The preparation for the teaching should include the development of the content of the curriculum and plan which will place the activities of the students in the teaching process;

therefore it is necessary to plan the type of the activities / methods for achieving specific objectives and the type of valuation of the students' achievement.

For the development of the content usually are observed the basic didactic rules of gradation from close to distant and from simple to complex. These didactic rules could most easily be accepted if the contents are classified according to the so-called progressive spiral programming.

In this context, we are talking about the fact that the child adopts certain knowledge even in the preschool period, at home with the parents and the family, in the kindergartens, as well as from its friends in the living place. The experience acquired by the child from the television, the picture books and toys and trips with parents is very significant. The child adopts certain knowledge, develop skills and form attitudes. With the advent of primary school it continues to adopt new knowledge, develop skills, to form opinions and judgments independently.

Therefore we consider that there are almost no contents in the school, and activities in which the child adopts knowledge, skills, attitudes and beliefs that are completely unknown to the child, when he set off to school in first grade.

In primary school the child continues the process of expansion, filling the knowledge, the abilities, the attitudes and the skills for knowledge, thinking and storytelling that has passed before reaching elementary school.

Almost for all subjects in the first grade we start from the setting that the child has adopted certain experiences to recognize letters, read some articles, advertisements ISL., to draw, to model, to cut with scissors, to count, etc., and all that is contained in the subjects the child is learning at school. Teacher when you make a review of what the child has learned in first grade for new knowledge, facts, skills, attitudes, etc., Then you can get the first "clean" result of teaching and learning in first grade.

In the next grades the child with the achieved results in the first grade and with all the experience/knowledge has gained during the preschool period goes in second grade. The process of upgrading of the knowledge skills, the attitudes and the reasoning skills of the child continuous during the entire schooling and in its life.

In the pedagogic literature the term curricula refers to the planned interaction of the student with the teaching contents, the teaching resources and the whole teaching process for realization of the educational goals (Glossary of educational technology terms (1984, UNESCO, Paris)¹³⁸.

Under the term curricula we understand a whole system of actions in the process of learning which include:

- Goals toward which we strive in learning;
- Content, or items that are important for achieving the learning objectives;
- Methods (plan for articulation of the teaching process, tools and materials they need to achieve learning objectives);
- Situations (grouping and correlation between the contents, methods, activities);
- Strategies (planning situations, activities);
- Evaluation (diagnosis of the situation at the beginning of the academic year, measuring the success of learning by applying objective procedures), standardized tests of knowledge and skills and so on.

¹³⁸L. Bognar; M. Matievič, 2002, Didaktika, Školska kniga Zagreb, str.183

In some countries the term curriculum is identified with the term "program", so in that sense it is translated as educational program or educational plan. In that sense the term educational program in our country coincides with the term curriculum because with the educational programs are planned not only the content in the learning process, but also the objectives pursued by specific content and activities / methods, and didactic guidelines for the implementation of the program.

In the concept of integrated planning of teaching are taken into consideration the basic knowledge of theory and the curriculum which are structured in accordance with the didactic understanding of the European didactic school.

The educational programs in the nine-year elementary education in the country have a certain sign of professional and legal obligation for the teachers and the schools, and if we look closer we will notice that it contains grounds for development of content and based on them the teachers can prepare daily preparations and examination teaching units.

A very important question comes out: "whether there is a need to be made a concept for planning the curriculum" and "whether with the specific objectives should be planned gradually the expected results too." In this sense, the specific objectives, the expected results, the selection and the development of the content and the basic concepts, activities, methods, tools and other resources is wholeness. On this basis it is necessary to pay more attention to each of these components of the teaching process, in particular the choice of content and the planning of the activities of a united articulation of the teaching process, the outcomes and the evaluation of student achievement.

Advantages of the integrated planning

The integrated planning in teaching and learning is particularly necessary when dealing with more complex requirements and objectives as set out in the curriculum in every subject. Based on the goals of teaching programs, an integrated planning elaborates in detail the expected results after the study subjects and units of a particular subject.

Here are listed some of the advantages of the integrated planning of the curriculum in several domains. According to them:

- Teachers can determine the extent and depth of the content for each topic in the program;
- Make an economical choice of activities for processing contents according to the scheduled time and effort invested by students in learning (depending on the nature of the topics / motives are processed content);
- To compare the breakdown of content on topics of lessons and age of the students;
- Review whether teachers have the content and activities are processed in a meaningful way for students and business as a whole;
- Every teacher has a clear plan for articulation of the teaching process through individual work of student activities in pairs or small groups, for which activities will be used frontal work, that united interaction in the teaching process (student to student, curricula, teacher) .
- Will be clearly stated to teach students, to what extent and depth and what kind of activities and resources;
- Will have a better overview of the issues and activities for each content to verify the knowledge and skills of students at the beginning of the academic year, in the first and second half as organized teaching;

- Teachers have a solid basis (full view) how to deploy content to determine the type of activities (individual work, work in pairs or small groups of two to three students), and the correlation of content in Macedonian language and art and music education and

- Teachers will have to review that content to plan additional processing or determining the knowledge and skills of students.

Based on the above advantages of the integrated planning it is clearly shown the necessity of united planning curriculum and according them reveals the intricate professional work of the teacher on integrated planning of the curriculum.

Solid united assumptions for planning the curriculum can be created with textbooks and also by making a series of contents and activities in educational topics and choice of teaching materials, illustrated picture books, encyclopedias and other materials. Especially there is a need of using programmed content and activities, using the computer in teaching and learning and of course a number of forms and methods of learning.

The basic term *actions* refer to forms of group work, pair work and dialogical method. When there is a need is used a frontal form of work with the entire class. The educational process develops through inductive activities of knowing, thinking, conversation, storytelling with cooperation between students and teachers.

"In fact the central issue in teaching is how to plan and organize activities for students that allow each student to be active. So there is a need to define the essence of the concept of student activity. A student's activity in the teaching process can be achieved when the student is motivated to make a choice of his friends for the game and the activities if there is interest and need to participate in the action, if the content that teaches the pupil / student or activities in the games, studies, etc. they are accepted and are respected by others. "¹³⁹

The main feature of the *method of learning by heart or mechanical learning* is that the student learns the contents as they are written or provided without changes or additions, without disclosing meaningful connection between words in the text or previous knowledge and experience of the student. Student remembers what he needs to learn by repeating the words, sentences, lines and the like. A mechanical learning is also the learning of various skills (rollerblading, bicycling, cutting with scissors, gluing, pouring, various materials from one container to another). With this method of learning the student is required an exact reproduction of what you learn. For example, when learning phone numbers, names of cities, countries, mountains, seas and so on. Also some contents can be learned by heart with understanding of the content like lyrics, a text for a drama role, group or riddles, tongue twisters, proverbs. But also there is learning by heart without understanding. ¹⁴⁰

The method of the *meaningful, verbal-receptive learning* is applied when the student adopts new knowledge and links that knowledge with the previous knowledge and experience. The new knowledge links / integrates with what already the student knows. Therefore, this method provides greater intellectual activity of the pupil / student in the learning process.

For successful application of this method it is necessary the teachers to take appropriate action:

- To learn about previous knowledge and experience of the pupil / student (for example: the beginning of academic year) associated with the content to be taught or required for the adoption of new knowledge and skills;
- To connect the new knowledge with the experience and knowledge the students have acquired in life;

¹³⁹Milan M. 2005, *Sopstvenim iskustvom do znanja*, Zavod za udzbenike i nastavna sredstva, Beograd, p.19

¹⁴⁰Same p.19

- New content to be elaborated in the problem way. This means students to ask questions, to elaborate the content of the various aspects, from more aspects
- To take care of what you're teaching process to suit the age and developmental characteristics of students, so they can understand / realize and become usable in the further process of learning, called in another context and so on.

The teacher's task is to act as mediator between the content (which the students adopt during the teaching process) and the students themselves. The meaningful learning supports the development of thought processes, motivates the activities of pupils / to come to know, to think, to ask questions, to seek answers, to narrate.

The method of *Practical meaningful learning* involves learning of external motor activities by the students. But also, it is necessary the understanding of the meaning of the practical activities. In fact, it means the students can use the acquired skills and abilities when doing something (the fund of knowledge, skills, information, etc.).¹⁴¹

With the method of *Learning whole parts* is connected and aligned the practical and the verbal learning. Actually are connected the knowledge and skills of students. This way of learning can be applied without the practical skills of the students and vice versa. The practical skills can be applied without knowledge. However this method of learning is more applicable to students in the second and the third development period of nine years of elementary education.

The meaning of the method of *learning by discovering* is contained in the meaning of the term "discovering". It implies that whatever you teach the student the knowledge is not given with the final shape / structure, but the students independently come to knowledge in the teaching process or in the process of learning. They reveal important situations, they acknowledge connection or dependency of a phenomenon from another. The students come to this knowledge by monitoring the process or comparing, setting assumptions (hypotheses), or experiments, etc., when talking with friends and with teachers about their personal experiences and knowledge. In fact, the students independently search for solutions to the problem, conflict.

By applying this method, the students are prepared to independently learn strategies to solve problems, not only to acquire a body of knowledge.

The more important are the way students think and the procedures they apply to the problem than the final settlement.

By learning by discovering can be fulfilled the following functions:

- To develop greater independence of students in learning,
- Be trained to enable them to solve problems, conflicts etc.
- To enable simple for research,
- To motivate learning and
- To enable the application of knowledge¹⁴²

The term *creative / divergent* thinking refers to the ability of students to independently innovate their own original solutions. This way of learning often comes to the fore in drama games, composing new stories or fairy tales, writing rhymes, riddles, tongue twisters, illustrations inventing, inventing new songs for singing, artwork. In creative learning are very important the following moments: giving ideas or assumptions, finding how to solve the problem, conflict. Here come to thefore the individual abilities and characteristics of students, such as initiative, independence, flexibility in thinking and reasoning, ingenuity and so on.

¹⁴¹Same p. 20

¹⁴²Same p. 21

With the help of a *teaching according a model /models* means learning when students will see something new in another. They repeat what have seen, accept and adopt and also come up with new knowledge and skills. However, the essence of this way of learning is interactive, because there was extensive interaction among the offered models which teach the pupil / student. This way of learning often takes place spontaneously when students learn something from each other in social settings. In that sense they participate in the interaction with the physical and social environment. Children become very active, make choices patterns of behavior in the environment with others who will accept and it will adopt.

This type of learning requires strong motivation, and also understanding / perception of the patterns of behavior thatthe students should adopt.

The interactive learning / collaboration, exchange of ideas, experience ... It is known that students effectively learn from each other or cooperate, tell their opinion, their ideas, their ways of solving tasks and so on. Often when learning from each other there isan appearance of opposition, and cooperation agreements, tolerance, common remedies.

According to the starting point this way of learning is to establish cooperation, to teach students to learn with their partner. Partners in Learning can also be the students and the teachers. The students participating in the interactive learning participate with their personal knowledge and experience with their previous knowledge and skills and become active participants in the learning process. The partnership behavior among the participants in learning implies appreciation of the real possibilities of the student. Still in the learning process it's actually the mutual learning of students with the teacher so that learning comes to the fore the abilities of students to learn.

In the interactive learning the exchange takes place between students of the same or different ages in pairs, groups and exchange with teachers and adults of different ages.

The interactive learning helps the student to achieve the following functions:

- To increase motivation for learning,
- To achieve higher activity among students and
- To increase the volume of knowledge and skills adopted, the skills of students in the learning process¹⁴³

Conclusion

From the previously said are gradually revealed the advantages of whole planning of the curriculum. In that sense it is obvious that the teachers will enrich their experience and knowledge and will be much more confident in making daily arrangements for each teaching unit. The teacher will be able to start from that level of knowledge and skills of students in his class at the beginning of the academic year. In the teaching process exposes the students as advance knowledge of the formation of concepts and their connection into a logical system of concepts.

Specific advantages can be seen from the examples and indicators for planning topics, according to the number of classes, the design of any content on the topics and number of hours, especially the choice of content and activities is a structure to develop a plan for articulation of teaching process.

In fact we think it will be one of the biggest benefits of improving the quality of teaching.

¹⁴³Same p. 22

SPECIFIC FEATURES OF STUDENTS' ACTIVITIES PLANNING

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Abstract

When planning¹⁴⁴, organizing, conducting, and evaluating the class instruction, the teacher starts from the curriculum that – along with the planning and organizational guidelines, each school is provided with by the relevant educational institutions. Accordingly, a very specific aspect of the teacher's daily planning are students' activities that should be selected and recorded within the very phase of the said preparation for realization of the class teaching. Therefore, bearing in mind that students' class activities proceed from the set course objectives and content, the aim of this paper is to provide an insight whether those activities are really planned on a daily basis in the lesson operational plan and to determine whether the students' activities performed in class have really been recorded in the teachers' daily lesson operational plans as well as how the said situations reflect on the teaching process and on students' learning.

Being set as explained above, the research of this problem is empirical and of descriptive characteristics. As components of a broader research problem within a doctoral thesis¹⁴⁵ qualitative research methods have been used: analysis of the pedagogical documents, records, and the daily lesson operational plans and preparations; non-directive interview with the teachers about their views on the planning of the teaching process; and participative (descriptive and focused) observation of the entire planning and realization of students' activities in the educational practice.

Keywords: Daily planning, students' activities

Theoretical justification

The daily activities plan encompasses the data relevant for each of the lessons in the workday and – above all, for the students' activities in each phase of the lesson realization (introductory activities, instructional-and-learning activities, and the end-of-class reflective

¹⁴⁴Terminological equivalents in the new curriculum following the Cambridge Elementary Education Curriculum are long-term; middle-term, and short-term planning (see Pejchinovska, 2015: 78). In this paper the focus is placed on students' activities planning in the daily lesson operational plans. In addition, with the concept "planning" we refer not only to selecting concrete students' activities for each stage of the lesson but to the recording of those activities in the teachers' daily lesson plans and preparations.

¹⁴⁵ „Активностите на учениците и процесот на учење во природонаучното и општественото подрачје“, Педагошки факултет – Битола (ПФБТ), Универзитет „Св. Климент Охридски“ – Битола (УКЛО – Битола), 2015. / ("Students' Activities in the Learning Process in the Natural Sciences and Social Sciences Courses", Faculty of Education – Bitola (PFBT), University *St. Clement of Ohrid* – Bitola (UKLO – Bitola), 2015.

activities); it is projected on the bases of the specific aims and the content being taught, with all the skills of the teacher applied in the design of concrete, authentic, precise and intelligible activities which would enable optimal realization of the instruction objectives and best results of the educational process. In order to fulfill this purpose, the teacher is bound to primarily have a good insight into students' perceiving characteristics, their cognitive learning styles and the options for developing their motivation to perform the planned activities, and to make much of the didactic-methodological and communication-and-interaction structure of the instruction.

In line with all of the said, there are highly important issues that each teacher has to take care of when planning the lesson and when operationalizing the planned lesson activities: whether the specific objectives are practical, realizable, and corresponding to students' individual characteristics; which activities to be planned for the students to perform; whether there is cognitive, psychological, logical, and structural relation, correlation, and conditionality between the specific features and the designed activities; whether the activities have a clear structure i.e. beginning, progress and end; whether the specific objectives are realizable in a single school day or their fulfillment requires more days; whether the load of the designed activities is acceptable for slow-progress students; what the teacher expects from the realization of each of the posed specific objectives and from each of the students of the class; which instruments and techniques the teacher applies to monitor students' achievements; which stage of the class is used for formative assessment and what form of feedback information on students' achievements.

When operationalizing the lesson objective activities it is always advisable to start from the elements of active instruction model design – the interactive learning. Namely, in this relation, Adamčevska points out the necessary aspects that the teacher must take into consideration when making a lesson plan: the reasons underlying the planned steps (for instance, opting for one method over another: the descriptive method over the demonstrative one or the demonstrative one over the field observation, etc.); whether the activities planned can sufficiently stimulate students learning involvement; the extent to which the planned activities can instigate the process of students' learning; whether the warm up activities and end-of-class activities will be adequately and correctly understood by all of the students; whether to require from students to adapt their activities to the spirit of the objective guidelines and whether those specific objectives would serve the purpose of the plan and process of students' learning; whether it is possible to precisely determine which activities correspond with the interests, abilities, and affinities of each of the students; whether the daily lesson plan would consist of an outline of activities to be performed by the overall class or it would contain a detailed list of activities designed for each micro group and each macro group member to perform in class?. (Adamčevska, 1996:35 – 36).

The successful operationalization of the activities objectives entails that teachers comply with the so-called *Mager's Principles* such as use of action verbs which describe students' activities; adequate selection of questions to elicit students' knowledge, competences, and skills (with regards to the realization of the set objectives); description of the criterion applied in students' achievement assessment (De Zan, 2005: 65).

Some of the action verbs used in operationalization of activities objectives are listed here to suffice the illustration: insert, fill in, embed, add, prove, find out, name, omit, measure, design, inform, express yourself, state your opinion, retell, calculate, be more specific, measure, model, colour, draw, write, make, state, give an order, grade, explain, answer, determine, mark, tag, underline, line up, set, search, match, spot, recognize, convert, translate, display, read, segment, differentiate, distinguish, develop, solve, classify, compose, sketch, realize, put together,

compare, use, and etc. In addition, aside from mapping out the course content and determining and operationalizing the objectives, before plunging into selection of lesson activities to be included, the teacher must identify the level of students' knowledge (their abilities to recollect, recognize, reproduce, create, and etc.), that is, the degree to which skills and competences have been developed with the students, via activities correspondingly designed for this purpose (De Zan, 2005: 65).

The differentiation of the activities is another complex issue. It refers to the determination of the type and number of activities in accordance with the individual student's characteristics in a way in which they would make their learning process agreeable to their individual abilities, affinities, and interests. The situations identified in our educational practice denote that teachers instruct students who differ in their potentials, intellectual capacities, abilities, and etc., a fact that has to be taken into consideration when planning students' activities on a daily basis. In order to satisfy the needs of all of the students taught, the individualized instruction approach is increasingly becoming the core issue in education regardless of the obstacles in its way, especially those arising from the number of students attendees in a single class, which is very high in some schools and which makes it a quite demanding task for a teacher to organize and realize the instruction, requiring numerous competences¹⁴⁶. Furthermore, on the grounds of identified flaws or any inarticulateness, teachers make changes, adaptation, and modifications of the instruction plan, which again supports our previously stated claim that optimal planning of the teaching process in schools is a highly complex issue¹⁴⁷, (Janusheva, Pejchinovska, 2011: 72).

Bearing in mind the background as described above, we tend to point out that the key determinants – the curriculum objectives of both the Natural Sciences field and the Social Sciences field; the specific instruction planning features; the concrete objectives of the courses instructions; the types of the courses content taught; students' age characteristics, and the teacher's role and characteristics¹⁴⁸, although not discussed here in this paper, are the most significant ones for quality instruction planning of students' activities that each teacher has to address as the principles to start from when planning the overall course realization.

Methodological frame

This research has been conducted with the application of the qualitative methods: analysis of the pedagogic records and the daily operational lesson plans; non-directive interviewing teachers and identifying their stands regarding lesson planning; and both descriptive and group focused participant observation of the overall students' activities planning and realization within the educational practice.

The non-random sampling rested upon deliberate sampling technique drawing sample representatives from class communities in which active teaching method is employed with at least two running projects for active students' learning involvement in class. The deliberate sample consisted of two subsamples: a *subsample of schools* and *interviewees* from the schools researched – 6 elementary schools from the country, out of which 16 teachers of each grade between first grade and fifth grade, and a *subsample of classes* – 2 classes in the elementary school "Todor Angelevski" – Bitola, in which the realization of more than half of the teaching

¹⁴⁶ For more flexible modes of planning the students' learning as well as about teachers' involvement in planning the lesson objectives see Vilotijevic, 1999: 54 – 56, *Didaktika 2*.

¹⁴⁷ Possible fluctuations in number of classes given on certain course content/unit set with the course plan can largely affect students' achievements; however those are not in the focus of our research analysis.

¹⁴⁸ See Pejchinovska, 2015: 83 – 100.

content was recorded via participant observation and pedagogic records along with the daily lesson & operational plans and students activities effects were analyzed.

The research sample was examined over the period between September 1 and June 30 of the school year 2012 – 2013.

Results and discussion

The curricula for the first and second cycle of elementary education are *integrated*. The contents of different areas are integrated into thematic units, most often the integration being started with the Natural Sciences courses (such as introducing the environment and nature). The planning of the school educational work (the global – yearly plans and the thematic ones) is performed within common areas teaching groups through which teachers take part in the overall planning of the educational work, each assigned with separate tasks.

Actually, in the non-directive interview the teachers stated that the global and thematic planning were worked on in joint collaboration within the common areas teaching groups in which they were assigned with tasks, established an insight, and took initiatives until the necessary changes were implemented and the overall integrated curriculum was completed. In addition, while, on the one hand, the teachers stated that their individual efforts were most notably expressed in the daily lesson plans design on the basis of the existing curriculum frame and in which they charted the usual daily planning components such as lesson objectives, content, teaching-and-learning aids, teaching methods, forms, as well as instruments for monitoring students' performance and achievements – which we highly approve of, on the other hand, in the recorded state of affairs via participant observation and the detailed analysis of the authentic daily lesson plans we found nothing more beyond their answers that they also did chart students' and teacher's activities in their lesson plans.

On the grounds of the interpretation of the participant observation results, we identified the *basic elements of active teaching* in the researched sample of course classes. In other words, aside from the integrated teaching approach in planning the teaching content of the areas taught, i.e., *Introduction to Environment/Nature/Society, Mathematics, Mother Tongue, Fine Arts, Music, and PE*, the realization of the classes showed teachers' reasonable care regarding the number and objectives of the activities in class and students' independence in performing them.

In the analyzed *daily operational lesson plans* we found teachers were taking care about the aspects of didactics and the teaching methods as well as the premises and time features in the educational process realization in each of the courses taught. Indeed, in practice, the daily operational lesson plans reflected the course content correspondingly i.e. as charted for the respective days; they were realized in accordance with the course content objectives set with the curriculum, implementing the planned teaching methods and aids and at the scheduled lesson place and time. Equally addressed in the lesson plans were the activities charted in accordance with the lesson stages (introductory, teaching-learning, and assessment) whereas the end-of-class activities regarding the results and effectiveness of the teaching and learning were only briefly listed.

The *more detailed analysis of the daily operational lesson plans* showed that the activities charted were only listed without giving clear picture of who they were designed for to perform, i.e., which ones were planned to be performed by the students and which ones to be performed by the teacher. Moreover, the types of students' activities were not defined either; instead, only the type of the instruction was stated, according to which we could only presume what activities the teacher had on mind. As an illustration, in the operational plan¹⁴⁹, the lesson in

¹⁴⁹ We have found out that the daily lesson plan for the same grade course classes – as a piece of the filed records on the realized classes, has been the same with all of the teachers i.e. either prepared in collaboration or shared, whereas

the *Nature* course for fourth-graders was planned for revising; accordingly, the activities to be performed included navigated conversational activities as *introductory* ones; independent students' work, teacher's supervision, guidance, and correction as *teaching-and-learning activities*; and checking the results of the work and drawing conclusion as *evaluative activities*. In addition, the lesson activities for this level were not clearly discriminated nor were the types and the number of the activities determined in the daily lesson plans. Thereby, those generalized activities – in this situation listed/perceived as teaching methods, do not make it possible to decide whether they are in correlation with the lesson content and objectives i.e. whether they proceed from them.

The situation presented above collides with the teachers' statements obtained with the *non-directive interview* in which most of them answered that they designed students' activities for each lesson stage in their daily operational plans. In other words, all of the teachers took the stance that their individual endeavours and contribution were at their peak when planning the daily lessons and adapting the study programmes to the students' needs. *However, it was evident that the teachers did modify their instruction on the basis of the previously diagnosed teaching-and-learning effects and that they did tune their lessons to mend the failures and fill the gaps identified and recorded in their students' learning, but although employing various activities in class to achieve all of this, they had none charted nor listed with this aim in their daily lesson plans.* In fact, teachers' individual endeavors were manifested in class and in their taking necessary measures to clarify unclear topics or sections or to add details to insufficiently described ones, thus helping their students to either improve or enhance their competences and meet the set course objectives; they managed this via adapting the number and type of activities to accord with the genuine students' abilities, and with stimulating combinations of teaching methods and forms.

Furthermore, upon examining the daily operational plans, it was established that neither the instruments nor the techniques of monitoring students' learning process and assessing their learning performance/outcomes/results regarding the given lesson were specified. More precisely, teachers largely used students achievement record lists – designed by the EDB¹⁵⁰ for the purpose of formative assessment, in which they defined students achievements for each instructed topic with symbols respective for the three levels (basic, medium, and high level of achievements) and with marks denoting individual progress; progress with teacher's associations, progress with teacher's help; and with marks for no progress irrespectively of the teacher's help.

The factual situation identified regarding teachers' daily lesson planning in general puts at question the organizational and articulatory dimension of the lesson realization as well as the successfulness of the realization of students' activities when they are not specified in the daily lesson operational planning stage. In fact, it is this stage in which a large number of issues and dilemmas must be accurately resolved. For instance, the question of preferring the application of one method over another, certain teaching form rather than another, particular activities instead of some others; the outcome of the activities planned to be performed: whether they would spur students' involvement, whether they would motivate students to put more efforts into their learning, whether they would improve students' individual learning, whether those planned activities meet each student's interests, preferences, abilities, and talents, and whether they are

students' activities and teaching methods were variably adapted to students' and class abilities while conducting the instruction.

¹⁵⁰Biro za razvoj na obrazovanieto – Skopje / Educational Development Bureau – Skopje.

adequate for the objectives aimed at; which instruments and techniques to select as best for monitoring and assessing the results of the realized students' activities.

However, regardless of the fact that precise records and specifications of students' activities were not found in teachers' daily lesson operational plans, the classes reflecting active learning in which research procedures were applied, and which – according to the results of the focused observation, were in higher number than those traditionally organized, showed that the class instructions included *quality perceptive-motor activities as well as receptive, observational, discovering, researching, and evaluating on the realization of which provided not only students' cognitive competences development but the development of their socio-emotional and psycho-motor competences as well.*

Conclusion

The conclusions simply flow out from the previously said. In practice, students' activities are not specified in the daily operational plans, nor are the types of the activities for the students and the teachers. However, the factual situation we had identified does not affect the active learning and the achievement of the goals set, primarily because of the personal and professional competences and experience of the teachers, as well as because of their well-established familiarity with students' potentials and nature. In addition, it is a fact that the planning of the entire course instruction entails an immensely wide range of activities which take time, energy, high motivation and complete commitment to the educational process.

As our field findings showed as well as the teachers' statement in the non-directive interview and the observation with participation, the double record taking of students' achievement (in a students' achievement record book in hard copy and in an electronic document) as well as the troubles in electronic records rendering that teachers went through additionally make the work more complex and prolong the time necessary to manage those records. This means that it is the doubled pedagogic record taking work that takes up much of the time necessary and useful for designing and selecting learning modes, and focusing on teaching and learning activities.

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THE FUNCTION OF INTERACTIVE TEACHING AND LEARNING TECHNIQUES IN STUDENT LEARNING MOTIVATION

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Abstract

Teaching and learning techniques play a significant role in motivating students to learn since they make learning more interesting for students by increasing their curiosity to achieve the learning goal. Based on research dealing with student learning motivation, the use of diverse teaching and learning techniques affect student engagement in learning process. In this way, it enables students to achieve a high level of mastering through innovative and cooperative learning. (<https://cft.vanderbilt.edu/guides-sub-pages/motivating-students/#strategies>). So, the student perceives the teaching and learning activities with interest as an incentive to engage in the future in other learning activities.

In this context, the teacher should be a model of enthusiastic presentation of teaching and learning activities in the classroom, in order to encourage student interest in learning.

This research is part of pilot survey in one school in Pristina. The total number of survey respondents is 100 students of grade 5 and 20 teachers of primary education. The research highlights the function of teaching techniques to motivate students learning. The importance of this research consists in awareness raising of teachers for new knowledge on teaching and learning techniques and more frequent application of these techniques during teaching process in the classroom.

Key words: motivation, technique, function, interactive learning.

1. Introduction

The modern teaching methodology has brought great changes in the teaching and learning process of the students. Such changes are due to the current circumstances of the society that is undergoing transformation due to the continuous development of science and technology. Therefore, this techno-scientific development requires a change in the approach of teaching and learning of students.

Now days under the momentum of continuous innovation, it is difficult to keep students active during the learning process in the classroom, since the provider of information / knowledge to the student is not only the teacher but many teaching aids such as the Internet which remains the irreplaceable teaching aid for now, many television programs, various books on the same subject, etc.

Therefore, in order to keep students engaged in the learning process, i.e. to be active, teaching and learning techniques or methods should be used that encourage students' interest in learning, which inspire their curiosity and somehow motivate student learning. In addition, the interactive teaching and learning techniques help also in structuring the teaching process.

According to the literature, the teaching structure when applied, gives teachers a content which contains the learning experiences, enables them to guide students in the learning process by helping them to determine the student learning goals, motivates students, involves students actively in the learning process, promotes student reflection and discussion, helps students in performing tasks, helps students to ask questions and express themselves freely. (Kosovo Education Center-KEC, (2004). "The Reading and Writing for Critical Thinking", Guide 1. The Structure for the Development of Critical Thinking during Curriculum. Prishtina, pg.46)

2. Methodology of research

Objective of research

The research is part of piloting the doctoral questionnaire. The objective of the research is to highlight the role of the interactive teaching and learning techniques in the student learning motivation.

The object of research

In order to highlight the motivating function of interactive teaching and learning techniques, the object of the study are the opinions of surveyed teachers, students as well as the literature.

Methods of research

The study is conducted using scientific theoretical research methods: the method of theoretical analyses, description method and statistical method.

Tasks of research

In order to conduct this research, the following research tasks were considered:

- Literature study which deals with the same problem;
- Drafting of questionnaires;
- Implementation of the survey;
- Collection and processing of the results.

Research questions

Some of the research questions which are provided to identify the motivating function of interactive teaching and learning techniques are the following:

- What role do the interactive teaching and learning techniques have in raising student learning curiosity?
- What is the role of interactive teaching and learning techniques in student learning motivation?
- What are some of the interactive teaching and learning techniques which students enjoy in their learning?
- What is the opinion of students and teachers that interactive teaching and learning techniques provide possibility for cooperation among students on learning issues?

- How much do the interactive teaching and learning techniques offer the possibility for the students to express themselves freely?
- How much does the interactive teaching offer the possibility to adjust with the various styles of student learning?

3. Results of research

The role of interactive teaching and learning techniques in the student learning motivation stands in many aspects of activating student during the learning process, so students better understand the information when they are part of its processing; interactive teaching and learning techniques offer the possibility of cooperation of students in the classroom so students are motivated to learn when exchanging opinions with fellow classmates for what they learn; interactive teaching and learning techniques provide opportunities for students to express themselves freely, etc.

Motivating function of interactive teaching and learning techniques	Fully agree		Agree		No response		Disagree		Fully disagree	
1.I like learning when it is conducted with teaching and learning techniques.	58% of St.		35% of St.		6% of St..		1% of St.		0% of St.	
2.Teaching and learning techniques make the learning process in the class more interesting.	51% of St.	65% of St..	34% of St.	35% of St.	8% of St.	0%	6% of St.	0%	1% of St..	0%
4.Interactive teaching and learning techniques motivate students for learning.		50% of Teach.		50% of Teach.		0%		0%		0%

Table No.1. The opinions of the students and teachers for the motivating function of the interactive learning techniques

Table no.1, column 1 show that the students like learning through interactive techniques since 58% of students responded that they fully agree, 35% of students responded that they agree, 6% of students did not respond, 1% of students disagreed and none of them or 0% of students responded that they do not agree at all that about liking the learning with interactive teaching and learning techniques. The reason why students like learning with interactive teaching and learning techniques is because they are active participants in processing the information.

Based on the evidence and demonstrations of Mihaly Csikszszntmihalyi 1975, it is shown that when students are actively engaged in the learning process, they express great pleasure in performing their duties. ((Kosovo Education Center-KEC, (2004). "The Reading and Writing for Critical Thinking", Guide 1. The Structure for the Development of Critical Thinking during Curriculum. Pristina, pg. 25).

Column 2 shows how much the interactive teaching and learning techniques inspire curiosity for students in the learning process in the classroom, whereby out of all students surveyed, 51% of students agreed fully that the interactive teaching and learning techniques make the learning process most interesting, 34% of students reported that they agree, 8% of students had no answer 6% of students reported that they disagree, 1% of students stated that they do not agree at all that the interactive teaching and learning techniques make the learning process more interesting.

Whereas, table 1, column 2, presents how interesting the interactive teaching and learning techniques make the learning process, whereby, out of all surveyed teachers, 65% of them declared that they agreed fully that the interactive teaching and learning techniques make learning more interesting or inspire curiosity in students, 35% of teachers stated that they agree and 0% or none of the teachers did not respond or declared that they do not agree or do not agree at all that the interactive teaching and learning techniques make learning more interesting for students.

Table 1, column 3 shows that of all teachers surveyed 50% of them declared that they fully agree that teaching with interactive teaching and learning techniques affect student motivation for learning, 50% of them stated that they agree and 0% or none of the teachers surveyed did not respond or did not agree or did not agree at all that the interactive teaching and learning techniques affect student learning motivation. These results prove that interactive teaching techniques motivate students to learn.

According to the literature of the teaching methodologies, students learn better when:

- They understand clearly the activities that they perform and the purpose they have;
- They can work themselves based on the knowledge they have;
- When they actively participate in the development of activities by creating space to use their language and perceptions to understand;
- When they have an appropriate environment and when opportunities are provided to them to work together with others and this also relieves them from the pressure of marks and mistakes;
- When they have a range of options to choose what, when and how they want to learn;
- When they have time to think and reflect on what they have learned.

(<http://www.fsash-spash.com/Non-form-educ-manual.pdf>)

Therefore, the other factors that affect student learning motivation are also the cooperation between students, their free expression of their opinions and adjusting the teaching and learning methods with their learning style. This will be proved by the following results.

The motivating function of the interactive teaching and learning techniques	Fully agree		Agree		No response		Disagree		Fully disagree	
1. Teaching techniques offer adjustment with the students who have different learning styles.	45% of teach.		55% of teach.		0% of teach.		0% of teach.		0% of teach.	
2. The interactive	70% of	48%	30% of	31%	0% e	4%	0% e	13%	0% e	4%

teaching and learning techniques offer the students the possibility to cooperate during the learning process in the classroom.	teach..	of st.	teach.	of st.	of teach.	of st.	of teach.	of st.	of teach.	of st.
3.The interactive teaching and learning techniques provide the possibility to students to express their opinions freely during the learning process in the classroom.		48% of st.		39% of st.		6% of st..		4% of st.		3% of st.

Table, no. 2 presents the opinions of students and teachers on the motivating function of interactive teaching and learning techniques

Regarding the adaptation of the teaching methodology with the learning style of students which plays an important role in motivating the student to learn, the results in table 2, column 1 indicate that of all teachers surveyed, 45% of them stated that interactive teaching and learning techniques provides possibilities to adjust teaching to student different learning styles, 55% of them stated that they agree and 0% or none of the teachers responded, did not agree or did not agree at all that interactive teaching and learning techniques provide possibilities to adjust the teaching process for students with different styles of learning.

Part of the motivation of students to learn is the cooperation between them. Results in table 2, column 2, show that of all teachers surveyed, 70% of them declared that they agree fully that interactive teaching and learning techniques provide cooperation opportunities to students during their learning process, 30% stated that they agree, 0% or none of the teachers did not respond or did not agree at all that interactive learning techniques offer the possibility of cooperation between students in the class.

The results in the table no.2, column 2, show that of all student respondents, 48% of them agreed fully that the interactive teaching and learning techniques offer the possibility of cooperation during learning process in the classroom, 31% of them stated that they agree, 4% of students did not respond, 13% of students said they disagree and 4% of students reported that they do not agree at all that the interactive teaching and learning techniques offer any cooperation possibility during the learning process. According to the literature, the student cooperation during the learning process helps students in gaining social skills and other values such as respect for democratic citizenship, respect for each other's opinion, free expression of opinions and others.

(Kosovo Education Center-KEC, (2004). "The Reading and Writing for Critical Thinking", Guide 1. The Structure for the Development of Critical Thinking during Curriculum. Pristina, pg. 6)

Students are motivated to learn also when they are allowed to freely express their opinion during the learning process. On the issue of how much the interactive teaching and learning techniques provide the possibility to express one opinion freely, the results in table 2, column, n.3, show that of all students surveyed, 48% agreed fully that interactive teaching and learning techniques offer the opportunity to express themselves freely, 39% agreed, 6% of students did not answer, 4% of students stated that they disagree and 3% of the students surveyed said they do

not agree at all that interactive teaching and learning techniques offer the opportunity to express themselves freely.

Some of the interactive teaching and learning techniques which students enjoy are presented in the following histogram no.1.

Interactive teaching and learning techniques	Cluster	I know/ Want to know/Le arnt (KWL)	Limerick s	Venn Diagram	Free writing	Think/ Pair/ Share	Jigsaw
Students (%)	33%	25%	29%	27%	13%	12%	10%

Table no. 3 presents the opinions of students for some of the interactive teaching and learning techniques which they enjoy in their learning process.

Table 3 shows that of all students surveyed, 33% said that the cluster technique brings fun during the learning process. Cluster is an interactive teaching and learning technique which requires from students to intertwine or branch their knowledge in a certain topic. Furthermore, out of all surveyed students, 25% of them stated that they enjoyed when they learned through *I know/ I want to Know /I learnt* (KWL) technique. KWL technique is an interactive teaching and learning technique through which students list the ideas of what they know about a certain topic and then create questions on what they want to know further, and through their investigation, they find the answers. (Kosovo Education Center-KEC. (2004). "The Reading and Writing for the Critical Thinking". Guide 6. Lesson and Assessment Planning, Pristina, pg. 41)

The results show that of all student respondents, 29% stated that they enjoy learning through limerick techniques. *The limerick* is interactive teaching and learning technique that requires summarising the information in an accurate expression that describes or reflects on the topic in form of poem consisting of 5 rows. (a noun, two adjectives, three verbs, a sentence, and a word or noun synonym). (Kosovo Education Center- KEC, (2004). "The Reading and Writing for Critical Thinking". Guide 2. Cognitive and Social Development of the Child. Pristina, pg.86) *Venn Diagram* is a technique which compares two sets which have common and opposite elements. This technique is conducted by overlapping two or more big circles. (Kosovo Education Center - KEC. (2004). "The Reading and Writing for the Critical Thinking". Guide 7. Seminar on Writing "From self-expression to written arguments". Pristina, pg.30). The results show that 27% students of students reported that they enjoy learning through Venn Diagram. In this regard, the results show that 13% of students like learning through free writing technique. *Free writing* is interactive teaching and learning technique in which students are requested to write what they know and what they feel before they start to learn about it. (Kosovo Education Center-KEC. (2004). "The Reading and Writing for the Critical Thinking". Guide 6. Lesson and Assessment Planning, Prishtina, pg.41).

Of all students surveyed, 12% of them stated that the technique Think/Pare/Share increases their interest in their learning. *Think / Pair/ Share* is an interactive teaching and learning technique that makes students reflection the text and help each other to shape their ideas and opinions. This can be done frequently through reading. Teacher prepares questions in advance, usually open questions, and asks students to write a response on it. Further students work in pairs and try to reach a formulation that includes ideas of both of them. Finally the

teacher asks pairs to make a summary of their discussion. (Kosovo Education Center-KEC. (2004). "The Reading and Writing for the Critical Thinking". Guide 7. Seminar on Writing "From self-expression to written arguments". Pristina, pg. 42).

Based on the results, students enjoy the jigsaw technique during their learning and out of all students surveyed, 10% of them stated that this technique stimulates their learning interest. *Jigsaw* is a learning activity that is conducted with all the students in the classroom. The teacher can write on separate pieces of paper five or six separate events from a sequence of events or chain of cause and effect. They are placed on the board and students are asked to think about how you can order them properly. Afterwards, the teacher asks students to read the text to see if the ordering is the same.

According to the literature on the teaching methodology the student learning broadens when a variety of teaching strategies are applied. Furthermore, the use of different interactive teaching and learning techniques is considered one of the indicators that motivate students to learn, which helps the active participation of students in the learning process, students get in-depth learning, synthesize and produce information themselves. (Kosovo Education Center-KEC, (2004). "The Reading and Writing for Critical Thinking", Guide 1. The Structure for the Development of Critical Thinking during Curriculum. Pristina, pg. 18). So, the application of a variety of interactive teaching and learning techniques in the teaching process will bring fun and will for learning among students.

Discussion

The results of the surveyed teachers in all research questions confirm the impact of interactive teaching and learning techniques in student learning motivation. Regarding the results from the surveyed students, there was a number of them who did not respond in certain questions. The reason is that during the survey, in the sampling there were students with special needs among them and consequently there were cases of no or negative response. However, the majority gave positive response which proves empirically the motivational function of interactive teaching and learning techniques. The research questions describe various aspects of interactive teaching and learning techniques, some of which are: providing the students the possibility of cooperative learning process in the classroom, giving the opportunity for discussion and free expression of opinion, etc.

Conclusion

Based on the findings from the research, we can conclude that interactive teaching and learning techniques conduct various functions in student learning among which is the motivation function. In order to prove further the motivating function of interactive teaching and learning techniques, we will use the classroom observation method in the other part of the doctoral research. This pilot study is a guide for improvement considering further research literature for a wide implementation in Kosovo level.

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THE DESIRE OF PARENTS TO PERFECT THEIR CHILD, HURTS HIM

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Abstract

Most parents think that their child will accomplish the things left incomplete by parents or that for various reasons they are not able to perform. Therefore parents require their children to make only perfect things. Often they forget that a child of 5, 6 or 7 years old can not do more than allow the stage of development, age and individual abilities or skills.

The error stands on the fact that parents transmit to the teachers the desire that their child knows to do everything well. These parents want that the teacher have the same requests to the child. They wrongly believe that in this way the child's results will become increased.

Some parents had a childhood without many opportunities or conditions, and because of this, they require to their children to become individuals that they failed to become. These expectations of the parents does not consider the child's abilities and opportunities, the environment in which he lives, the relations with their peers or adults and the impact of external factors that change according to the evolution of society.

All this expectation of parents puts the children in the pressure and builds ineffective relationships between parents, teachers and children.

Key words: Development, skills, opportunities, relationships, children.

INTRODUCTION

Many parents require perfection from their child. They do not allow the child to make even the slightest mistake. Even happens to have the teachers or educators who have the same expectations towards children and not tolerate any mistake in him.

Compared with teachers or educators, parents are more oriented towards the perfection of children's academic achievement. This parents' category excessively preoccupied for that what a child learns in kindergarten or school and also have maximum expectations of the educational institution which they choice. This trend is more pronounced for young and inexperienced parents. Because of lack of experience, these parents want the child's success within a very short time.

Children should not be constrained in carrying out various activities even though their parents or teachers believe he can carry them. Given that children should have their temperament, which is not similar neither their parents nor educators. Expectations of parents and teachers have to adapt to the real possibilities of the child. Parents as well as teachers should not demand toward your child to know and to do well whatever he has learned. They need to recognize that even though a child may be the same age with a friend of his, although there take the same lessons in the garden, he cannot know all things as well as his friend. If this reality is not accepted by his parents, then they can unwittingly exert pressure on the child, asking him, what he cannot give.

Children have necessary to have enough time to rest, and this should be clear as adults who are caring for, even for educators.

Today, parents are increasingly in rivalry with their relatives and friends to have the perfect child. For this reason they require to child to have the maximum achievement and behavior in lessons. The acceleration is wrong more parents to introduce children in the various and overloaded courses for him, as well as their opinion to have a perfect child and without any fault. They are very focused for the child to reach perfection and have everything in the future. This is wrong, because in this way they deprive the child from a very important thing as it is childhood.

MATERIALS AND METHODS

Passive observations of children, parents and educators in kindergartens and preschool groups in the city of Gjirokastra were made. These observations have pointed out following discussions that are almost identical to the results of relevant literature regarding this issue. This article is also seen as a literature review related with the subject that we are dealing with and are issued following discussions and recommendations.

DISCUSSIONS

Categories of parents seeking more perfection to their children are:

- Parents who stay at home. There are mothers who have retreated from their careers to stay at home and raise their child. They are the main group having the maximum expectation of their children.

- Parents who want their child to have no life who have had them. These parents are motivated by the desire to ensure the child a life different from what they had in their childhood.

- In the third group are parents who are characterized by a lack of knowledge. In this group enter many young parents who do not understand the typical behavior normal for a child of a certain age.

Requirements for pronounced excellence have negative impact on child development:

- They reduce the child's self-esteem. The child is unable to assess its positive attributes, because all attention is focused on the shortcomings.
- The child doesn't feel that others want him. Not feeling perfect, he thinks he does not deserve the love of parents and educators.
- The child's relationship with parents and educators is harmed by these maximal requirements.
- Requirements for perfection reduce the levels of tolerance and flexibility to child.
- Not rarely emphasized cultivation of excellence to your child can become cause in later life he experience the stress, anxiety and sometimes depression.
- It is seen that children that cannot achieve perfection demanded by parents and educators, give up from those things that he know and can perform.

RECOMMENDATIONS

To parents who observed such behavior for children of kindergarten, it should be suggested:

- This way request will not function. It's worth determining standards for the child, but they should not be higher than the expectation of the age of children. Exaggerated expectations damage relations with our children.

- It should be explained to parents concerned for perfection, that in this way they lose the chance to assess the unique personality of their child.

- Parents need to reflect on their reasons for perfection. They cannot repair their past raising perfect children and is not entitled to control these children up in detail how they should be done.

- Parents need to accept the reality. They can influence, but not to force their children how to develop. The best way, to raise good children, is that sometimes together with parental requests to hear the baby and smile together with the absence of "perfection" of his.

- Parents should help the child that increase confidence in itself, helping him to understand that nobody is perfect. The child must realize that he is special for his skills and the others want him.

- Parents should make their child to feel he is a complete being and should not compare it with others.

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EARLY DIET EDUCATION, GUARANTEE OF OBESITY PREVENTION

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Abstract

The prevalence of overweight and obesity in children in western countries has grown dramatically the past few decades, reaching epidemic proportions. Former research, mainly focused on the biological, psychological and behavioral factors, interchange with studies of environmental factors. Obesity affects the self-perception of children entering adolescence, especially girls. Obese children are particularly risk category in terms of physical activity, sport and socializing with peers. Quantifying the risk of psychological and biomedical stress, should help in the treatment of childhood obesity. **Objective** / be underlined importance of elementary period for timely education about healthy diet and the acquisition of key psychological basis for self respect. **Method** / We used data from National health surveys in Serbia from 2006 and 2013, respectively unpublished doctoral dissertation The Factors that determine Body Mass Index of the adult population of Serbia. **Results** / Mean BMI higher education (25.39) was significantly lower than the value of BMI of respondents of all other categories of education. ($P < 0.001$). Multiple linear regression analysis showed that the age of the respondents affects by 5.7% of the variability in body mass index. Regression Step Wajs includes education as a factor with an impact of 0.7% of the variability. BMI a negative correlated with education. Awareness of the risk which leads to the disease is always linked to high selfrespecting. **Discussion** / There is a positive correlation between higher BMI in childhood and obesity in adulthood, poor self-image, with his body dissatisfaction, social isolation, self-aggression, suicide, weight and shape concerns, and the development of eating disorders (anorexia nervosa, bulimia and al.). **Conclusion** / Even though genetics has an important role, environmental, cultural and social factors are the most important determinants of BMI in childhood. Balance weight and habits of behavior usually formed by parents, and the parents environment. Primary School has a key role in this process.

Key words: obesity, education, primary school

Introduction

It is natural that the metabolism slows down aging, and the need for calories decreases. The most critical period for getting the weight immediately after the cessation of growth, after 24 years of age, when the calories consumed just in development of the organism, become redundant. The same quantity of food and physical activity has entered, but there is increased body weight. (Carrascosa 2008)

George 2002 in his study concluded that it is necessary to introduce the cards in childhood BMI, because it is proved that children with a high BMI has a high risk for overweight or obesity in 35 year of age and that this risk increases with age. (George 2002) Increasing BMI can be associated with the level of education. Increasing BMI correlates with age in women with

low education of both sexes. (Molarius, 2000; Torrance, 2002; Johansson, 2001; Marques, 2010; Hou, 2008).

The influence of the characteristics of the social class to which the family belongs dealt Laitinen and confirmed the assumption that the low social status of the child's family (respondents), high maternal BMI before pregnancy, high BMI in adolescence and early menarche, predictors of obesity in adult period of life. (Laitinen 2001)

Self-esteem is feeling of self-acceptance and self-love is based on a feeling of trust in the self-value. People with low self-esteem, often feel unhappy, deprived of the opportunity to take advantage of its internal energy as an ally in raising their skills. One of the main causes of low self-esteem has a negative attitude about their own physical appearance. Obesity is a factor that is usually located at the root of many cases of low self-esteem.

Goal

to highlight the importance of children of primary school period, such period to timely education about healthy diet and the acquisition of key psychological basis for self respect.

Methods

Used data from a national health surveys in Serbia in 2006 and 2013, respectively unpublished doctoral dissertation factors that determine body mass index of the adult population of Serbia (Sokolova, unpublished thesis). The main event is an entire population of the Republic of Serbia, namely 13,830 respondents. As data sources were used questionnaires, and anthropometric measurements, as adopted and standardized methodology, on the other (response rate 95.4%).

For the processing and analysis of data collected was used to statistically "software" (theoretical program): Statistical Package for Social Sciences (SPSS 20.0)

Results

For this work we have selected results related in two variables: level of education and profession and personal perception, or attitude to their own health, the factors that may affect communities in a period of growing up.

The largest number of respondents in the category with secondary education (48%) and least with higher education and faculty- (13%). Highest average BMI in subjects with incomplete primary education (27.05) and primary education (26.87) and it differs significantly from a BMI of those with secondary or higher education ($p < 0.001$) Mean BMI with higher education (25.39) was significantly lower than BMI subjects all other categories of education. ($P < 0.001$) (Table 1). Machine operators have the highest average value of BMI (26.76), and experts smallest (25.38). ($P < 0.05$). The lowest BMI to students and pupils ($p < 0.001$) (Table 1).

ITM respondents who believe that being healthy just lucky, is significantly higher than those with that attitude does not agree ($p < 0.001$). This is also corroborated by the largest number of responses that I am responsible for my health, it is certain that I will be healthy if I take care of myself, and a smaller number of responses, that will be certainly sick if I care about my health. (Table 2)

Multiple linear regression analysis we found that the age of the respondents affects 5.7% of the variability in body mass index. When you add gender as a predictor, the impact of the increase to 5.9%. (Table 3)

Step Wajs regression model is excluded employment status and occupation and include education as a factor with an impact of 0.7% on the variability of ITM. (Table 4)

Discussion

The prevalence of overweight and obesity in children in western countries has grown dramatically the past few decades, reaching epidemic proportions. Habits of behavior usually formed by parents, and parents environment. Many authors have studied this study and confirmed the influence of the environment. (El-Sayed, 2011; Padgett, 2003; Classen, 2010; timesha, 2012)

Respondents who are more educated, take care of their physical appearance and their health, have a desirable BMI value. A higher BMI goes with a bad evaluation and assessment of your fitness and health. Most of the respondents were interested in their health. (Sokolova, unpublished dissertation) Hesketh tried to clarify the relationship between body mass index and self-esteem of 1,157 elementary school students. He found a strong link between low self-esteem and increased body weight. (Hesketh, 2004) Self-esteem can be linked to the predictor How do you assess their weight when the regression model launched in the first place after the effective impact on the variability of BMI with its 47.9% correlation. Self-esteem is the strongest factor affecting the ITM.

Highly statistically significant difference between the value of BMI of respondents who feel that they do not run the risk that they will fall ill and BMI of those who believe that the risk may be explained by the awareness of a healthy lifestyle and the consequences of non-compliance with the principles of food hygiene. Respondents with lower BMI know how to behave towards the optimum required.

Awareness of risk, which leads to disease has been associated with the level of self-esteem. Individuals who do not have enough confidence in themselves or whose conceit is below an acceptable level, are not motivated, they have no desire to look good physically.

Obesity affects the self-perception of children entering adolescence, especially girls. Obese children are particularly at risk category when it comes to physical activity, sport and socializing with peers. Do not act all children equally. What is the reason for this is not yet known with certainty. Quantifying the risk of psychological stress with biomedical risk, should help in the treatment of childhood obesity. (Franklin, 2006)

Conclusion

There is a correlation between high BMI and low self-esteem in children. Prevention of childhood obesity needs to start with a management strategy children's low self-esteem, in order to minimize the risks of overweight and obesity.

Studies have confirmed that perception itself, parents, children less than perception. As the rate of obesity is rapidly increasing in the developed and the developing world, until recently research, mainly focused on the biological, psychological and behavioral factors are followed by studies of environmental factors.

We can say that self-esteem is the most important factor on which a society, a community can influence and strengthen the education of timely and well structured health system, health care, school programs and real social policy. Education should begin in early childhood.

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Table 1 ITM in relation to education in the study population

Characteristic	Category	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max	F	Sig.
						Lower Bound	Upper Bound				
Level of education											
edu	1 No school	703	26,28	5,2007	,1961	25,89	26,66	15,61	50,25	41,790	,000
	2 Half Elementary School	173	27,05	5,1592	,1239	26,80	27,29	13,55	49,95		
	3 Elementary School	292	26,87	4,9175	,0909	26,69	27,04	13,29	48,00		
	4 High school	668	25,77	4,4674	,0546	25,66	25,87	13,95	49,69		
	5 College	889	25,75	4,3879	,1471	25,46	26,03	13,63	46,73		
	6 Faculty	895	25,39	4,0408	,1350	25,12	25,65	15,57	45,12		
	Total	138	26,16	4,6995	,0399	26,08	26,24	13,29	50,25		
			30	44	4	6	61	27	29	25	
Profession											
	1 Officers and managers	134	26,31	3,8518	,3327	25,65	26,97	19,24	38,43	4,470	,000
	2 Experts	470	25,38	3,9919	,1841	25,02	25,75	15,57	39,64		
	3 Technicians and associate professionals	593	25,75	4,3364	,1780	25,40	26,10	17,06	45,12		
	4 Officers	736	25,59	4,1819	,1541	25,28	25,89	16,02	43,52		
	5 Service workers and traders	117	25,59	4,4885	,1307	25,34	25,85	15,90	49,69		
	6 Workers in Agriculture, Fisheries and Forestry	480	26,05	4,3370	,1979	25,66	26,44	16,12	42,78		
	7 Craft and related trades workers	753	26,30	4,1603	,1516	26,01	26,60	17,43	43,92		
	8 Plant and machine operators	283	26,76	4,0663	,2417	26,29	27,24	17,63	39,75		
	9 Basic-simple jobs	411	26,38	4,4509	,2195	25,95	26,81	16,56	41,88		
	10 Military personnel	29	25,95	3,9398	,7316	24,46	27,45	19,14	34,35		
99 No answer	62	25,12	4,4393	,5637	24,00	26,25	18,32	45,16			

Total		512	25,88	4,2908	,0599	25,76	26,00	15,	49,		
		9	57	1	1	83	32	57	69		
Employment Status										F	Si
dk	1 Employed	421	25,80	4,3026	,0662	25,67	25,93	15,	49,	88,6	,00
6		8	96	3	5	97	94	57	69	53	0
	2 Independent / self-employedC	897	26,26	4,2156	,1407	25,98	26,53	16,	42,		
			22	4	6	60	85	12	78		
	3 Retired	374	27,16	4,7119	,0770	27,01	27,31	13,	49,		
		0	24	1	5	14	35	29	95		
	4 Housewife	183	27,14	5,3286	,1245	26,89	27,38	13,	50,		
		0	41	0	6	98	84	55	25		
	5 Student / people	427	22,35	3,2988	,1596	22,03	22,66	13,	39,		
			29	6	4	91	67	63	24		
	6 Unemployed	258	25,23	4,5821	,0901	25,05	25,40	14,	46,		
		1	02	0	9	33	70	41	36		
	7 Unable / on to work	123	25,69	4,8731	,4394	24,82	26,56	15,	43,		
			71	3	0	73	70	82	31		
	9 No answer	14	24,72	4,3857	1,172	22,18	27,25	18,	33,		
			02	6	14	79	24	36	33		
	Total	138	26,16	4,6995	,0399	26,08	26,24	13,	50,		
		30	44	4	6	61	27	29	25		

Table 2 BMI compared to ličnuü percepciju- attitude towards its own private health in the studied population

Characteristic	Category	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max	F	Sig.
						Lower Bound	Upper Bound				
I am responsible / to for your health											
Zz	I do not agree	559	26,12	4,472	,189	25,75	26,49	16,2	43,2	,894	,443
6-			29	74	18	14	45	6	9		
1	I'm not sure	1960	26,26	4,872	,110	26,04	26,47	14,1	47,2		
			40	67	06	81	98	7	5		
	Agree	1121	26,15	4,681	,044	26,06	26,24	13,2	50,2		
		0	46	15	21	79	12	9	5		
	No response	101	25,55	4,542	,451	24,65	26,44	15,5	43,3		
			30	36	98	63	97	7	1		
	Total	1383	26,16	4,699	,039	26,08	26,24	13,2	50,2		
		0	44	54	96	61	27	9	5		
If I cared / o la se being healthy											

Zz	I do not agree	570	26,28	4,748	,198	25,89	26,68	14,4	43,0	,871	,455
6-			98	75	90	91	05	1	7		
2	I'm not sure	2596	26,25	4,737	,092	26,07	26,43	13,6	46,6		
			54	77	99	31	77	3	3		
	Agree	1054	26,14	4,685	,045	26,05	26,22	13,2	50,2		
		3	00	83	64	05	95	9	5		
	No response	121	25,74	4,842	,440	24,87	26,61	15,5	45,2		
			80	42	22	64	96	7	3		
	Total	1383	26,16	4,699	,039	26,08	26,24	13,2	50,2		
		0	44	54	96	61	27	9	5		
Even if I keep / la care of myself, I will easily get sick											
Zz	I do not agree	5139	25,83	4,469	,062	25,71	25,95	13,5	50,2	15,7	,000
6-			72	58	35	50	94	5	5	14	
3	I'm not sure	5610	26,29	4,797	,064	26,16	26,41	13,2	49,9		
			30	15	05	75	86	9	5		
	Agree	2934	26,51	4,852	,089	26,33	26,69	13,6	49,6		
			55	86	59	98	11	3	9		
	No response	147	25,68	4,959	,409	24,88	26,49	15,5	45,2		
			90	34	04	06	74	7	3		
	Total	1383	26,16	4,699	,039	26,08	26,24	13,2	50,2		
		0	44	54	96	61	27	9	5		
If I'm healthy / a, it's just lucky											
Zz	I do not agree	5217	25,78	4,559	,063	25,66	25,91	13,5	50,2	21,4	,000
6-			69	09	12	32	07	5	5	31	
4	I'm not sure	4279	26,26	4,742	,072	26,12	26,40	13,2	49,9		
			68	90	51	46	89	9	5		
	Agree	4166	26,54	4,786	,074	26,40	26,69	13,9	48,6		
			58	28	15	04	11	5	5		
	No response	168	25,82	4,860	,374	25,08	26,56	15,5	45,2		
			22	30	98	19	25	7	3		
	Total	1383	26,16	4,699	,039	26,08	26,24	13,2	50,2		
		0	44	54	96	61	27	9	5		

Table 3 BMI and sex and age of the respondents model Summary

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,240a	,057	,057	4,56282	,057	842,172	1	13828	,000
2	,242b	,059	,059	4,55963	,001	20,323	1	13827	,000

Predictors: 1 Age 2 Gender

Table 4 BMI and education, gender status and occupation Test model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,083a	,007	,007	4,27649	,007	35,408	1	5127	,000

Predictors: edu Education

AN INTEGRATIVE APPROACH TO EARLY CHILDHOOD DEVELOPMENT AND EDUCATION – THE MODEL OF ISRAEL

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Abstract

In this article I will address of those perspectives on what being an integrative approach in the context of Early Childhood Development and Education in Israel. My overall goal is to share my experience from study visit in Israel and help us clarify, to ourselves and to others unfamiliar what is an integrative approach, how Israel does it, how our society to be more aware for the early childhood development and education, and how to be "integrative educator." The preschool curriculum is rich and varied, constituting the foundation for the child's world of knowledge. Learning is a process of reorganizing existing knowledge and assimilating new knowledge. I will present an example: "The Wheel for Visualizing the Integrative Topic" is based on the principle of deriving contents from various disciplines and interweaving them within then integrative topic. The topics appearing in the wheel are: seasons of the year, animals, occupations, I and We, the home, nutrition, transportation, holidays and hygiene. Planning of each of the aforementioned topics necessitates selection of contents from the following disciplines: science and technology, social sciences, the arts, language and literacy, cognition, health and safety, tradition and holidays, Old Testament and even mathematics. The mixture of contents is chosen by the teacher according the points of emphases which seem most appropriate when teaching the subject.

Key words: an integrative approach, early childhood development and education, Israel.

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Objectives and program of studies

Through introductory lectures, professional study visits; Observation, workshops, and discussions; Early Childhood Education and Care in Israel; Attitudes and priorities in early childhood education; Developmental needs of children from birth to 6 years; Main psychological theories of development and learning; Building of supportive and stimulating learning environments; Alternative ways and strategies for instructing – music, art, storytelling, etc. A variety of early child development settings and kindergartens working according to different approaches and intervention strategies; Empowering strategies as professional trainers; Evaluation programs of children's progress and needs; The role of the child care provider, teacher and the teacher trainer; Supervision, monitoring and evaluation of training programs; Interventions and services provided to children with special needs.

Introduction

For Israel, Geography, Demography, Social and Economy system

The geography of Israel is very diverse, with desert conditions in the south, and snow-capped mountains in the north. Israel is located at the eastern end of the Mediterranean Sea in western Asia. It is bounded to the north by Lebanon, the northeast by Syria, the east by Jordan and the West Bank, and to the southwest by Egypt. To the west of Israel is the Mediterranean Sea, which makes up the majority of Israel's 273 km (170 mi) coastline and the Gaza Strip. Israel has a small coastline on the Red Sea in the south. Temperatures in Israel vary widely, especially during the winter. Coastal areas, such as those of Tel Aviv and Haifa, have a typical Mediterranean climate with cool, rainy winters and long, hot summers.

The population of Israel, as defined by the Israel Central Bureau of Statistics, was estimated in 2017 to be 8,673,210 people. It is the world's only Jewish-majority state, with 74.8% being designated as Jewish. The country's second largest group of citizens are Arabs, at 20.8% (including the Druze and most East Jerusalem Arabs). The great majority of Israeli Arabs are Sunni Muslims, including significant numbers of semi-settled Negev Bedouins; the rest are Christians and Druze. Other minorities include Arameans, Armenians, Assyrians, Black Hebrew Israelites, Circassians, Maronites and Samaritans. Israel also hosts a significant population of



non-citizen foreign workers and asylum seekers from Africa and Asia, including illegal migrants from Sudan, Eritrea and other Sub-Saharan Africans.

Upon independence in 1948, the country formally adopted the name "State of Israel" (Medinat Yisrael) after other proposed historical and religious names including Eretz Israel ("the Land of Israel"), Zion, and Judea, were considered and rejected. In the early weeks of independence, the government chose the term "Israeli" to denote a citizen of Israel, with the formal announcement made by Minister of Foreign Affairs Moshe Sharett. The names Land of Israel and Children of Israel have historically been used to refer to the biblical Kingdom of Israel and the entire Jewish people respectively.

The economy of Israel is technologically advanced by global standards. As of 2015, Israel ranks in the top 18 nations in the world on the UN's Human Development Index, which places it in the category of "Very Highly Developed"—the highest ranked in the Middle East, allowing the country to enjoy a high standard of living rivaling other Western countries such as Austria, France and Finland.

The major economic sectors include high-technology and industrial manufacturing; the Israeli diamond industry is one of the world's centers for diamond cutting and polishing. Relatively poor in natural resources, Israel depends on imports of petroleum, raw materials, wheat, motor vehicles, uncut diamonds and production inputs, though the country's nearly total reliance on energy imports may change with recent discoveries of large natural gas reserves off its coast on the one hand and the leading role of the Israeli solar energy industry on the other.

Israel's quality university education and the establishment of a highly motivated and educated populace is largely responsible for ushering in the country's high technology boom and rapid economic development. With its strong educational infrastructure and high quality

incubation system for new cutting edge ideas has allowed the country to create a high concentration of high-tech companies across the country backed by a strong venture capital industry. Its central high technology hub "Silicon Wadi" is considered second in importance only to its Californian counterpart. Numerous Israeli companies have been acquired by global corporations for their reliable and quality corporate personnel. The country was the destination for Berkshire Hathaway's first investment outside the United States when it purchased ISCAR Metalworking, and the first research and development centers outside the United States for companies including Intel, Microsoft, and Apple.

Educational goals, work plans, preschool curriculum and syllabus

The development of preschool-age children is characterized by fundamental changes in every area: physical, emotional, social, lingual and cognitive.

- Emotional and Social Changes,
- Language Development,
- Sensory-Motor Development,
- Cognitive Abilities.

Work plans and activity schedules help the preschool teacher implement educational goals into daily practice. The work plans are determined by the teacher-manager, in cooperation with the members of staff, and promote shared educational practice processes. It includes both pedagogic and administrative elements.

The syllabus includes goals that reflect the policy of the Ministry of Education, county, local authority and the community, as well as the aims outlined in the education programs and the professional beliefs of the preschool staff. Work plans should define differential responses for specific children based on teacher's assessments and will allow expression of the children's socio-cultural context (community and family needs).

The curriculum is an educational tool to help the teacher implement the preschool's educational goals into practice. It contains both educational and administrative elements that allow the teacher and her staff to organize and carry out their work.

Preschool children learn constantly, everywhere. They learn from experiences, either spontaneous or directed, and every experience contributes to their development. During their daily activities children acquire intellectual and social skills, knowledge and learning skills.

The aims of the syllabus are determined by the teacher and staff whilst adhering to the policies of the Ministry of Education, the local authority and views that educators strive to promote. Planning the work of the preschool should also demonstrate the professional expertise of the teacher regarding children's development, learning programs and her familiarity with the specific group of children at her class that particular year.

Preschool staff

The regular staff of the preschool include: the teacher-manager and an assistant as well as a supplemental teacher and assistant. The teacher-manager is responsible for planning, preparing and carrying out the preschool program. She directs the staff's pedagogic-didactic work and is in charge of follow up and assessments; she maintains contact with parents and other professionals and is responsible for all the organizational aspects of the preschool. In some preschools, there are other professionals such as a special education preschool teacher, a physical education teacher, a rhythm and music teacher as well as volunteers, who add to the regular staff.

In some preschools, there are other professionals such as a special education preschool teacher, a physical education teacher, a rhythm and music teacher as well as volunteers, who add to the regular staff. Also, in Israel's preschool system there are external specialized professionals who are sources of support for the preschool, providing instruction and professional assistance to the teacher and staff. They are: The Area Supervisor, Disciplinary Instructors, Psychologists (from the local Educational Psychology Services), Educational Counselors and other staff from the local authority, etc.



Picture 1: The Area Supervisor, The Teacher Manager, **Picture 2:** A Rhythm and Music Teacher, Supplemental Teacher and Assistant.

All preschool teachers must ask yourself the following questions when devising work plans:

- What are my professional beliefs?
- What does the education system ask of me?
- Which administration policy documents do I need to read?
- Who are the children and their parents enrolled in the preschool this year?
- What are the cultural characteristics of the community?
- What resources are at my disposal?

The education work program provides answers to two questions:

- Where we going and what are the desired outcomes?
- What practices are necessary in order to achieve the desired results?

Teacher - child interaction

Interactions between the child and the preschool teacher are highly important due to their impact on the child's development. A good relationship forges a trusting and confident foundation. The preschool teacher is, together with the child's parents, a major role figure in his early childhood.

In cases where the teacher feels she needs advice from a counselor or psychologist, she should first talk with each child at the preschool for some 10-15 minutes as part of the routine preschool program. The teacher should hold 4 or 5 individual meetings every day as, when and where she judges appropriate. It is important to write a summary of each such individual meeting. These summaries form the basis for future conversations and for steering their involvement in the preschool daily activities.

Integrative Planning

The three magic words for planning: Why, What and How?

WHAT

- What are the objectives?
- What is the main content I want to teach within the chosen topic?
- What is most relevant and suitable for the child’s experience, needs and interests?
- What do I want the student to know at the end?
- What disciplines can I integrate in this topic?
- What are the most significant values within this topic?
- What are the most significant skills within this topic?
- What are the strategies I should choose?

HOW

- How will I teach, what activities will I use? (i.e. outdoors/indoors activities, small/large group work, games, storytelling, etc)
- How to plan the time? (For how long will I teach this topic?)
- How will I plan the daily schedule?
- How should I build the learning environment in the classroom to support this topic?
- How will I evaluate the learning process?

WHY – should be asked after every what and how question

- Why is this topic relevant to the children?
- Why teach it now?

DAILY TIMETABLE FOR PRESCHOOL

Approximate Time	Recommended Activities
07:30- 08:30	Children settle in at the preschool at their chosen activities
08:30 - 08:50	Meeting with all the children (explanation of the timetable for that day, prayers)
08:50 - 11:20	Open and close the snack bar
08:50 - 09:50	Divide children into two groups (indoor and outdoor) Indoor group – role-playing, construction, games, looking at books and activities with books, experimenting with materials, spontaneous experiments initiated by the children and the teacher, computer games; other children either individually or in a small group with the teacher for educational activity and development. Outdoor group: physical activities on fixed equipment, ball games, taking care of animals, gardening, play with natural materials, creative play. Individual children or a small group lead by the assistant teacher at the teacher’s instruction.

09:50 - 10:50	Groups change over
10:50 -11:20	Most of the children outside organized by staffon outdoor duty.
11:20 -11:40	Meeting with all the children for summary of theday so far and discussion (current events, songs,individual incidents, etc.).
11:40 - 13:30	Indoor free activities. Individual conversationbetween the teacher and small groups of up tothree children.Light meal.
13:30 - 14:00	Final meeting of the day to plan "tomorrow"(musical activities, reading a story, friendlygames, theater, art, etc.).

An Integrative Topic

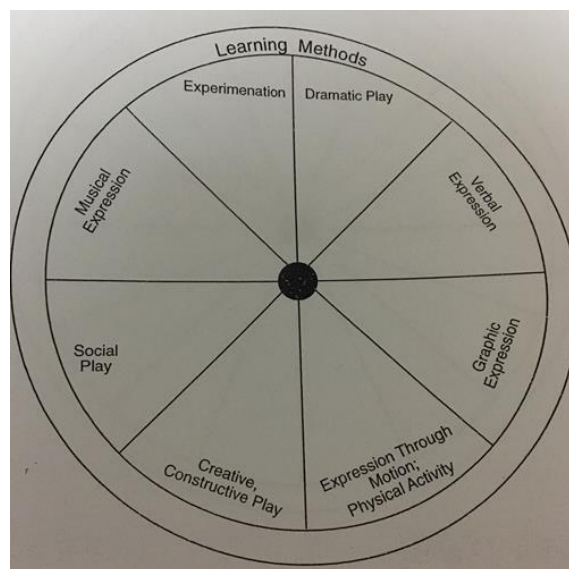
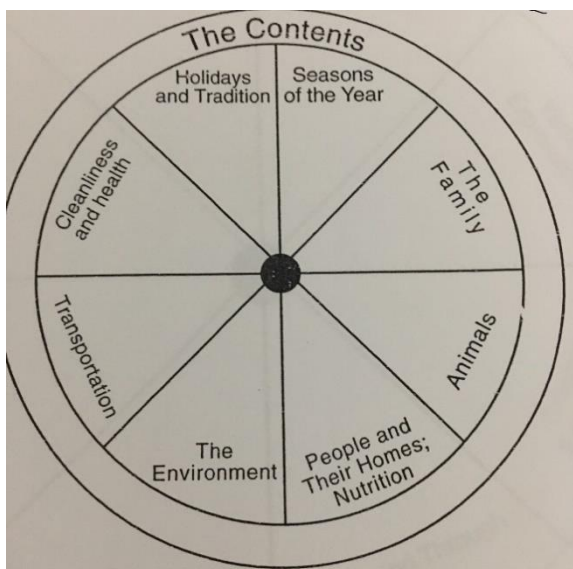
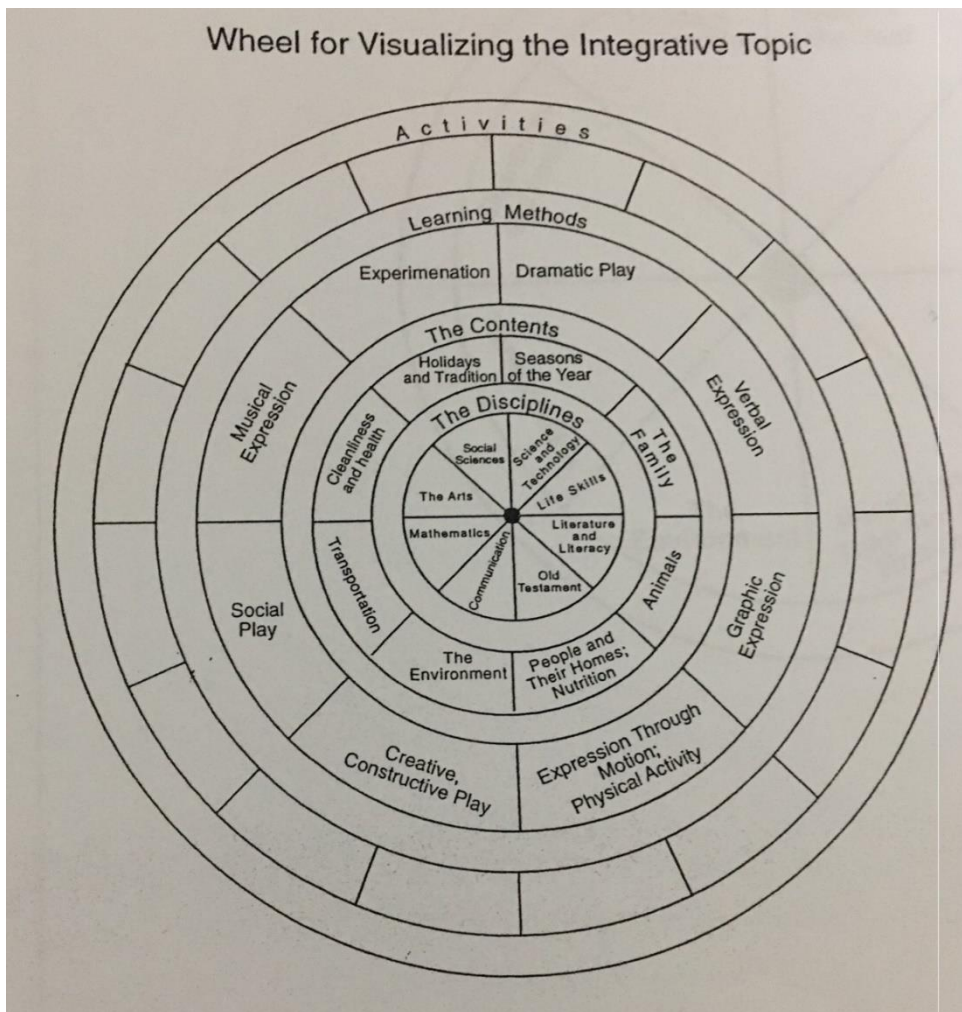
The preschool curriculum is rich and varied, constituting the foundation for the child's world of knowledge. Learning is a process of reorganizing existing knowledge and assimilating new knowledge. To enable the child to learn with efficacy, the preschool teacher must plan and organize activities so that they are appropriate for the child's ability, spheres of interest and level of interest at the time the topic is worked on.

Planning an educational experience is based on the principle of focused learning, i.e., on preparing content derived from various disciplines and adapted as an integrative topic that is meaningful for the child.

To plan the integrative topic, the teacher has to select appropriate topics from the content list in the master syllabus for preschoolers. The choice is based on two factors: how well the contents can be adapted to the child's developmental level and the extent of affinity between the content and the planned integrative topic.

"The Wheel for Visualizing the Integrative Topic" is based on the principle of deriving contents from various disciplines and interweaving them within the integrative topic. The topics appearing in the wheel are: seasons of the year, animals, occupations, I and we, the home, nutrition transportation, holidays and hygiene. Planning of each of the aforementioned topics necessitates selection of contents from the following disciplines: science and technology, social sciences, the arts, language and literacy, cognition, health and safety, tradition and holidays, Old Testament and even mathematics. The mixture of contents is chosen by the teacher according to the points of emphases which seem most appropriate when teaching the subject.

Activities should be planned with regard for a range of learning methods: free play, didactic games, conversation and discussion, creativity, physical activity, computer activity, watching television and movies, observing processes and so on. Moreover, the teacher should vary the organizational patterns of learning and treat the integrative topics in various manners: individually, in groups, and with the whole group, and perhaps also including parental participation.



Wheel for Visualizing the Integrative Topic
Example of Complete Wheel

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COMPETENCE OF THE TEACHERS AND IMPORTANCE OF QUALITY COMMUNICATION FOR WORK IMPROVEMENT IN PRIMARY SCHOOL

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Abstract

The process of education in primary school is realized through communication and therefore the problem of efficient communication in teaching is of great importance for its modern organization. This paper find out the ways primary school teachers estimate their competencies that contribute to more successful work and professional development depending on quality communication and their qualifications. Also is dedicated to the discussion and interpretation of importance of competencies for qualitative leading and evaluating the process of primary school teaching. Today is considered that knowledge, competence and communication are three modern components which unite ideal educational type, who integrated with freedom and autonomy is able to face the postmodern society challenges.

Keywords: competencies, primary school teacher, quality development

Introduction

The term communicative competence is comprised of two words, the combination of which means competence to communicate. This simple lexicosemantic analysis uncovers the fact that the central word in the syntagm communicative competence is the word competence. Competence is one of the most controversial terms in the field of general and applied linguistics. Its introduction to linguistic discourse has been generally associated with Chomsky who in his very influential book *Aspects of the Theory of Syntax* drew what has been today viewed as a classic distinction between competence (the monolingual speaker-listener's knowledge of language) and performance (the actual use of language in real situations).

Various teacher's roles during their professional development require highly developed communication skills. They should develop adequate social skills, be able to understand the causes and consequences of their communication behavior, apply essential forms of communication behavior, redefine communication action plans in accordance with new elements in variable social contexts.

In order to do that teachers must have better understanding of their professional needs, know the situations with problems occurring in communication, find and use skills they acquire within various in-service training programs and put them in pedagogic situations. By establishing teacher's competence standards in student assesment we can conclude that student assesment is

an essential part of teaching and good teaching cannot exist without good student assessment. Training to develop the competencies covered in the standards should be an integral part of preservice preparation and widely available to practicing teachers through staff development programs. To be effective, professional development should be based on curricular and instructional strategies that have a high probability of affecting student learning—and, just as important, students' ability to learn (Joyce and Showers, 2002).

Teacher's professional role for students assessment

We can describe teacher's professional role for students assessment with these activities:

Activities Occuring Prior to Instruction

- Understanding students cultural backgrounds, interests, skills nad abilities as they apply across a range of learning domains and/or subject areas;
- Understanding students motivations and their interests in specific class content;
- clarifying and articulating the performance outcomes expected of pupils;
- planning instruction for individuals or groups of students.

Activities Occuring During Instruction

- Monitoring student progress toward instructional goals;
- identifying gains and difficulties students are experiencing in learning and performing;
- adjusting instruction;
- giving contingent, specific and credible praise and feedback;
- motivating students to learn;
- judging the extent of student attainment of instructional outcomes.

Activities Occuring After The Appropriate Instructional Segment (lesson, class, semester, grade)

- Describing the extent to which each student has attained both short and long-term instructional goals;
- communicating strengths and weaknesses based on asseement to students and parents od guardians;
- recording and reporting assessment result for school-level analysis, evaluation nad decision-making;
- analyzing assessment information gathered before and during instruction to understand each students' progress to date nad to inform future instructional planning;
- evaluating the effectivness of instruction;
- evaluating the effectivness of the curriculum and materials in use.

Activities Associated With a Teacher's Involvement in School Building and School Distict Decision-Making

- Serving on school or district committee examining the school's and district's strentghs and weaknesses in the development of its students;
- working on the development or selection of assesment methods for school building or school district use;
- evaluating school district curriculum;
- other related activities.

Activities Associated With a Teacher's Involvement in a Wider Community of Educators

- Serving on a state committee asked to develop learning goals and associated assessment methods;

-participating in reviews of the appropriateness of district, state or national student goals and associated assessment methods;

-interpreting the result of state and national student assessment programs.

The Swedish policy example suggests several ways to encourage teachers to acquire and develop professional competences throughout their careers – which can include, beyond competence-based initial teacher education degrees, a related teacher registration system requiring induction and assessment, as well as differentiated career pathways (academic or practical) linked to state grants or additional professional responsibilities.

Features of teacher's expertise include: *routinisation* – the development of patterns of action and teaching repertoires; domain- and subject-specific expertise in recognising patterns (recurring situations) in the complexity of classroom life; *sensitivity* to social demands and dynamics in the classroom; understanding problems; *flexibility* and improvisation; *critical examination* of one's professional practice (in school and national contexts, as well as in professional dialogues).

Retrieved from: https://scholar.google.com/scholar?hl=en&q=Supporting+teacher+competence+development+for+better+learning+outcomes&btnG=&as_sdt=1%2C5&as_sctp,01.09.2016

The Chiara Lubich education defines the process of education as a way of becoming human for a reason, as a way toward what we need to become. But that what should become cannot be forced onto a person (who is unique) which takes this path. Those who lead others (managers, teachers) should be ethical and moral in their relationships. They should keep to the basic human values: truth, non-violence, love, peace and right conduct (morality). The person whose heart is full of compassion, whose words are truthful, whose body is busy helping others will never fall under a bad influence and will always remain on the right path.

The relationship between teachers and students is by its very nature professional. As such, it should be more rational and less emotional, more public and less private. Richard N. in his study analyzed relationships between each teacher and each student and discovered that the primary elements of a successful relationship between teachers and students are: personal affection, mutual understanding, interests, attitudes and values, intelligence, social background and working methods. It is not sufficient for teachers to be able to gain knowledge about effective teacher-child interactions; they need actual skills involving identification of effective interactions with a high degree of specificity in order to be most likely to transfer the coursework into changes in their practice. Students need teachers to build strong interpersonal relationships with them, focusing on strengths of the students while maintaining high and realistic expectations for success. Student learning outcomes (measured by test scores) are considered, overwhelmingly, to be the deciding determinant of a highly effective teacher and a highly effective school. All researchers agree that the impact of decisions made by an individual teacher is far greater than the impact of decisions made at the school level. Marzano writes the core of effective teacher-student relationships is a healthy balance between dominance and cooperation. Showing interest in students as individuals has a positive impact on their learning according to him.

Conclusion

The conclusions about communicative competence of teachers and students will be and should be drawn by observing and testing their communicative performance, and secondly, that it is not necessary, and practically impossible, to measure all components of communicative competence, i.e. communicative performance that are stated in the theory.

For the most part, improving schools is ultimately about improving student performance.

Contrary to popular thought, student achievement is not tied directly to higher expectations, more accountability, high-stakes tests, more time on task, new curricula and materials, more computers, or sophisticated lab equipment. Improved student performance is the result of improved teaching skills focused on average students. While the end result of all education reform should be *student* improvement, every reform initiative, if it is to succeed, must begin with recognition of the importance of *teachers* in raising student performance (Ferguson, 1991; Armour-Thomas, Clay, Domanico, Bruno, & Allen, 1989).

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THE ROLE OF PEDAGOGICAL COMMUNICATION AND COMMUNICATIVE COMPETENCE OF TEACHERS IN THE CLASSROOM.

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Abstract

The purpose of this paper is to highlight the role of pedagogic communication in education. It is already known that the ways and means of communication have changed greatly these last two or three decades. These changes have also included pedagogical education activities. Thus, issues such as the art of speaking, the art of writing, ways of transmitting information, etc., have taken a different meaning, different from the meaning that they bore previously.

In pedagogical culture, there is evidence which shows that researchers are always interested in finding and using ways and means to improve the communication process on the school environment, specifically in the classroom.

Evidence suggests that the educational spheres in which communication and exchange of information occur are many, but we can highlight:

1. The sphere of learning
2. The sphere of educated
3. The sphere of the organization
4. The sphere of relations with the community and society
5. The sphere of the inner world of man

Communication in class needs a new dimension. In these conditions it requires the teacher to be the one who not only recognizes but also uses the most effective ways of transmitting communication. Here the acquisition of communicative competencies, plays a central role in the learning process.

Keywords: Communication, education, pedagogic communication, communicative competence.

1. The importance of pedagogical communication in the educational process.

The educational pedagogical communication in a more general meaning can be defined as a special form of speech, specified by the social interaction places in which it is developed. (Meunier & Perraya, 2009). Communication as a process is important in almost every field of social life, but its role in the educational process takes an important value. Our educational system has changed a lot during this past 26 years. If we can concentrate at the primary education, we can say that these changes, starting up from the curriculum and going all the way to the concept of how a student learns, do not hold the same meaning and priority for the teachers.

In addition, different actors who have a close connection to the primary education, to different studies, etc, claim the implementation of the "contemporary" methods, from which it is assumed that there, can be created appropriate connecting bridges between students and teachers.

The manifestation of psycho – pedagogical skills, are the ones which make a difference between teachers. Another issue as essential as the ones before is the one connected with the way how the teacher communicates with the student. The communication is the one which connects but at the same time separates teachers and students if its initiation is not productive and useful.

In order for the children to develop their own personality, gained in a logic independent way, but also to communicate freely between them, it is of great importance to fully understand the messages meant for them. In this case it also creates easiness in finding different ways of expression between them as with their teachers, through speaking, signs or through any other appropriate form.

The meaning of the forwarded message, plays a crucial role in that of what and how is served to them. In fact this is the core of the term "communication", that is to transmit the knowledge to others. The skills of each student together with their maximum predisposition are there within the classroom and what is expected is the work of their teachers which starts with an effective communication.

In order to become effective communicators, the students are helped to use in an independent, critical and creative way the means and ways of communication and expression. First of all, this shows us that we need to have a clear idea of what real skills a teacher of primary education must possess in the pedagogical aspect and what liabilities come from them in the communicative aspect. In fact, both ways of communication, verbal and non-verbal affect the way of communication but this study is concentrated on that verbal.

So, in the general, the standards of the teachers and more concrete in the teaching standards it is said that:

- a) the teacher has up to date knowledge over the development characteristics of the children, of corresponding age.
- b) the teacher implements a diversity of practices during the teaching process in a creative way and in consistency with students' characteristics.
- c) the teacher motivates the students with different ways, by creating an intensive learning atmosphere together with good emotions. (Guidance of the Ministry of Education and Science" "For the General Standards of Teachers" dated 25.02.2013, page 9.)

When we discuss the up to date knowledge of teachers it is understandable that it is about the occasional trainings that teachers need in order that their knowledge over the age characteristics of children would not be restricted.

They must continuously be informed with the latest research both foreign and domestic about the specifics of children's development. Here can also be found the key of the above mentioned process which we called "*effective communication*".

First of all, the teacher must be conscious that the people with whom they will work and communicate day after day are children. Saying that, the care that the teacher should show every moment of their staying there is never too much.

The use of different practices in order to stimulate creative thinking at the students must not be linked only to the pedagogical skills of the teacher. The diversity of practices and their adaption with the characteristics of each student is attributed to the communication skills of the teacher. In the same way, trying to create an intensive learning atmosphere and good emotions in a classroom of the primary education is a great challenge. The case here would be on how to create a positive emotional atmosphere in the classroom through "effective communication".

The communication is essentially linked to the person's ability in sharing information with others. This is a fact, which is not much different with the meaning that communication holds in every environment in which it takes place. But our purpose is a specific type of

communication which is developed in a special environment, within a classroom. At this point this process looks like it is enriched with feelings and emotions included in it.

Regarding this fact, we can say that communication in the classroom can take many different forms. It can appear as effective and non effective. The main actor here remains the teacher. So, when he is careful in every word and attitude he shows to his students the result must be like this:

1. The teacher has a positive effect on the attitudes of students regarding different cases.
2. He has the ability to predict his students' behavior.
3. The expectations of the knowledge acquisition from the students are positive.
4. The teacher makes efforts to get to know their outlook which provides him a positive relationship with them.

On the other side, a non-effective communication in the classroom does not allow the gain of this positive activity. This happens because teacher instead of choosing a positive attitude of students towards different issues, they choose prejudice, labeling, mapping, etc.

Teachers can also predict students' behavior, in this case but in a negative way, in that of an inappropriate behavior in the classroom, during the teaching hour and in the knowledge acquirement process.

In the same way, knowledge acquirement (even if it takes place) will not be orientated or structured. So, the effort of teacher to get to know the outlook of students has a direct impact on what the student profits and on the quality of knowledge acquirement process. The quality of communication in the classroom, from a psychologist factor, turns into a didactic factor, which requires a great deal of theorist and practical importance.

2. The meaning of communicative competences and their role in the teaching process

The term "competence" is first presented by Noam Chomsky. At first, he saw this term as part of linguistic competence. It has required quite a lot of time for this notion to be consolidated and acquired in different fields. So, in the curricular meaning, this term, is presented in the 90's from Chomsky (B.Csapo, 2004) as precursor and key figure of cognitive revolution.

Until this time there was behaviorism and it was exactly Chomsky who said with conviction that the term competence can be used in other fields as well. According to him the term *competence* in the curricular field has presumptive meaning. It includes the acquired abilities from the interaction with the environment, organization of the knowledge acquiring process, attitude against information etc. So the ability to communicate is presented to us as an important competence. It would be the European Council which first released the study of competence in education through the program "*Education in Europe 2010*".

The term "competence" and "key competence" were preferred over the term "basic dexterity", which is considered as very restrictive, which was used to refer to reading/writing skills and to them which were known as survival and vital skills. (Karameta, 2014, p. 133). From what is mentioned above, we can say that the increase of skills required from the teachers is in close relation to the increase of skills, attitude and knowledge gain of the students.

Essentially, the communicative competence, as part of linguistic communication, has as a primary goal the gain of a clear communication. In this context, this ability looks to be of a higher level, compared to other abilities. It is referred to the speaker, which in this case is the teacher, who has to master it.

Communication → Linguistic competence → Communicative competence.

The other two important concepts are directly connected to communicative competence.

First of all, in this case, the *discourse situation* takes the role of a transmitting channel of ideas, attitudes and knowledge. It is the duty of the teacher, which is the one, who will have to respect this situation. So, in a particular way, he has to be understandable and in accordance with all the rules of the discourse field that Albanian language requires.

Second, the purpose is presented to us as an important element in the communicative competence. So, the entire transmission mechanism of knowledge, its transmitting channels, and the speaker commitment, consist in one common purpose: to pass the information. Communicative competence plays a mediation role and requires the creation of proper conditions.

3. Teacher's role towards the communicative competences

The issues linked with the communication will continuously be creating discussions and debates. Its importance is closely connected to the context in which this process happens. In these conditions where these issues have a direct connection with the educative process, it is of common sense that its sensitivity of knowing and their realization takes a primary role. There are new challenges presented toward the teachers. As teachers there is a significant increased request toward them to create an own personal teaching style.

Communication in school is presented as a primary element of teacher's work, which is connected with knowledge and skills promotion, and the creation of a cooperative climate. Only in this case the requested information for transmission is made likeable and efficient. We also have to mention another role of communication: the role it plays in the socializing process. The other three socializing agents: family, age group, etc would be unfulfilled if we would not take under the consideration the school agent. And here the teacher actor plays a core role.

Naturally the relations between teachers among themselves and teachers between students and the way they are established, have an impact on how they will be developed in the future. The factors with the bigger influence are the nature of activities and the different members of groups and subgroups. We are talking about the groups of students which apply their activities within the classroom environment.

The group structure itself, mutually represents a way of communicative web, which starts to be formulated generally at the children of 3-4 years of age.

This type of organization has its beginning at the 3-4 years of age but starts to be more consolidated at 6 years of age. This type of organization is a result of the relationship between children and between children and teachers. These relations will depend on the mutual acquaintance. They are developed in time and are differentiated in more functional structures (Gjini, 2008, p. 59).

The communication process is also defined as the process of information separation during the use of a common all accepted rule from all the key actors, which are teachers, students, parents and the leaders. These rules can change only according to certain circumstances. So, the circumstances in which will lead to cutting the information will be the different perspectives of teachers. The intervention and influence place is regarded to their common nature and the rules it selves which can change from them and toward them.

The gained reality from good communication between the key actors in the school context will be positive. Namely this type of communication can:

1. increase awareness over the problems with didactic nature.
2. enable certain types of behavior which support the individual, group and each-other.
3. highlight the skills of each students.

4. apply, implement and cooperate.

5. strengthen the positive behavior and feedback (Fantechi & John, 2016 p: 3) .

Naturally in this context, communication and communicative competence cannot be restrained from common practice or the cooperation between the actors. The interaction is that which in a matter of way restrains in a considerable size this process. Apparently, the most influential element in this process is a certain type of interaction, namely a creative interaction in time and space (Fantechi & John, 2016: p. 2). School communication is divided into:

1. Intrapersonal communication (from within). This type of communication is regarded to thoughts, values and feelings which prevail the inner world of the subject. They are based along an inner dialog which guides teachers' behavior and the way he establishes the relations.

2. Interpersonal communication. This type of communication is realized in a direct way between two persons. In the school context, it can review and reconsider the confrontations between teachers with each other as well as teachers and students, then teachers and leaders and also teachers and parents etc.

3. Communication of small groups. This type of communication is possible in the classroom environment, also between colleagues as well. It influences significantly on teachers' behavior regarding their reactions toward others.

4. Organizational communication. The understanding of this communication is achieved when every school participant, teachers, parents, students and leaders are together activated. Here the written messages have a considerable influence.

5. Public communication. This type of communication is referred to every case in which the teacher has to speak in public in a broad, prolonged and extended context. In this case the teacher is part of a conference, meeting, or something else similar to ones above.

6. Mass communication. This communication is linked only to the teacher, regarding the books, guidelines and everything else that can be considered official document.

Conclusions

The communication process in all fields of society is very important but in school contexts it takes an important role.

This type of communication is revealed as a relevant element in teachers' job and it is closely linked with the display of their knowledge, skills, and a creation a cooperative climate.

Only in this case the information, which has to be transmitted, becomes likable and efficient. In order to achieve this, it is required that the teacher should possess not only pedagogical skills but social skills as well.

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EYE CONTACT AS THE MOST POWERFUL WAY FOR CLASSROOM MANAGEMENT

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Abstract

There is no doubt that the core principles teachers associate with classroom management are the rules and consequences, incentives and following through. The first step for teachers wanting to improve is to learn how to use them effectively. By following these principles, the classroom management plan will be built on a solid foundation. The body language has a strong impression on students. Therefore, it makes sense to use it for improving the classroom management. As the most significant moments in nonverbal communication we can cite: facial expressions, posture, proximity, touch and perhaps the most powerful way in communication, eye contact. Eye contact is perhaps the most powerful way we communicate. A single fleeting look from across the classroom can speak volumes. Eye contact provides social information to the person we are listening to and talking to. It is an often overlooked skill to have and an under utilized skill when communicating with people. We can see masters of eye contact in great sales persons, politicians, and good public speakers. However, eye contact is of great importance for mutual understanding with students, as well as overall management in the classroom. In this paper the emphasis will be put on that kind of nonverbal communication.

Keywords: Eye contact, skill, communication, classroom.

Introduction

Eye contact: the most important communication tool

Eye contact is a very tricky art to master, but vital to effective communication. It has always existed and occupied a very important part in the communication of people. In certain situations, it is even crucial. Eye contact is used in everyday conversation between people. When we are talking to someone, talking to a group, only listening, debating, reading something to someone, when we have some speech, responding to a question asked, when we ask a question, when we teach a lesson etc. The importance of the eye contact is great because through it we transfer a large part of the message we want to convey to the other. When it comes to managing the classroom, eye contact plays a very significant role. It can often be the main indicator of how someone feels. What someone has to do or not to do, whether to continue or stop, what it indicates...? Happiness, sadness, worry, satisfaction, security or fear and discomfort... The eyes are often called, with some justification, 'the windows of the soul' as they can send many different non-verbal signals. The application of eye contact can greatly facilitate the work of the teachers and students because it will provide a better understanding between them.

For reading body language, this is quite useful as looking at people's eyes are a normal part of communication. (Minds, 2016)

Eye contact provides social information to the person you are listening to and talking to. Too much eye contact and you could be seen as aggressive, too little eye contact and you can be seen as having no interest in the person speaking. It is an often overlooked skill to have and an under utilised skill when communicating with people. You can see masters of eye contact in great sales persons, politicians, and good public speakers. (Aitchison, 2014)

The core principles we associate with classroom management- rules and consequences, incentives, and following through- are important. No doubt about it. The first step for teachers wanting to improve is to learn how to use them effectively. By following these principles, the classroom management plan will be built on a solid foundation. However, to be remarkably effective, to create the desirable class, the teacher has to learn how to create leverage. Leverage simply means having great influence with the students. It can be achieved as follows: through Body Language, Eye Contact, Facial Expressions, Posture, Proximity, Touch etc. In this paper, emphasis will be placed on Eye Contact. (Linsin, 2009)

Eye contact is perhaps the most powerful way we communicate. A single fleeting look from across the classroom can speak volumes. Longer eye contact is associated with trust, good feelings, and rapport- all of which are important leveraging qualities.

We must be aware that too much eye contact can be intimidating, especially for shy students. So although we want to utilize the power of eye contact and should use it often, we shouldn't over do it. (Linsin, 2009). When a person wears dark glasses, especially indoors, this prevents others from reading their eye signals. It is consequently rather disconcerting, which is why those seeking to appear powerful sometimes wear them. Often the eyes may show more than the word itself. Every eye's move suggests some emotion, status, mood and it has its importance... looking up, looking down, looking sideways, gazing, glancing, staring, following, making eye contact, breaking eye contact, long eye contact, limited eye contact, squinting, blinking, winking, closing, damp, tears, rubbing etc. (Minds, 2016) There are so many different meanings to every type of body language and for the eye contact.

Improving the eye contact skills

Making good eye contact is surprisingly difficult, and we can all learn to use good communication skills during important interactions. If we want to be a better listener, speaker, and cultivate a more convincing presence, we can learn to practice making eye contact on our own and in conversations to give the right impression. Making eye contact is more difficult as the person we're talking to is more authoritative or intimidating. Unfortunately, these are also typically the times we'll need to show confidence in order to gain the full attention of our audience, making it more important than ever to relax. (anything) There are many ways to improve the eye contact skills. The text will be explained some of them.

- Talking to a group – When the teacher is talking to a group of students it is great to have direct contact with the listeners. It will be a mistake of maintaining eye contact with just one person during the conversation as this will stop the other members of the group from listening. To get past this, the teacher should be focused on a different member of the group with every new sentence. This way he is talking to the entire group and keeping them all interested.

- Talking to an individual – It is great to maintain eye contact when talking to a student however it can become a bit uncomfortable if the teacher stares intensely at him. To combat this, he should break eye contact every 5 seconds or so. When breaking the eye contact the teacher doesn't look down as this might indicate the ending of his part of the conversation. Instead, he should look up or to the side as if he is remembering something. So when the listener sees this, he will think the teacher is trying to remember something and keep on listening to him.

- Listening to someone – When we are listening to a student it can be off putting for the talker if we stare at him too hard. In this case there is a technique which can be use and it is called 'The triangle'. This is when we look at one eye for about 5 seconds, look at the other eye for 5 seconds and then look at the mouth for 5 seconds and keep on rotating in this way. This technique coupled with other listening skills such as nodding, occasional agreement words and it is a great way to keep the talker talking and to show him we are interested in what he is saying.

- Arguing – Arguing with someone is a skill in itself and if we want to compete in an argument holding the gaze shows strength. If we look away when arguing with someone we have all but lost the argument. Obviously, this depends on who we are arguing with but in general it is better to hold the gaze whilst we are making our point and also when we are listening to the other person. Staying silent and staring at someone who is trying to rile us is also an effective way to win an argument without saying a word. (Aitchison, 2014)

The importance of eye contact

If it's natural and essential why do so many of us find it hard to make eye contact with others? When we're wary and unsure of the people around us, if we're feeling a bit scared, apprehensive, defensive or uncertain, then making eye contact can be difficult. Fundamentally, some children need to be taught and consciously realize that making eye contact is an important part of communicating with other people.

If you look in your group of children in their nursery, classroom or tutorial settings, you might already see those who know each other well being able to make eye contact. Stronger personalities, confident and more dominant children are probably able to make eye contact with the majority of the group. However, there are also likely to be many other children who are not as confident in class, and particularly when it comes to mixing together and sharing with others.

As bedrock for trust and a fundamental starting point for bringing a group together, eye contact, as a simple skill, has the potential to transform a group and how they are and feel together. So, where to start and how does working with others help you to make this happen?

There is a created framework to help the children to begin building relationships, learn social skills that are key life skills and break down barriers to learning with regular use of simple games, strategies and activities. Children can practice and develop greater awareness of what eye contact is and feels like. Using WWO pre-and debriefing techniques and talking specifically about eye contact extends this further with the children, to reinforce the learning and remind them that this is an important skill for them to learn and use with each other.(Ota, 2016)

Now you may find it feels like a bit too much work to consciously plan when you'll make eye contact with people and when you won't. In practice, you may just try to make as much eye contact as possible, not get down on yourself over the times you can't, and slowly get more used to it. However, if you find you have trouble acquiring the habit, taking a more systematic approach is always an option.(socially.com, 2016)

The benefits of eye contact in the group

Pretty much everyone will say that eye contact is an important aspect of the communication. It makes you come across as more engaged, friendly, and confident. Also, it provides you with a lot of non-verbal information about what the other person is thinking and feeling. By looking away you miss all that. Another benefit is that making eye contact forces you to put some of your mental energy into focusing on other people, which means you have less left over to get stuck in your head and think insecure thoughts. (socially.com, 2016)

Once groups can make eye contact with each other they have taken a major step forward in developing mutual respect, being together and being ready to talk and support each other

- bringing a class together
- building a classroom of respect
- increases learning together

And it's not just the children or students who benefit from this learning. As the adult leading and teaching the class you have an easier time delivering the lesson, because the children are starting to get on better with each other and feel safer. This means that because they are less stressed, so are you, with far less managing behavior and resolving who doesn't want or can't sit or be near whom.

Being more relaxed with each other they will find it easier to focus and connect with you and they are then on their way to supporting and helping each other, which further frees you to do more of what you came into the teaching profession to do. (Ota, 2016)

Conclusion

Eye contact is used in everyday conversation between people. The importance of the eye contact is great because through it we transfer a large part of the message we want to convey to the other. When it comes to managing the classroom, eye contact plays a very significant role. It can often be the main indicator of how someone feels. The application of eye contact can greatly facilitate the work of the teachers and students because it will provide a better understanding between them. Eye contact provides social information to the person you are listening to and talking to. Making good eye contact is surprisingly difficult, and we can all learn to use good communication skills during important interactions. If we want to be a better listener, speaker, and cultivate a more convincing presence, we can learn to practice making eye contact on our own and in conversations to give the right impression. It makes us come across as more engaged, friendly, and confident. Also, it provides us with a lot of non-verbal information about what the other person is thinking and feeling. There is a created framework to help the children to begin building relationships, learn social skills that are key life skills and break down barriers to learning with regular use of simple games, strategies and activities.

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THE INFLUENCE OF COMMUNICATION ON THE EDUCATIONAL PROCESS

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Abstract

The influence of education on the interpersonal relations cannot be achieved in case of a lack of interaction between the participants, which is commonly established by communication. The basic instrument of education is the conversation between the teacher and the student, between teachers, and between students themselves. The interpersonal communication is a primary and straightforward kind of communication "face to face". If fewer people participate in the communication, the greater is the chance that the communication will be successful, and people will be more emphatic.

In the educational process, the teacher is the one responsible for sending messages and the effects of them. His/her expertise and authority does not end with the sending of the message but s/he needs to make sure the message is accepted and affects the students in accordance with its meaning and purpose.

The communication and interaction between the teacher and the students may lead to a change of attitudes or opinions, of both, the teachers and students, as well as of the students themselves. This represents an extremely complex communication dynamics. Teachers in the education and upbringing process should be skilled in the interpersonal communication with their students in order to qualify them for a proper communication in and out of the classroom. To achieve this, the teacher must know his/her students well, and develop empathy for them. At the same time, his aim should not be to improve his communication, but to teach the students to emphatically communicate and thus to achieve higher levels of interpersonal communication in the educational process.

Keywords: verbal and non-verbal communication, empathy, interaction

Introduction

Interpersonal communication is of great social and personal significance. The history of society shows and proves that the phenomenon of interpersonal communication, from the earliest times to the present, determines the social life of humans, not only within the family and the nation, but also within the community in the broadest sense, hence within the school, as part of a group.

Good communication is the foundation of successful interpersonal relationships. But although interpersonal communication is one of humanity's greatest achievements, the average person does not know how to communicate well. A poor communication leads to loneliness and alienation from friends, parents and children, teachers and students. Also, poor communication leads to poor school performance and further work.

However, it was found that people in different periods of age, are able to learn specific communication skills that improve interpersonal relations and increase the success of work. Skills in dealing with people represent combination between good interpersonal skills (the ability for cooperation and communication with others) and intrapersonal skills (ability to manage their

own attitudes and emotions). Skills in dealing with people today are a key element of success in various professional areas, and in particular are important to teachers.

Today, over teachers are placed greater demands on developing communication skills and their application in relations with students in the direction of greater influence on the good and proper communication with students during and beyond the teaching process.

The skills of teacher interpersonal communication

Basic instrument of education is communication between a teacher and a student. As many famous teachers have stated, without communication there is no pedagogical process.

Communication skills are a very important ability of every teacher and is the cornerstone of successful communication with students. They are listening, asking questions, empathy, sensitivity standards in relationships, understanding the situation, self-monitoring, and management involvement and interaction and flexibility in behavior.

Each teacher in the educational process should be skilled in interpersonal communication with their students in order for them to qualify for proper communication in the classroom and beyond. Therefore, s/he should be well familiar with their students and by using their previous experience and knowledge of each pupil, s/he will be able to achieve the goal of communication. Also, the teacher needs to know that interpersonal communication is the communication between a person with another person, rather than a person versus another person. Only in this way, the impact of communication will be positive and will reach the goal in order to achieve the end result.

In communication with the students in the teaching process „the hostess,, role of the teacher should be one of its main tasks. He should at every opportunity directly refers to those actions and activities that will enable the student, their thought processes to come to the conclusion. The teacher needs with his skill and interactive communication to encourage assures and convinces students to turn their thinking, feeling or behavior in the right direction. The teacher should be the one that will spark the creativity of the student, and know that there is no creativity without proper experience and empathy in the conversation. Drawing attention to the student, the teacher actually stirs his/her creative forces, enters life in the teaching process, and thus communication between students is more dynamic and interesting.

Such educational situations, interwoven with the experiences of the student and his creativity will help make communication full of life and to enable the teacher to get to know students, and will provide students with each other to become better acquainted.

Also, in the educational process in communication with students, teachers should allow enough space for their universal development, to encourage their personal qualities, to encourage their critical standpoints, but also to make them capable of critical judgment on their own qualities. Only in this way students will be trained and will be able to face all challenges in life.

To achieve a greater degree of interactive connection in communication, the teacher should have the ability. It includes the ability of the teacher, knowing his/her students, to be able to respond in advance and to develop expectations depending on the students' behavior. This means that the teacher has developed capacity for empathy that will make this happen.

Higher level of interactive communication is empathetic communication. At this stage, at least one of the persons who communicate with each other must empathetically to communicate. In the educational process, it is the teacher who, knowing their students empathetically adjusts the way of communicating with them. The teacher should not have an aim to make his/her communication more successful, to enable students to communicate empathetically and with that mutually to achieve higher levels of interpersonal communication in the educational process. If

there is only action-reaction communication, then we can talk about the educational impact of passing information, which may be more or less successfully. But that level of communication will not affect each other, hence we can not talk about success in education. Only at the level of empathic communication, we can talk about successful educational impact. Such interpersonal communication is not only to inform the student and is not focused only on knowledge of the sphere of the individual student, but it affects the his deeper psyche, reflects its satisfaction, affects their attitudes and values, encourages his activity, without which there is no learning as an integral part of the educational process.

Forms of communication

Interpersonal communication involves verbal and non-verbal behavior, since human communication does not include only the function of words. Intrapersonal communication is indicated by I-I. This includes talking to ourselves when something we think or solve by ourselves. Nonverbal communication is the way people communicate without words, intentionally or unintentionally. So most of communicating emotions. The spoken words do not always match what we want or we intended to say. It actually represents the content and relevant aspect of communication, that is, verbal and nonverbal communication.

Communication in teaching is the exchange of messages between the teacher and students. It is successful only if both parties have equally understood the message. It is actually a process of exchange of symbols whose meaning everyone has equally understood. Raising is communication which achieves close interaction, which is a form of interpersonal communication. The mutual understanding of messages between the teacher and the student is very important.

The main form of verbal communication is conversation, and refers to both communication skills: listening and speaking. The most effective is the so-called active listening. With active listening, the teacher tries to help himself and the students dismissal of received messages. Emphatic teacher accepts the student fully with his personality, the way he is. Adequate educational methods and procedures will help the student to develop in the desired direction. Developed emphatic ability of the teacher is known in the teacher-student interaction.

Non-verbal behavior during the conversation with students often leaves lasting seal than words. Students are very sensitive and pretty well understand nonverbal messages. They follow the teacher's body language, change of voice, movement of hands, gesticulations and even the way of dressing of the teacher, which leaves them a great influence. Nonverbal conversation in class or a group is very important because students have more confidence in nonverbal than verbal message. When the teacher enters the classroom, he establishes interaction with students first with non-verbal cues (look, smile, movement, body position, movement of hands etc.). Even then verbally (greeting, guidelines for work). Students immediately notice these signs, since it is not the same for them how the teacher feels and whether the teacher sends positive or negative vibrations. The students not only listen to the teacher, but constantly look him/her. They read from the face, lips and eyes of the teacher. They follow his gaze, in order to catch his/her look because they want to be seen, observed, personally recognized, watched in the face and eyes, even when they sit at the back desk. Students are bothered by raised forefinger, as well as causeless wave with hands. They are sensitive to touch and react when they are more or less touched.

The teacher should respect all that and should know how to behave. He must respect both emotional and physical boundaries through which the student must not be hurt. Students are educated by listening, and watching the teachers.

Successful educational communication

The relationship between the teacher and the student is the foundation of the entire educational process. That relationship is good, if there is openness, diligence, interdependence, autonomy, mutual satisfaction of needs, and are result of successful communication.

Poor communication occurs exclusively in the case when the teacher commands, threatens, criticize, and labels conditions. The teacher above all, should accept himself as he is, with all its flaws and virtues. Only then he is willing to accept the student as he is. But it is also important to know and like each student how each student perceps himself and the teacher as well. Alignment of these images for quality communication is a prerequisite to secure success for quality education.

Of course, a good relationship is not one that is devoid of conflict, but the one who shall resolve on an appropriate way and thus enables students to resolve conflict situations in their lives.

All this will be possible if between the teacher and the student there is mutual trust. Accordingly, there can not be a good interpersonal communication, if there is a lack of confidence. The lack of trust creates an invisible barrier that hinders or prevents successful interpersonal communication between the teacher and students and generally in the educational process.

As a result of successful interpersonal communication between the teacher and students, there is understanding, satisfaction, influence over attitudes, improving and enriching relationships (teacher-student, student teacher, student -uchenik) and mutual activity in interpersonal communication.

Interpersonanata communication is successful, as far as the content is concerned, if the message is interpreted in the same way by the teacher and the students, i.e.from the one who sends it and the one who receives the message.

Happiness, as a result of interpersonal communication between teacher and students, refers to emotional experiences. It is not same whether attitudes in interpersonal communication is based on satisfaction or dissatisfaction. Inclination or nenaklonetosta between teacher and students and the existence or lack of mutual confidence, emotional qualities greatly affect the effectiveness of interpersonal communication between them.

Quality communication with students is a signal that the teacher cares for student progress, thereby strengthening their confidence and outcome of increasing the efficiency and quality in education.

Conclusion

It can be concluded that regular interpersonal communication is an important segment in the educational process and its components, it is a very complex process. The teacher sets strict requirements, broad general education, exceptional knowledge of the profession and ability for empathy.

The teacher and the students as the main pillars in this process should have established good relationships in order to reach the maximum in the interpersonal communication.

Each teacher in the modern educational process, should know all the rules of interpersonal communication with their students, and the results and consequences arising from adequate or inadequate terms in communication. There are numerous examples of teachers who in the educational process, devote more attention to the educational segment, ie the contents of the material and its understanding. Thus, they „blind,, stand ahead of the educational segment

not devoting enough attention to whether students are satisfied or not, whether in teaching interpersonal communication attitudes are developed and the mutual relations are developed.

Therefore, the teacher in the modern educational process should revive and uplift the educational segment of a high level, which would allow proper development of the student as a person. The most important things in the life of students are safety, love, acceptance and encouragement.

The way teachers communicate with students, becomes a model from which they learn how to communicate with others. Therefore, the modern teacher becomes more important in the field of innovation in the teaching process in order to increase efficiency and quality in education.

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TRANSFORMATIONAL ROLE OF EMOTIONALLY COMPETENT TEACHERS IN EDUCATION

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Abstract

This paper actualizes the importance of socio-emotional competencies of teachers to for realization of the model of pro-social school climate. In the first part the theoretical elaboration of the concept and characteristics of an effective teacher is exposed, for realization of the model. This educational model promotes complete transformation of students that includes: development of the positive relationships between teachers and students, effective management in the classroom and successful implementation of the programs for socio-emotional learning. The second part presents the results of an empirical research, which sheds light reflections of opinions on the relationship between emotional intelligence of teachers and the effectiveness of pro-social model in creating a climate conducive to learning, development and transformation of the students. The obtained empirical findings support the hypothesis which was based on the existence of a significant connection between teachers' emotional competence and effective strategies that promote better learning and development of students, which redounds to greater satisfaction of teachers' realization of the curriculum.

Keywords: *pro-social model, emotional competence, teachers, transformation, students.*

INTRODUCTION

Modern education is a challenge that requires a serious and responsible approach. It includes all aspects of the individual student, emotional, intellectual, creative, social and physical. What qualifications and competencies required to hold teachers professional to realize these challenges? This is one of the key problems facing modern education. To successfully perform the role of a teacher, it is necessary to take into account two main components: the professional competence and emotional competence of the teacher. To achieve high performance in education, it is the realization of the full potential of every employee.

To be a successful teacher must possess a high level of professional and emotional competencies, that will enable success in the context of expert knowledge in the context of creating a positive social climate based on good relations among students.

The high level of professional competence is determined by level of education, vocational training and work experience that creates quality educational experts in cognition. A high level of emotional competence creates mentors for building a positive school climate based on good relations and dedicated students. The problem occurs when one or both of the competences of teachers are lower, which reflects the quality of the educational process. This problem requires a systematic approach, because the solution lies in the harmonization of education with the emotional education. Emotional competence of teachers is a key factor for achieving quality education for all children.

These findings are based on practical performance, and the results of numerous studies of key competencies that lead to excellent results in teaching. Studies carried out in modern

countries that practice emotional education have proven that professional competence is a driver for good instruction, but emotional competence of the teachers are twice more important than others.

THEORETICAL BASIS

Emotion is often considered as something that is less valuable and that it should be controlled by reason. In recent decades the emotions began to be legitimized in psychology, and the emotion are allocated more prominence in areas such as the study of moral or pro-social behavior. Its importance is increasingly recognized in the education and development of education.

This study sought to determine the level of emotional competence article teachers measured by emotional intelligence skills test. He also sought to determine if the development of education course increasing their level of emotional intelligence two have an impact on their EI skill levels. It is necessary to determine whether education increases the level of emotional intelligence (EI), and results numerous studies show that had a significant development of EI impact in some areas of emotional competence.

Emotional competence, particularly the ability to empathize are necessary for moral or prosocial processes (Furnham, 2003). The focus of education should lead to the development of morality or pro-social actions, and it is necessary to engage students in their emotional life. Developing emotional intelligence should facilitate teachers who have the emotional skills of recognizing emotion, to determine how emotional states are linked to the way of thinking, to feeling emotional processes and that this would have to manage their feelings and those of others. Psychology has recognized the importance of such emotional capacity, and the most famous view of this trend, the work on the development of emotional intelligence (Goleman, 1995).

EMOTIONAL INTELLIGENCE

The term emotional intelligence was coined by P. Salovey and J. Mayer (1990), and popularized by Daniel Goleman in the book *Emotional Intelligence*, (Goleman, 1995). Salovey and Mayer have defined emotional intelligence as: "the ability to perceive and express emotions, to understand and use them, and to manage emotions so as to foster personal growth", (Salovey et al., 2000). They used this concept to develop a framework of skills that can lead to measurements of emotional intelligence.

The model of emotional intelligence involves four categories or class skills: perception, appraisal and expression of emotion; using emotion to facilitate thought; understanding and analysis of emotional information and management of emotion regulation.

Emotional intelligence involves the ability to manage the process with the emotional context. High levels of emotional intelligence should become a necessary outcome of education. Therefore, it is reasonable to expect that teachers should have a high level of emotional intelligence. In recent years interest in the development and preference for emotionally intelligent teachers has increased (Goleman, 1995). However, there is little comparative research in the field of measuring and developing emotional intelligence among the population of teachers.

RESEARCH

This research sought to address a number of key questions: What level of emotional intelligence do teachers have? Can an emotional intelligence workshop give rise to a significant increase in their level of emotional intelligence?

One of the basic needs of modern education is to align with the needs of the emotional education. Teachers in educational institutions have a central role in the teaching process, they directly depend on whether and how to implement reform changes within the modernization of the educational process.

To determine the impact of emotional intelligence on the performance of teachers in educational institutions studies have been conducted on 96 teachers employed in primary and secondary schools in the country. The quality of teaching and the effects are influenced by professional and emotional competence of teachers, as measured in terms of the following variables:

1. professional competence and professional achievements
2. emotional intelligence and social competence

To measure the variables used are the following measuring instruments: measurement of professional competence used the questionnaire for professional success as a teacher. To measure the emotional intelligence A questionnaire for emotional individual competencies PEK-45 (V. Takšic, 1998). According to the level of development of these two basic qualification - professional competence (PC) and emotional competence (EC) teachers are sorted into four different types or profiles: According to the level of development of these two basic qualification - professional competence (PC) and emotional competence (EC) teachers are arranged in four different profiles:

I profil: teachers with high professional competence and low emotional competence.

II profil: teachers who possess a low level of professional competence and high level of emotional competence

III profil: teachers with low levels of emotional competence and low level of professional competence

IV profil: teachers who meet both criteria, ie with high levels of emotional competence and high level of professional competence.

RESULTS AND INTERPRETATION

The results indicate that there are respondents from each of the following profiles of teachers according to both variables.

The number of teachers who meet one of the criteria, ie high level of professional competence and low emotional competence is highest and amounts to 39 respondents or 41%. This result offers the opportunity to overcome one weakness by introducing education for developing emotional competencies. Teachers who possess a low level of professional competence and high level of emotional competence are 33 or 24%. These indicators point to the need for education vocational nature which will significantly selected profile of these teachers. Teachers with the lowest profile to those with low levels of emotional competence and low level of professional competence.

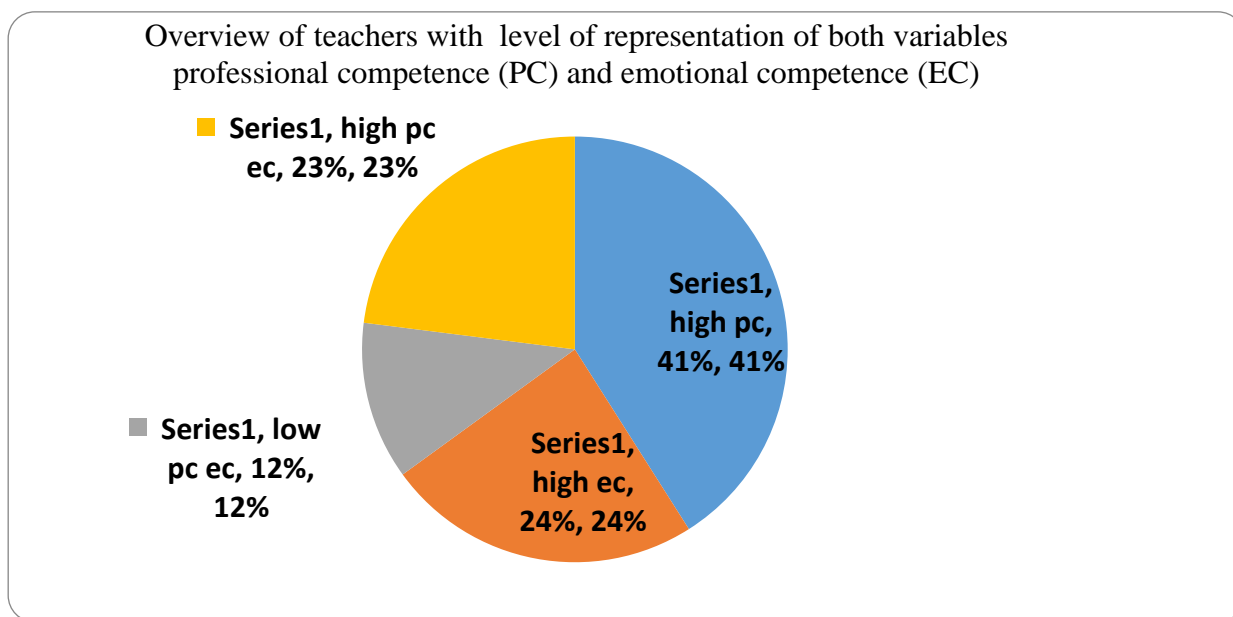
They are the lowest, and yet not negligent number that is 11 teachers and 12%. As optimal profile is certainly one in which teachers meet both criteria, ie high levels of emotional competence and high level of professional competence. Optimistically anti- fact that number is relatively high and is 22 or 23%.

Table 1. Overview of teachers with the level of representation of both variables professional competence (PC) and emotional competence (EC)

Teachers profile				
High PC Low EC	LowPC HighEC	LowPC LowEC	HighPC HighEC	
Number				Total
39	23	11	22	96
Percent				Total
41%	24%	12%	23%	100%

Below is a brief description of the characteristics of teachers according to four different types or profiles.

Chart1. Overview of teachers with the level of representation of both variables professional competence (PC) and emotional competence (EC)



Teachers with high professional competence (PC) and low emotional competence (EC) are those who justify the confidence of superiors when it comes to expertise. However, due to low levels of emotional intelligence are not prone to teamwork, constructive cooperation and communication. Teachers with this profile have excellent technical solutions, but have weaknesses in social relations, cooperation and constructive overcoming of conflicts.

For teachers with low levels of professional competence (PC) and high levels of emotional competence (EC) can be said to be good friends, but weak specialists. Teachers with this profile have a very good relationship with colleagues and students, but it can be a hindrance in their work and take off from their duties. The work of teachers with low levels of professional competence will not contribute much to the development of quality technical solutions or making decisions. These teachers may be involved in communicating with students or parents, not in

work requiring a high level of expertise. Teachers with this profile prefer charismatic teaching style.

Teachers with low emotional competence and low level of professionalism - do not have a sufficient level of expertise nor sufficient level of emotional intelligence and social communication relations. We can conclude that they are not suitable for employment or already employed, you will need to invest heavily in the development of professional and emotional intelligence. The results showed that teachers who fall into this category prefer laissez - faire style of teaching.

Teachers with high professional competence (PC) and high levels of emotional competence (SEC) are optimal profile of employees is one that has a high level of professional and socio-emotional competency. These teachers are responsible in the context of knowledge, and in the context of dealing with students. Teachers with this profile prefer situational or modern-transformational styles of teaching.

This research showed that by identifying four profiles of competencies of teachers can recognize the weak points of an organization and to invest in them in order to raise their competence. This will result in increased efficiency of human capital. Also making an overview of the level of representation of different profiles of teachers, indicating the need and importance of education for the development of emotional competencies, which should become an integral part of the educational system.

CONCLUSIONS

Teaching is an emotional practice, and because of that emotional intelligence is a central capability of teachers. Professional and emotional competencies of teachers are key to the successful functioning of the educational process. Both components must be high developed can be performed optimally education. Educational institutions need to invest in development of their teachers, and through them to their students. One of the key aspects of problem solving emotional education is focused on the development of key competencies. Necessary initiative for the development and modernization of the education and training of teachers and the introduction of new educational programs that complement the professional skills and knowledge.

Solution is improving the quality and professionalism of the supply of vocational education and training. This includes the need for reform and modernization of vocational education based on the vision that students with their knowledge, skills and competence are the most important resources.

In this context, it is developing systems and models for the development of emotional and social competence of teachers and the inclusion of adequate academic programs in professional development that will provide qualified and prepared teachers for work in education.

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INCLUSIVE EDUCATION: POLICIES AND GOOD PRACTICES

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Abstract

Inclusive school, is a school where every child is welcomed, school where every parent is engaged and where every teacher is valued. This premise is a foundation which guides and motivates me, as a manager of a vocational high school, to provide better conditions that imply involvement and happiness of all students. ASUC "Boro Petrushevski" for many years works and is actively involved in creation of policies and procedures for strengthening the capacities of its employees in direction of improvement of the inclusive education. The school promotes inclusive education as reformative principle respecting and tending the differences among the students, paying special accent to those with risk of marginalization and exclusion. Along the years we have managed to build a school for everyone, and the happiness of the students is one of our basic priorities. Such long term and permanent approach was the reason to be recognizable and invited to a regional conference for promotion of inclusive education in Israel, and afterward included in the project "Regional support for inclusive education", initiated by the Council of Europe and European Union. In conclusion, I am deeply convinced that all of us, relevant factors in the education system, need to understand the essence and importance for inclusive education, and give our best to fulfil this idea, which unfortunately, still floats not clear enough.

Key words: inclusion, program, marginalization, support, education.

1. Introduction

An inclusive school is a school in which the educational staff, the students, parents and members of the community all work together to help every single child develop its full potential, in an environment where everyone feels welcomed, respected, appreciated and can develop their competencies which will one day contribute towards social cohesion and development of an inclusive society.

As a school manager I continuously lean towards an approach which includes promoting the school in all segments. Advancing the inclusive education is one of the prime priorities when developing school procedures and policies. Thanks to the achieved politics and results in the direction of inclusion ASUC "Boro Petrushevski" participates in a project named **Regional support for inclusive education**, which is regulated by the EU and the Council of Europe. The project includes 49 regional schools (Montenegro, Serbia, Bosnia and Herzegovina, Croatia, Albania and Macedonia). Each country has 7 schools representing, 3 primary schools, 2 general secondary schools and 2 vocational high schools. Every school has its own team of 5 members including the school's principal and the professional staff. All school together form a network of 245 people. This project was a great support and self-evaluation for the activities we took in the school concerning inclusion.

The project's motto is: **Inclusive school is the one in which: Every child is welcomed; Every parent is involved; Every teacher is valued.**

Through the project Regional support for inclusive education we managed to devote more deeply and implicitly towards the inclusive education that we cherish. The joint project of the EU and the Council of Europe "Regional support for inclusive education" in Southeastern Europe is a three-year project (1st of January 2013 – 30th of November 2015). The project encourages the social inclusion and social cohesion in the region (in accordance with the commitments of the EU and the standards of the Council of Europe) by promoting the inclusive education and training. All participating schools were given small grants for projecting and implementing a project connected with inclusive education as part of the framework of the school and the community. In the final stage of the project additional 35 schools were invited to join in the network and benefit from the training process for school planning and developing.

In pursuance of encouraging sharing knowledge, professional developing and exchanging experiences between pilot-schools the project has set a regional inclusive network of schools (Inclusive SchoolNetwork) with 245 members (teachers, principals, parents, students and representatives from the local communities) and an inclusive network of teachers (Inclusive TeacherNetwork) in which 245 teachers are included. Furthermore, a network of inclusive policies was created (Inclusive PolicyNetwork) as an altogether platform which will unite the inclusive network of schools, the inclusive network of teachers as well as all other relevant parties to mutually cooperate in creating the Public policy of inclusive education.

The first step in developing the methods and tools for professional development of the teachers was the study for mapping made with the purpose of analyzing the teachers' activities concerning their training for inclusive education in Southeastern Europe. The process, led by a team of experts, focused on an exemplar of 39 programs and 42 parties from the region were included.

Inclusive education is understood as a quality education dedicated to the right of education which every single child and youngster has. All international factors consider inclusive education a key strategy for achieving quality education for all and guaranteeing the right of education, especially for the vulnerable and disadvantaged groups. The CM/Rec recommendation of the Committee of ministers of the EU members has defined quality education and highlighted the participation of all students. One of the four strategic goals of the Framework for education and training of the EU 2020 is the promotion of equality, social cohesion and active participation of the citizens through high quality inclusive education.

The quality education relies on qualified teachers that are dedicated to the constant professional development. The differences and the inclusion set up number of challenges in the teachers' education, a question which was mentioned and discussed by the Council of Europe a few years ago and resulted with the development of key competencies for differences (Council of Europe, 2009). The European foundation for training has recently made detailed analyses for the development of teachers of inclusive education on the Western Balkans giving recommendations for all interested parties, including the educators and teachers (European foundation for training, 2010). One publication of the European Union with a similar analysis (European Union, 2013) has accentuated the need for developing the education of teachers in partnership with the schools and others. The European agency for special needs and inclusive education has conducted a three-year project (2009-2012) and developed a profile of inclusive teachers (European agency, 2012).

The instruments on human rights brought by the United Nations (eg. Convention on the rights of the child, Convention on the rights of persons with disabilities) and the Council of Europe (eg. The revised European social charter) do not only stress the right of education but also the rights of the children and young ones in the society. Moreover, it is through education that young people gain the ability to fight for their civil and democratic rights. The inclusive

education and the education for democratic citizenship as well as the education on human rights demand for teachers that are prepared and capable to actively include their participants in designing their own education, bringing their own decisions, and taking into account their own talents and interests. Today's teachers are not prepared well enough to encourage active participation. It is clear that more efforts are required so all teachers are prepared for practicing inclusion.

The goal of the mutual project of the EU and the Council of Europe "Regional support for inclusive education" in Southeastern Europe is to strengthen social inclusion and social cohesion in the region by promoting inclusive education and training. One of the project's networks (TeacherNet) was dedicated to the arguments for the ways in which the competencies and teachers' practices for inclusive education can be improved. The members of TeacherNet have met a few times to share their experiences and to talk about the ways in which they can increase the teachers' ability to practice inclusive education. The existing activities for inclusive education were analyzed and discussed. TeacherNet has developed a vision for an inclusive teacher and analyzed the role of the teacher's first steps in education, the continuous professional development and the education of teachers-mentors. The network has identified and shared successful examples from the region. Furthermore they identified critical opinions, thoughts, skills and competencies which should be developed by inclusive teachers. This tool incorporated the outcomes of this discussions and by doing so supported the exchange of knowledge between schools and education of teachers.

2.A school project supported with a small grant "Unlimited School 4 You"

Through the project of Regional support for inclusive education our school has won a grant which was used to realize a school project with numerous activities in the direction of providing equal opportunities for all students. The project envisioned series of activities for students, activities with parents, trainings by licensed persons from the area of inclusive education, a visit of an inclusive school, a conference for sharing positive examples between vocational schools, equipping an inclusive classroom as a place where students and parents will feel comfortable and will lean towards project sustainability, procuring three smart boards through which the teachers will get a chance to answer to the students' different needs.

The strategic plan for development of inclusive education in our school is a serious document which should firstly bring quality in implementing the inclusive practices by all subjects involved, but at the same time is a document which secures the project's sustainability. The strategic plan for development of inclusive education was made meticulously, in several phases and in collaboration with numerous subjects important for school development. In the first phase, the inclusion team created a development plan which was based on the real analysis at a school level, student level, teacher and parent level. The results from the representative sample were presented in the areas given: culture, politics and practice.

3. Data analyses of the 2014/15 school year necessary for the school strategic plan

Encouraged by the project and the phases foreseen by it, we started with the preparation of the strategic plan for development of the inclusive school. Hard works impend, analyses of the opinion of the teachers, parents and students, who were questioned concerning some areas, for setting up the strategic goals. These strategic goals can be achieved by activities or tasks which should be permanently implemented and give its results.

Here are some of the aspects that were covered with the analyses which served as a basis for creating the strategic plan of the school:

OUTFLOW OF STUDENTS

In the 2014-2015 school year 33 students have left the schools due to: change of trade, part-time education or migration in another city or country.

DATA ANALYSES

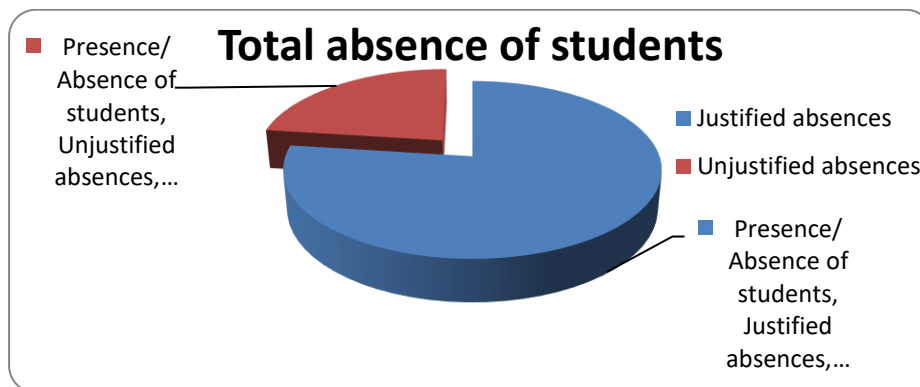
Students who show unsatisfactory results and have no interest in education are usually the ones who tend to leave school education. These students surely need greater support from teachers and the school's professional staff. That is why the school creates special programs for students support, dedicated to those students who advance much slower. Such is the mentor program that has become a tradition in our school.

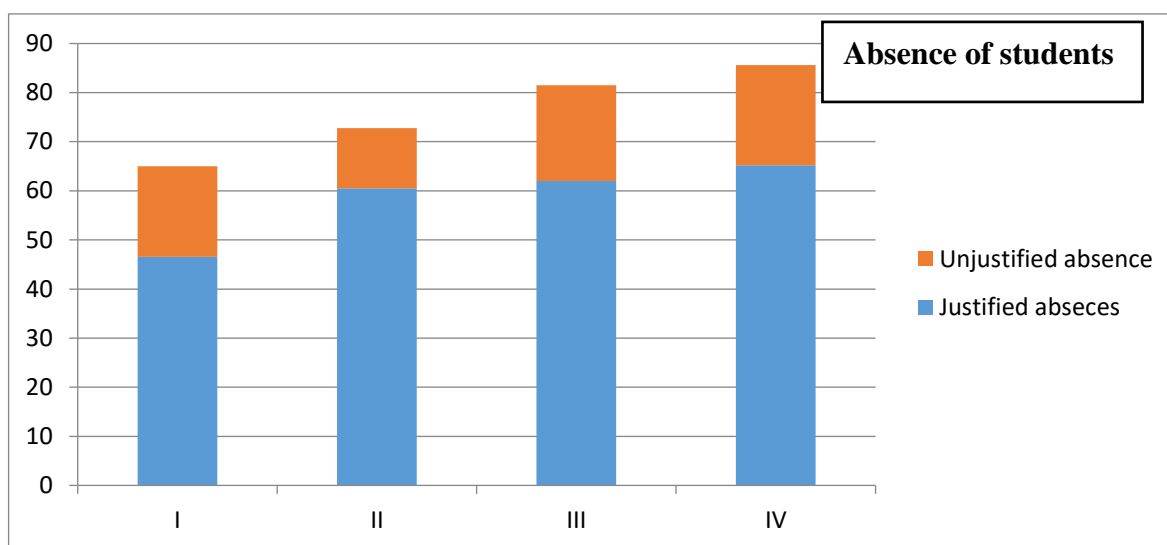
Goals for the next three years (what would you like to improve):

Our focus in the next period will be aimed towards the activities in the function of keeping the students who can potentially one day leave the school. In the school there is a strategy for lowering the number of students who leave school education. Creative workshops are held together with the students in order to keep their attention and reinforce their feeling of belonging.

Presence/ Absence of students

	Total – by class	Total – per students	Justified absences	Unjustified absences
I		65.03	46.55	18.47
II		72.74	60.50	12.25
III		81.50	62.01	19.49
IV		85.60	65.21	20.39
TOTAL		76.05	58.59	17.46





DATA ANALYSES

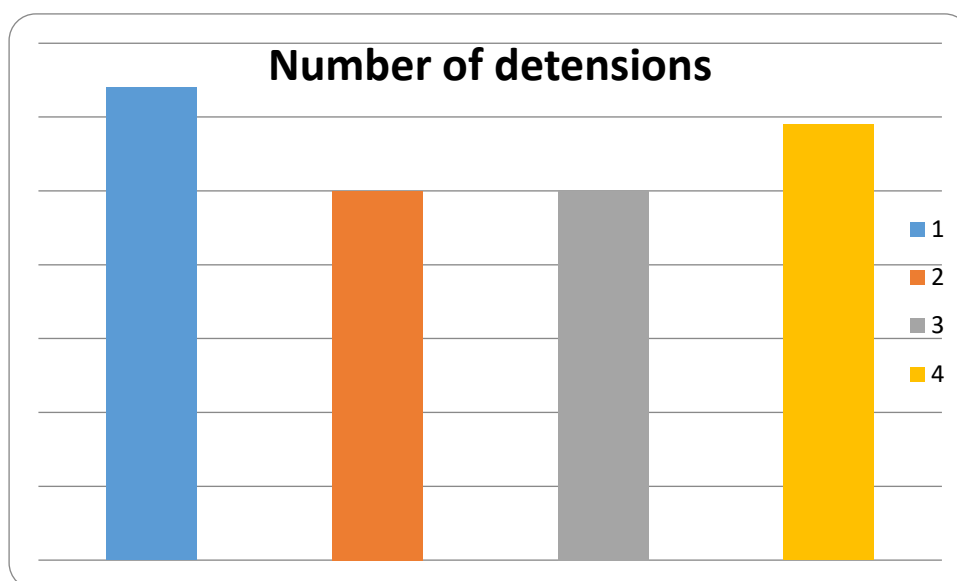
Concerning the absences it can be concluded that during 2014-2015 a certain improvement was noticed in relation to complying the criteria for recording and regulating the absences of the students by their head and subject teachers. The average number of absences per student at a school level is 76, 05%. The average absence per student in the school is increased by 3, 84 in comparison with the previous year.

GOALS FOR THE NEXT THREE YEARS (What would you like to improve):

In the school there is tendency for improving the educational work. In other words the school will dedicate to achieving concrete, established goals which would contribute for lowering the number of absences. In the following three years outside of school activities will be intensified especially for the students who have the biggest number of school absences. Furthermore, an improvement will be made in the ways the teachers work and approach the students: using modern techniques and methods, continuous professional and career development of the teachers in function of improving the education itself.

SAFETY AND CONDUCT

Class	Lower grade for misconduct	Number of detentions	School expels	Total – per class
I	26	64		
II	29	50		
III	22	50		
IV	17	59		
Total	94	223		



DATA ANALYSES

The last few years a tendency of less violence has been noticed which is a result of the strategy for lowering the violence inside the school premises which undertakes: program for nonviolence which is consisted of workshops and exercises for students with potentially violent behaviour, workshops planned with the program for Education on life skills, intensive cooperation by the school's professional staff, a strong support from the school security and the serious approach by the school's head teachers.

GOALS FOR THE NEXT THREE YEARS

The school's goal is to lower the number of detentions, to improve the behavior of the students by improving the working conditions and finding more appropriate ways to respond to the different student needs.

PARTNERSHIP WITH THE PARENTS

Class	Number of meetings	Number of parents participating	%of parents involved	Individual meetings or other kind of activities
I	7	1		/
II	7	1		/
III	7	1		/
IV	7	1		/
Total	7	4		/

DATA ANALYSES

If all previous experiences are taken into consideration one can conclude that the weakest link in the whole process is the parents' participation in the students' school life. Most of the students are from a socially excluded families which means that the parents of these students don't have the chance to visit our school and participate in a more serious way for improving the

educational process. A great number of students are from the other cities of the country and their parents find it hard to come to school more often. Besides all challenges we face we still find ways to improve the actual state by organizing activities, manifestations, workshops in which we invite parents on a regular basis since they play a significant role in the school system. This kind of treatment gives results, but it still doesn't mean that we can say that parents participate actively in creating the school policies and school activities.

GOALS FOR THE NEXT THREE YEARS

One of the greatest challenges for us as a school is to establish a greater parent participation in creating the school life. The school through the Council of parents will persist in intensifying the activities in which parents will be involved to a greater extent. The teacher responsible which will coordinate the activities of the Council of parents will this year create special activities which will provide for a greater level of participation of the parents.

Carrying out Questionnaires for the involvement of parents in school life-the inclusive team prepared questionnaire for the parents whose main goal was to carry on a survey about the realistic situation for the involvement of the parents in the school life. The questionnaire was carried out on 120 parents, randomly chosen, on representative example. During the implementation of this activity, the inclusion team has been supported by the heads of the classes;

The analyses of the questionnaire showed that the parents are slightly involved in the school life. The weak involvement of the parents has been detected with previous analyses on the school level and generally it the impression teachers and the other subjects in the school have. Due to this realistic situation, one of the goals of the inclusion team is to make more creative activities, manifestation and similar events, in order to increase the involvement of the parents in the school life. For every different area primary goals were set up which are planned to be executed through the already given assignments. In other words those are the activities which will be evaluated by the inclusive team representatives throughout the whole process. The overall development of the strategic plan for developing an inclusive school was supported and encouraged by the management team of the school led by the school principal. In making the strategic plan for developing an inclusive school the primary participants were the members of the inclusion team together with the project coordinator. Making the plan some relevant factors were consulted and included in the creation process. Additional support was given to the inclusion team by school teachers, groups of parents who have practiced inclusion in real life, students as the most important factor in the school, representatives from the community etc. All analyses and experiences in the school have shown that the greatest disadvantage in the whole process is the poor participation of the parents. Most of the students come from a socially excluded families and the parents cannot afford to visit the school and contribute for promoting the educational process. Large number of students come from the other cities of the country and their parents find it difficult to come to school more often. Besides all the challenges we still come up with ways to better the current state in a way that we organize activities, manifestations, workshops in which we constantly invite parents as an important part of our school. This kind of treatment has results, but it is still not enough to confirm that parents are actively participating in creating the policies of school life. One of the greatest challenges for us as a school is to include more parents in the school life. The teacher who coordinates the activities of the Council of parents has this year created special activities which will help in acquiring greater parent participation. This project has indeed encouraged parents, teachers and members of the community to cooperate more intensively and to be part of the activities connected with school

planning and decision making. Data from various sources is gathered regularly in order to determine the developing goals of the school. Quality check and professional development are included in the school policies and procedures. A number of opportunities arose for an altogether development of the student. After the realization of the project in total, with the intention to discover the critical points which will contribute for sustainability and institutionalization of an inclusive school we made an analysis of the index of inclusivity in the following areas:

Area 1: Culture

Index of inclusion: Inclusive culture stands for encouraging of those believes and values which will provide safety, acceptance and cooperation between all participants from the community. Key pointer for the inclusivity in the culture of our school is the pleasant working atmosphere and the full implementation of the inclusive values. At the same time everyone support and help each other and learn how to cooperate and give respect.

Area 2: Policies

Index of inclusion: The inclusive policies provide concrete set of goals for promoting the inclusion in the planning but also in other papers concerning school policies. These policies are focused on obtaining equal enrollment possibilities for all students and staff hiring as well as school object openness. Having that in mind the school has developed policies to support differences and offer possibilities for integrating in the work altogether.

Area 3: Practices

Index of inclusion: The inclusive practices are focused on what is actually happening in the school. School practices show the inclusive culture and policies which through diverse activities encourage the participation of everyone.

4. Conclusion

The inclusion in our school has provided appropriate answers of a wide specter of the needs to learn in a formal and unformal educational environment. Instead being marginalized, the question of how students can be integrated in regular education, we provided certain transformations in the learning environment to answer the different student needs. Inclusion in our school leans toward creating a pleasant feeling in both teachers and students when they cope with differences seeing the same thing as a challenge and environment enrichment and not as a problem. The inclusion focuses on providing possibilities for equal participation of people with disabilities (physical, social or emotional), anytime it is possible, in the general education, but also leaves an open opportunity for a personal choice and an option which gives special help to those who need it the most (special institutions).

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THE ROLE OF TEACHERS IN PRACTICING THE INCLUSIVE EDUCATION

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Abstract

A policy of inclusion is generally understood around the world as part of a human rights agenda that demands access to and equity in education. However, there are many interpretations about what constitutes educational rights, as well as how these should be assessed, evaluated and so on. Is there a difference between a right to education (access) and rights in education (equity)? It is very important to guide teachers as they include students with special needs. In this era of inclusive education it is essential that all teachers have a sound understanding of the nature of students special educational needs and how these needs may best be met in the classroom. Not only must teachers understand and accept students with disabilities and learning problems, but they must also possess a wide range of teaching and management strategies. Special educational needs and inclusive education needs:

- Supporting inclusive practice,
- Teaching and learning in diverse and inclusive classrooms,
- Teacher education for inclusion,
- Assessment of young children with special needs (helps prepare teachers for the task of evaluating the skills of infants, toddlers and preschool children with developmental delays),
- Confronting marginalisation in education,
- Creating multisensory environments,
- Confronting obstacles to inclusion,
- Planning instruction by analyzing classroom and student needs" (e.g., how an inclusive classroom is organized),
- Work with students with low-incidence disabilities" (e.g., accommodations for such students),
- Work with students with high-incidence disabilities" (e.g., accommodations for such students),
- Strategies for independent learning" (e.g., how students learn to use strategies independently),
- Approaches for building social relationships in inclusive classrooms, etc.

Very important are those questions: Do teachers know the meaning of the concept of inclusion? How do they respond to differences among their pupils? What knowledge do teachers need in order to respond more effectively to diversity in their classrooms? What are the roles of teacher education and ongoing professional development? How can teachers be better prepared to work in mixed groupings of pupils? How do they work in their classrooms?

The UNESCO's World Conference on the Special Needs Education held in the Spanish city Salamanca in 1994 adopted a Statement and a Frame for Action that promotes the rights of all

children, regardless of their physical, intellectual, emotional, social, language or other condition, to be included in regular schools and classes. According to UNESCO's definition, inclusive education refers to the conditions of the schools to provide quality education for all of their students, regardless of their differences. Inclusion is defined as a process of recognition and meeting of the different needs of the children by their increased participation in education, the cultural life and the life in the community, as well as in their decreased exclusion from education.

Keywords: Inclusion, special needs, inclusive education, teacher education, school, students

The need for inclusion in modern society

Social inclusion, i.e. the movement for social inclusion emphasizes the treatment of diversities (intellectual, physical, cultural, language) by the society as a main problem. Fear, prejudices and ignorance result in exclusion of those who are different. This can change through interaction and coexistence. This is the reason why in the social model, emphasis is placed on these conditions in the society, and not on the person who is different.

In the past, handicap and developmental problems were understood and treated in different ways, while the attitude of society towards people with handicap changed constantly, and this resulted in different models for approaching handicap. The modern democratic society, including the education factors, emphasizes the need for inclusion, regardless of how much this process is difficult for the teacher. The individual needs of the students with handicap, special needs and other types of differences are prioritized. Strategies for working with these students are developed to help the teachers to successfully deal with these diversities on one hand and to promote the human dimension of education on the other.

The process of including the students in regular schools is another attempt for a democratic society and at the same time, it speaks of the human aspect of education. The first association of the word inclusion is the inclusion of students with developmental problems in the regular education system. This definition is accurate, however, at present, the inclusion also covers the process of including children in the social life as well, which means that this is a word with a more complex meaning, which goes beyond the school life of the child. The first step of inclusion is accepting the child with developmental problems in the family, a step which dictates the future life of the child. The second step is the position of that family, and especially the child in the community. Education, i.e. acquiring skills for independent life and work in the community, is the next important link in this process. The emancipation and dignified life of the adult with psycho-physical developmental problems is the final result of a complete inclusion, which greatly depends on the level of development of the society and the respect of human rights.

If we analyze inclusive education from a more general social perspective, we will come to the conclusion that it is an indicator for the human rights, the quality of education and the level of social development. Inclusion, as a human right, supports that all children should learn together and that the children with developmental problems should not be separated from other children, or considered as less important. Adults with disability, who have experience from special schools, demand segregation to be overcome, because it is an inhumane approach for any aspect of human life, including education. There is no justified legal reason to separate the students in schools, because they need to be together and not against each other. Many authors stress the social aspect of inclusion, like, inclusion is a movement that demands creating schools that will meet all needs of the students, by forming specific learning communities, in which the

students with developmental problems and the normal students will be educated in regular school classes. The analyses indicate that the children in an inclusive environment have higher academic and social achievements. There is no instructional form that is used in special schools which cannot be used in regular schools. If there are dedication and support, inclusive education is an efficient use of the education resources.

Inclusion is also important from a social aspect: segregation encourages prejudices and the non-acceptance of the diversities in an environment. It results in uninformed children and young generations. All children need education that will help them develop social connections and prepare them for life, and inclusion has the potential to decrease fear, help build friendship, empathy, respect and understanding. Sending the children to learn in segregated groups, such as the special schools, threatens the basic human right of a person to live together with other people equally in natural surroundings, without predetermined limitations. These schools are also an unfavorable environment for learning and development. The separation in grades on the grounds of similar limitations, not only prevents expansion of knowledge and mutual encouragement, but also decreases the level of aspiration of all students, and the teachers who work with them, as well. In segregated classes, it is difficult to keep up the motivation and encourage dynamics that is usual in normal classes. The acquiring of knowledge, skills and abilities is best achieved in the natural peer groups, in which most of the material is acquired with the help of the peers who are better, faster, more skillful etc. What the peers do, may serve as a good model in the learning of another student. This kind of learning is realized without any pressure. This is why, it is very important, for the school to have a completely positive attitude towards the children who need special support.

The school and inclusion

A widely accepted definition for inclusive education does not exist. The meaning of the term changed in the course of time. The word inclusion is used for the processes of democratization of a society or for recognition and support of the groups, which are marginalized in any way. The education concept that emerges and develops from this general position, concerning the need to include all children in regular education, is known as inclusive education. Inclusive education is based on the right of quality education for everyone, and especially the vulnerable category of children.

”UNESCO’s World Conference on the Special Needs Education held in the Spanish city Salamanca in 1994 adopted a Statement and a Frame for Action that promotes the rights of all children, regardless of their physical, intellectual, emotional, social, language or other condition, to be included in regular schools and classes. According to UNESCO’s definition, inclusive education refers to the conditions of the schools to provide quality education for all of their students, regardless of their differences. Inclusion is defined as a process of recognition and meeting of the different needs of the children by their increased participation in education, the cultural life and the life in the community, as well as in their decreased exclusion from education. This process covers changes and adaptations of the content, approaches, structures and strategies in education, presupposing that all children of school age should attend regular school, as well as that it is an obligation of the regular education system to educate all children. The rights of all children must be respected, and the state is obligated to provide equal conditions for all children.

The role of teachers in the implementation and enforcement of inclusion in the regular school is a very important: creating good practice in the context of the classroom environment focused on the application of new methods and forms of work of them. Implementation of

inclusion at the level of school practice presupposes changing the organization of work in schools with special emphasis on changes in the organization of teaching and learning. Organizational preconditions for the inclusion of children with special needs in regular classes means more activity. Doing so, had thoughts of making the curriculum for a child with special needs, appropriate training for teachers to implement inclusive education in school, needs in relation to their peers perceive primarily in mutual similarities and then the differences. Individual teaching through an individualized approach to each student, specially adapted educational programs, appropriate teaching aids, psychological approach to children with disabilities are the main features of special schools, which are in turn in regular schools at the beginning of the last century, completely ignored.

Creating new schools open to all children, regardless of their differences, becomes the basis of the objective of integration of children with disabilities in regular education system due to the development of intellectual, emotional and social characteristics of students. Preparing classroom environment for the inclusion of children with special needs into the regular teaching process, quality mutual cooperation of teachers and other teachers and school staff school, implementation of the curriculum and ultimately its monitoring and evaluation. Since the implementation of educational inclusion aimed at the entire practice of education in schools, the basic task of every teacher in the process of teaching and learning is clear operationalization of inclusion at the classroom context in which the term "involvement in the system of regular education" implies the active participation of all students in teaching process in the same way.

The final goal of the inclusive education is increased collaboration and decreased exclusion in education or due to education. Inclusive education also implies greater inclusion of the students in the instructional process in general, as well as their inclusion in the local schools, instead of specialized schools. Inclusion means changing the culture in a way that will be adequate to the needs of the students covered by the process of inclusive education, which should encourage forming a better relation society – school, and thus result in decreased segregation. A developed inclusive society creates "schools which fit the children". These schools will provide opportunities for all students to realize their full potential. They will adjust the curricula to the individual needs of the students, which will allow the children with developmental problems to be included in the education system without trying to "fix" them. The students with developmental problems have the right to go to schools, which, they would go to, have they not had developmental problems, i.e. "normal" schools. It is very important for this category of students to feel support from the community and the class. This greatly depends on the teachers and their skills and abilities to include these students in the regular school process. The goal of inclusion is to change the school, not the characteristics of the students. Inclusive education implies that the schools need to be able to meet the demands of completely different students in practice.

The teacher and inclusive education – basic competences

Teachers are key persons living culture of the school and thus achieve the set goals in the classroom and outside of it. While differences in national contexts are associated with variations in how teachers are trained and school systems are organised, the conceptual and philosophical problems of equity and inclusion in schooling are shared concerns. In this case is very important how the structure and content of an initial teacher education programme for primary and secondary teachers has been revised to ensure that social and educational inclusion is addressed within the core programme. It is very important to guide teachers as they include students with special needs. In this era of inclusive education it is essential that all teachers have a sound

understanding of the nature of students' special educational needs and how these needs may best be met in the classroom. Not only must teachers understand and accept students with disabilities and learning problems, but they must also possess a wide range of teaching and management strategies. Special educational needs and inclusive education needs:

- Supporting inclusive practice,
- Teaching and learning in diverse and inclusive classrooms,
- Teacher education for inclusion,
- Assessment of young children with special needs (helps prepare teachers for the task of evaluating the skills of infants, toddlers and preschool children with developmental delays),
- Confronting marginalisation in education,
- Creating multisensory environments,
- Confronting obstacles to inclusion,
- Planning instruction by analyzing classroom and student needs" (e.g., how an inclusive classroom is organized),
- Work with students with low-incidence disabilities" (e.g., accommodations for such students),
- Work with students with high-incidence disabilities" (e.g., accommodations for such students),
- Strategies for independent learning" (e.g., how students learn to use strategies independently),
- Approaches for building social relationships in inclusive classrooms, etc.

Very important is the question that do teachers know the meaning of the concept of inclusion? How do they respond to differences among their pupils? What knowledge do teachers need in order to respond more effectively to diversity in their classrooms? What are the roles of teacher education and ongoing professional development? How can teachers be better prepared to work in mixed groupings of pupils? How do they work in their classrooms? The role of the teachers in performing and exercising their professional duties in schools has changed in inclusive education.

The teaching profession is facing challenges with regard to the implementation of quality education for all children. They are expected to have a set of entirely novel competencies in inclusive classrooms. The new requirements posed to teachers regarding the implementation of inclusive education are individualization of teaching, development of pedagogical profile and Individual Education Plan for children who are in need of additional educational support, organization of teaching and teaching with interactive methods, fostering diversity and tolerance in the classroom and school, collaboration with parents and involving parents as partners in the educational process and education of their child within an inclusive team in the school. It is necessary to educate and empower teachers to be able to properly implement their professional duty in these new roles, because the teacher's competence is a key factor in achieving quality education for all children.

During their education, future teachers mostly gain the knowledge and skills necessary for supporting the learning process of the so-called average students, with attention mostly paid to the development of intellectual capacities of the youth. Most teachers do not feel competent enough for educational work in inclusive classrooms. A small number of teachers do feel sufficiently competent, but they express disappointment with the fact that their participation in various forms of professional development, their initiative and their investment in professional

development are not adequately verified. This confronts us with the necessity of creating a model which would connect the participation and activity of teachers in various forms of professional development and the possibility of career advancement in their profession. In addition, the practice has shown that the education and professional development of teachers for educational work in inclusive classrooms should include: legal preconditions for inclusive education, education for social justice, inclusive classroom management, characteristics of children with special needs, strategies for educational work in inclusive classes, pedagogical observation, and creation of tailored programs.

What features has the inclusive teacher? The European Agency (2012) has prepared a profile of inclusive teachers from four areas of competence: (1) evaluating the diversity of students, (2) support to all students, (3) working with others, and (4) personal professional development. To become an inclusive, the teacher has to go through a transformation of identity and the basic premise governing the practice. The inclusive teachers are aware of the profound impact of their beliefs and attitudes of the students, and their own sense in terms of their efficiency. Teachers are the key drivers of change in the process of building inclusive schools.

Some examples of inclusive teachers and classrooms

An important domain of pedagogical science is respect for the right of every child and family to be included and respected in the community, have the opportunity to participate, work to achieve their common goals and develop their full potential and giving special attention to vulnerable groups. Everyday educational practice should reflect the beliefs included in the Convention on Children's Rights Council and similar international and national documents. The teacher encourages appreciation of diverse needs, effective cooperation for common goals, respect for special interests and needs of certain students in the teaching process and treat them as individuals and equal members of the community and society, develop skills for active community involvement. So the teacher is a model for practical revival of inclusion in teaching practice.

What did students say about inclusive teachers? How do they look in their eyes?

- My teacher really listens to me and constantly smiling.
- My teacher treats me with respect and do not get angry when you lose concentration in class.
- My teacher allows each student in the class to be a teacher one day.
- My teacher tells us to work in groups and help each other in learning.
- When we are naughty in class, my teacher makes us alone to determine the fine.
- My teacher organizes activities that sing and draw.
- My teacher sometimes give classes outside of the classroom.
- My teacher encouraged me to keep coming to school even when not wanted, etc.

In other way, an uninclusive teacher, according of students, is something like....

- My teacher does not stop other students to ridicule me when you answer wrong.
- My teacher does not allow us to speak in class, except when answering their questions.
- My teacher always makes us sit in queues.
- My teacher called us and called other names when we sin or ask something again to explain.
- My teacher sometimes late hour. Sometimes it spends hours talking on the mobile phone instead of teaching us...

Some characteristics of inclusive teacher and classroom

1. The teacher gives equal opportunities every child and family to participate in the educational process, regardless of gender, race, ethnic origin, culture, native language, religion, family structure, social and economic status, age or disability. Why is this principle important?

The teacher provides equal opportunities every child and family to participate in the educational process, regardless of gender, race, ethnic origin, culture, native language, religion, family structure, social and economic status, age or disability. This principle is a key component of the UN Convention on the Rights of the Child: to highlight the right of every child to education, active community involvement and protection from discrimination (race, in terms of gender, language, religion, nationality, social status, etc.). Common way that children face discrimination is through the curriculum and materials used at the school, some children are unable ever to see themselves, their families or communities reflected in pictures and books, as they usually reflect the ideas and norms of economic and powerful social groups in that country and often many children have different life experiences than those shown in the upbringing - and educational content. Children need to see pictures of people who look like them and their loved ones, listen to music known to them and read stories to their communities, which will develop a sense of belonging and that they are welcome in the school system. The views of teachers for those who are similar to those who are different from them influence their behavior and serve as an important indicator of their readiness to implement the practices of inclusiveness, respect diversity and promote democratic values. Through their attitudes and interaction with each child and family, teachers create a climate of respect, inclusiveness and acceptance and when the prevailing negative attitudes result is alienation, the sense of powerlessness and social marginalization.

Teachers school should cherish and value every identity that belongs to the student and he receives messages from the teacher that his identity is negative and subject to stereotypes. Some children feel integrated as the school culture is similar to their home culture and because feel that the teacher respects their home culture; other children do not feel accepted because they come from lower socioeconomic backgrounds and feel that the teacher not the same respect for their culture. Often teachers see marginalized families are not interested in involvement in school: this is due to lack of trust on both sides and often distrust interpreted as indifference of parents. Teachers should respect and trust of parents and reward what they have achieved as parents, rather than enhance their sense of isolation, ignorance and safety. Quality indicators for those characteristics of inclusion are:

- The teacher is aware of their beliefs, attitudes and experiences and that they affect the way of realization of teaching and his communication with children and families.
- The teacher treated with respect, dignity and care for each child, giving them equal opportunities for children to participate in everything that happens in the classrooms.
- The teacher treated with respect, dignity and care to every family and finds ways to engage in their child's education.
- Teacher uses language and activities that can avoid gender and other stereotypes.
- The teacher adapts the conditions and learning activities so that children with different abilities, with different educational and social backgrounds can participate in all activities.

2. The teacher helps children to understand, accept and respect differences.

Early childhood is a critical period for learning the importance of differences and create views that show respect for diversity, helping to build a positive image of themselves and learn

how to respect others who are different from them. Children of age 2-3 years old ask questions and comment on the differences that note: shortages, gender, physical disability, color, cultural differences and can develop prejudices about those differences. From age 5-6 recognize members of a particular community to recognize the socio-economic differences and create attitudes and prejudices related to members of other groups. The views of young children about ethnicity do not appear by themselves but are grounded in their everyday experiences in a family environment, influenced by the media, etc. Respect for differences, there are components of empathy - the capacity to connect with reality, feelings and needs of others

The teacher treated with respect, dignity and care for each child, giving them equal opportunities to participate in everything that happens in the classroom, respect implies admiration and esteem of the person and show through incorporation of personal and cultural experience of every child in the learning environment. Respecting children at the same time teach them how to respect themselves, create self-esteem among them. Also show respect for others by what behave towards them: respect for children shows when they receive recognition for who they are and they know how to do, it is important to use language that demonstrates a commitment to equal opportunities and fairness. Respect also means to correctly pronounce the name of each child and not to allow children not to mock each other's names, because the name is an important part of personal identity, respect also means involving home language of children in different ways and in different situations in the classroom. When teachers show children that they appreciate their strengths, it must make an authentic and sincere way, because children easily recognize empty, mechanical praise and cease to trust adults.

When teachers are treated with respect, dignity and care for each child, then the children develop a stable identity and high self esteem, they feel safe and comfortable so they can learn and participate, becoming more open to differences and diversity, have a feeling of wellbeing and a sense of belonging and develop social and emotional competencies.

3.The teacher helps children to understand the values of civil society and to master the necessary skills to participate in it.

The teachers have opportunities to teach children about diversity, equality and justice because they are already in the classroom: the origin of the children, families, gender, learning styles, feelings, communication skills, levels of knowledge if teachers do not recognize and name the differences can mean that they deny the existence of the same and the children will build a negative attitude towards diversity. But the teacher need to help children understand the values of civil society and to master the necessary skills to participate in it.

The essence of education for democracy, citizenship and participation of children is to be transmitted the values of equality, freedom and justice in order for them to develop habits, abilities, feelings and understanding that will be needed as active adult citizens of society. For this purpose, the teachers need to think outside of the classroom, create links with the social life of the community and the world, not to be isolated from the rest of society. If teachers do not talk about external social problems, subconsciously send a message to children that the world is as it should be, perfect and smoothly.

Democratic participation is an important criteria for citizenship, it is the means by which children and adults participate together with others in shaping the decisions that affect them.

Democratic practice requires institutions for early childhood development to share certain values, such as: respect for diversity, recognition of the existence of different perspectives and paradigms, curiosity, openness to uncertainty and subjectivity and critical thinking. Critical thinking is important because small children through adults and especially in the media acquire stereotypes about those different from their families, even though they never met. They even

have opinions, feelings and knowledge about how to treat others (to escape, to ignore, hurt bad to treat them).

Talking and communication are key tools in the classroom democratic dialogue as a space for exchanging ideas where all ideas are welcome, where the teacher and the children practice criticism, asking questions, checking assumptions, etc. Discussions for diversity can be incorporated in all centers, items and content materials: photos, drawings of human figures, books for families, textbooks in various languages, implementation of projects related to diversity, it used ethnographic approach to teaching.

When the teacher appreciates diversity and it is trying to develop in students, then students create multiple identities, feel valued, learn how to value and respect people, they relate personal experiences with experiences in learning. Quality indicators:

- The teacher approves and honors those children who have different views and helping them develop skills to express those views in an appropriate manner.
- The teacher helps children understand how stereoisomers and prejudices can influence their attitudes and behavior.
- The teacher guides the children that we should consider equal sitedeca and for them to be treated with respect, and the same can expect the attitude of others towards them.
- The teacher introduces the concept of individual responsibility towards the environment and allows children to practice it through various activities.

Conclusion

A developed inclusive society implies that we have created schools that suit the children, with conditions for the students to reach their full potentials, adjusted the school programs to the individual needs of the students, and created a tolerant, democratic society, based on the respect of human rights and differences. The question of inclusive education, is both complex and contentious and is shaped by historical, cultural, global and contextual factors. So, inclusion is not about assimilation or accommodation of individuals into an essentially unchanged system with the inclusion of categorized pupils such as disabled pupils. It is more than this. It is not about placement or removal of an individual from context into another. It is not about dumping children into what are essentially extension of their former segregated experiences. Inclusive education is not about the reform of special education nor is it a sub-specialism of special education. Inclusive education is about why, how, when, where and the consequences of educating all learners. It involves the politics of recognition and is concerned with the serious issue of who is included and who is excluded within education and society generally.

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INCLUSIVE TEACHING AND THE SPECIAL NEEDS EDUCATION WITHIN THE SWEDISH SCHOOL SYSTEM

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Abstract

The treatment of children with special needs in different countries had different focus of interest in professional and laic society. As a result of their physical, emotional, social and other capacity they cannot adapt to their surroundings, including their studies and working lives. However, the social, institutional and individual sensibility toward this category is not focused on interest in the countries with higher a level of moral and human standards (Sweden, Denmark, Norway, Finland) it's a cult. The following paper presents shared experiences from the treatment with children with special needs in Sweden respectively children who have problems in their academic development in primary school, such as reading, writing (dyslexia, dyscalculia, autism, ADHD etc. The aim of this paper is to operationalize educational work experiences with children with special needs in Sweden in improvement in functioning and promotion of their development. We are expecting that this overview of the treatment will be important for implementation respectively it can be adapted in other educational systems and practices. We are hoping that positive practices or Swedish experiences will be a practical model for other educational practices.

Key words: children with special disabilities, dyslexia, dyscalculia, autism, ADHD.

Inclusivity

The Swedish school system is founded upon three head government bodies. *Skolverket*, or the National Agency for Education, is the administrative agency for the public schooling of children, youths and adults as well as preschools and school child care. The NAE authorizes, supports and assesses the efforts of the counties as well as of the individual schools.

Secondly there is *Skolinspektionen*, the National School Inspection Agency, which is the regulatory authority for the entire school system (the educating of all ages from preschool and up) with the purpose of inspecting schools and evaluating the operating of private schools, through supervision and quality reviews.

The third administrative agency is the National Agency for Special Needs Education and Schools (SPSM) which has the responsibility of managing the special needs education within the school system. SPSM is to advise as well as give support regarding students enrolled in Swedish schools, on all levels of education.

Children's and student's development in order to reach their academic goals, as well as their learning and personal growth is mentioned as following in the Act of Education, *chapter 3 §: All children and students are to be given the guidance and stimulus that they need in order to learn and develop personally and in order for them to, according their individual conditions, develop as far as possible within the goals of their education. Students who, due to disabilities, have difficulties reaching the requirements, are to be given support with the goal of reducing the consequences of said disability as much as possible. The students who easily reaches the*

educational requirements are to be given guidance and stimulus in order for them to keep developing academically. (Lagrum: Skollagen (2010: 800) chapt. 3 §)

Thoughts of inclusivity as well as an inclusive approach in Swedish schools are supported by the Swedish law in the Act of Education. The concept of equality has been heavily discussed during the last few years and has been presented as the aspirational way of working with education, and the method has been decided to be incorporated into the entire Swedish educational system.

Professor Claes Nilholm and Ass.professor Kerstin Göransson have together written the research paper "*Inkluderande undervisning – vad kan man lära sig av forskningen?*" (2013), discussing what equality and inclusivity in Swedish schools are, as well as how to aspire and work in order to create a more inclusive school, where all students are given their right to achieve meaningful education. The meaning of the term "inclusivity" in this paper is mainly based upon mentioned article, in addition to the state regulatory documents supporting the National Agency for Education in their efforts of supervising Swedish schools.

The Swedish school system has multiple ways of working with disabilities, both with different forms of special educational schools as well as smaller study groups for children with difficulties. This system is dual, in other words divided into two different educational pillars; one for the "normal", non-dysfunctional students and one for those who are "different", i.e. those with dysfunctions. The debate on inclusivity and the escalating levels of awareness have contributed to changes in how schools adjust to special needs students. Inclusivity, or rather the goal of reaching inclusivity, has changed from trying to fit students into the system to instead changing the system in order to fit the needs of the students. This discussion has also created a change in attitude that highlights the importance of seeing differences amongst students as an asset rather than as a cause of problem. Within the term inclusivity, the component of community and fellowship, is also key. Nilholm and Göransson (2013) summarizes this as trust, both towards the rules and policies and towards all the members inside the classroom, while working to achieve common goals. It is also important that students of different backgrounds are present in the same schools and classrooms, rather than divided. To create inclusivity and a functioning classroom community, the form of work has to involve all students and that an opportunity of collaboration is to be constantly available. The everyday language in classrooms is hence also very important, and is necessary in order to create a group feeling rather than, when used incorrectly, alienation, like when for example dividing students into "high performers" versus "low performers". According to Nilholm and Göransson (2013), democratic processes are also included in the inclusivity term. That students are participating socially as much as and in any form that they are comfortable with, as well as being dedicated and involved in the educational procedures, are keystones to the democratic processes of inclusivity.

The definition of inclusivity mentioned above is mainly community orientated. An individually oriented definition is merely trying to highlight the single student in each situation, while the third definition is placement orientated and explains the importance of having students with difficulties present in the classroom.

Inclusivity is not mentioned in the regulatory documents, but is emphasized through the fact that Sweden has joined international agreements that refers to the term. An example is the United Nations' convention on the Rights of Persons with Disabilities and the Salamanca declaration explaining the way of successfully organize the educating of students with special needs of support. The standards in the regulatory documents authorizing Swedish schools are compatible with the components involved in the inclusivity term.

David Mitchell (2015) mentions inclusivity in his book *"Inkludering I skolan – undervisningsstrategier som fungerar"* ("What really works in special and inclusive education"). In his work, he points out that inclusivity is not the same thing as integration, as inclusivity demands more than a short term change of scenery for students with difficulties. To achieve inclusivity, adapted ways of teaching, modified and customizable assessment techniques, accessibility and the sense of participation among every pupil is crucial. According to Mitchell (2015), inclusivity leads to students with special needs are given the tools to grow both socially and educationally, at length resulting in an elevated self-esteem. Furthermore, other students' educational developments will benefit from this, as they are gaining consciousness of the variety of society, which in turn helps creating a more understanding and considerate attitude towards classmates. Inclusive teaching is a complex way to educate students with need of special support – but if worked with correctly, resulting in both academic and social benefits for all students.

Special needs pedagogics – an historical overview

In the Act of Education, *chapter 2. Principals and responsibilities*, student health and its extent is mentioned as followed 25§: *"For students in preschool, elementary school, Sami school, special needs school, upper secondary school and special needs upper secondary school, student health care is to be provided. Student health services includes medical, psychological, psychosocial and special pedagogical efforts. The student health care is mainly to be of a prevental and health promoting sort. Students' development towards the goals of their education is to be supported.*

For medical, psychological and psychosocial actions, a school doctor, school nurse, psychologist and counsellor are to be available. Furthermore are there to be qualified staff available with such competence that students' needs of special pedagogics can be met. Lagrum: Skollagen (2010: 800) 2 chapt. 25 §.

Inger Tingley, Ph.D in special pedagogics, has in her article *"En specialpedagogisk överblick"* described the changes in the field of special pedagogy, from early 1900s until today, and how different terms like inclusivity and integration has been affected by the different reforms in the educational system. Starting out, special pedagogical support was given to special needs classes. Students with difficulties regarding school had only this option, and most students in special education classes were primarily intellectually weak. But students who had social troubles or were rated by remaining students as morally deviant also fell into these groups. The special needs classes also had the charge and responsibility of student health care, as this was not at this time organized by the state. What made student health care begin to take shape was that these classes were assigned the responsibility of educating students both individually and socially, to give them practical and emotional support when in problematic situations and guidance heading for further education or employment.

During the 1960's and -70's, scholars suggested that the effects of the education in special needs classes were not as expected – research indicated that students with difficulties enrolled in regular classes achieved higher than those enrolled in special needs classes. In *Lgr 62* (the curriculum from 1962), directions, tests and selection criteria is mentioned in order to decide which students that were to be given special needs education. 1962 was also the year that the National special education teacher program was introduced, together with the term "special pedagogy". The special pedagogy course included reading and writing difficulties, speech impediments and its treatment, hearing impairments, visual impairments and cerebral palsy (Hjörne och Säljö, 2008).

Only in the late 1960's, the aspiration of integrating students with difficulties in regular classes arose (Tingley, 2014). The research made by Ingemar Emanuelsson showing that 50 % of students who discontinued their educations were enrolled in special help classes, was aside from the societal changes of attitude, one of the main contributors to this transformation of approach.

During the late 1970's and early 1980's, the views on school problematics shifted from an individual to an organizational perspective. In Lgr 80 (the curriculum from 1980), a collective undertaking to analyse and give suggestions for measures based on each student's school situation was advocated. These suggestions and analyses were to be documented in a so called "Action Programme". Special pedagogical work procedure was also highlighted, where special pedagogical methods were to give support to students with difficulties, but nowhere did it mention what methods were special pedagogical or not – the special pedagogical work was to be performed within the teaching of the regular class.

During the 1970's and 80's, the "a school for all" policy was spreading (Tingley 2014). The teaching was to be adapted to every student, so that each got the premise to achieve their educational goals – but during the same time, special educational groups, school day care centres and adapted course of study were considered necessary. In this curriculum, criteria for diagnosing students with difficulties no longer was mentioned, but each school was to define these students and make their own decisions based on said students' individual problems. This also led to a shift in the special pedagogics teacher responsibilities; from being an expert at handing out diagnoses to instead put focus on core skills, work preventive, and collaborate with remaining school staff. The difficulty of each student was to be sought out and solved in the organisation of the school and with the help of modified teaching.

The curriculum following Lgr 80 was the Lpo 94, with the overall requirement that the education was to be customized to fit every student's abilities and needs. It was now pointed out that the teaching could not be adapted the same way for everyone, as all students had individual and different needs. The term "students in need of special support" was also introduced, which is also used in Lgr 11, the latest and current curriculum. In Lgr 11, skills and core content of each and every course within the curriculum, as well as learning targets for schoolyear 3, 6 and 9 have been introduced, and students who are unable to reach the requirements are to be given special support.

With every new curriculum, the roll of the special pedagogue changes. At the same time as Lpo 94, the special pedagogy education was imposed, where the special pedagogue was given a more conducting roll and was to be working together with the school authority and staff in order to provide a pedagogical growth (Tingley, 2014). The expected overall function of the special pedagogue did not have any significant impact. A great many qualified special pedagogues worked with individual teaching for students with special needs rather than with guidance and school development as was the primal idea. In 2002, the government decided to create a parallel system between the special education teacher program and the special pedagogy education. The special education teacher program was more focused on the actual work with the individual student.

In 2012, following a review made by the Swedish Council for Higher Education (UHR) on the special education teacher program and the special pedagogy program, it was decided that both of these occupational categories were necessary. In the same review, it was proposed that the special education teacher and the special pedagogue were to be working in a team with those in other categories, as for example psychologists, speech therapists and language teachers. Some of these professions should be included in the student health care team, according to the new Education Act.

Special pedagogy in practice

In the Act of Education, *chapter 1*, on introductory provisions regarding the goals of education within the school system, 4 § *"The education provided in the public school aims for children and students to obtain and elaborate different skills and values. It is to benefit all children's and students' development as well as provide a lifelong desire to learn. The educational services are also to convey and firmly establish a respect for the human rights and the basic democratic values that the Swedish society is founded upon.*

Within the education, respect the different needs of children and students is to be given. Children and students are to be given support and stimulus in order to develop as far as possible. The goal is to compensate for differences in assimilation of knowledge between children and students.

Another goal of the education is to, by collaboration with their homes, encourage children's and students' all-round personal growth into becoming active, creative, competent and responsible individuals and citizens." Lagrum: Skollagen (2010: 800) 1 chapt. 4 §.

Above, it is emphasised that all children and students are to be given the opportunity for maximum development and that they are to be educated about human rights, their meaning and the practical extent of them in society. This is in line with the societal attitude towards inclusivity that has resulted in a more inclusive school. This is also one step closer to the global vision advocate by UNESCO, Education for All (EFA), which aims to meet all children's, youths and adults needs for education before the year 2015.

Furthermore, respect for all children's and students needs is to be given, and that children and students are to be stimulated and supported in order for them to reach further. This also means that children are to be given all the support and help that *they* need. Special pedagogical support could potentially be one of the things needed for a child to develop according to the educational goals and in order to becoming an independent fellowman with an own, free will.

The support to students in need of special help in Swedish schools can be provided in two forms; extra adjustments or special support. If support in the form of special adjustment, the following is mentioned in the Act of Education, *chapter 3* regarding children's and students development towards the set goals 5 a § *"If there is concern that a student is not able to reach the requirements set, within the education or through the results of a national test, information from teachers, other staff, students or guardians, this student is to urgently be given support in the form of adjustments within the limits of ordinary education, unless otherwise provided 8§"*. Lag (2014:456). Lagrum: Skollagen (2010:800) 3 chapt. 5a §.

The Act of Education also mentions special support in the same chapter as the one above: 7 § *"Special support is to be given instead of the regular education that the student was otherwise to attend, or as a compliment to this. The special support is to be given within the student group that said student is part of unless otherwise provided by this Act or other legal documents.* Lagrum: Skollagen (2010:800) 3 chapt. 7§.

7 § provides guidance in how special support is to be given. It also stresses the importance of inclusivity when it comes to students in need of special support. Yet there is still room for other kinds of support where attendance in regular educational groups are not to be applied. In these cases, the solution is based on the students' own good. To be included is not necessarily to participate in the education in a class of peers the same age, but rather, as mentioned before in this report, adapted ways of teaching, modified and customizable assessment techniques, accessibility and the sense of participation among every pupil, but also always with the child's best interest in mind. Being included can sometimes be achieved without

being in a regular class with students the same age. The special support is to be given to the extent that the lowest requirements are possible for the child or student to achieve. (Lagrum: Skollagen (2010:800) 3 chapt. 10 §).

If there is a need for a special teaching group or individual teaching, this is also supported by the Act of Education. Here, the children's/students' needs are highlighted and different solutions are presented, all with the focus to aim for inclusivity. (Lagrum: Skollagen ((2010:800) 3 chapt. 11§). If the special support for a student cannot be adapted based on their needs and circumstances, deviations are possible, that is, adapted education. (Lagrum: Skollagen (2010:800) 3 chapt. 12§). When providing students with adapted education, there is also a responsibility to provide education that as far as possible goes in line with the regular education form.

The special education teacher and the special pedagogue

In Sweden today, two further educational programs for teachers are available; the program for special education teachers and the education of special pedagogues. Both programmes are on an advanced level and worth 90 credits. The special education teacher program is targeting pedagogues who want to work with personnel and management in order to provide individual support and help for students with reading and writing difficulties, mathematical difficulties or severe language disturbances. Therefore this program is also available with three different specializations; language, writing and reading development; severe language disturbances or mathematical development.

The special pedagogy program turns to pedagogues who want to work with providing support to teachers and school managers in questions regarding children in need of special support. The special pedagogy program focuses on three central areas: to identify the opportunities in teaching and educational environments, to be a qualified participant in discussions on different pedagogical questions and to guide school development and special pedagogical reforming.

As a qualified special teacher you are to give support to all students in order for them to reach the set requirements, to be able to give individual support to students with different difficulties, to early detect need of support amongst students and to make sure that a pedagogical investigation is performed and to work towards developing ways of working, assessing and reviewing students' efforts.

As a qualified special pedagogue, you are to have special pedagogical knowledge when meeting all children's and students' individual development in relation to ways of working and the approach on teaching, to perform pedagogical investigations, to participate in discussions on adjustments, special support and the creating of action programmes, to be qualified as a mentor and to carry school development so that all children and students in need of special support can be provided with an inclusive environment fitted for their requirements.

Swedish schools are working practical towards a more inclusive way of teaching. The keys to success are those that Mitchell (2015) highlights; achievements are based upon "*the legislators visionary ability to enact laws necessary and to provide appropriate resources*". In order to reach success, it is also important that inclusivity is not only present in the classroom, but that the view on inclusivity also reflects on society in general, and that it is seen as a natural and beneficial part of the community. To make sure that inclusivity is possible all pedagogues in the entire school system working with children ages 1-16, have to work consciously and with the right perspective.

In Swedish schools, both individually and on county level, efforts aiming to provide a more inclusive environment for students with special needs are ongoing. Methods like assessment for teachers (BFL) are used so that all pedagogues are to be working in an inclusive way. Schools are working towards educating the pedagogy staff on how students with neuropsychiatric dysfunctions (ADHD, autism, dyslexia, dyscalculia etc.) learn and function. An assembled educational package has been sent out by the National Agency for Special Needs Education (SPSM), which enables schools to work on their own with peer learning. This package is meant to increase the number of students reaching the set goals, to promote higher attendance as well as improve the state of mental health amongst students and children.

Conclusion

Since the early 1900s, where divided educational environments were norm, inclusivity through integration has been the reason for change for children in need of special support. This development can also be reflected in the way that special pedagogics have emerged, developed and how it is presented in Swedish schools today. The inclusivity term has influenced the curriculums in addition to the special education/special pedagogics teachers' newfound roles. Today, special education teachers and special pedagogues do not only work with student support and pedagogical investigations, but also with overall preventive work.

Before ending to this paper, I would once again like to point out the core of this research by summarizing article 26 in the UN declaration on human rights, saying that all have the right to receive education and are entitled to an inclusive teaching of high quality, which in its turn is vital when trying to accomplish human, social and economic growth.

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- <http://www.skolverket.se/skolutveckling/forskning/artikelarkiv/inkluderande-skola-1.173803>
- http://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl_=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2FRecord%3Fk%3D3299

ART CONCEPT OF PEACE AMONG STUDENTS OF SPECIAL AND REGULAR PRIMARY SCHOOL

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Abstract

The main aim of our research is to investigate the art concept of peace among students in regular and special primary school in Bitola. The study sample consisted of 30 students (two equivalent groups of 15 students selected at random), 15 students are from primary school in Bitola (PS-Kole Kaninski) and 15 students with impaired hearing and speech are from special primary school in Bitola (SPR-Koco Racin). By gender, 18 students are male, while 12 students are female. The calendar age of students is 9 years and 2 months to 14 years and 3 months.

We used a qualitative research method. In terms of data collection, each student on a white sheet of paper has assignment to draw peace, with five crayons (red, blue, green, black and yellow) to the stubble on his drawing. When the drawing was completely finished, each student had to answer the question: „What did you draw?“ For each student the survey was performed individually in the psychological study.

Through a qualitative analysis of drawings four thematic groups were formed: nature, children in nature, home-family, another. According to the analysis, we can conclude that there are significant differences between on the art concepts of peace among students in regular and special primary school.

Keywords: Regular primary school, Special primary school, Students, Peace, Art concept

Introduction

What is peace?

How children represent peace in a drawing?

In everyday life we often use the term peace or to be calm (peaceful), to live in peace, how we experience peace, etc. But it arises the questions: What is actually peace? How children understand peace? How children represent peace with drawings? Are there differences in the art concepts of peace among children in special and regular primary school?

Research objectives

The main goal of our research was to examine the artistic concepts of peace among students in special primary school and students in regular primary school. Other objectives are: to examine how children perceive peace, are there differences in the gender of children in regular and special primary school and whether there are differences in the art concepts of peace among children in regular primary school and special primary school (children with damaged hearing and speech).

Sample of the research

The study sample is consisted of 30 students, 15 students from the Institute for rehabilitation of children with damaged hearing and speech **Kocho Racin** in Bitola and 15 students from the regular primary school **Kole Kaninski** in Bitola. Both groups of students were

equivalent according to the age and the sex of the randomly selected students. According to their sex there were 18 male students and 12 female students. The age of the students is from 9 years and 2 months to 14 years and 3 months, the average age of the students is 11 years and 7 months.

Time and place of the research

The research was conducted in May 2016. The psychologist PhD. Anica B. Zlatevska conducted the study with students from the regular primary school **Kole Kaninski** in Bitola, while the psychologist Vilma A. Petreska conducted the research with students from the Institute for rehabilitation of children with damaged hearing and speech **Kocho Racin** in Bitola.

Research Method

The art concept of peace among children is a concept of peace presented without words, or peace represented through drawing.

According to Krstich (1988) the word concept means mental content of the general properties of more than one occurrence or from their relations. Each concept contains abstraction of features and generalization through which those features are attributed to certain members and creates the concepts of the class. The concept is understanding based on certain concepts and their schedule.

We used a qualitative research method. Each student, in terms of data collection, on a white sheet of paper should draw: What is peace ?, and then with five crayons (red, blue, green, black and yellow) to color his/her drawing. When the drawing was completely finished, each student had to answer a question: What did you draw? The research was conducted individually in the psychological office.

Results and Discussion

We've made a qualitative analysis of the drawings (30 drawings) in which they are grouped into four thematic groups (Table 1) as the following:

1. Nature (flowers, trees, sun, birds ...), total 9 drawings (eg. drawing no. 1);
2. Children in nature (the children are happy, playing ...), 13 drawings (eg. drawing no. 2);
3. Home, house, family ... total 5 drawings (eg. drawing no. 3);
4. Other (love, unity, friendship, equality ...), total 3 drawings (eg. drawing no. 4).

In both groups of students peace associates with nature, children in nature, family, home, happiness, harmony, love ... Children in their art concepts of peace draw themselves, they draw their parents, brothers, sisters, friends, girlfriends, they also draw flowers, trees, birds, hearts, sun and other motives of harmony. The most commonly used colors are green, then blue and red.

According to the statistical information (Table 1), we can conclude that there are significant differences between the art concepts of peace among the students in regular and special primary school ($c = 0.374$). We emphasize that the differences are due to the fact that in the art concepts among the children with hearing and speech difficulties are presented nature, home and family. While in the art concepts among the children from regular primary school children often present other children in nature (the children are happy, playing ...), then just nature.

In 1988 Romania Cretu, T. has done researches with preschool children, how children perceive peace represented by their drawings. In the children's drawings are presented flowers, birds, sun, trees and other motives from nature.

Table 1.

What is peace?	Kole Kaninski	Kocho Racin
Nature (flowers, trees, sun, birds ...)	3	6
Children in nature (the children are happy, playing...)	9	4
Home, house, family...	1	4
Other (love, unity, friendship, equality...)	2	1
Total	15	15

Conclusion

We hope that the implementation of this research and its results, will be of a great importance to raise the awareness for the value of the concepts of peace among children. We need to create conditions for the children to live in a society where positive peace reigns (tolerance, respect, empathy, love, anti-discrimination, assertiveness ...).

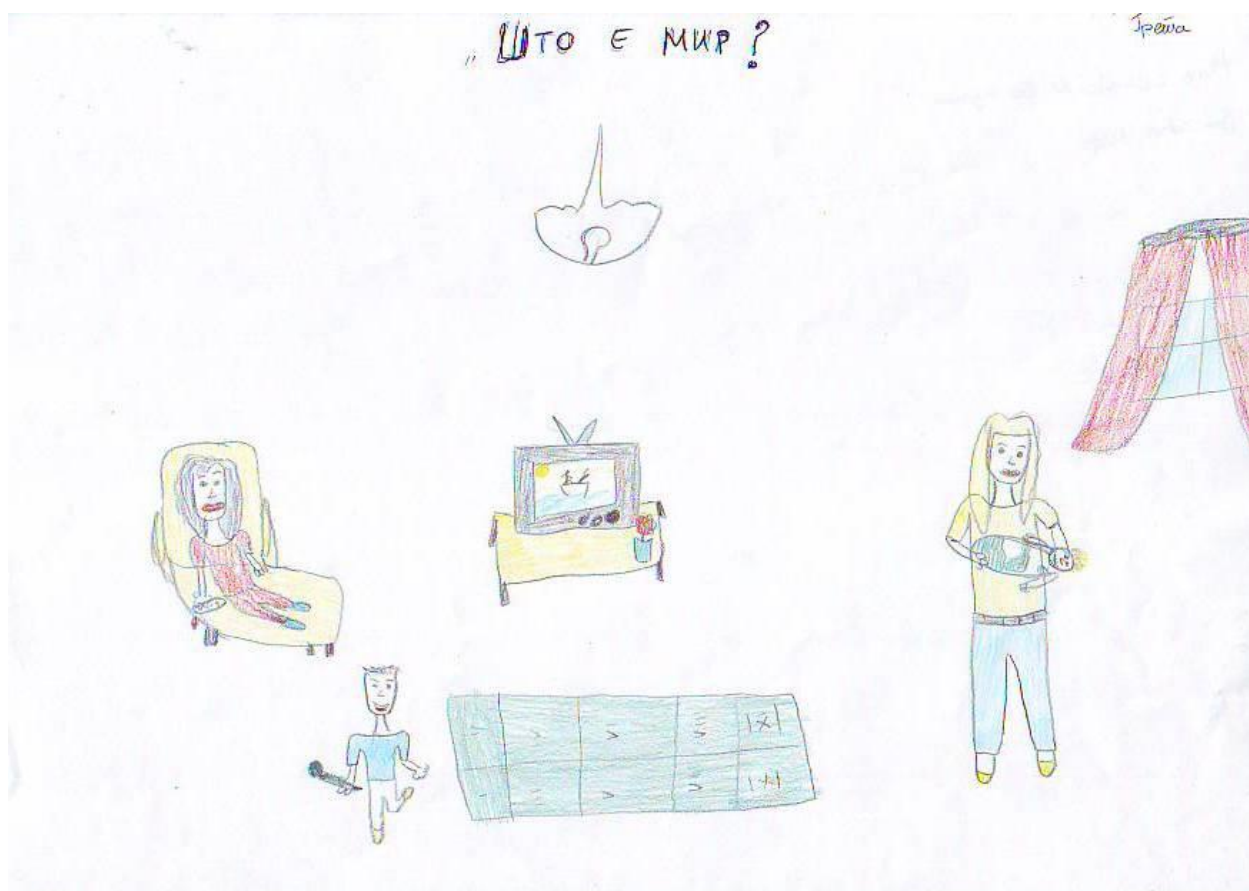
Addition: Drawings



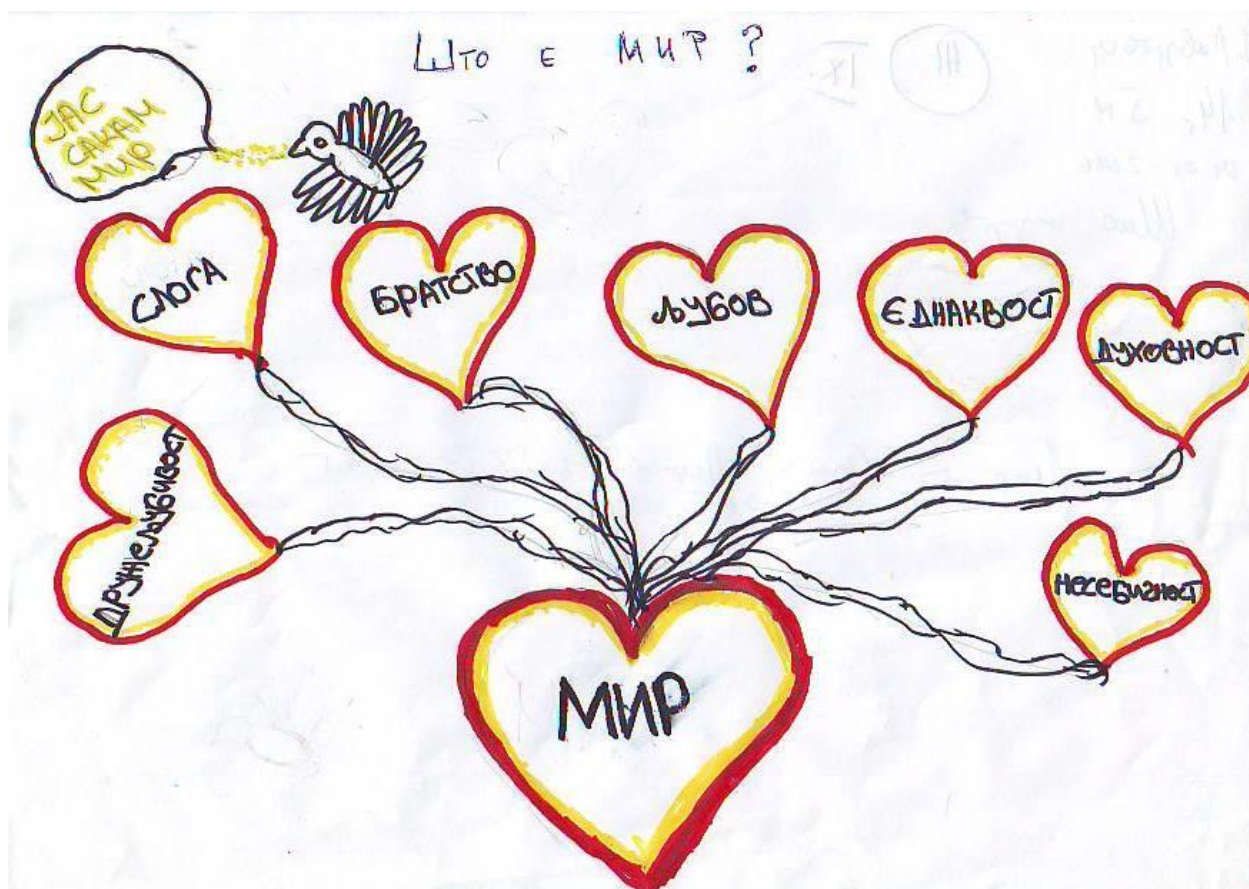
Drawing 1. Peace is the nature



Drawing 2. Peace is children in nature



Drawing 3. Peace is happy family



Drawing 4. Peace is everything that is beautiful

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THE NEED IDENTIFICATION OF THE SUPPORT TEACHER IN PRE-UNIVERSITY EDUCATION IN ALBANIA

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Abstract

In the context of inclusive education, a key figure in the development of processes that characterize it, is that of the support teacher. In Albania, for more than two decades, the theme of inclusive education has increasingly attracted the attention of policymakers and key stakeholders of different groups of civil society. Various NPOs and NGOs, operating in Albania, have identified in their studies that one of the factors that hinders the development of inclusive education, is the lack of professionals operating within the context of education, among which, school psychologists, support teachers social workers, etc. This study focuses on the support teacher, as a figure who exerts direct influence on the construction of facilities during the development of the integration process and inclusion of children with special needs in mainstream schools. The aim of this study is to identify the difficulties and needs of support teachers operating in Albania, on the basis of which, specialized interventions will be designed and programmed for these teachers.

This study is part of a continuous research, which is enabled by "Fan S. Noli" Korce, Save the Children, Albania, "MEDPAK" and the Ministry of Education and Sports. 113 support teachers¹⁵¹, from all over Albania, participated in the study.

Keywords: inclusive education, support teacher, needs, identification, intervention

Introduction

In Albania, in the last ten year it has been some progress in inclusive education field, also following the guidelines of the European Agency for Special Needs and Inclusive Education (2003; 2009). Various projects have been initiated in Albania by NGO such as Save the Children, World Vision, UNICEF, in collaboration with the Ministry of Education and Sports, focusing on information, training and research in the field of inclusive education. These actions have played an important role on the Albanian legislative framework, so that in the law 69/2012¹⁵², aspects regarding individual educational programs and the support teachers are specified for the first time. It must be said that the Albanian school system foresees education in special schools, which in our point of view, creates an alternative to the inclusion of the disabled children in regular schools (Kamburi, Bello, & Nase, 2015). Regarding the Individual Educational Plan (IEP) and the role of the support teacher, there are still many issues to be cleared in Albania. The role of the support teacher is not well defined, meanwhile there are a lot of difficulties to bring forward a standard IEP form at national level. Provisions in the

¹⁵¹The number of support teachers from the beginning of this research until now is increased and almost is 150, although there is not a precise statistical data [declared from the Ministry of Education and Sports in Albania](#)

¹⁵²Law no. 69/2012 – in the field of School System Pre University of Albanian Republic, Cap. XI - Education of Children with Disabilities..

Regulations of 2013¹⁵³ specify that the Regional Commission for the Evaluation of Disability (RCED), operating as part of the Regional Office for Education (ROE), after the evaluation of the child reported by the parents or the director of the educational institution, produces a report specifying the support needs that the child has to integrate in a regular or special school. In 2014, the Law no.93¹⁵⁴ is emitted, regarding the Participation and Accessibility of the disabled persons, upon which some definitions are corrected, such as that of disability, participation etc, and makes clear some aspects on the evaluation of disability by Commissions for the Evaluation of the Disability and Support Needs according to the International Classification of Functioning, Disability and Health of the World Health Organization. Furthermore, the Ministerial Circular n. 38/2014¹⁵⁵ is emitted the same year, about the recruitment criteria and the tasks of support teachers. This document specifies that the Support Teacher must have a second level university education in the field of education and to have attended specialized training courses accredited by the Ministry of Education and Sport (MAS), for the treatment and education of students with disabilities. Furthermore it specifies that the RCED, depending on the severity of the student's disability, decides if the support teachers (from here ST), is needed at school or at home. Even when the legislative framework foresees the recruitment of support teachers, there is no document in Albania that specifies the competences the ST must have. Referring to the legislative framework in Albania, it appears that the support teacher has the same competences as the regular teacher and more, competences attained by specialized courses dealing with issues on the treatment and education of students with disabilities in regular classes. Moreover, always referring to the Albanian legislative framework, are appointed as support teacher even parents of children with learning difficulties who volunteer in this role. In the end, to close this introduction, in Albania, only this year, have been recruited 113 ST all over the Albanian territory, among which only a few of them met the criteria issued in the ministerial circular n.38/2014. This was also the reason for this study, understanding the difficulties and the needs of the first ST employed in the Albanian public schools to be able to design targeted training programs with the objective of growing their competences in the field of inclusive education and special teaching. In Albania, no University, public or private offers higher education courses for support teachers. There are second level study programs in Special Pedagogy, that aim to convey knowledge on theoretical and practical aspects in the field of disability, psycho-educational intervention methods, etc, more from a clinical approach that bio-psycho-social one. This study was made possible as part of the project "Inclusive Education for children with special needs in Albania ", initiated by Save the Children, Albania, in collaboration with the Training Centre of the University "Fan S. Noli" of Korça and MEDPAK Association.

The role of the support teacher in the framework of inclusive education.

On the support teacher's role and its working environment there is a wide debate by various actors that reflect on inclusive education and disability. Although the figure and support teacher role, in different countries, is defined in the legislative framework, as well as the importance of his work in inclusive schools, there are still points to be decided within the competences that a support teacher must have, its formation and development of this figure within the prospect inclusive education. Under various titles and names (Todd, 2012), special/support teachers have been considered key facilitators in tearing down barriers and

¹⁵³Regulatory provisions on Pre-University Education System, 2013 Ministry of Education and Science.

¹⁵⁴Law No. 93/2014 concerning Participation and Accessibility for Persons with Disabilities

¹⁵⁵Ministerial Circular nr.38, October 7, 2014, concerning the criteria of Support Teachers for Students with Disabilities in Public Institutions of Pre-University Education

developing approaches that accommodate the divergent needs of students (Emanuelsson 2001; Wasburn-Moses 2005; Ramberg 2013). Some researchers believe that there should not be a separation between regular teachers and support teachers. Rather to offer common competences to both of the figures to have a truly inclusive school. (Cenerini, 2015). To think of separate careers between regular teachers and support teachers creates a basic contradiction; to achieve the purpose of the inclusion using the means of separation. To generate inclusion through the separation of careers of its protagonists is an obvious contradiction in terms. (Giani, 2015)

In Italy, since 1975, the training of ST has always been in decline. It has gone from programmed multipurpose training in two years to one year of specialization for the activities in support in schools of all types and levels, to get through to retraining courses organized by universities and accredited by the Ministry, lasting only a few months. At these courses will have access only teachers already holding a teaching qualification. Nocera claims that serves a more incisive training, an education that includes general pedagogy, special pedagogy, didactics of the singular disciplines and special didactics. (Nocera, 2015) The perception of support teachers from other professionals working in the school context seems to be at the center of discussions even in Italy¹⁵⁶. The hyper-specialization of support teachers puts in strong discussion teachers, pedagogists, experts in the field facing the challenge of inclusive education. The support teacher is labeled in Italia as, "Teacher - doctor, teacher -paramedics, or teacher - caregiver" (Nocera, 2015), this is because 'it is seen as if the support teacher has exclusive rights to work with children with SEN even if it particularly clear that the teacher specialized for support is assigned to the class to which the student with SEN is registered, assuming the co-ownership of the classes in which they operate. In recent times, in Italy are talking about Tutor for inclusion which may be the future of the support teacher. In several western countries the utilisation of teacher assistants to support the education of students with disabilities has reportedly increased (e.g., Australia, Canada, Finland, Germany, Iceland, Ireland, Malta, United Kingdom [UK], US; Blatchford et al., 2011; Bourke, 2009; Giangreco & Doyle, 2007; Giangreco et al., in press; Logan, 2006). Teacher assistants is considered by many a mechanism to support inclusive education and is become almost exclusively the way to support students with disabilities in general education classrooms, especially those with severe or low-incidence disabilities (e.g., autism, intellectual disabilities, behavior disorders, multiple disabilities;) (Giangreco & Broer, 2007). Research in inclusive schools indicates that teacher assistants are increasingly being assigned in a one-to-one format to students who have disabilities(Giangreco, 2013). This may involve the risk that the pupil to which the ST is assigned and works with creates dependence on this last. If a student with mental retardation faces every day in school with a restrictive context,- because it is limited by an exclusive interaction with the support teacher, which prevents his participation in the life of the class and prevents to build and define himself through interaction with friends and the rest of the teachers,- he will be brought to reinforce a perception for himself as someone who needs eternal assistance and an inevitable dependence (Dainese, 2016). In Albania, the ministerial circular n. 38/2014, cap. I, art. 1, defines the support teacher as a teacher for students with disabilities. Analyzing this definition for the support teacher in Albania, there is an obvious risk in feeding a misperception and reductive about the role and function of STin schools, both by the same ST on their role and function and from the other school operators that

¹⁵⁶This article will be referred more to the Italian model of "Support Teacher", considering that Albanian legislative framework regarding disability and support teacher have more in common with this model. In UK pupils are supported by Teacher / Education Assistant, the function of which is described four levels, where in the first level, who give support on pupils not necessarily must have the Qualifications and Credit Framework (QCF) or National Vocational Qualification (NVQ) but they only have General Certificate of Secondary Education (GCSE).

interact with him. From a study conducted by Giangreco and Doyle (2007) on the ST role in inclusive schools in different countries indicates that this professional figure presents different formats and different use. Teaching assistants are utilized in Malta to support students with disabilities in inclusive classrooms. Though most are not trained, a part-time, two-year, diploma program at the University of Malta prepares 'facilitators' (trained assistants) to work with students with disabilities in inclusive settings. Malta does not employ 'special education teachers' as a job position, in part based on concerns that such a role would interfere with teachers' involvement. Teacher assistants (known as educadores) are not used in regular schools in Spain to facilitate inclusion in general education classrooms. These paraprofessionals are present only in special schools to help special education teachers meet the needs of students with severe disabilities, and/or provide personal care. In Spain, it is a collaborative team (educational psychologist, speech therapist, and special education teacher) who supports general education teachers; they have the responsibility for meeting the diverse educational needs of all students. In Iceland, teaching assistants are usually woman who have no prior training in schoolwork but are encouraged to attend special courses. Typically their role is to support pupils who need more help than the teacher can provide; they often have other duties (for example, monitor corridors, help at lunchtime, relieve teachers for short periods). Sometimes assistants are assigned to support students with the most complex challenges. In Germany, the number of paraprofessionals that work in inclusive education has increased and their task is to support a particular student with a disability, not the class as a whole. (Giangreco & Doyle, 2007) Teacher assistants' qualifications vary widely; most are not college educated and are hired with no prior training or experience in education or special education. (Balshaw & Farrell, 2002; Riggs & Mueller, 2001; in Giangreco & Doyle, 2007) .Teacher assistants engage in a wide range of roles (for example, clerical tasks, supervision of students, personal care and mobility support, behavior support, instruction) (idem). The potential overuse or misuse of teacher assistants is a symptom, not cause. Building integrated models of general and special service delivery in schools can address the challenges associated with questionable teacher assistant utilization.

The present Study

In this study, the main objective was to collect data regarding the difficulties encountered during their work and the training needs of the support teachers assigned for the first time in Albania presents. At the end of this study recommendations for universities or agencies that deal with the continuing training of teachers will be defined to program the training courses in line with the needs expressed by these teachers. On the other hand, this study will help to understand better the dynamics of the work of this new professional figure in the Albanian context.

Method

Have been contacted 113 support teachers in the Albanian territory that have begun for the first time to work as a support teacher. A questionnaire was built with the aim of understanding the educational background where do these teachers come from, the scholastic context where they are inserted to work as ST, the first difficulties they encountered, and the training needs that they experience to improve in their work. For the construction of the questionnaire we were referred to the competences that must have a support teacher, specified in the profile of the specialized teacher published in the decree of September 30, 2011, of the Ministry of Education, University and Research, of Italy, about the criteria and procedures for the conduct of training courses for the achievement of specialization for the activities in support. As it was even mentioned above, we saw appropriate to refer to this document of the Italian

Government for the fact that the concept of the support teacher figure in Albania resembles in many ways with the concept of specialized teaching for the support proposed in Italy. The questionnaires have met the criteria of anonymity not to affect teachers' answers. The questionnaire, in the first part, interrogated the difficulties they encountered by the ST in their first months of work in this role, and in the second part the training needs that ST think they have.

Results

From 113 teachers contacted have responded only 92 of which 7 males and 77 females, the others have omitted the gender. Average age of the whole sample is 36.7 years, of which 25 teachers aged less than 30 years, 40 teachers aged between 30 to 50 years, and only 8 teachers of our sample are over the age of 50 years. 67% of the sample is employed in schools located in urban area, 26% in rural area schools and only 5% is employed in schools in both areas. 66% of the entire sample of teachers have obtained a second level Degree, of which 8% in Special Pedagogy, 7% in the psychological sciences and 16% in Primary Education. Regarding the experience of working as support teacher: 67% have one year or less of experience; 20% have between 1 and 5 years and only 3% of them have more than 5 years of experience working as a support teacher. Regarding the difficulties that the teachers claim to have met when they began to work as support teachers, three main categories have been identified: a) difficulty in the planning, evaluation and recording of their work; b) difficulties in the execution of work being planned in the planning phase; c) difficulty in communicating with school staff, parents, and pupils.

a) As regards the first category, 54% of teachers responded to have found difficulties in the compilation of Individual Education Plans (IEP) for pupils with Special Education Needs (SEN), for more in the drafting of well-defined objectives of both levels, macro- and micro-, in the planning of activities and interventions to be proposed already in the IEP, so as to be measurable and executable in schools. 35% of them have expressed they had difficulties in the construction of useful teaching materials for working with students with disabilities. 18% responded that they had difficulties to plan activities in the IEP that can be done within the regular classes or in school environments. As regards the preparation of the documentation, compile of observation forms and data collection, as well as the drafting of the final report, only 37% have expressed to have had difficulty in these tasks. Approximately 12% (11 teachers) for the entire sample stated that they had difficulties in all fields mentioned above.

b) On the difficulties during the development of the activities planned to be executed in class, 68% have expressed to have found difficulties; 4% have experienced difficulties in performing activities in the sphere of resource room (remember that only a few of them have resource room in their schools); about 24% found difficulties in performing activities and work in other environments within the school; 39% claim to have found it difficult to include the student with disabilities in the activities planned by the school carried out in the school; 43% found it difficult to include children with disabilities in the activities planned by the school as school trips, etc.

c) Regarding the communication, 30% claimed to have difficulty communicating with other teachers in the school; 44% with the children's with parents; 14% with school social workers or psychologists working in the school; 10% with school leaders and also 10% with pupils; only 4% claimed to have difficulty in communicating with all the actors mentioned above.

About training needs, data analysis shows that, most of the teachers asked to do more training on the theoretical and practical aspects in the field of special education; design, evaluation and documentation of the work and on aspects that relate to the co-teaching (see table 1).

Fields of needs	%	Number
1. Theoretical and practical aspects in field of special education	89	82
2. Planning, assessment and documentation of psycho-educational interventions	67	62
3. Co-teaching aspects	65	60
4. Psycho-educational skills to make interventions in disruptive behaviors of students in classroom context	57	52
5. Communication skills	39	36
6. Didactic skills in ICT	47	43
7. Abilities to observe and evaluate child functions in class context in accordance with ICF model.	46	42
8. Knowledge about school boards and regional boards for evaluation of disability	43	40

Table 1. Training needs of support teachers

Discussion and Conclusions

As it can be seen from the data shown in the above paragraph, it appears that support teachers in service have more difficulty and more training needs in the practical aspects which concern the field of special education. In a few words they do not know what to do with children with SEN in the classroom. To consider is also the fact that for 67% of them is the first time having the support teacher role. Other fields where teacher express the need to be more prepared are:

- planning, assessment and documentation of psycho-educational interventions which is reflected in the compilation of the IEP. Whereas the compilation of the Individualized Education Plan is the key part to define the work of all actors involved in the preparation of this plan, we can say that it is very important that teachers are trained on those aspects of IEP.
- aspects of co-teaching. Asking some teachers what they meant by co-teaching, almost all of them have described co-teaching as a coexistence of the two teachers within the class, with a particularity that the support teacher was considered as associated only with student with disabilities. Basically coexistence among teachers within the regular classroom but without any interaction with each other while remaining faithful to the standard shared, where the teacher works with the class and the support teacher works exclusively with the student with SEN.
- Techniques of intervention in problematic behavior of pupils. It is true that teachers who do not have specialized training in special education are less aware of the different forms disability and even less the intervention strategies on disruptive behavior that may present a child in the classroom context. The data collected suggests that only 8% of the entire sample has a second level training in special education, while the majority does not have the second-level training.

Regarding the other issues on the ability to observe and evaluate child functions in class context in accordance to the ICF model, communication skills, didactic skills in ICT and knowledge about school boards and regional boards for evaluation of disability must be considered that teachers have little knowledge on ICT and ICF. This may have influenced their answers regarding these aspects.

Considering the data collected and analyzed in this study stands as a priority the start of the training for support teachers in service on the theoretical and practical aspects in the field of special education, planning, assessment and documentation of psycho-educational interventions and drafting the IEP and aspects of co-teaching. Other aspects to consider are the motivation and self-efficacy perception of these teachers in their new job consider that only 8% of the entire sample followed a training course in Special Pedagogy as their choice, while 92% of the sample chose another training course with other expectations of working perspective.

Concerning the difficulties that the teachers have experienced and expressed about the development of the planned activities within the classroom we can assume that also affected other factors, such as attitudes towards disability curricular teachers who have been identified as one of the factors barrier that prevents the inclusion of children with disabilities in regular schools; lack of standards in term of space necessary fields within classes or over-crowded classes; lack of teaching material useful for the implementation of activities planned in IEP; lack of collaboration between curriculum teacher and support teacher within the regular classroom. All these factors barrier, already declared in other studies (Avramidis & Norwich, 2002; Save the Children, 2013), encourage us to think that the need to provide training to all school stakeholders on the philosophy of inclusion, on co-teaching techniques, and on all the key issues that are part of the broader discussion about the ' inclusive education. Otherwise, doing training only with the support teachers, we risk creating dialog scenarios with only an actor.

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TEACHER'S ROLE IN IDENTIFYING THE GIFTED AND TALENTED STUDENTS

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Abstract

It is a common knowledge that teachers have always been an important part of society in general, as well as being an essential part of every child's life by being one of the first people outside of family members that the child interacts with. Teachers spend a great amount of time with their students that gives them an excellent opportunity to be one of the first people to see their potential, and being more competent than the parents (seeing as they have basic knowledge in pedagogy and psychology) they are the first ones that can spot a positive or negative difference in a student's behavior.

Recognizing this positive behavioral difference is the subject of this paper because that can be a first step to identifying the student as a gifted or a talented child. Among other things this paper will present the contemporary definition of the terms gifted and talented students, as well as the principles and methods in identifying this category of students. The problems and mistakes that can occur in the process will also be addressed and some guidance for working with these children will be provided.

Key words: *identification, gifted, talented, teacher.*

Introduction

"Gifted children are not really like the others but, like the others, they are children"

Dr. Olivier Revol.

It is of great importance for every child to feel free to express his feelings, tendencies and abilities at the home as well as the other important place that take part of their lives – their school. It is their right to feel comfortable in the environment where they live and study so they can have a normal and undisturbed psychological, physical and emotional development. This is especially important for the distinguished group of students that are considered to be gifted or talented because only an environment where they can freely express their abilities can lead them to reach their full potential. This is why it is so important for all schools, but even more specifically all teachers, to identify any potential for giftedness or talent among their students as early as possible in the educational process, so they can timely modify the curriculum to match the needs and potentials of these students.

The process of identification it is not a simple task. Teachers should have basic knowledge about what giftedness and talent are, what methods can be used to identify this children, what principles to follow and how to avoid possible mistakes. All of these issues will be presented in this paper so that we can give a clear direction for one of the many important roles that teachers have in the educational process – the identification of the gifted and talented students in our schools.

Defining the gifted and talented

Defining a complex term like giftedness and talent and what is considered to be a gifted or talented individual (in this case student) has always been a challenge to those working in this field. Even today, decades after the initial attempts to define it, there are still unlimited variations in what giftedness presents.

The most basic definition of the term giftedness is *having a great natural ability* (Merriam Webster's Collegiate Dictionary, 10 edition, 1993) therefore giftedness can be further defined as an *ability to solve complex problems in efficient, effective, sophisticated and economical way*. So by this definition a gifted individual would be one who uses his knowledge in appropriate methods to find solutions using the best of the existing knowledge and methods, but even more importantly these individuals often abandon the existing knowledge and methods and seek completely new solutions. (Ministry of Education, New Zealand). The term gifted and talented, when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities. (No Child Left Behind Act, P.L. 107-110 (Title IX, Part A, Definition 22) (2002); 20 USC 7801(22) (2004)

Finally one of the biggest breakthroughs in this area was presented by Dr. Joseph Renzulli, who developed a three-ring model of giftedness, which promotes a broadened conception of giftedness. Renzulli considers three factors important for the development of gifted behaviour: Above average ability, creativity, and task commitment.

Within *the above average abilities* Renzulli makes a difference between general abilities (like processing information, integrating experiences, and abstract thinking) and specific abilities (like the capacity to acquire knowledge, perform in an activity).

By *creativity* Renzulli understands the fluency, flexibility, and originality of thought, an openness to experience, sensitivity to stimulations, and a willingness to take risks.

Under *task commitment* he understands motivation turned into action (like perseverance, endurance, hard work, but also self-confidence, perceptiveness and a special fascination with a special subject). Renzulli argues that without task commitment high achievement is simply not possible. Only if characteristics from all three rings work together can high achievement or gifted behavior be witnessed.

Recently Renzulli shifted his emphasis toward the background factors in his models, the personality and environmental factors influencing gifted behavior.¹⁵⁷

Often the terms "gifted" and "talented" are joined together as "gifted and talented". Sometimes the term "G/T" is used to express this single-concept approach. Where the term is differentiated, giftedness is usually associated with high intelligence or aptitude, whereas talent is usually related to a high level of performance in such areas as music, art, craft, dance, or sport.

Gagné (1996) has argued consistently, however, for differentiating the two terms by claiming that giftedness relates more to aptitude domains (intellectual, creative, socio affective,

¹⁵⁷Renzulli, Joseph S. & Reis, Sally M.: The Schoolwide Enrichment Model - Second Edition; Creative Learning Press, Mansfield 1997 (p. 5-14)

Sternberg, Robert J & Davidson, Janet E. (ed.): Conceptions of Giftedness - Second Edition; Cambridge University Press, Cambridge 2005, p. 246-279

perceptual/motor) while talent is associated more with outstanding achievements in a variety of fields of human endeavor (academic, technical, artistic, interpersonal, and athletic fields).¹⁵⁸

Methods of identifying the gifted and talented students

Generally speaking there are two ways to identify these students. One is the objective one that is based on standardized tests, individual IQ or other culturally appropriate measures of ability, group IQ, school assessment, rating scales, creative tests or competitions. The other method is by nomination which can be done by teachers, parents, peers or by the individual itself. The nomination by the teacher is what this paper concentrates on, assuming that the teacher is the one to create an atmosphere that will stimulate the gifted to "rise to the surface". He is the one that should adjust the curriculum in a way that it will encourage a higher thinking level, creative thinking and original tasks.

Standardized tests

Standardized tests is any form of test that (1) requires all test takers to answer the same questions, or a selection of questions from common bank of questions, in the same way, and that (2) is scored in a "standard" or consistent manner, which makes it possible to compare the relative performance of individual students or groups of students. In this case these tests are used to compare one's results to the results of previously acknowledge gifted and talented students. This method usually uses the intellectual abilities by using IQ tests. Lately the most popular test for this purpose is the psychological WISC-IV test (for ages 6-16) that measures students abilities in the next areas:¹⁵⁹

Verbal Comprehension. Measuring children's ability to listen to a question, draw upon learned information from both formal and informal education, reason through an answer, and express their thoughts aloud. It's a good predictor of readiness for school and achievement orientation, but can be influenced by background, education, and cultural opportunities.

Perceptual Reasoning. This measures non-verbal and fluid reasoning. It assesses children's ability to examine a problem, draw upon visual-motor and visual-spatial skills, organize their thoughts, create solutions, and then test them. It can also tap preferences for visual information, comfort with novel and unexpected situations, or a preference to learn by doing.

Working Memory. It assesses children's ability to memorize new information, hold it in short-term memory, concentrate, and manipulate that information to produce some result or reasoning processes. It is important in higher-order thinking, learning, and achievement. It can tap concentration, planning ability, cognitive flexibility, and sequencing skill, but is sensitive to anxiety too. It is an important component of learning and achievement, and ability to self-monitor.

Processing Speed. It assesses children's abilities to focus attention and quickly scan, discriminate between, and sequentially order visual information. It requires persistence and planning ability, but is sensitive to motivation, difficulty working under a time pressure, and motor coordination too. Cultural factors seem to have little impact on it. It is related to reading performance and development too. It is related to Working Memory in that increased

¹⁵⁸ *Gifted and talented, Meeting their needs in New Zealand schools*, Ministry of education, 2000, Learning media, Wellington, p.15

¹⁵⁹ http://www.psychpage.com/learning/library/intell/wisciv_hx.html, August 2016

processing speed can decrease the load placed on working memory, while decreased processing speed can impair the effectiveness of working memory.

Nomination by the teacher

Teachers are often responsible for identifying the gifted and talented student simply because:

- they have the opportunity for long-term, systematic perception of student's behavior in many different situations;
- they have a chance to compare the behavior one individual to the one of his peers;
- all teachers have (or at least should have) basic education in pedagogy and psychology;
- they have regular meeting with the parents which is a great way to gather useful information about their students;
- they have opportunity for mutual consultation with other teachers, psychologists or even experts in this fields.¹⁶⁰

Principles in the process of identifying the gifted and talented

These so called principles are solely a type of guidance for all subjects involved in the process that are used to minimize the chance of potential mistakes and more importantly for prevention of any emotional harm. Some of the most important principles are:

Principle of democracy guarantees that the identification process will be provided for all students showing signs of giftedness or talent, regardless of ethnicity, socio economic status etc.;

Principle of timeliness means that the identification process will take place at the same time that any giftedness or talent is spotted.¹⁶¹

Principle of continuity shows that the process of identification is not an act of its own but rather a long term assignment where the spotted individual is monitored constantly so that appropriate care and program will be provided.

Principle of multidisciplinary ensures that many subjects will be involved in the identification process, such as experts in the relevant field, psychologists, pedagogues, teachers, educational institutions, institutes etc.

Principle of thriftiness is set to show that this process doesn't need to be an extra burden or expense, but an activity that can be done in the regular educational process.¹⁶²

Characteristics of gifted and talented students

Many people (and unfortunately some teachers too) have the opinion that the gifted and talented students are the ones with the highest scores and top grades. It is true that many of these students are at the top of their class but not all of them show great results at school. It is important to recognize that the gifted and talented are not a homogeneous group and that every student possesses a unique blend of traits. However, when we look at gifted and talented students as a group, we can see clusters of common characteristics. If used correctly these characteristics are the crucial point in the process of identifying these students. All well known experts in this field provide lists of all the general characteristics of giftedness, but even more importantly lists of specific characteristics in all the different fields of giftedness or talent (like academic,

¹⁶⁰ Violeta Arnaudova and Elena Achovska-Leshovska, *Gifted child*, Faculty of philosophy, 2000, Skopje, p.174

¹⁶¹ An exception to this is for children under the age of four, when experts agree that the child's immaturity and development can lead to inaccurate results.

¹⁶² Violeta Arnaudova and Elena Achovska – Leshovska, 2000, p. 145

leadership, intellectual, creativity, arts, sports etc.). Knowing this and also how easy is to get these lists, all teachers have to do is use them as checklists and closely monitor the behavior of their students, and then consult the results with other subjects involved in the educational process for further approach.¹⁶³

As mentioned before there are multiple lists of characteristics of the gifted and talented so here we will present one created by the national gifted and talented association of the USA that we feel closely describes this category of students:

- Unusual alertness, even in infancy
- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- Often self-taught reading and writing skills as preschooler
- Deep, intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Idealism and sense of justice at early age
- Concern with social and political issues and injustices
- Longer attention span and intense concentration
- Preoccupied with own thoughts—daydreamer
- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests (or extreme focus in one area)
- Highly developed curiosity
- Interest in experimenting and doing things differently
- Puts idea or things together that are not typical
- Keen and/or unusual sense of humor
- Desire to organize people/things through games or complex schemas
- Vivid imaginations (and imaginary playmates when in preschool)¹⁶⁴

Possible issues in the process of identifying the gifted and talented students

No matter how much the teachers and other school staff are working on identification of the gifted and talented, there will always be students who are going to stay unnoticed during this process, mainly because they don't fit the presumed criteria. Even though these are individual cases, experience has shown that there are some categories of students who are less likely to be identified and treated as gifted or talented. Many authors work on this problem and point to possible groups of students that the teacher should pay more attention during this process. These directions slightly vary from one to another but in general they cover these categories of students:

Gifted girls

¹⁶³It must be mentioned that all subjects involved in using these checklists should have in mind that many of the students will not possess all of the characteristics, but that doesn't mean that there is no potential for giftedness or talent.

¹⁶⁴ Reproduced by permission from: Webb, J., Gore, J., Amend, E., DeVries, A. (2007). *A parent's guide to gifted children*. Tuscon, AZ: Great Potential Press, www.greatpotentialpress.com.

Some authors consider this to be a reason by thinking that not many girls have extremely high abilities and are more oriented to only reaching the criteria set by the school, and less oriented towards broadening and deepening their own interests (J.C. Eccles). Luckily there is an opposite opinion to this that doesn't agree that girls are less smart or talented than boys, but girls are more likely to conceal their ability as they approach adolescence (Betts & Neihart, 1988; Kerr & Nicpon, 2003) so they could stay "popular" or fit in the school environment.

Students with learning disabilities

Students with some type of disability like physical handicap, learning difficulties or emotional problems are often skipped in the process of nomination and identification due to the fact that most of the attention is directed toward their disability. The main problem in identifying these students is that the society has very limited expectation of them.

Teachers need to be aware that these students often exhibit behavioral problems and weaknesses in reading and writing, which needs to be taken into account when deciding on the criteria to be used for their identification. Many of the checklists, nomination forms and rating scales used in the identification of gifted students can be modified for this group if required.¹⁶⁵

Students that come from poor socio economic environment

If the student's basic material, social or emotional needs are not fulfilled there is a big chance they will have low self-esteem which can prevent them to freely use their own abilities and potentials.

Students from culturally diverse backgrounds

A difference in the cultural beliefs and acceptances can lead to ignoring some gift or talent that the domain culture doesn't respect or value as such. The schools must set an appropriate climate in which these students will feel free to express all their abilities so they can reach their full potentials.

Underachievers

Chaffey (2003) distinguished an underachiever and an invisible underachiever. An invisible underachiever is a student whose assessed potential is less than his or her actual potential and who also underperforms in the classroom. Gifted underachievers may deliberately hide their ability in order to seek peer acceptance or avoid appearing different. They may lack the motivation to achieve and will need intervention strategies to enable their giftedness to be identified. Then there are some students that show low test results, even when they know the material. The fact that many times the identification is made by tests is the reason why these students are often omitted.

The "troublemakers"

Students who have some type of behavior problems are often left out of the identification process due to fact that of some teachers wrongly associate giftedness only with good behavior and bad behavior is seen as a lack of will or capacity to learn.

Conclusion

Seeing as gifted students are a rare phenomenon in the educational process and as such they represent a great benefit not only for the individual itself, but for the school and society as well. There are great advantages that come from having gifted or talented students, so it is recommended that all schools (seeing as they are most likely the ones to easily and successfully identify these students) must create staff that will be adept to identify and work with these

¹⁶⁵Policy and implementation strategies for the education of gifted and talented students, State of NSW, Department of Education and Training, Curriculum K-12 Directorate, 2004, p.13

exceptionally important individuals. Teachers are the ones that spend great amount of time with the students, so that gives them an exclusive position to be the ones to give an accurate estimation of their abilities and skills. Even those teachers that haven't got enough experience in this area shouldn't have problems in the process of identifying these students, because thankfully the large number of research in this field gives us plenty of data (like check lists or tests) about the behavior of the gifted and talented students. Using all the information that literature offers will also help in avoiding potential mistakes in the nomination and contribute to the process of successfully identifying the gifted and talented students in the schools and help them reach their fullest potential by creating special curriculum and methods for learning.

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TEACHER'S COMPETENCES TO WORK WITH PROFICIENT AND TALENTED STUDENTS

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Abstract

The main purpose of this study are competences that a teacher should possess in order to work with proficient and talented students. By identifying proficient and talented students, guiding and working individually with them, every teacher should have a high level of competences. Moreover if we want to have positive results, teachers should put those competences into practice in their daily teaching activities. Consequently, an incompetent teacher will cause negative results, particularly with students whose demands are very high, and they want more difficult exercises to work on.

The study is consisted of three parts: Defining the concept of talented students, Defining the concept of proficient students, teachers' competences.

Key words: teacher's competences, talented students, proficient students.

1. Defining the concept of talented students

By definition talented students are " **those whose skills are clearly above the average in one or more fields in human performance** " ¹⁶⁶ .

As we mentioned before, talent is defined as part of giftedness. Their demarcation refers to comprehensiveness of two terms. According to that: " term " **giftedness** " is used when we talk about students who are capable to improve their knowledge in one or more subjects like: languages, plays or technology." While " **talented** " refers to students who can thrive in practical skills as: sport, leadership, artistic performances or professional skills. During the experiment, talented and gifted students compared with their peers tend to:

- Show passion for certain subjects and want to achieve everything
- Can easily manage with rules of domain and focus to new problems
- They analyze their behavior, therefore using larger spectrum of studying strategies (auto regulations)
- Make connections between previous and current learning
- Work beyond their level of expectation for their age
- Show intellectual maturity and enjoy in deeper research in certain material
- They participate actively and enthusiastic in debate and discuss of certain subjects
- Give original and creative answers of common problems" ¹⁶⁷

¹⁶⁶ Извадено, 03.09.2015, <http://www.curriculumsupport.education.nsw.gov.au/policies/gats/programs/organisation/definitions.htm>

¹⁶⁷ Adrijana Bakoš A., Jelena Kovačić J. (2013) *Darovita djeca SANJARI, EMOTIVCI I POKRETAČI RAZVOJA*, Извадено 30.08.2015, http://www.klinfo.hr/modules/mod_category/data/darovita_djeca.pdf

In one article on the internet it is said: "One of the most used definition in the world is definition written in USA in Education Law for talented students in 1978. According to this definition, gifted and talented are those children and adolescents who are in pre-school, primary school and high-school and have high-performances or potential in intellectuality, are creative, have certain academic and managing competences in art and have certain programs and activities in regular school ". Further it is said: "This definition claims that between gifted and talented can be found those with real high capacity, and those with potential capacity for reaching in following fields:

- General intellectual ability
- Specific academic skills
- Creative and productive thinking
- Ability to lead
- Ability of visual arts so-called executive art¹⁶⁸

According to Melanie Wong, terms gifted and talented can be often mixed in education. People usually think that children who are gifted must be talented too. However it is said that these terms are different so this article refers to two different definitions which are provided by Gagne (2004). He claims that giftedness means possessing and using of unskilled and spontaneously superior natural abilities in at least one domain of capabilities which puts the individual among the first 10% on his or her age (Gagne, 2004, page 1), while term "talented" shows supreme in systematic developed skills and knowledge in at least one field of certain peoples' activities to the extent which puts the individual in those 10% from the age of his peers who are or were active in that field (Gagne, 2004, page 1). Some children are gifted and have certain talents but they cannot be gifted and talented as well. Further it is said; giftedness is innate ability, which is natural and shows potential for success in future (Ministry of Education, 2008), while talent is skill which can be develop even more. But, as I mentioned before, because of the potential for quick learning, gifted children can also develop their skills faster than others".¹⁶⁹

2. Defining the concept of proficient students

By definition gifted students are those whose potential is above the average in one or more from the following fields: intellectual, creative, social and physical fields.¹⁷⁰

Dalibor Adzic in his article relies on few authors and defines giftedness as: ...According to Terman, giftedness is high general intellectual ability while according to Tanennabaum (2004) giftedness is productively creative competence.¹⁷¹

In psychometrics gifted are those individuals whose results can be reach by only 2.5% from individuals.¹⁷²

According to Marinovic (Luka Marinovic), relying on definition by Marland (1971), "gifted children are those who expect high reaches because of their high competences, and they

¹⁶⁸ ODKRIVANJE IN DELO Z NADARJENIMI UČENCI, Извадено, 02.09.2015,

http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/os/devetletka/program_drugo/Odkrivanje_in_delo_z_nadarjenimi_ucenci.pdf

¹⁶⁹Извадено, 01.09.2015, <http://www.google.com/search?q=definition+for+talented+children>

¹⁷⁰Извадено,03.09.2015,

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¹⁷¹Adžić, D., (2011) *Darovitost i rad s darovitim učenicima*, Kako teoriju prenijeti u praksu,

www.hrcak.srce.hr/file/106725

¹⁷²Adžić, D., (2011)*Darovitost i rad s darovitim učenicima*, Kako teoriju prenijeti u praksu,

www.hrcak.srce.hr/file/106725

are identify by experts. It is also said that there are two types of giftedness: **school-giftedness** and **creative-productive** giftedness.

School-giftedness refers to:

- Giftedness in learning (taking exams, tests, etc)
- It is consist of ability to think, doing homework, remembering, remembering certain material etc
- Although it is important by itself, is not productive but receptive and reproductive
- It is measured by IQ tests and knowledge tests
- Usually is used for selecting students with special and advanced program

Creative-productive giftedness refers the most to:

- Practical use of competences, working on real problems and fields which are very important.¹⁷³

Revelation of giftedness is complex process because it derives by experts and by previous measuring instruments. But nevertheless parents and teachers are those who should detect children who show certain gift for something and then they need to send them at some expert so they can be evaluated. After that experts will conclude if the child can focus his gift in other fields.

“ There are many other indications by which can be detected if the child is gifted before he starts in school. Experts composed few common characteristic for younger children. Gifted children:

- Start easily to use large number of words very correctly
- Learn easily to read
- Want to remember all of the informations and carefully examine them
- Are capable to concentrate longer than their peers
- Show interesting in specific field of activity (drawing, music, counting)
- Reveal causally and abstract connections
- Are persistent and do not give up from their interests
- Have a sense of humor and fun
- Can easily manage with problems
- Have extremely developed motor skills (comparing to his peers)
- Can logically organize informations
- Are highly motivated, passionate and focused for their goals
- Have high energy level and they need less sleep (seem hyperactive)
- Are exceptionally creative
- Routine tasks are boring for them (like dressing, preparations etc)

Further it is said: “ In order to realize their competences and reach the maximum for themselves and the community, these children need different educational programs and conditions which can give them more than regular school program.”¹⁷⁴

2. Teachers' competences

In one educational system the roll of the teacher is essential. Teacher must be a great methodiser, mentor, manager, informatician and many other roles which must be common if

¹⁷³ Извадено 01.09.2015, Маринович Л. (Luka Marinović), *UČENICI S POSEBNIM POTREBAMA-Darovitost*, http://www.unizd.hr/Portals/12/ppt/luka_marinovic/3.%20DAROVITOST.pdf

¹⁷⁴ Adrijana Bakoš A., Jelena Kovačić J. (2013) *Darovi djeca SANJARI, EMOTIVCI I POKRETAČI RAZVOJA*, Извадено 30.08.2015, http://www.klinfo.hr/modules/mod_category/data/darovita_djeca.pdf

he/she wants to be successful in his/her job. Every teacher finds new challenges in the class every day. As we know, a teacher can have students with different predispositions and based on that he/she needs to prepare and adapt his teaching program. There come needs for the professor to be competent in different fields. Basic competitions of a teacher refers on his/her ability to:

- **Comprehends individual abilities and potential options** of every student, his way of studying, foreknowledge, interests, motivation and attitude toward learning and socio-economic conditions in which students live, work and that serves like basic planning and individualization of teaching plan.

- **Organizes and indirectly guides educational process** (process of students' learning) and thereby: didactically structures processes and content, encourages and focuses interests and inward motivation in students, sets working time in class, groups or individual working, focuses students' attention, supports and increases curiosity of students, produces fine democratic atmosphere in the class room, encourages students to co-operate, helps them in researches, teaches them to collect informations, to manage and analyze informations and to find new informations by themselves, listens to them, accepts their ideas, respects every student and helps them in finding themselves, and creating positive image for themselves.

- **Follows, checks and evaluates development of every student** towards reaching the goals of teaching; Does formative evaluation and based on that plans and organizes future work; Informs students and their parents about their results, helps them to understand their goals and norms for evaluation and self-evaluation.

- **Co-operate with students' parents** in order to know better his students, inform them and coordinates activities for evaluation

- **Works all the time to improve himself, do** self-check through small researches or through experiences exchange with colleagues. For that purpose, team-work is important, they have mutual help and respect others experiences.

- **Affirms and expend the idea of the project**

Because we talk about gifted and talented students who might be part of one class, a teacher must be competent to recognize these students.

2.1 Types of teachers' competences for working with gifted and talented students

Kevereski Ljupco in his book refers to P. Plovman (1993), and indicates the following 10 clusters in which are shown teachers' competences.

1. Identifying gifted students
2. Knowledge of the nature and needs of gifted students
3. Use of data (informations) collected by identification in planning individual program for gifted students
4. Knowledge of appropriate programming models for their support
5. Knowledge and skills in group dynamics
6. Interests and obligations for constant developing their own efficiency
7. Knowledge of the laws and norms related to the care of gifted
8. Knowledge and skills for advising gifted students and their parents
9. Knowledge of current trends and sources of education¹⁷⁵

From this we can conclude that if the teacher is competent enough, he/she can easily recognize gifted students and can focus them correctly. Lj, Keверeski says that development of

¹⁷⁵Кеверевски, Љ., Николоска, Н., (2007) *Каков наставник им треба на надарените и талентирани деца: како може наставникот да им помогне на надарените и талентирани деца*, Битола, стр.127

gifted students depends on teachers' competences, he/she can also slow down or improve the knowledge of these students. According to him, teacher can:

- Follow the gifted student completely
- Focus and support his/her development
- Motivate and demotivate them
- To advanced them or stagnate their development
- To stimulate development of his/her potential gift¹⁷⁶

That is why every teacher must be competent to work with gifted and talented students, to put aside their gifts, to focus them, not to slow down their knowledge and work. Teacher must be aware that these students need a lot of hard work in the class room, they need difficult tasks, teacher must know how to give them exercises and activities outside of school where through informal education they can improve their talent.

2.2 The teacher in the class room

I think that every teacher in the class room has at least one or more children who have certain talent or they are gifted. This requires teacher to set the lesson thus the lesson to be difficult enough, but interesting too for those with average and below-average intelligence. Gifted and talented students often stand apart from the others for being timid, rejected, they cannot socialize with others. Therefore the role of the teacher is:

1. Teacher – creator of atmosphere conducive to the development of talents
2. Teacher – parent
3. Teacher – educator
4. Teacher – mentor¹⁷⁷

CONCLUSION

From this work we can conclude that when we talk about gifted and talented students/children, we often refer to the same thing, that is these two terms refer to children who are different from their peers in their knowledge and abilities. Although many authors try to separate these terms, their borders match, so it is not mistake if we say that kid is gifted instead of talented and vice versa. The main purpose in this work is to define which competitions teachers should have for working with gifted and talented students. By recognizing gifted and talented students, up to their focus and individual work, every teacher must have high competences and to know how to use them in everyday work if we want to have positive results, especially at those students whose demands are bigger and require different tasks. From this work we can conclude that teachers can use different types of measuring instruments from which they can easily recognize type of talent or giftedness of students and approach to the plan which needs to develop. Although teaching curriculum is intended for average children, in this work were presented forms of formal and informal education, through which these children will reach their maximum in developing their talent or giftedness.

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DEGREE OF MOTIVATION AMONG TALENTED AND GIFTED STUDENTS IN PRIMARY SCHOOL

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Abstract

Studying human development is a true challenge in the interdisciplinary scientific fields. An accent is always put on understanding the dynamic components which determine the overall personal development. Scientific views about the behavior of individuals indicate that it is usually determined by inner agents rather than external stimulators. A person's motivation seen as the dynamic force which dictates their actions is the most important determinant when it comes to differentiating people. The research deals with an exceptionally modern issue in pedagogic theory and practice, which is at the very top of academic interest as a result of the social and institutional sensibility. The degree and intensity of a person's motivation are a recognizable innate attribute and a universal generator for every action. Analyzing them from this aspect, we can easily, and with confidence, relate these terms with the concept of giftedness, as seen by Renzulli. Giftedness according to Renzulli is a juncture of three fundamental psychological traits: above-average intelligence, creativity and a high level of motivation.

The research pursues the answer to the following question: *Is there a difference in the degree of motivation in gifted and talented students?*

Motivation and the motive to achieve something are in close relation among talented and gifted students, and this is used to observe the differences in their motivational energy. For these reasons, the motive to achieve something is highlighted as an essential determinant in fostering giftedness in school environments.

Key words: motive, motivation, gifted and talented, teacher.

1. Introduction

Students' motivation in school environments is one of the most important fields in pedagogic theory and practice, given the country's and the institutions' interest, and the students' goals of achieving better success. For those reasons, the formula for achieving this success is an everlasting pursuit both for students and parents, filled with an uncertainty that leads to the goal. The process of motivation is not a simple mechanical construct, but rather a complex process determined by a large number of objective and subjective factors and circumstances.

2. Defining the General Ideas

2.1. The Concept of Motives and Motivation

The word "**motive**" comes from the Latin *motivum* or the Italian *motivo*, meaning reason, incentive, impulse; and in the fields of art, a basic thought that inspired the artist create a piece. The word "**motivation**" comes from the Latin *motivatio*, which means explanation, defining the reasons for something. Different types of personalities cannot have the same motive.

An overview of the criteria that define the terms "motive" and "motivation":

- The motive is the initiator, but also the engine of behavior.
- Motives are always connected to a person's certain goal or need.
- There are positive and negative motives with their own positive and negative directions.
- Motives act dynamically and systematically.
- Motives should be taken into account in their currentness even when they are related to the past.
- Motives act consciously and subconsciously.

Motivation is a complex process on which depends the success of every individual, group, team, project, program, even that of a whole institution. The differences between individual people come from the similarities and differences in their motivation and the goals that they strive towards.

2.2. The Gifted and Talented

Ability, talent, genius - these are the terms that can define the degrees of human giftedness, its progressive development and qualitative differences.

Before, giftedness was determined in different ways. Most often it was believed that definite indicators of giftedness were the above-average scores on intelligence tests. Intelligence was seen as the ability to think abstractly, solve problems and successfully handle new challenges. Because of that, distinctly intelligent children were considered to be gifted too. However, today it is known that giftedness covers a much larger spectrum of abilities (in the realms of music, art, craftsmanship, literature, leadership etc.) and not just achievements in the intellectual sphere. Even though we do not have a precise definition for giftedness, most of them cover the quantitative and qualitative aspect of that phenomenon.

2.3. The Teacher

It is known that students are sensitive to a teacher's certain traits to a degree that they can influence the student in a positive or negative way, and even affect their perception of the subject that they are teaching. The biggest incentive comes from the teacher and it is understandable that a student's motivation is formed accordingly. A teacher must implement different means of motivation in realizing their teaching program. It is their responsibility to notice the students' favorable tendencies, help develop them and awaken new interests and motives. Additionally, a teacher's task is also to initiate and transform their motives. The activities that were at first satisfied with external or formal interests should be made more attractive for the students, becoming an integral part of their personality. It is a fact that a teacher who is admired by their students positively influences their interest, and instead of their motivation being related to the teacher, it should be related to the subject. A form of education that is adapted to a cognitive way of learning will have a strong motivational basis because the gifted student will feel that they are engaged and affirmed in accordance with their best abilities.

3. Motivational Factors

When it comes to motivation in fulfilling one's goals and tasks in the educational process, there are **external and internal factors** that impact its reinforcement.

3.1. Extrinsic motivation can have several drawbacks, such as:

- The students only work to get something in return (a reward).
- Their interest in school can be rendered transient and superficial.
- With extrinsic motivation, students can be brought to believe that what they are doing is for someone else, rather than themselves.

External motivation can teach children about the importance of success in life. Extrinsically motivated behavior is that which is not only a personal goal, but also one that aims towards achieving something outside those limits, however it is not enough independently.

3.2. Intrinsic motivation is the internally motivated behavior that gifted children exhibit. It comes innately, encouraged by their sense of competence.

In gifted children, an exceptionally high level of internal motivation is manifested in these cases:

- When showing a specific interest through achievements.
- Having a strong sense of direction towards their goals.
- Having a lot of energy and dedication in their work.

Early success in the field of giftedness result in new motivational outcomes, which then translate to independence, efficacy and a feeling of competence. The intensity of the feeling of self-determination and competence is another very important factor in the gradation of intrinsic motivation.

The problem in maintaining the intrinsic motivation in gifted children is the length of the journey towards the achievement of their goals.

Edward L. Deci and Richard M. Ryan suggest that three psychological needs must be met in order for individuals to achieve intrinsic motivation and psychological well-being. These needs are autonomy, or a feeling of control over one's behavior; competence, or the perception of interacting effectively with one's environment; and relatedness, or a reciprocal feeling of care for others. These three aspects of the social environment can be met by specific instructional strategies, and many of the methods used in gifted education pedagogy are effective in part because they allow students to meet psychological needs in these areas. However, some evidence suggests that motivation becomes less internalized if even one of these three areas is not met, and this may imply that underachievement or selective achievement also result from one or more of these needs not being satisfied. Thus, it is important to consider all three needs in the classroom because the classroom environment and climate are the areas over which individual teachers have the most control.

Internalized forms of motivation are enhanced by helping students to focus on comparing their performance to their own prior accomplishments, rather than comparing themselves to other learners in their classroom or school. This practice has the added advantage of being effective for students at all levels of ability, including the highly gifted, and in all learning environments from general education through highly selective school settings. Additionally, in interactions with students, teachers should take care to place as much or more emphasis on the learning process as on its products, and should emphasize individual progress and growth over time while avoiding making comparisons to other learners. Through thoughtful and ongoing teacher engagement with these practices, students' internal motivation, their enjoyment of learning, and their academic achievement outcomes all can be expected to improve.

While most people would suggest that intrinsic motivation is best, it is not always possible in every situation. In some cases, people simply have no internal desire to engage in an activity. Excessive rewards may be problematic, but when used appropriately, extrinsic motivators can be a useful tool. For example, extrinsic motivation can be used to get people to complete a work task or school assignment in which they have no internal interest.

Researchers have arrived at three primary conclusions with regards to extrinsic rewards and their influence on the degree of intrinsic motivation:

1. **Unexpected external rewards typically do not decrease intrinsic motivation.** For example, if you get a good grade on a test because you enjoy learning about the subject and the

teacher decides to reward you with something more than just a grade, your underlying motivation for learning about the subject will not be affected.

2. **Praise can help increase internal motivation.** Researchers have found that offering positive praise and feedback when people do something better in comparison to others can improve intrinsic motivation.

3. **Intrinsic motivation will decrease, however, when external rewards are given for completing a particular task or only doing minimal work.** For example, if parents heap lavish praise on their child every time he completes a simple task, he will become less intrinsically motivated to perform that task in the future.

Extrinsic and intrinsic motivation can also play a significant role in learning settings. Some experts argue that the traditional emphasis on external rewards such as grades, report cards, and gold stars undermines any existing intrinsic motivation that students might have. Others suggest that these extrinsic motivators help students feel more competent in the classroom, thus enhancing intrinsic motivation.

"A person's interest often survives when a reward is used neither to bribe nor to control but to signal a job well done. If a reward boosts your feeling of competence after doing good work, your enjoyment of the task may increase. Rewards, rightly administered, can motivate high performance and creativity". - *David G. Meyers, Psychology: Eighth Edition in Modules.*

Intrinsic motivation does not mean, however, that a person will not seek rewards. It just means that such external rewards are not enough to keep a person motivated. An intrinsically motivated student, for example, may want to get a good grade on an assignment, but if the assignment does not interest that student, the possibility of a good grade is not enough to maintain that student's motivation to put any effort into the project. Similarly, extrinsic motivation does not mean that a person will not get any pleasure from working on or completing a task, but rather that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest.

4. Motive of Achievement

The motive of achievement is an acquired motive which is expressed by the person's need to achieve success or perfection. People with a high level of achievement tend to overcome difficult tasks more easily and are more persistent in their realization, however they do not take failure easily. The aspiration for achievement can be analyzed in two ways: extrinsically (the effect of the reward) and intrinsically (the effect of engaging and pleasure). The source of this motive lies above all in the behavior towards the children. According to David McClelland, if the child is encouraged to compete with the others and then rewarded when it succeeds, then the development of a strong motive of achievement is highly probable. If competence is not encouraged and there are no positive reactions to the child's efforts, then it is most likely that this motive will not develop.

All definitions of the motive of achievement are similar and point towards it being a general tendency, aspiration, wish or readiness to achieve some standards of success and perfection.

Unlike other motivational constructs, the motive of achievement is mostly observed in school contexts considering its pedagogic applicability. One of the most significant authors who deal with studying the motivational processes is David McClelland, who defines it as a human aspiration for achievement, success in our work or personal and social relationships and activities. In common with this motive are the need to be constantly good and the race towards some form of perfection. Munna and Fernalda describe the motive of achievement as "a desire to

achieve certain standards of perfection". For Peck and Withlow the motive of achievement is "the differentiation of people made according to the degree to which they are ready to fight to achieve some standard of success".

Vilder gives a longer and more precise definition of this motive, which is also compatible with the previous ones and points out that the motive of achievement is a set of planning, acting and feeling, which are connected to the persistence in achieving our goals. Lastly, Heckhausen asserts that this motive is related to the tendency to improve and maintain our abilities in all areas of activity pertaining to the achievement of standards of perfection.

5. Conclusion

Emotional regulation certainly affects the degree of motivation among gifted students. The ability to recognize emotions also has an influence. The degree of motivation will be higher depending on how much the gifted student succeeds in recognizing and controlling their emotions. The type of giftedness affects the degree of motivation as well.

The teacher does not have to be a creative force. They only need to enable a free development of interest, not interfere with the emotional and creative process, and using a personalized approach, encourage the progress of interests and the acquiring of a knowledge base, adapted and optimized to the extent of the students' capabilities.

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TYPES OF LEARNING DISABILITIES

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Abstract

We will present the learning disabilities which can interfere with learning basic skills such as reading, writing. We will explain some of the learning disabilities such as Dyscalculia, Dyslexia, Dysgraphia, Dyspraxia and the methods to make learning easier.

Keywords : Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia. Disabilities

1. Introduction

Are you dealing with a struggling student? A child who seems incredibly bright but for some reason struggles academically. Well you are not alone. Millions of teachers deal with this every day. You tried to solve the problem that you had with the student and have struggled with this problem for years. Even if you think you have tried everything.

Our school systems are not equipped to deal with this. Schools teach academics. You might be surprised to find out that the real problem is not academic at all. It's in the simple learning processes we take for granted. Processes so simple we take them for granted and don't even consider enhancing them.

Learning disabilities are neurologically-based processing problems. Learning disabilities, or learning disorders, are an umbrella term for a wide variety of learning problems. These processing problems can interfere with learning basic skills such as reading, writing and/or math. They can also interfere with higher level skills such as organization, time planning, abstract reasoning, long or short term memory and attention. It is important to realize that learning disabilities can affect an individual's life beyond academics and can impact relationships with family, friends and in the workplace. Learning disabilities should not be confused with learning problems which are primarily the result of visual, hearing, or motor handicaps; of mental retardation; of emotional disturbance; or of environmental, cultural or economic disadvantages. Generally speaking, children with learning disabilities are of average or above average intelligence. A learning disability is not a problem with intelligence or motivation. Kids with learning disabilities aren't lazy or dumb. In fact, most are just as smart as everyone else. Their brains are simply wired differently. This difference affects how they receive and process information.

2. What can cause a learning disability?

Several things can cause a learning disability. A learning disability occurs when the brain is still developing (before, during or soon after birth).

- Before birth things can happen to the central nervous system (the brain and spinal cord) that can cause a learning disability. A child can be born with a learning disability if the mother has an accident or illness while she is pregnant, or if the unborn baby develops certain genes. Genes are chemicals in our bodies that contain information about us, like how we look

- A person can be born with a learning disability if he or she does not get enough oxygen during childbirth, has trauma to the head, or is born too early
- After birth, a learning disability can be caused by early childhood illnesses, accidents and seizures

3. Types of learning disabilities

3.1 Learning disabilities in reading (dyslexia)

Dyslexia is the most common form of all learning disabilities. It is a language-based disability in which a person has trouble understanding words, sentences, or paragraphs. People with dyslexia often have problems with processing or understanding what they read or hear. 3-D visual perception; athletic and mechanical ability. Dyslexia is the most common form of all learning disabilities. It is a language-based disability in which a person has trouble understanding words, sentences, or paragraphs. People with dyslexia often have problems with processing or understanding what they read or hear. Conservative estimates vary between 5 and 10 per cent of the population. Who has it dyslexia? No correlation has been found between the incidence of dyslexia and nationality, income, ethnicity, race, or IQ, and experts are even beginning to question whether it is more common among boys than girls.

Which are signs and symptoms of dyslexia?

- Reads slowly and painfully
- Experiences decoding errors, especially with the order of letters
- Shows wide disparity between listening comprehension and reading comprehension of some text
- Has trouble with spelling
- May have difficulty with handwriting
- Exhibits difficulty recalling known words
- Has difficulty with written language
- May experience difficulty with math computations
- Decoding real words is better than nonsense words
- Substitutes one small sight word for another: a, I, he, the, there, was

3.2 Learning disabilities in writing (dysgraphia)

Dysgraphia is a writing disability where children find it hard to form letters and write within a defined space. For many children with dysgraphia, just holding a pencil and organizing letters on a line is difficult. Their handwriting tends to be messy. Many struggle with spelling and putting thoughts on paper.[1] These and other writing tasks—like putting ideas into language that is organized, stored and then retrieved from memory—may all add to struggles with written expression. Many children with dysgraphia possess handwriting that is uneven and inconsistent. Many are able to write legibly but do so very slowly or very small. Typically, children with dysgraphia are unable to visualize letters and do not possess the ability to remember the motor patterns of letters and writing requires a large amount of energy and time. Learning disabilities in writing can involve the physical act of writing or the mental activity of comprehending and synthesizing information.

Signs of dysgraphia often appear in early elementary school. But the signs may not become apparent until middle school or later. Sometimes the signs go unnoticed entirely. As with all learning and attention issues, the earlier signs of dysgraphia are recognized and addressed, the better.

Dysgraphia is typically identified by licensed psychologists (including school psychologists) who specialize in learning disabilities. They will give your child academic assessments and writing tests. These tests measure fine motor skills and written expression production.

During testing, the professional may ask your child to write sentences and copy text. They'll assess not only your child's finished product, but also his writing process. This includes posture, position, pencil grip, fatigue and whether there are signs of cramping. The tester may also test fine motor speed with finger tapping and wrist turning.

Special education teachers and school psychologists can help determine the emotional or academic impact the condition may be having on your child.

Which are signs and symptoms of dysgraphia?

Visual-Spatial Difficulties

- Has trouble with shape-discrimination and letter spacing
- Has trouble organizing words on the page from left to right
- Writes letters that go in all directions, and letters and words that run together on the page
- Has a hard time writing on a line and inside margins
- Has trouble reading maps, drawing or reproducing a shape
- Copies text slowly

Fine Motor Difficulties

- Has trouble holding a pencil correctly, tracing, cutting food, tying shoes, doing puzzles, texting and keyboarding
- Is unable to use scissors well or to color inside the lines
- Holds his wrist, arm, body or paper in an awkward position when writing

Language Processing Issues

- Has trouble getting ideas down on paper quickly
- Has trouble understanding the rules of games
- Has a hard time following directions
- Loses his train of thought

Spelling Issues/Handwriting Issues

- Has a hard time understanding spelling rules
- Has trouble telling if a word is misspelled
- Can spell correctly orally but makes spelling errors in writing
- Spells words incorrectly and in many different ways
- Has trouble using spell-check—and when he does, he doesn't recognize the correct word
- Mixes upper- and lowercase letters
- Blends printing and cursive
- Has trouble reading his own writing
- Avoids writing
- Gets a tired or cramped handed when he writes
- Erases a lot

Grammar and Usage Problems

- Doesn't know how to use punctuation
- Overuses commas and mixes up verb tenses
- Doesn't start sentences with a capital letter
- Doesn't write in complete sentences but writes in a list format
- Writes sentences that "run on forever"

Organization of Written Language

- Has trouble telling a story and may start in the middle
- Leaves out important facts and details, or provides too much information
- Assumes others know what he's talking about
- Uses vague descriptions
- Writes jumbled sentences
- Never gets to the point, or makes the same point over and over
- Is better at conveying ideas when speaking

3.3 Learning disabilities in math (dyscalculia)

Learning disabilities in math vary greatly depending on the child's other strengths and weaknesses. A child's ability to do math will be affected differently by a language learning disability, or a visual disorder or a difficulty with sequencing, memory or organization.

A child with a math-based learning disorder may struggle with memorization and organization of numbers, operation signs, and number "facts" (like $5+5=10$ or $5 \times 5=25$). Children with dyscalculia often have difficulty manipulating numbers in their head and remembering steps in formulas and equations

Which are signs and symptoms of dyscalculia?

- Difficulty reading analog clocks
- Difficulty stating which of two numbers is larger
- Inability to comprehend financial planning or budgeting, sometimes even at a basic level; for example, estimating the cost of the items in a shopping basket or balancing a checkbook
- Difficulty with multiplication-tables, and subtraction-tables, addition tables, division tables, mental arithmetic, etc.
- Difficulty with conceptualizing time and judging the passing of time. May be chronically late or early
- Problems with differentiating between left and right
- Difficulty working backwards in time,
- Difficulty comprehending things relating to occurrences in different time zones
- Difficulty navigating or mentally "turning" the map to face the current direction rather than the common North=Top usage
- Having particular difficulty mentally estimating the measurement of an object or distance
- Inability to grasp and remember mathematical concepts, rules, formulae, and sequences
- Inability to concentrate on mentally intensive tasks
- Mistaken recollection of names. Poor name/face retrieval. May substitute names beginning with same let

3.4 Learning disabilities in motor skills (dyspraxia)

Motor difficulty refers to problems with movement and coordination whether it is with fine motor skills (cutting, writing) or gross motor skills (running, jumping). A motor disability is sometimes referred to as an "output" activity meaning that it relates to the output of information from the brain. In order to run, jump, write or cut something, the brain must be able to communicate with the necessary limbs to complete the action.

Signs that your child might have a motor coordination disability include problems with physical abilities that require hand-eye coordination, like holding a pencil or buttoning a shirt.

Which are signs and symptoms of dyspraxia?

- Irritable and difficult to comfort – from birth
- Feeding difficulties: milk allergies, colic, restricted diet
- Sleeping difficulties: problems establishing routine, requires constant adult reassurance
- Delayed early motor development: sitting unaided, rolling from side to side: do not usually go through the crawling stage
- High levels of motor activity: constantly moving arms and legs
- Repetitive behaviors: head banging or rolling
- Sensitive to high levels of noise
- Continued problems with development of feeding skills
- Toilet training may be delayed
- Avoids constructional toys such as jigsaws and Lego
- Delayed language development: single words not evident until age 3
- Highly emotional: easily distressed, frequent outbursts of uncontrolled behavior
- Concentration limited to 2 or 3 minutes on any task?

4.Helping Children with Learning Disabilities

All children need love, encouragement, and support, and for kids with learning disabilities, such positive reinforcement can help ensure that they emerge with a strong sense of self-worth, confidence, and the determination to keep going even when things are tough.

In searching for ways to help children with learning disabilities, remember that you are looking for ways to help them help themselves. Your job as a parent is not to “cure” the learning disability, but to give your child the social and emotional tools he or she needs to work through challenges. In the long run, facing and overcoming a challenge such as a learning disability can help your child grow stronger and more resilient.

Always remember that the way you behave and respond to challenges has a big impact on your child. A good attitude won't solve the problems associated with a learning disability, but it can give your child hope and confidence that things can improve and that he or she will eventually succeed.

As a teacher, providing the best help to children with learning difficulties can be challenging, particularly in mainstream education where there are heterogeneous learners. Alongside the guidance you will receive from the government and your school's curriculum, here are some of the best tips towards creating an all-round positive learning experience - both in mainstream and special schools

4.1 Ways to make learning easier

- **Use a tape recorder**

For children with dyslexia, reading and processing written words is tricky, as when printed on a page, they quite often appear jumbled or mixed up.

Rather than providing your student with a written handout, using a tape recorder is an effective way of translating directions and instructions. Once you've finished recording, provide the child with a headset, so they can listen to the verbal message as many times as they wish without distracting their peers.

In order to improve the child's reading skills, you could also provide them with a written worksheet and speak it through on the tape recorder, so your student can listen to and follow the words on the page at the same time.

- **Write key points or words on a whiteboard**

Before beginning a new class or presentation, write the key words in a bullet-pointed list on a whiteboard and as you speak, refer back to them. This way, your student is learning to associate speech with words, encouraging a smooth transition for when they begin to read.

- **Highlight important information**

If your student is completing exercises in a workbook or reading a textbook, one useful tip is to mark the essential information with a highlighter pen. Textbooks tend to contain lots of information and technical jargon that can be confusing to the reader.

By highlighting the most important sections, the student can automatically visit them without being caught up in those that aren't relevant.

- **Plan daily routines**

For children with learning difficulties, such as dyslexia, incorporating a daily routine into their lives is extremely beneficial. Order and structure is important for them to focus and learn effectively.

Make a weekly routine in your diary and stick to it each week throughout the term. Your students will become used to the structure and feel more comfortable and at ease.

- **Use assistive technologies**

During IT lessons, the use of assistive technologies (ATs) are an excellent aid to enhancing your students' computing, literacy and numeracy skills. ATs are specially designed digital software tools for children with learning difficulties, including dyslexia, dyspraxia and dyscalculia.

They typically comprise a series of games or activities that make the learning process fun and interactive.

5. Conclusion

We are now in an era where many schools endorse and embrace the goal of full inclusion for students with learning disabilities. And undoubtedly, inclusion is key to obtaining educational and social equity.

Students with learning disabilities are bright and capable but have seemingly unexplained and significant challenges with specific academic skills (reading, writing, math, or a combination). These difficulties are brain-based, not related to the home environment, student motivation or attitude, or other developmental delays. Education should be about enabling all children, in line with their abilities, to live full and independent lives so that they can contribute to their communities, cooperate with other people and continue to learn throughout their lives. Education is about supporting children to develop in all aspects of their lives – spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical.

Many children with learning disabilities can therefore be fully included in classes without any additional teaching or care supports. Others may need additional teaching and/or care assistance or assistive technology to support them. It is important that educational placements are kept under review by the school, parents and other professionals involved.

“The childhood is the best growing period to get to know one another.”¹

178Our blogs :

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BASIC PRINCIPLES FOR THE PROCESS OF ACTIVE LISTENING IN TEACHING

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Abstract

To become a good listener, you must have a great desire to understand other people, or to make an effort and attention in communication. After all, active listening assumed minimize any communication barriers and respect for others' opinions, attitudes and feelings, in other words - respecting the integrity of the person who is listening. If it develops the ability to actively listen, if we understand and sympathize with what the other person speak (or read), the communication between the two interlocutor will always be efficient and effective.

One of the most important things in active listening is the interlocutor to listen, take the first decision he wants to listen (to be motivated for communication and listening), while observing the basic principles of active listening as well as watching in the eyes, silence and of course, listening. If these principles are not met in the process of active listening, it will be incomplete and will be an active listening, but will only be "listening", which unfortunately is not always constructively with understanding, compassion.

Keywords: Principles, active listening, teaching, communication.

The categorization of these "incomplete hearings" is varied through literature, but as a basic will mention:

Reactive listening - when the listener shows reactions to listen (body language to "convince" the other party that listens), but actually thinking of different, he do not hear the rest. It is an imitation of the real listening. Reactive listener sends "signals" of communicators who are recognized for active listening; He sees the speaker's eyes, confirmed by head movements and can even ask questions. But behind this "picture" that are interested in, is going quite another - use decent "facade" to hide the posts you have (quite other thoughts, misunderstandings, disagreements, etc.) which have no relation to what communicator it speak.

Unilateral hearing - when the listener perceives a single type of communication, he is keeping an eye only on verbal or non-verbal, while it neglects other forms of communication.

Selective listening - when the listener hears only that for which he shows interest, ie only parts that are important to him. Selective listeners fit only certain parts - hints of communicator (only those who are interested), rejecting what is not within the scope of their interest.

Selective rejection - when the listener expects what it wants to hear and once you hear that interested in how the information ceases to listen.

Stolen word - when the listener is looking forward to take the word.

Insensitive listening - insensitive listeners who do not receive messages from clear communicators. They simply are not able to 'read between the lines "of what they hear or read nonverbal movements of the communicant. This kind of listeners are not able to listen to the "hidden messages" sent by the communicator.

Defensive listening - the listener experiences all sent messages as an attack on his person and requires constantly to defend or attack.

Attack listening - when the listener hears the interlocutor, waiting for the moment to attack. Such listeners listen carefully but only for gathering information about attack communicator, for what he says.

All these "hearings" are destructive to communication and therefore cannot speak of active listening. If we talk about real active listening, it should have in order to understand the interviewee and a desire to help in solving his "problems" and meet his needs. To achieve this, they would have to emphasize the fundamental principles on which it is based.

The *first* principle is based on the actual listening motivation. The communicator and the recipient, in whatever role is the interlocutor should be able to "stop talking", and to hear. As he stated the famous writer Mark Twain: If there were more people to talk than to listen, you have two languages and one ear. Both sides in the communication process should listen, not to interrupt the conversation.

The *second* principle suggests preparation for listening or focusing on what the interlocutor is heard. As previously concluded, necessary techniques for learning and perfecting this skill.

The *third* principle is based on encouraging the interviewee to hear, or to master nonverbal expressions of the body, which would encourage the one who speaks to proceed (maintaining eye contact, showing that actively listens and understands what is being said).

The *fourth* principle of active listening is removing any potential obstacles that would defocused listeners as it is the color uniformity of voice, not registering emotion in speech (reading), and conspicuous appearance of the speaker and so on.

The *fifth* principle refers to the ability of the speaker to identify with the people who hear or to see from their perspective in order to understand their needs, capabilities and so on.

The *sixth* principle of active listening is the patience of the interlocutors. Everyone should have developed the ability to listen to the end (not respond to breaks) and not interrupt the speaker.

Seventh principle applies it to avoid personal bias in presentation of content in order to perform positively influence the interlocutor and he can perceive and understand the message.

Eighth principle suggests attention to the dynamics and tone of speech, which directly influence the process of active listening, or focus or defocus listener from what I heard.

Respecting these principles of active listening, communication always result in a positive way, with understanding, perceiving the messages are heard and received feedback communication (communication feedback). The process of developing active listening is a long, continuously develop and result in improved interpersonal relationships of the interlocutors with maximum understanding and always positive communication.

This process is explained in graphic 3: as you may have noticed, active listening directly affect change in individual behavior, which emphasizes the importance of learning and application upbringing - educational process.

The development of this process is especially important in teaching, in the relation teacher - pupil. Teachers must respect these principles, but also enable students and staves thereof. Only then can provide active listening in class, which will result in efficient and effective learning by students. Hereinafter in this paper, we will focus and elaborate on active listening in class, and what is needed for practicing for students to actively listen to the realization of upbringing - educational process.

1. Active listening in teaching and education

Active listening is particularly important in the classroom, in the realization of the educational process in order to achieve all learning objectives that teachers ask. Given the complexity of the communication process, the important thing is that teachers should enable students to actively listen, which would facilitate the process of learning and understanding. Seemingly simple but in practice difficult role of teachers because they took off always willing to actively listen to the students. This paper elaborates the problem of active listening in teaching, the relation teacher - student and intermittently when these two communication entities change their roles as communicators and recipients. This means that this research should explore ways to improve the process of active listening in the two subjects, which would result in higher quality implementation of the educational process, raising the level of understanding and learning.

To talk about active listening in the teaching in schools, it is necessary to talk about the ability of the teacher primarily and then the student for this very important communication skill that directly influence the process of teaching and learning in the classroom.

Learning is a process that leads to changes in mental (internal) or external (motor learning skills) and encourages the listener actively listen, anticipates, expects, verify, interpret, connects and organizes all messages (information) to be received during the teaching, so that creates associations and adapt them to their existing knowledge, which includes knowledge, forms and various other knowledge. Learning about active listening, it is also a skill that should be learned and overcome. When we learn, we think of all the communication entities in the communication process - and teachers and students. With each learning form "traces" in the brains of subjects who remain as part of the experience of the person and can last as long as a purpose for learning. Since active listening is a permanent process which constantly needs to be upgraded, learning about it is also permanent, throughout the education of students, but over the life of teachers.

To illustrate, we can compare the teaching of listening to the teaching of reading. And in one and in the other process occurs reception of "input" (input) of new information, in these processes include memory, understanding and reaching conclusions. These two processes are not simple processes of decoding messages or information they are receiving, but are very active processes that construct meanings, locks, forecasts and assumptions creations based on already known. For these reasons, teachers should familiarize students with different learning strategies, making this complex process would be easier and controlled it the skill of active listening. We show that the learning process is influenced by the process of teaching to the caller (depending on whether the information - messages carries teacher to student, or student to student). For teaching as a process of transfer of knowledge, it is important that the teacher (or student to student) take into account what the student already knows and understands, and to be able to recognize the cognitive capabilities of the student and the level of his previous knowledge.

Conclusion

These are the reasons why in teaching practice this process incomplete and unprofessional realize because it requires a very systematic training of teachers, which, based on actual assessment of the cognitive demands of new teaching material, organize their actions to achieve the planned objectives. If a teacher does not know the needs and desires of students fails to plan activities according to their cognitive abilities and their previous knowledge, the process of active listening, students are questioned. However, previous experiences show that those teachers who know and believe in the abilities of students learning (regardless of which level) and having a sense of responsibility to encourage students to learn, students who have achieved

better results. Analogous to this conclusion, if teachers have a clear goal to enable students to actively listening, you need to become familiar with their capabilities, good to plan activities, to have enough knowledge about the different strategies of teaching and learning have clear and precise expectations and, in that case, the result will be excluded.

When the teacher acts as a messenger (communicator) and the student in the role of listener (recipient) is straight in front of the most difficult task to accomplish. First of all need to motivate the student to hear (the first principle), or to encourage the student to listen with attention. This can be achieved by proper selection of activities and content, with careful verbal expression (application of acting, different intonations aloud, interesting choice of content, etc.).

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THE ACCOLADE TO BEING ATTENTIVELY LISTENED TO

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Abstract

With the beginning of education, one is taught, requested, and expected to listen attentively most of the time when in class, and later in life at meetings and various types of gatherings.

Two of COED's definitions of the verb *listen* – important for this paper, are a) *to give one's attention to a sound* and b) *to make an effort to hear something*, as they navigate us to investigate the obstacles for the realization of the former and the reasons for making the effort to hear, stated in the latter.

In our research, we have discarded the physical obstacles as well as the obstacles due to reading and hearing deficiency or handicap. We turned to the obstacles disturbing the attention necessary when listening to loud reading of longer texts such as news articles, scripts of speeches, essays, and stories. The loud reading competences are not for language teachers and learners only but for all language users for there always comes a time when each of us has something to read or say before an audience: familial, educational, social, or peer one.

With the utterance competence tightly related to the reading introduced here, it must be pointed out that loud reading competences mastered with all its prosody and stylistic elements enable one to become a master of the speaking competences, as well, and thus confident and sure of being attentively listened to and understood.

In that sense the focus of our research was to analyze the loud reading competences of Foreign Language Teaching, Preschool Teaching and Class Teaching students.

The results of this research produced evidence that loud reading competences act as a primal prerequisite for the development of speaking competences appreciated for bestowing an attentive ear, i.e. improving all sorts of knowledge oral exchange, highly significant for future educators and any language users.

Keywords: reading – listening, attentive ear, audience, reading mistakes, prosodic and stylistic elements

INTRODUCTION

Education cannot exist without language nor teachers can teach without a read or spoken word, i.e. oral communication with the learners, whatever their age. It is a fact that a large number of the classes in all three cycles of education entail loud reading to students – either short sections or longer ones.

However, both as teachers and as citizens, we often come across learners who object to those elements of teachers' performance in class: a good number state that teachers speak either too fast or too slowly, at a very low voice or with a high-pitched voice, inaudibly or too loudly, with a monotonous speech intonation or with a disturbing one, etc. In addition, these objections,

heard or rumoured quite frequently around – especially in social gatherings or in evaluation surveys, are stressed by learners themselves – when mocking the authority of the teachers, they comment that a good number of teachers do not stick to the standard language, but to their dialect, instead. Thus, many class attendants find it either difficult to understand some phrases or teachers' pronunciation and utterance distracting to follow attentively. Moreover, such comments are even used as arguments in favour of the causes of poor learners' achievements; a fact that educators cannot ignore.

The Faculty of Education – Bitola, as a HE institution preparing and training future pre-school teachers, schoolteachers, and foreign and native language teachers, encounter a serious task very tightly related to public speaking skills.

Therefore, within the very processes of teaching, lecturing, pedagogic practice, and oral examinations, the PFBT HE teaching staff regularly gain an insight into these reading and speaking competences of the future teachers. And no matter how hard they try to make future teachers, i.e. students, use the standard language, dialectal phrases, accents, intonations, and colloquialisms seem to be popping out of students' speech unexpectedly at most formal occasions. Bearing in mind the fact that dialectal phrases, idioms, and colloquialisms are often intentionally and purposefully used in public speeches for the sake of persuasiveness and attracting as many profiles of listeners as possible, our research starting point is not the usage of language for persuasive purposes. Instead, the euphony and comprehensibility of student-to-be-teacher's reading and speech are our starting point for it cannot be denied that they make the axis of a successful class, regardless of the subject/course taught.

REVIEWED LITERATURE ON THE STATED ISSUE

According to our search for available titles of publications tackling this problem, no corresponding studies have been found either on the Internet or in the University Libraries in R. Macedonia. In fact, most of the studies we have found elaborate either the problem of teaching *foreign language oral skills*, i.e. reading and speaking skills of a foreign language only, or the acquisition of the so called *public speaking skills* which in most cases are related to rhetoric and not to foreign language learning. What makes the issue in the focus of our research even more confusing is the fact that over the past decades, it has frequently been prompted under the title 'public speaking skills' and often overlapped with foreign language speaking skills or constituting the foreign language oral skills practice.

Therefore, distinction has to be made for 'public speaking skills' are offered as a distinctive module¹⁷⁹ and a different one from the native and foreign language learning programmes and modules at the universities worldwide.

However, before setting forth on this research, most of the literature that we reviewed along with the one referring to foreign language oral skills was related to those skills as well:

*"The art of public speaking was practiced long before the Greeks wrote about it in their treatises more than 2,500 years ago. [I]t was a way of life, a way of being..."*¹⁸⁰

Today, public speaking skills are given a special attention and their utmost significance is clearly stated in many research papers and on many corresponding web sites. However, at this point, we would like to highlight a section of the explanation given on the web page of the Yale Centre for Teaching and Learning which says: "... *public speaking is something one practices on*

¹⁷⁹Yale Center for Teaching and learning; *Public Speaking for Teachers: Lecturing Without Fear*
<http://ctl.yale.edu/teaching/ideas-teaching/public-speaking-teachers-i-lecturing-without-fear>

¹⁸⁰Peter A. DeCaro, Ph.D. University of Alaska, Fairbanks, AK, *Origins of Public Speaking*
<http://www.publicspeakingproject.org/PDFS/chapter2.pdf>

a daily basis: anytime we speak with another person, we are calling on (and honing) our speaking skills." (See footnote 1.)

This section clearly contributes to the definition of our focus in this research, i.e. that one's reading and speaking skills are an unavoidable daily practice, and if we want to be heard, we have to command these skills. Yet, our focus in the research is placed on the reading skills as an element of utmost significance for being attentively listened to and for developing the speaking skills eventually.

In addition, the list in the module offered on the Yale Centre for Teaching and Learning web page vividly depicts the significance of commanding public speaking skills by listing the spheres where they appear as most necessitated (See Picture 1.):

Ways in which we are public speakers/presenters everyday:

- Social gatherings
- Speaking to one's colleagues/mentor/adviser
- Participating in committee work or faculty/departmental meetings
- Introducing oneself to others at orientations or other large gatherings
- Dealing with family
- Skyping
- Participating in a group/team discussion
- Sharing a meal in a dining hall, etc.

Although the form may vary, we are always communicating with others in a public forum. Many

Picture 1. A print screen of the section of the Yale *Center for Teaching and Learning* page offering the *Public Speaking Skills* module

However, as the core of our research is the faculty of future-educator students to produce presentation in class so euphonic and comprehensible that would enhance students' attention to listen to it and motivate them to learn more on the topic, we can only add *Teaching and Education* (See Picture 1.).

METHODOLOGY OF RESEARCH

On the grounds of the fact that learners' motivation to attentively listen to the teacher's presentation depends on both the comprehensibility and the euphony of the teacher's reading/talk/presentation in class, we decided our research objective to be *testing and determining students' reading skills and their self-awareness of their own reading euphony and reading comprehensibility as two most significant factors to be attentively listened to*.

In accordance with the objective determined, we chose the technique '*learners' reading self recording*' as most adequate and applicable in the realization of the study programmes and modules offered at the Faculty of Education – Bitola (PFBT)¹⁸¹. In addition, we already had had experience with this technique, but had never organized our observations and results of its application. With this research we hoped to finally elaborate its usefulness and shed some more light on its effects on the students, i.e., whether it would spur them to strive to enhance their loud reading comprehensibility and euphony.

¹⁸¹ Faculty of Education – Bitola (PFBT) web page <http://www.pfbt.uklo.edu.mk/index.php?lang=mk>

Thereby, we conducted the research at the Faculty of Education – Bitola, in the spring semester in 2016. By including the analysis of students' self-audio-recordings of their own reading, the research approach was primarily qualitative, but the quantitative one was also used to some extent.

The sample researched consisted of 20 students of *Pre-School Teacher* and *Class Teacher* study groups, and 20 *EFL* (English as a Foreign Language) students of the study group *English language and Literature*. The sample was selected from year 3 students, and divided into two groups: one researched for native language reading euphony and comprehensibility (in this case – the Macedonian language), and the other group was researched for foreign language reading euphony and comprehensibility (in this case – the English language).

The research was conducted in several carefully designed steps:

1. Selection of 4 different topics and 4 genres/sub-genres of reading materials
2. Deciding on the length of all 4 texts
3. Handing out a text on the first topic to the sample students
4. Assigning the sample student with recording their own reading of the text
5. Collecting the MP3 audio recordings
6. Listening to each of the MP3 recordings and making record/comments for each
7. Analysis and categorization of the types of reading weaknesses identified in the records
8. Informing the students of the observed achievements and weaknesses
9. Repeating the steps from 3. - 8. three more times (only with the other three topics/genres)
10. Survey on students' opinion about the effects of the mode of practice
11. Sorting the findings and collected students' opinion and drawing overall conclusions

PROCEDURE, FINDINGS and DISCUSSION

When speaking about 'findings' one must be aware of the two-fold meaning of this notion. Namely, findings occur naturally – every day and in every segment of our life. Thus, it is the 'findings' we had already happened to come across in both our working environment and in the public life that had made us venture this research. The proposed and implemented technique in the research had already been used for 10 years as one of the practice techniques for improving the reading skills of the students attending EFL classes. As it had been a part of homework practice assignment, a point that they had been instructed to take care of was the proper reading and use of pauses¹⁸² and to employ the necessary stress, intonation or pauses indicated by the punctuation marks. Thus, a variety of observations and findings had already been experienced, but never analyzed in an organized manner and with a designed approach like the one in this research.

Most of those unorganized observations and records of the results reflected students' overcoming their fear from public reading and speaking; students' becoming aware how they sound when they are being listened to; students' developing a faculty of discerning their own mistakes and poor pronunciation/accentuation/prosodic units intonation upon hearing the recording of their rendered reading, students' own decisions to delete the recording and start the whole procedure again or repeat the procedure until reaching the desired level of rendered reading/quality.

¹⁸²Michael Erard in his "An Uh, Er, Um Essay In Praise of Verbal Stumbles mentions":

"...Martin Corley and Robert J. Hartsuiker reported that listeners' recognition benefits from any delay before a word, whether it is a silent pause, a filled pause, or a musical tone. The delay 'attunes the attention.' ..."

http://www.slate.com/articles/life/the_good_word/2011/07/an_uh_er_um_essay.html

Naturally, similar observations were expected with the organized research but with additional aspects placed for analysis and data processing. We hereby present them with each of the chronological steps that have already been mentioned above:

Selection of 4 different topics and genres of reading materials

It was decided to choose four different topics (ecology; geography; health; scientific advances) and four genres to appeal to students' different interests because of the presumption that a different topic and genre may have influence on students' mood and zeal when reading the text. Upon the fact that those students would be teachers in-service one day, favourable results would be those which do not reveal preferences of a topic/genre but equal zest. In line with that, the genres/sub-genres that we chose were a biographic text which contained dialogues, a travelling destinations chronicle, a text with tips on health care, and a newspaper article on public opinion about Google glasses and personal experiences.

Deciding on the length of all 4 texts

In accordance with the time that the text takes to read i.e. 4 to 5 minutes, the length of the texts was decided to be 550 to 850 words. This way we were able to check whether the quality of students' comprehensibility and euphony was declining by the end of the reading.

Handing out a text on the first topic to the sample students

This step is tightly connected with the next one, i.e. with step 4. – **assigning the students** to read it at home as many times as they like and then to record themselves while reading it aloud (without making any breaks/interruptions when recording), and to send the recording to us within a week via e-mail – step 5. (**collecting the audio recordings**).

Listening to each of the MP3 recordings and making record/comments for each

This was probably the most laborious part of the research because we had to hear 160 recordings, i.e. audio material long between 640 and 800 minutes, i.e. 10 to 13 hours listening. Comments were made for each recording and for each student. And above all – for each reading weakness in the audio recording.

Analysis and categorization of the types of reading weaknesses identified in the records

With the comments inserted for each of the audio recording, the analysis provided us with several types of identified reading weaknesses as well as with the frequency of their occurrence and the number of students that they were discovered with – either as prevailing or non-occurring ones:

improper pronunciation of words; improper accentuation of words; improper prosodic units utterance; improper intonation; inadequate pauses; inadequate pace; inadequate loudness; verbal stumbles; frequent self-correction

Informing the students on the observed achievements and weaknesses

With all the comments that were being made simultaneously with the listening of the students' recordings, it was easy to inform them of the insight gained. This step was designed with two purposes on mind: the first one was to spur a discussion with the students and hear and record their opinions about the performance of the task and the experiences they went through

while working on it; the second was to use it as the basis upon which we would be able to check and measure any improvements strived for in the other three topics that were to be rendered.

Repeating the steps from 3. - 8. three more times (only with the other three topics/genres)

The very task of reading three more texts/genres entails following the same steps from 3.-8., i.e. repeating them. This is a step designed to check four aspects:

- whether students' zest oscillated when reading a text of another topic/genre
- whether providing them with information on their first text reading achievements spurred them to improve their reading skills
- whether the opportunity to return to the MP3 recording of their reading and hear it again and again whenever they wanted to – both before and after submitting the MP3, i.e. before and after being provided with the achievement results, actually did make them want to improve and try even harder
- whether they understood the significance of attracting listeners' attention and the benefits of being attentively listened to

Survey on students' opinion about the effects of the mode of practice

The step which entailed providing students with information on their first rendered reading achievements, naturally and quite spontaneously, led to a feed-back from students, especially on the basis that the achievement results were reported personally and in private, which means in the *face-to-face interview* at the *meeting-and-consulting hours* with each of the students sampled for the research. Thus, our research was easily enriched with additional and valuable data, i.e. with students' opinion on the usefulness and efficacy of the technique '*learners' reading self recording*' as well as with their personal experiences of the self-recording procedure.

Sorting the findings and collected students' opinion, and drawing overall conclusions

With regards to this step, we had four different types of findings to sort out from the collected research data i.e. materials:

1. sorting out the findings of the rendered audio recordings of reading texts in a foreign language
2. sorting out the findings of the rendered audio recordings of reading texts in a native language
3. sorting out *EFL* students' opinion on the task performed for the purpose of the research
4. sorting out *Pres-School Teacher* and *Class Teacher* students' opinion on the task performed for the purpose of the research

The findings of the rendered audio recordings of reading the first foreign language text assigned revealed that the weaknesses researched varied. Thus, in the first rendered audio self-recording *improper pronunciation and improper accentuation of one word at least were found with 95% of the students, but improper pronunciation and improper accentuation of more than ten words with 25% of the EFL sample; improper prosodic units utterance and improper intonation with 20%; whereas inadequate pauses; inadequate pace; inadequate loudness; verbal stumbles and frequent self-correction were found with some 40% of the EFL sample.*

However, the findings of the rendered audio recordings of reading the other three foreign language texts assigned showed significant improvements were recorded: *improper pronunciation and improper accentuation of one word at least were found with 75% of the students, but improper pronunciation and improper accentuation of more than ten words with 15% of the EFL sample; improper prosodic units utterance and improper intonation with 10 %; whereas inadequate pauses; inadequate pace; inadequate loudness; verbal stumbles and frequent self-correction were found with some 20% of the EFL sample.*

The findings of the rendered audio recordings of reading the first native language text assigned revealed that the weaknesses researched varied. Thus, in the first rendered audio self-recording *improper pronunciation and improper accentuation of one word at least were found with 95% of the students, but improper pronunciation and improper accentuation of more than ten words with 1% of the Pre-School Teachers and Class Teachers sample; improper prosodic units utterance and improper intonation with 20 %; whereas inadequate pauses; inadequate pace; inadequate loudness; verbal stumbles and frequent self-correction were found with some 30% of the Pre-School Teachers and Class Teachers sample.*

However, the findings of the rendered audio recordings of reading the other three native language texts assigned showed significant improvements were recorded: *improper pronunciation and improper accentuation of one word at least were found with 50% of the students, but improper pronunciation and improper accentuation of more than ten words with 1% of the Pre-School Teachers and Class Teachers sample; improper prosodic units utterance and improper intonation with 10 %; whereas inadequate pauses; inadequate pace; inadequate loudness; verbal stumbles and frequent self-correction were found with some 10% of the Pre-School Teachers and Class Teachers sample.*

With regard to the *types of weaknesses* identified, we must point out that the weaknesses hardest to uproot appeared to be *improper prosodic units utterance and improper intonation; inadequate pauses; inadequate pace; inadequate loudness; verbal stumbles and frequent self-correction.*

As for *students' opinion* on the task performed for the purpose of the research, *all* students of the sample, consisting of *English Language and Literature* students and *Pre-School Teacher* and *Class Teacher* students, stated that the technique helped them to a large extent:

- they did feel embarrassed while recording their own reading
- they did find out about the faculty of discerning/detecting one's own mistakes when listening to the recording before submitting it
- they did persist on more attempts to render the best version possible
- they greatly did overcome the so called 'stage fright' experienced when reading and speaking before an audience i.e. in class
- they did become aware of the prime of the reading and speaking skills as well as of the managing to attract an attentive ear

CONCLUSIONS

Education cannot exist without language nor teachers can teach without a read or spoken word, i.e. oral communication with the learners, whatever their age. In that sense the focus of our research was to analyze the loud reading competences of Foreign Language Teaching, Preschool Teaching and Class Teaching students.

The results of this research produced evidence that loud reading competences act as a primal prerequisite for future educators to be attentively listened to as well as for the development of speaking competences appreciated for bestowing an attentive ear. Accordingly,

much of the analysis was placed on the euphony and comprehensibility of the recordings of students' loud reading. Students were instructed to record themselves when reading the assigned text, and to submit the recording to us within a week.

As our research was not meant for determining the number of students with reading weaknesses in their reading i.e. lacking euphony and comprehensibility, in this conclusion we want to put an accent on the type of weaknesses that appeared most frequent and hardest to get rid over the 4-week-period designed for the weekly reading and recording assignments. Thus, improper *prosodic units utterance and improper intonation; inadequate pauses; inadequate pace; inadequate loudness; verbal stumbles and frequent self-correction* are found to be the elements which make the reading insufficiently euphonic and comprehensible, and consequently affecting students' attention when listening.

The objective of repeating the procedure three more time with texts of different topic and genre/ subgenre was set to cast some light over four aspects: *oscillation of zest when reading a text of different topic/genre; motivation for improving the reading skills; persistence in attempting to do better; understanding the significance of attracting listeners' attention and the benefits of being attentively listened to*. In line with that, the results obtained showed that all four aspects did play a significant role: students did show different zest for reading different topics/genres, which influenced their reading achievements; students did feel motivated for improving their reading skills, which was obvious from the improvements gradually or quickly made in the reading of the other three texts; student did make many-fold attempts to render the best quality reading they could; students did become aware of the significance of the reading euphony and comprehensibility by listening to their own readings before submitting them.

In closing this section, we would like to add that our research has also observed the fact that students' confidence and reading performance in class increased by the end of the research. Even more, their confidence and speaking performance also improved. Therefore, we propose the technique implemented in our research as an exceptionally useful and applicable for enhancing future teachers' reading and speaking competences.

We also regard this research as a firm standpoint for further research and research focused on the prosodic aspects of the reading and speaking competences as one of the most significant elements for being attentively listened to.

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THE USE OF MULTIPLE INTELLIGENCES THEORY AND ITS PEDAGOGICAL IMPLICATIONS

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Abstract

Human abilities and mind capacities are different depending on different individuals, and in this regard different authors have different thoughts, in particular in terms of human mental abilities. In general, the predominant view is of the existence of a general factor or general intelligence score illustrated as G (Eng. G = general), which is related to the definition of general biological capabilities of a normal individual or general intelligence which expresses the mental competence of individuals with normal brain development.

In this regard, we must accept that significant results were achieved, as important measurement of intelligence instruments were proposed getting to the today's level of acceptance of the intelligence test (TI), which is developed and managed by experts in the field. Related to that, we have to mention the first modern test for measuring various degrees of intelligence up to age 14, invented by the French psychologist Alfred Bennett and Theodore Simon (1905), who thought that the intelligence test should measure higher capacity of the mind such as: recognition, logic, reasoning and judgment.

However, Gardner in 1983 came up with a new theory known as theory of multiple intelligences, which opposed the "traditional" measurement of intelligence, because he was critical of current views of - intelligences *Gardner expected criticism as normal reaction and* different interpretations of what MI theory is and how it can be applied in the schools. However Gardner, in light of his reading and observations believed that the time has come for more discussion on myths and realities of MI. This paper aims at arguing in favour of MIT in the classroom settings, especially from the point of view of language learning. As such it develops practical implications from the theory, to children's learning in schools in order to improve the effectiveness of children's learning and better classroom teaching practices, especially in countries where traditional dominance of outdated paradigms are still in effect. In our opinion Gardner's theory can influence and consequently change teachers' views, and why not students as well on teaching and learning. Importance relies on the fact that it is against traditional thinking that if you are not good at languages or math-as two main pillars of intelligence, then other skills do not matter much. With MI theory, students can boost their confidence; they can achieve thinking higher of themselves by seeing new skills, talents and benefits they hold with themselves. In addition teachers can support and enlarge their scope of thinking, teaching and consequently impacting on generations new approach over competencies and skills that earlier were not taken into consideration. Thirdly, which is very important, the use of MI theory is on benefit of the state at large as new talents can be used and promoted for the overall better social impact where talents of different kinds are openly supported, promoted and developed as assets of all fields, knowing that life is not constituted narrowly but it is created from multiple variety of talents, backgrounds, interests and goods which need to be explored and helped out. We deeply believe that use of multiple intelligences not only widens individual horizons but the overall national and international spectrum, and not only that because this theory awakened vivid

discussion and captured the attention of numerous researchers, authors, and educator, which led to a publishing of books and articles on the subject. In conclusion the theory has enjoyed a strong development since its foundation.

The multiple intelligence theory

Howard Gardner presented his Theory of Multiple Intelligences in 1983. The theory, ever since has been widely considered as a descriptive tool in educational field with pros and cons on its usefulness. The pros ones consider that all talents/students will be appreciated; a variety of practices are to be used; lessons and planning is better done; individual needs are better tackled etc., whereas the cons ones think that there should be more time; more efforts to understand and more planning so it is time and efforts consuming, as well as more material and supplies are needed. In case of a compared analysis of pros and cons, un-doubtedly the pros are in advantage as despite few difficulties it is worth putting more efforts due to long lasting results of application of this theory. The best to analyse, scrutinize and critically answer on why-s of the MI theory is Gardner himself. He had his own reasons, very well presented in the "Frames of Mind", where he exceptionally well demonstrates the need, reasoning behind and vision of his eight intelligences, asking and answering at the same time *"Where is creativity? The answer is that creativity should not be thought of as inhering principally in the brain, the mind, or the personality of a single individual. Rather, creativity should be thought of as emerging from the interactions of three nodes: the individual with his or her own profile of competences and values; the domains available for study and mastery within a culture; and the judgments rendered by the field that is deemed competent within a culture. To the extent that the field accepts innovation, one (or one's work) can be seen as creative; but to the extent that an innovation is rejected, or not understood, or considered not innovative, it is simply invalid to continue to maintain that a product is creative. Of course, in the future, the field may choose to alter its early judgments"*¹⁸³. The citation reads for itself as Gardner clearly defines other factors rather than inhering to be crucial for definition of creativity: individual-itself with his/her own profile; the surrounding culture and the judgement, which further can be elaborated and alternate via respective researches.

In this book, Gardner has identified the following eight different kinds of intelligences:

- Mathematical (the ability to recognize patterns and understand relationships between objects, especially numbers; people of this intelligence use abstract symbols easily, good at logical problem solving; formulates and tests hypotheses; uses diverse mathematical skills; enjoys complex operations such as math, physics, or research methods; perceives patterns and relationships among complex components; perceives functions of objects and cause and effect relationships; creates models, hypotheses and theories to explain phenomena.
- Linguistic (the ability to understand and creatively utilize written and oral language; people with this skill tend to perceive and respond to voice tones, tempo, rhythm, and word sounds; imitates language and other sounds such as bird song; learns through listening to spoken word, reading, writing, and discussing; proficient in discussing and explaining in written or spoken words, remembers conversations and lecture material; natural command of the language including subtlety of word choice, pronunciation, and semantics; learns languages easily.

¹⁸³ Thomas Armstrong, Multiple intelligences in the classroom, Third Edition, Cover Art, 2009, p. 35

- Bodily kinaesthetic (the ability to use the body to create a representation and to handle objects). People of this category are exploring and learn through touch and movement; has a natural sense of coordination, equilibrium, grace dexterity and timing; remembers by doing; enjoys concrete learning such as games, role play, physical exercise, model building, and field trips; responds to physical stimulation; interested in health and care of the physical body; naturally invents new approaches to physical skills such as dance movements, athletic techniques, and other physical activities.
- Musical (the ability to create or repeat musical compositions), naturalistic (the ability to categorize objects or ideas; musicals tend to learn through listening; remember and responds to a variety of sounds including human voice, environmental sounds, music; recognize musical styles, collect music or musical information, interest in musical instruments and other sound-making devices; easily distracted by sounds or noise in the environment; finds symbolism in music, expresses ideas and feelings through sounds and music in general; composes and listens to music. Skills and Careers: Musician, music teacher, composer, arranger, sound engineer.
- Spatial (the ability to visualize representations of objects and procedures). They learn by watching, observing; recognizes shapes and colours and can reproduce them through artwork; perceives three-dimensional space and his place in it accurately; perceives and produces mental imagery, generates mental images for memory and recall; learns from and encodes information in graphs, charts, diagrams and other graphic or visual representations; enjoys doodling, drawing, painting, designing, and other visual creative activities; easily constructs three dimensional mental images and can move them in space, and can project future configurations.
- Interpersonal (the ability to discern others' emotions; people with this skill bond and interacts easily with others, forming social relationships; relates to others in a variety of ways; easily perceives the thoughts, feelings, motivations, and behaviours of others; interest in diverse lifestyles of others; participates in team and collaborative efforts easily, has ability to influence opinions and actions of others; a natural leader; easily adapts to new social and physical environments; responds well to feedback from others, and is of a nature of an effective communicator.
- Intrapersonal (the ability to discern one's own emotions; they are aware of his/her range of emotions, and finds appropriate expression and outlets for them; has a strong personal ethics code; aware of beliefs and values that motivate him; sets goals and works toward them; works independently; curious about deeper questions in life including meaning, relevance, and purpose; manages his own ongoing learning and personal growth; seeks understanding of his inner experiences; strives for self-actualization; has insights into the complexities of himself and others; naturally empowers others and encourages them to introspection and self-understanding.
- Naturalist (observing and understanding natural and human made patterns and systems); Natural tendency to classify and discriminate among elements in a complex system; interest in nature and natural phenomena; pattern recognition and ability to categorize and recognize individual examples as belonging to a group; can map and chart relationships.

We should not forget the two other skills that Gardner mentioned but did not develop fully: spiritual and existential intelligence. Spiritual intelligence falls toward religion, theology, mysticism and the transcendent. Concern with cosmic issues, supernatural, meaning of life's event; spends time in altered states such as meditation, self-hypnosis, and prayer; and connects with others in non-ordinary ways that may help and heal the other. Skills and Careers: Monastic

lifestyles; minister; mediator, alternative medicine, yoga and martial arts teachers, Existential Intelligence: Concern with ultimate issues; continuity of spirit between lifetimes; sense of relationship with beings of other planes and the cosmos.

The listed intelligences that Gardner made enabled creation of a change in the thinking pattern that only two of the intelligences, linguistic and logical/mathematical, have been part of the American education since its inception, with all the others being overlooked or underdeveloped. All that arose different perceptions and analysis over conformity or further development. One of them is author Armstrong who in his deeper studies proposes to teachers to have into consideration more factors as indicators for assessing of intelligences of children. One of them is the observation. Through observation teachers can identify students' "misbehave", and that for example one that talks out of turn is a linguistic type, the other that doodles and daydreams might be very spatial whereas the interpersonal one would socialize etc. According to him another good tool is observing how students spend their free time, so teachers should keep record and notebooks to write down all observed characteristics of students in a form of a checklist as it is very difficult to keep track of let's say around 150 students, but it has a positive impact¹⁸⁴. This very good standing of Armstrong needs effort to get established and implemented especially in countries with traditional schools were diverse connotes with collective- culture, historical and religious conditions. Nonetheless, the suggestions of Gardner and other specialist can be excellent suggestions in dealing with a variety of education systems and typologies of homogenous education patterns where reflection and creativity tend to be disregarded. This theory, depending on which we are dealing more, and in based on individual characteristics, can be remarkably adaptive in all classroom settings.

The linguistic intelligence theory and language teaching process within current social trends

Language teaching process is intended to result in personal learning of students. In other words, as author Penny Ur says, it is a process that is intrinsically inseparably bound up with learning¹⁸⁵. However, language teaching process is much more complex be it from the theoretical point of view or from the practical one, as it depends in a variety of factor which further determine the relation between theoretical side and its implication in the practical aspect of teaching and learning. In light of this, we must say that current social trends all over the world have or are undergoing changes of different fields. This global change which to some extent has influenced the Balkans as well, conveys unavoidable contextual questions on conditions, characteristics and features that distinguish differences between schools and "cultivated" knowledge from generations to generations. Today, schools are no longer centred on traditional texts driven by clerics and "unanimity". Nowadays, teachers and schools if not governments tend or are agents of change, as globalism and development rationality needs call upon a long life education. To see it from the practical point of view, one notices very easily that today's life has changed its walk in every aspect, starting from the mind-set of the family life. For example, parents play more with children, and if one observes it closer they teach and learn together from a very early age of children through different ways. This is due to the overall transformation of norm be it family or society wide, which fortunately in many dimensions stimulate a more comprehensive development that in many situations can be translated or indicated to the theory of multiple intelligences: parents buy different equipment to children which allows access to a bigger world, in addition to the qualitative time spent with them, be it by playing, drawing,

¹⁸⁴ Penny Ur, *A course in Language Teaching*, Cambridge University Press, 1996, p.4

¹⁸⁵ Howard Gardner, *Frames of Mind; The Theory of Multiple Intelligences*, Basic Books, New York, 1993, p. 82

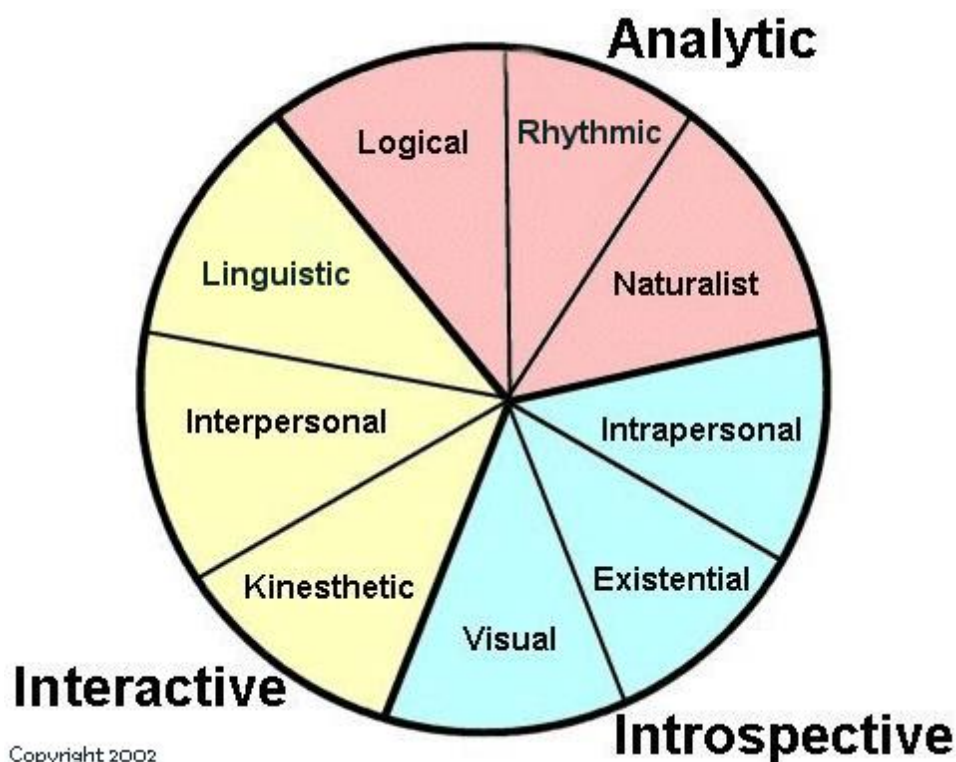
walking, buying, watching films together etc. In this way, they would be able to support their little ones musically, kinaesthetically, verbally, logically etc., as children are encouraged to speak, share, be heard, etc. This observed picture even in developing countries, such as Kosovo and surrounding states are, is being settled as a norm of individualism versus collectivism in almost all aspects.

Since this part of the seminar deals with the linguistic intelligence theory, we as expected turn to Gardner's description. He has described the linguistic intelligence as sensitivity to spoken and written language and the ability to use language to accomplish goals, as well as the ability to learn new languages. Lawyers, public speakers, writers, and poets all possess high levels of Linguistic intelligence, according to Gardner, or as he highlights "A sensitivity to the order among words—the capacity to follow rules of grammar, and, on carefully selected occasions, to violate them. At a somewhat more sensory level—sensitivity to the sounds, rhythms, inflections, and meters of words—that ability which can make even poetry in a foreign tongue beautiful to hear. And a sensitivity to the different functions of language—its potential to excite, convince, stimulate, convey information, or simply to please"¹⁸⁶.

Thus, the linguistic intelligence domain, as described by Gardner, seems to encompass a wide variety of more specific abilities, which caused studies and further classification based on similarities of domains. For example author McKenzie proposed the following division that for three domains indicates that the interactive domain consists of the linguistic, interpersonal and kinesthetic intelligences. These are the intelligences that learners typically employ to express themselves and explore their environment. These three intelligences are regarded as interactive because they typically invite and encourage interaction to achieve understanding. Even if a student completes a task individually, s/he must consider others through the way s/he writes, creates, constructs and makes conclusion. The interactive intelligences are by their nature social processes¹⁸⁷.

¹⁸⁶McKenzie, W. *Multiple intelligences and instructional technology: A manual for every mind*. Eugene, OR: International Society for Technology in Education, 2002

¹⁸⁷Howard Gardner, *Frames of Mind; The Theory of Multiple Intelligences*, Basic Books, New York, 1993, p. 100



(McKenzie, 2002).Figure .1

As seen the linguistic or language skill is included in the interactive domain, which very good would explain Gardner's approach to link and distribute attributes to more intelligences. In this regard, according to him verbal comprehension involves the ability to understand the meanings both of individual words and of passages of written or spoken texts. Word fluency, in contrast, involves the ability to generate rapidly many examples of words that meet some specification (e.g., words beginning with a given letter, words rhyming with a target word, words naming objects that have some property, etc.). Gardner even explains details sub- skills within this intelligence, mentioning importance of the traditional speaking ability and rhetoric with importance of the written language comparing skilled speakers like Franklin Roosevelt, John Kennedy, or Ronald Reagan and emphasis of traditional cultures, which "still falls very much on oral language, rhetoric, and word play, our culture places *relatively* greater emphasis on the written word—on securing information from reading and on expressing oneself properly through the written word"¹⁸⁸. From that explanation and from simple everyday life observation, we could say that relation between linguistic and interpersonal skill can very well be accepted as hand in glove, while kinesethetic can as well most probably be synonymized with other skills.

¹⁸⁸Stephen Krashen (University of Southern California) is an expert in the field of linguistics, specializing in theories of language acquisition and development. Much of his recent research has involved the study of non-English and bilingual language acquisition. During the past 20 years, he has published well over 100 books and articles and has been invited to deliver over 300 lectures at universities throughout the United States and Canada. Krashen's widely known and well accepted theory of second language acquisition has had a large impact in all areas of second language research and teaching since the 1980s.

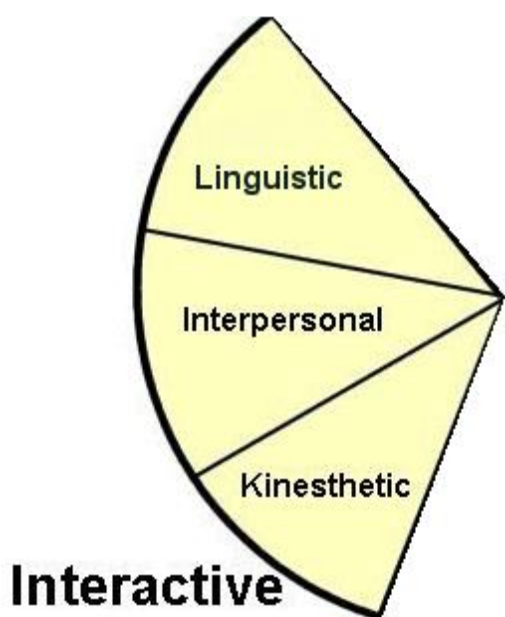


Figure 2. The Interactive Domain

Since, language intelligence involves the ability to understand the meanings of individual words, passages be it written or spoken text alongside with word fluency, it can help teachers utilize this intelligences theory in their classrooms by determining students' strengths and , weaknesses, from all language skills in order to provide meaningful learning experiences for them. The extent and importance of use of language teaching, make it reasonable to deeper study and define some key concepts within this issue. In this aspect, studies on theories and practical needs out of it, make us know the applied linguistics, which continuously search for innovations foreffective ways of teaching languages. Applied linguistics would implement its practicality only when learning objectives and syllabus specifications would fit the teaching reality. In light of that most probably the theory of Gardner makes an excellent opportunity for addressing the need from theory to practice. Never before than today, are language skills needed for a successful career or communication skills needed to perform life's goals. This includes the need for proficiency speaking, and writing which makes the chain of intra and inter communication capabilities. One would ask on what's the relation between language skills, language itself, needs to communicate and Gardner's theory on language intelligence. Well, in addition to what was said above, the extended proper use of those with language aptitude depends much on the approaches, methods, and techniques. To this end, we think that the Communicative Language Teaching Approach would be an asset in further developing theory of intelligences, namely on language as it is followed with the key concept of development and proficiency of communication where interactive processes of communication receive priority. Maybe the idea of Krashen¹⁸⁹ to differentiate between acquisition and learning even though this applies more to foreign languages can be expanded with consideration of language intelligence, as acquisition is seen as a basic process involved in developing language proficiency and learning comes as a taught instruction. In conclusion, since some people who had/have linguistic intelligence, such as [William Shakespeare](#), [Abraham Lincoln](#), Martin Luther King Jr., but worked and lived in difficult times, can serve to teachers and students as examples that nowadays is much easier to develop the intelligence we are given.

Effective use of language teaching through multiple intelligence theory and development of critical thinking of students through theory of MI

¹⁸⁹http://www.eu.eduswap-ks.org/Guidebooks_and_KCC/KCC_Lower_Secondary-English.pdf Support for the talented, p. 56

As previously mentioned many people with linguistic intelligence have been identified as great figures around the world. They have found careers as leaders, politicians, writers, [poets](#), and public speakers. In this regard, successful lawyers and politicians have linguistic intelligence as well because they are required to use their words to influence others. Teachers as well, especially ones that inspire and motivate as they use their understanding of how when, where to whom to use their words and voice variations to pass the message they want. We are aware that motivation is a factor to encourage the creativity among talented students, as in both formal and informal situation we agree that teachers' task is to inspire and motivate as key features one should have.

Regarding this, Gardner made recommendations to teachers for establishing the use of multiple intelligences in their teaching practice. He recommended interested teachers to first read, study, and learn more about MI theory and practices which others have used. Study groups with other teachers can be a good way to explore new ideas, compare results, and articulate questions and concerns. Visiting classrooms which already employ MI practices and attending professional development conferences and seminars, and networking with other schools are other sources of ideas and practitioners. He recommended that teachers then plan and launch activities and programs which emerge from their studies, including those developed by others and their own original ideas. In light of this opinion, students would be able to search the education process in ways that matches them best, as students would be critically thinking of their strengths through favourite activities they selected, and as well would slowly make them "leave" interests enforced in them by others. So, MI application in the classroom settings would enhance them thinking a different way about issues, people world etc. In this context, the biggest responsibility falls on school management after first insisting by teachers as they are supposed to draft, develop and implement interests of individuals, schools and country they belong to. Teaching authorities, should bear in mind all pedagogical implications, including identification and promotion of critical thinking of students through theory of MI rather than concentrating in methods of assessment of traditional educational teaching, which unfortunately is still present in most of the schools in Kosovo. This standing is verified through an interview carried out two directors of the regional offices in the region of Gjilan namely in two municipalities of Kosovo (Gjilan and Ferizaj) with the aim to reveal whether education authorities are thinking or have undertaken any of the efforts to motivate talented students. They were as well asked about provisions foresaw in the Kosovo Curriculum¹⁹⁰ for grades 6-9, but they were not able to answer to our question. Thus, it was proven that education authorities are not interested or informed on the field of separate multiple intelligences, but completion and measurement of intelligences happens only in mathematical and language, and rarely in chemistry or biology. When asked on the reasons they replied that financial means prevent them from undertaking in-house projects or activities to assist or deliberate over implementation of multiple intelligences distinction. According to them, regarding curricular terms, none of the schools are practicing organization of the curriculum around developing each of the intelligences. In our opinion, there is a lack of any critical analysis of the failure of Kosovo schooling to develop real understandings on the use of more intelligence rather traditional ones. We are aware that proper understanding of real needs takes time and patience, but in the world of giant development traditional scholastic teaching and learning should be reformed. In relation to this, we must recognize that moving from a theory of intelligence to actual classroom practices is an act of interpretation, so teachers should use MI theory to take more risks and broaden their own

¹⁹⁰John Tomlinson and Vivienne Little *A Code of the Ethical Principles Underlying Teaching as a Professional Activity Chapter*, Taylor & Francis e-Library, 2005.10, p. 150

teaching classes as how Gardner teaches us it brings creativity and redirect their limited expectations for classes into long-term education. In this path society would benefit from original thoughts and reflections of more introspective, or as authors John Tomlinson and Vivienne Littleputit in a larger context of values and leading principles that go beyond individual intelligences, by saying "*Education is not concerned only with equipping students with the knowledge and skills they need to earn a living. It must help our young people to: use leisure time creatively; have respect for other people, other cultures and other beliefs; become good citizens; think things out for themselves; pursue a healthy life-style; and, not least, value themselves and their achievements. It should develop an appreciation of the richness of our cultural heritage and of the spiritual and moral dimensions to life. It must, moreover, be concerned to serve all our children well, whatever their background, sex, creed, ethnicity or talent*"¹⁹¹. This approach and explanation explains very well that things, humans, societies and groups are different and differently made. Exclusiveness means considering characteristics of each and everybody as well as common values are. The same would go with description of talented, as this stance was supported by a research¹⁹², which incorporate findings that are not completely in favour of phenomenological approach – they only support it up to a point and in regard to great differences among students and the preferred teaching styles. It is beyond dispute that the differences between gifted students are significant; as a consequence, they cannot be considered a homogenous group. The research concludes that some of gifted students prefer working with instructions, others having as little instruction as possible, some working in groups, others individually... In the next step, referring to the attempts to pay attention to the development of students' potentials, their awareness and aspirations to self-establishment and ideas of personal freedom and free choice, is rather emphasized in humanistic psychology and supported by didactics within individualization ideas.

Conclusion

Three decades years after the publication of *Frames of Mind* (Gardner 1983), the theory and its implication of Howard Gardner's project continue to astonish the educational authorities. This is because the term gifted and talented is surrounded with a great deal of disagreement and is currently being studied and in different states taken seriously. A lot of researches have been undertaken in identifying and differentiating the programs that would enable better implementation. Just let us imagine how this project would have changed lives of a lot of students in the past had it been taken seriously. For sure it would have deeply affected the way we see ourselves and our students? Traditionally, we were taught that memorization, centered teachers and non-speaking classes are the educative goals. However, due to globalization and transformation of values both individual and collective ones, led to achievements in the benefit of scholars. One of the most important advances in education in the last decades of occurred in the area of change of education systems and identifying learning styles. This would introduce and recognize differences students have in bringing the thought of students individual learning profiles, to which one of biggest contributors is Gardner' theory undoubtedly. Through this

¹⁹¹ <http://www.uskolavrsac.edu.rs/KnjigeGG/PaEpDieng.pdf>, p. 126

¹⁹² One project that has for the first time tackled talented children is named ATOMI and it is carried out by an NGO supported by local and international donors. It was first initiated in 2010 and this year it makes the fifth round of efforts to identify talented students of grades 10-12. The identification of 50 from a total 200 applicants is done through standardised intelligence tests. Another little project is from Turkey Government named Turkey and Kosovo Reach Out to Gifted Children in 2013. This year on 22 July the Kosovo Government and the Ministry of Education Science and Culture signed a decision to support financially the organization. The institute has been certified from the European Council for High Ability – ECHA.

seminar we attempted to present that Gardner's research has shown that learners of any subject will make greater progress if they have the opportunity to use their areas of strength to master the necessary material. Moreover, Gardner made a valuable set of recommendations to teachers, commending that teachers should use a wide variety of teaching ways to deal with students, because education setting and needs of students are combined and are based on such needs, strengths and talents should be addressed properly.

Unfortunately in Kosovo, with exception of two projects¹⁹³, no serious undertakings are taking place. Education authorities are not interested or informed on the field of separate multiple intelligences or in the field of talented in particular. It came to our attention that completion and measurement of intelligences happens only in mathematical and language, and rarely in chemistry or biology. With this in mind, we can say that student of Kosovo are not encouraged to develop their skills, despite little un-institutionalized efforts, where individual teachers have developed their teaching styles, but only to the point of efforts.

However new general development and openness toward European countries might serve as a hope that the theory of multiple intelligences will have the attention of education authorities around the country as it brings new values within the still old run systems of education. Embracing European values of respecting and supporting individual strengths is a "sine qua non" toward respecting individual capacities of everyone.

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¹⁹³ Audet, R., & Ludwing, G. (2000). GIS in Schools. In GIS in School. California: Enviromental Research Institute Inc. Pg. 6.

THE VARIOUS FORMS OF WORK WITH STUDENTS IN COMBINED CLASSES - CLASS TEACHING

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Abstract

The object of research is the pedagogical effectiveness and efficiency of independent work of students in combined classes-class teaching and qualifying the students by the teacher. The independent work in combined classes in class teaching effectively affect student achievement and individual properties of knowledge. The independent work of students besides the directly teaching is the basic and most frequently used strategy of learning and working in combined classes. Training for self-study of students in combined classes-class teaching is the responsibility of education, especially in the part relating to primary education. To realization of this important task, it should be done through active participation of the subject (student), by way of innovative learning. This scientific paper is the basis for improvement of a number of elements in teaching in the combined classes and its conclusions and recommendations provide a realistic picture of the current state of the same in primary education in the country and abroad.

Keywords: *directly teaching, independent work, combined classes, class teaching.*

Introduction

The teaching in combined classes is a complex pedagogical problem that requires teacher solid professional knowledge, skill, a lot of elasticity, pedagogical culture and organizational skills, and the immediate implementation of the lesson, respect of more specific requirements.

The fact that the combined classes should simultaneously work with multiple departments conditions the teacher prior to solve more specific problems of general organizational and pedagogical character, including issues concerning:

- formation of the class (ie determining the number and structure of departments will be integrated within a class)
- Preparation of a proper schedule of classes (ie the number of courses in departments that will be represented simultaneously on a single lesson-level class)
- manner displacing the students of different departments in a common classroom.

Once adequately solve the aforementioned and other general organizational and pedagogical issues (of course while respecting a set of criteria from several aspects) in the immediate organization of the educational work should be respected and specific didactic - methodical requirements, including I think the most important is the problem:

- organization of direct and indirect teaching their proper placement and
- functional changes during the lesson.

Followed by:

- correct distribution of time for direct instruction (teaching under the direct guidance of a teacher) and indirect instruction (independent work of students) during the lesson,
- processing of curricula on the principle of one hour - one teaching content,
- sound vocational training for independent work of students,
- universal preparation, planning and modeling the lesson.

The use of the correct distribution of time for direct and indirect teaching in combined classes - class teaching does not mean rigid and stereotyped temporal determination, but rather use a flexible and resilient system, ie class schedules.

1. Combined classes

The notion of class is a group of students limited in number, the approximate age and intellectual abilities that applying didactic procedures are performed planning and program provided upbringing - educational tasks.

Combined class is age and pedagogical - Development heterogeneous community of students from two or more departments operated by one teacher - a teacher in one room. They have older and younger students with further knowledge, experiences, habits and opportunities to master the more difficult tasks. But there are also those who have less developed opportunities and learning abilities and different guidelines and bases in didactic communication.

Combined classes should call our undivided, our multi-departmental, or "small school" or "mixed school." Combined classes are generally teaching departments and so should be treated.

2. Direct and indirect teaching in combined classes - class teaching

Depending on the goals and objectives, the type of the class, its content, the number of classes that make up the class, number of students, didactic - methodical and organized classes in combined classes go through several stages.

The number of stages that will be applied to the combined class hours depends on the type of the class, its content, the number of units in the class and so on. The stages do not last time equally in all wards. All stages of the hour and every department must especially make a single whole.

In the case of teaching outside the school or classroom or use a variety of audio - visual and other teaching aids, as well as various forms and methods of work is possible correction phase class. Nevertheless, the basic rules for removing direct and indirect teaching should be respected in such situations.

The determination of the duration of direct and indirect teaching in different departments of this class is also an important factor for the success, dynamism and efficiency of teaching.

The basic rule that should be respected teacher in determining the duration of the direct and indirect teaching classes is: the younger students - the longer direct instruction in that department.

Adherence to the above rule, among other things is justified for the following reasons:

- pupils of younger age have not yet developed enough for independent work habits, so they should be working while under the direct leadership of the teacher,
- the characteristics and interests of the students' attention from the younger age are such that they are caused by frequent changes of activities and mode of operation, for which younger students should not remain longer to work independently,
- the longer the immediate work of the teacher with younger grade, the students develop an interest in work, motivation for direct engagement and the right attitude towards work and thus creates conditions for success in their progress.

Simultaneous work of the teacher with two or more units determines the immediate organization and articulation of lesson substantially differs from the structure of the hour in pure class. Namely, since it can not simultaneously active (direct) to work with all departments, the teacher, in addition to direct instruction in the immediate organization of the lesson was forced to introduce indirect instruction, ie to organize independent work of students from other departments while he works with one unit.

3. Aninconsistency in the articulation of teaching lesson in the combined classes

The most frequent inconsistencies in the articulation of teaching hour in combined classes include:

- not organized independent (indirect) job in the pm
- decreased activity of students in independent work
- dysfunctional linking the independent work of the lesson,
- selecting only the reproductive tasks iteration, determining and checking the knowledge of students and
- mismatch between the duration of the direct and indirect instruction.

4. Research methodology

4.1. Subject of research

The subject of this research includes the problem of proper organization and functional changes of direct and indirect instruction during classes in combined classes-grades.

4.2. Research object

The object of the allotted examination classes combined-grade classes, as well as proper organization and functional changes of direct and indirect instruction during the same hours.

4.3.Motive of the research

Direct and indirect teaching as shapes and forms of educational work are inseparable part of the educational process and connective tissue in teaching in combined classes from I to odelenie.Vsushnost, the whole process of teaching in the coveted time or throughout working day (daily activities) amounts to shifting the direct and indirect nastava. Motive for proper organization and functional change is taken and the result of my 17 years experience as a departmental manager in more combined classes (regional schools).

4.4.The goal of research

The main objective of this my research is focused on improving, properly organized, and effective and functionally changing direct and indirect instruction during classes in combined classes-grades.

4.5.Research paradigm

The orientation data collection will basically be quantitative, because the results of the polling, the systematic monitoring and statistical analysis of the content will be processed and will be numerically expressed by using some statistical operations. When interpreting the results and conclusions in making this research translates into quality (performed description).

4.6.Research design

After theoretically well work out the research subject is modeled namennet questionnaire for teachers and a questionnaire intended for students. Questions put them together grammatically and logically correct, but at the same time they are clear and unambiguous. Go to that they range from simple to more complex. Most used research question and why. While also prepared a protocol for systematic observation for systematic observation. It makes recording and as an instrument of action research content analysis (study of the pedagogical records - daily written preparation). After the survey data obtained will shine and statistical processing. Finally, according to the results previously set hypotheses will accept or reject.

4.7.Variables and indicators

From the research can be performed several variables. Direct and indirect instruction combined paralelki- lower classes as special shapes and forms in teaching occurs as a variable that depends on many objective indicators (indicators) or independent variables such as in this case:

- The age of the teacher and students;
- The level of education of the teacher;
- Seniority of the teacher;
- Vocational training (preparing) to perform direct or indirect teaching (professional advancement).

Dependent variables in this research are:

- The organization of direct and indirect instruction;
- Functional change of direct and indirect instruction combined classes.

4.8.Hypothetical system

Starting from the object, purpose and objectives of the research, and the defined variables asking a general (general) hypothesis.

General hypothesis: Organized and functional changes of direct and indirect teaching in combined classes improperly implemented in separate junior and less experienced teachers. The general hypothesis derive **special hypotheses** were as follows:

1. Seniority teachers in combined classes is directly related to the proper organization and functioning changing infdirektnata and direct instruction;
2. The level of education contributes to the successful organization and functional changes of direct and indirect instruction;
3. Older and more experienced teachers greatly familiar with the problems of organizing direct and indirect teaching and the organization of teaching in combined classes;
4. The qualifications of teachers to perform this kind of classes provides higher quality and improved knowledge among students.

The specific hypotheses deriving and derived individual. Here are a few:

1. A significant number of newly received or young teachers beginners in combined classes do not understand or lack know the notion of direct and indirect teaching and its implementation;
2. Teachers with lower levels of education do not pay much attention to the successful implementation of this type of teaching in combined classes;
3. Functional changing direct and indirect instruction for teachers with more experience are implemented without problems and difficulties;
4. Knowledge of the students received from teachers with higher qualifications for this type of teaching is better than those acquired by teachers with inadequate qualifications.

4.9. Research methods, procedures and tools

As the operating methods in this research are used:

- Records of reality;
- Examination of subjects;
- Study of documentation.

In research as procedures are applied:

- Surveys;
- Systematic observation;
- Content Analysis

The survey is utilized for testing and collecting data on opinions, attitudes and beliefs of teachers for the organization and functional changes of direct and indirect instruction combined paralelki- grades. As an instrument applied questionnaire for teachers which is of combined type and is composed of four questions that provide objective data and eight others who give subjective opinions. Used a questionnaire for students closed composed of seven questions.

Systematic monitoring is utilized in order to obtain data on the organization and use of direct and indirketnata the teaching in combined classes in different parts of the lesson. As an instrument applied protocol for systematic observation of lesson (list observation). It represents the most direct and most natural way to cognition of the situation and events in the pedagogical reality.

Content analysis was applied because sobriranje data from pedagogical records and documentation of teachers, its study, which are daily written preparation (methodical presentations of lesson) for realization direct and indirect instruction. It applied as an instrument is recorded.

4.10. Population and sample

For this study population (basic set) are primary school teachers and students from Slavko Lumbarkovski - Novaci and it is final. The sample comprised 10 teachers of teachers combined classes- lower classes of the same school. Students sample comprised 52 students (26 of third grade and 26 of fourth grade). It's about older units in combined classes. The sample was found, and a two-stage stratified.

5. Conclusion

It is necessary in the study of this issue this kind of research can be applied in other areas and other populations of students and teachers and thus to check the merits of the information obtained from these theoretical and empirical research.

In this sense, more important are the opinions and conclusions of theoretical nature and significance of the study as follows:

1. The problem of proper organization and functional changes of direct and indirect teaching combined classes-grade classes at different times it gives a different meaning, but I would add and inappropriate treatment of all general teaching in combined classes. Distinguished and built a variety of ideas and opinions, and encouraged and certain impulses and practical solutions which unfortunately so far not enough.

2. Theoretical study shows that this problem is not studied enough, hence the absence of scientifically based answers to numerous questions and dilemmas. However, lately this term efforts to monitor and study exactly this kind of teaching. Specifically monitor individual components of indirect instruction (independent work of students) and thus create the basis for drawing conclusions better supported.

In terms of practical significance and character of this study should be noted that given some methodical solutions for the planning, organization and implementation of this kind of teaching that I think are not adequate to the current situation and in need of new ideological and methodological developments. I think we need to pay particular attention to the following proposed measures and recommendations:

- Require increased and extended internship (practical classes) in combined classes of students from the Pedagogical faculties in scale, form and content;
- Their first employment in the biggest percentage in combined classes;
- Sound vocational training of young teachers beginners and through various forms of seminars, conferences, cooperation with professional office of the school, as well as cooperation with the expert associates with the Bureau for Development of Education;
- Materially - technical equipping of regional schools (combined classes);
- Material and financial incentives to employees in these schools;
- Greater cooperation of local schools with the local community and environment in which they are located.

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CONTEMPORARY LEARNING

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Abstract

Education keeps in step with the constant progress of technology. For that reason, teachers are required to implement their teaching methods, to find new tools for more creative, funnier and active learning with the new technologies.

What is contemporary learning?

Personalized learning

- Students in the centre
- Variety of teaching methods
- Learning to learn

Personalized education does not end at school, but goes beyond the education system in its broadest sense

Entertaining learning

- Learning through play
- Learning and Drama
- Experimenting

The principal aim of applying games in education is to increase students' engagement and motivation.

Collaborative learning

- Social Media
- Flipped classroom
- Project learning

Learning related to technology

- Internet
- Robotics
- 3D Movies and 3D Printing

Key words: learning, technology, teaching methods, collaboration, entertainment,

Introduction

Education is the process of facilitating [learning](#), or the acquisition of [knowledge](#), [skills](#), [values](#), [beliefs](#) and [habits](#).

Educational methods include [storytelling](#), [discussion](#), [teaching](#), [training](#), and directed [research](#).

Researching we have registered 150 teaching methods that have been used by teachers from all around the world. We will mention several teaching methods that are common in our classrooms.

- Class discussion conducted by teacher
- Forums
- Bulletin boards
- Small groups such as task oriented, discussion, Socratic
- Choral speaking
- Collecting
- Textbook assignments
- Crossword puzzles
- Cooking foods of places studied
- Construction of vocabulary lists
- Vocabulary drills
- Diaries
- Dances of places or periods studied
- Construction of summaries by students
- Dressing dolls
- Required term paper
- Panel discussion
- Reports on published research studies and experiments by students
- Library research on topics or problems
- Written book reports by students
- Jigsaw puzzle maps
- Gaming and simulation
- Flash cards
- Interviews
- Mobiles
- Audio-tutorial lessons (individualized instruction)
- Models
- Music
- Drama, role playing
- Open textbook study
- Class projects
- Pen pals
- Photographs
- Use of dramatization, skits, plays
- Student construction of diagrams, charts, or graphs
- Making of posters by students
- Problem solving or case studies
- Puppets
- Role playing
- Stamps, coins, and other hobbies
- Use of community or local resources
- Story telling

- Surveys
- Word association activity
- Workbooks
- Write a cartoon
- Reading aloud
- Collect money for a cause

In this paper we have tried to explain the needs of contemporary learners. Contemporary learning is not necessarily connected to the technology even though it is very important to these generations of students because they are digital natives, born with technology, but to the usage of different types of teaching methods considering all the students' capabilities for learning. In section 1 it is explained that learning should be entertaining. Teachers can achieve that by listening music on the classes, or playing with dough or blocks, using drama and role playing etc. In section 2 the cooperative learning is explained. In section 3 the model of flipped classroom is introduced. This model is very interesting and it becomes more and more popular because the roles of homework and lectures are reversed and the results in the learning process are excellent. And at the last 4th section is the use of technology including the Internet, computer games and the analysis of the students' answers connected to using computer games in the classroom.

Personalized education does not end at school, but goes beyond the education system in its broadest sense

1.1. Entertaining learning

1.1.1 Learning through play

"Imagination is more important than knowledge" Albert Einstein

"Imaginative play is the key to children drawing on all their abilities in order to enhance their learning"

David Whitebread, Teaching and Learning

Learning with dough. Children love dough. Playing with dough is relaxing and creative and there is no right answer. It encourages the development of fine motor skills, concentration, creativity and offers opportunities for the development of language and social skills.

Blocks. Blocks are the prime unstructured material and permit children to create, with the next step determined by them, not by the structure of the play material. With large construction children can create designs limited only by their imagination. Community Playthings The minute you are involved in block play you are getting involved in engineering. You are beginning to look at things like centres of gravity, how you can connect things. Freestanding blocks are very challenging in that respect. We have to have different sizes, we have to have different shapes in order to express those things that we're thinking. *Stuart Reifel (Associate professor, Early Childhood Education, University of Texas.) I would challenge people to take a long second look at their blocks. And probably to add more blocks, realizing that it's such a valuable material that it could really form the core of your curriculum.*

Everything could be built around blocks! Karen Millar

Art & Design. In creating, designing and making, opportunities should be provided for children to investigate and use a variety of materials and techniques and to explore colour, line, shape, space, form, texture and pattern in two and three dimensions. This leads to the

development of visual, spatial and tactile awareness. They should be encouraged to use marks, picture drawings, paintings and constructions to create their personal view in response to what they see and experience.

Music. Through music children experience pleasure, joy and creative expression. Music is one of the acceptable avenues for the release and expression of feelings and moods and emotions. Children should have opportunities to enjoy music in all its forms, participating in playing instruments, singing, moving rhythmically and expressively to music, listening to music creating their own music. Opportunities should be provided for them to listen to sounds, rhythms, nursery rhymes and a wide variety of music, to respond through movement, singing, clapping and creating their own music using percussion instruments and everyday objects.

Drama. Drama gives children opportunities to express themselves imaginatively and to recreate roles and experiences in which they can gain insight into personal and social development.

Creative use of Language in Story Telling. Creative use of Language in Story Telling/Role Play Children should be given the opportunity to express their imagination freely by

- creative resources (art & design materials, musical instruments, role play settings, props) made freely available and accessible to the children at all times
- providing a good balance of activities that develop fundamental skills (writing, using paint, beating out a rhythm) and open ended activities.

1.2 Learning and drama

The use of drama has been used over the course of history from the time of Aristotle, who believed that theatre provided people a way to release emotions, right to the beginning of the progressive movement in education, where emphasis was placed upon "doing" rather than memorizing. Integrating drama helps children in various ways. In this fantastic resource: 'The Arts as Meaning Makers', written by Claudia E. Cornett and Katharine L. Smithrim, there are 12 essential points that we strongly agree to be important to consider:

1. *Drama is part of real life and prepares students to deal with life's problems.*

Drama simply allows students the opportunity to rehearse roles, further giving form or shape to the individual and personal ideas and feelings they are naturally experiencing. Overall, this allows students to make sense out of their 'real' life problems.

2. *Drama engages students in creative problem-solving and decision making.*

Deep experiences through drama guides and supports student's problem solving skills, while at the same time, works to encourage an increasing awareness in how to solve issues at hand. Instead of school just being a place where students are being taught and told what to think and feel, drama turns this into a deeper experience in thinking, further motivating students to question, respond, and explain what they are feeling and thinking.

3. *Drama develops verbal and nonverbal communication.* Through different characters, students share the opportunity to expand their problem solving skills both verbally and non-verbally, making room for a sense of creativity. As well, students practice and build upon various communication skills through the use of body language, facial expressions and different voices.

4. *Drama can enhance students' psychological well-being.* Under different characters, students can express their true feelings or sense of personality without fear of being judged or criticized. They can work on personal issue or solve personal problems while in character, which can simply help their overall well being. Essentially, what this does is allow

students to get things off their mind, further releasing emotion and tension and allowing students to be who they are.

5. ***Drama develops empathy and new perspectives.*** Taking on various roles in character allows students to use all senses and characteristics in order to understand the character, as well as, the scenario or story at hand. Learning how to express oneself in different ways and through different means, helps build a strong character and personality.

6. ***Drama builds cooperation and develops other social skills.*** Working together as a group promotes, encourages and motivates cooperation. It is essential that each of our students feels accepted and works well with others, in order to create and build a safe environment for all to learn. What drama does is continues to build on this importance. Drama simply brings students together, allowing them to find different characters that best suits them, different roles to express who they are, and different ways to build upon and develop social awareness.

7. ***Drama increases concentration and comprehension through engagement*** Students always learn best when they are engaged and interested, as well as, when they are actively involved. As students are strongly focused and concentrating, their overall understanding simply increases. When we include students in our examples in class, it is more likely that they will grasp the idea more, or make a concrete connection. Drama allows us to do this with our students.

8. ***Drama helps students consider moral issues and develop values.*** Drama simply helps students further understand the importance of values they are already aware of, as well as, it guides them in developing and forming additional values. As teachers, it is essential that we allow students the space and opportunity to make this discovery and connection in values and moral issues while they are engaged through drama, rather than impose them.

9. ***Drama is an alternative way to assess by observing (ex. Externalization)*** When teaching new lessons, we always depend on prior knowledge. We start with what students know, which further guides us with the next step to take in our teaching. It is difficult for some of our students to make sense of specific things which is simply where drama fits in. Drama can be used to preview or review a lesson; further allowing teachers to assess what students already know or have learned.

10. ***Drama is entertaining.*** Fun is learning, and learning is fun. If we remember this and try to incorporate fun in our teaching, our students will definitely enjoy the learning process. Students enjoy dealing with and discussing real life issues and problems, they like figuring things out, doing interesting things, doing things differently - drama gears towards this and more.

11. ***Drama contributes to aesthetic development.*** Through drama, students learn about a number of things such as conflict and characters, which further allows them to deepen their sensory awareness. In addition to, children also learn how to express themselves through various teaching and learning strategies such as dialogue and improvisation.

12. ***Drama offers a learning avenue that enhances other areas of the curriculum.*** Drama can be used as a teaching and learning tool to help students make meaning of a number of skills they need to be a well rounded individual. It further allows them to experience and explore the world around them through different characters and roles, further building on their relationship with others and things.

2. Collaborative learning

What are cooperative and collaborative learning? Collaborative learning is a method of teaching and learning in which students team together to explore a significant question or create a meaningful project. A group of students discussing a lecture or students from different

schools working together over the Internet on a shared assignment are both examples of collaborative learning.

Cooperative learning, which will be the primary focus of this workshop, is a specific kind of collaborative learning. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.

In small groups, students can share strengths and also develop their weaker skills. They develop their interpersonal skills. They learn to deal with conflict. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of subjects explored.

In order to create an environment in which cooperative learning can take place, three things are necessary. First, students need to feel safe, but also challenged. Second, groups need to be small enough that everyone can contribute. Third, the task students work together on must be clearly defined. The cooperative and collaborative learning techniques presented here should help make this possible for teachers.

Also, in cooperative learning small groups provide a place where:

- learners actively participate;
- teachers become learners at times, and learners sometimes teach;
- respect is given to every member;
- projects and questions interest and challenge students;
- diversity is celebrated, and all contributions are valued;
- students learn skills for resolving conflicts when they arise;
- members draw upon their past experience and knowledge;
- goals are clearly identified and used as a guide;
- research tools such as Internet access are made available;
- students are invested in their own learning.

How do cooperative and collaborative learning differ from the traditional approach?

- Cooperative and collaborative learning differ from traditional teaching approaches because students work together rather than compete with each other individually.
- Collaborative learning can take place any time students work together -- for example, when they help each other with homework. Cooperative learning takes place when students work together in the same place on a structured project in a small group. Mixed-skill groups can be especially helpful to students in developing their social abilities.
- The skills needed to work together in groups are quite distinct from those used to succeed in writing a paper on one's own or completing most homework or "seatwork" assignments. In a world where being a "team player" is often a key part of business success, cooperative learning is a very useful and relevant tool.
- Because it is just one of a set of tools, however, it can easily be integrated into a class that uses multiple approaches. For some assignments individual work may be most efficient, while for others cooperative groups work best.
- Research suggests that cooperative and collaborative learning bring positive results such as deeper understanding of content, increased overall achievement in grades, improved self-esteem, and higher motivation to remain on task. Cooperative learning helps students become actively and constructively involved in content, to take ownership of their own learning, and to resolve group conflicts and improve teamwork skills.

3. Flipped classroom

The **flipped classroom** is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the **class** session, while in-**class** time is devoted to exercises, projects, or discussions.

The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. The video lecture is often seen as the key ingredient in the flipped approach, such lectures being either created by the instructor and posted online or selected from an online repository. While a prerecorded lecture could certainly be a podcast or other audio format, the ease with which video can be accessed and viewed today has made it so ubiquitous that the flipped model has come to be identified with it. The notion of a flipped classroom draws on such concepts as active learning, student engagement, hybrid course design, and course podcasting. The value of a flipped class is in the repurposing of class time into a workshop where students can inquire about lecture content, test their skills in applying knowledge, and interact with one another in hands-on activities. During class sessions, instructors function as coaches or advisors, encouraging students in individual inquiry and collaborative effort. 2. How does it work? There is no single model for the flipped classroom—the term is widely used to describe almost any class structure that provides prerecorded lectures followed by in-class exercises. In one common model, students might view multiple lectures of five to seven minutes each. Online quizzes or activities can be interspersed to test what students have learned. Immediate quiz feedback and the ability to rerun lecture segments may help clarify points of confusion. Instructors might lead in-class discussions or turn the classroom into a studio where students create, collaborate, and put into practice what they learned from the lectures they view outside class. As on-site experts, instructors suggest various approaches, clarify content, and monitor progress. They might organize students into an ad hoc workgroup to solve a problem that several are struggling to understand. Because this approach represents a comprehensive change in the class dynamic, some instructors have chosen to implement only a few elements of the flipped model or to flip only a few selected class sessions during a term.

4. Learning related to technology

Teaching with technology can deepen student learning by supporting instructional objectives. However, it can be challenging to select the “best” tech tools while not losing sight of your goals for student learning. Once identified, integrating those tools can itself be a challenge albeit an eye-opening experience.

4.1 Internet

The Internet and related technologies have significant implications for learning within and outside the classroom. ICTs have the potential to transform how, what and where people learn, facilitate or inhibit people’s access to educational opportunities, challenge existing ideas of what the purpose and nature of formal education is and what the future of education should be. Over the course the changing nature of society and technology and the implications this has for learning will be explored from a range of theoretical, empirical and policy perspectives.

4.2 Computer games

- computer games can be used as research tools
- computer games attract participation by individuals (e.g., age, gender, ethnicity, educational status)

- computer games can assist children in setting goals, providing feedback, reinforcement, and maintaining records of behavioral change
- computer games can be useful because they allow the researcher to measure performance on a very wide variety of tasks, and can be easily changed, standardized and understood
- computer games can be used when examining individual characteristics such as self-esteem, self-concept, goal-setting and individual differences
- computer games are fun and stimulating for participants
- computer games can provide elements of interactivity that may stimulate learning
- computer games also allow participants to experience, curiosity and challenge computer games may help in the development of transferable IT skills

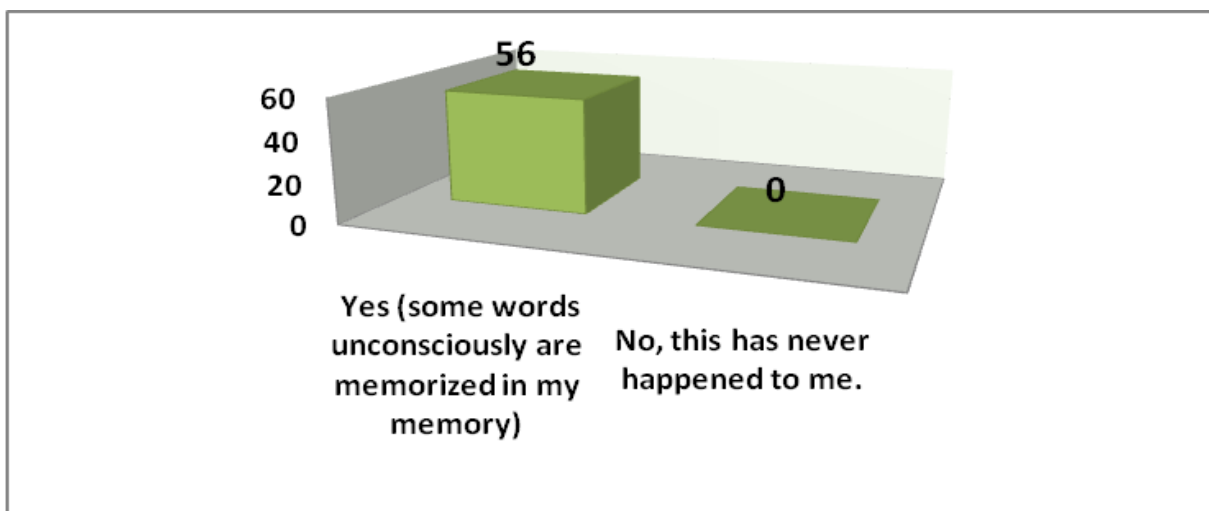
The future of computer games in education is a promising idea. According to Jackson computer games with their motivational and pedagogical techniques have power to transform education. Interesting fact is that computer games transmit knowledge in very natural way, and facilitate learners who are not interested in learning. The computer is considered one of the most technological benefits of the twentieth century. Computers are wondrous machines that improve our lives in many areas like education, entertainment, and work. The use of computers in and out of school has made improvements in the way we learn. There is hardly anybody around who can say computers haven't influenced their lives. Computers have all but taken over society, as we know it.

We have asked our students two questions and we have presented their answers below.

1. Have ever happened to you after playing some computer game to learn some new English words unexpectedly?

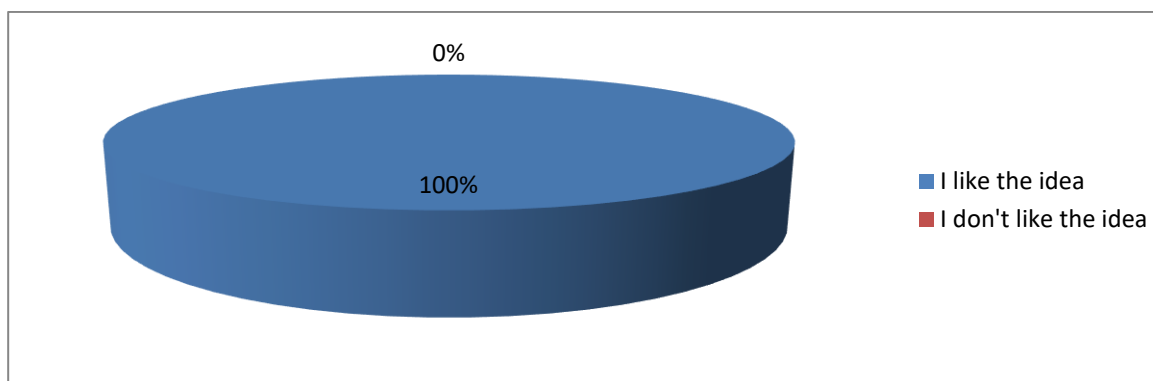
Yes (some words unconsciously are memorized in my memory)

No, this has never happened to me.



2. What do you think of learning with computer games during your English classes?

- I like the idea.
- I don't like the idea.



In this chart is shown that a 100% of the students answered the same. All of the children are excited about computer games, and can play games for hours. Only the word game by itself, that sound differently from the word book, motivate and instigate students .

“We need to consider whether we are educating children for their futures or our pasts”
Geoff Southworth 2002

Experts’ opinion

Children will enjoy playing with a variety of jigsaws and table-top toys. This will be the start of early reading and mathematics, and will help to develop children’s hand-eye co-ordination” (A Practical Guide to Working with Young Children – Hobart & Frankel 1996)

“A very important aid to learning is being able to concentrate. This influences how readily children learn and how much they learn... There is a subtle but important distinction between helping children complete the end product, be it a painting, a model or a puzzle, and helping them with the process..” (Enhancing Learning Through Play – Christine Macintyre 2001)

“Physical development in the foundation stage is about improving skills of co-ordination, control, manipulation and movement...Young children’s physical development is inseparable from all others aspects of development because they learn through being active and interactive...” (Curriculum Guidance for the Foundation Stage – DfEE 2000)

“Imaginative play is the key to children drawing on all their abilities in order to enhance their learning” David Whitebread, Teaching and Learning

“The perceptions children have of life are bound up very closely within a world where fantasy and reality constantly go hand-in-hand. Research has shown that the children who indulge freely in good quality fantasy and pretend play, the children who are considered to be ‘high fantasizers’ and spend a good deal of time in imaginative thinking, have greater tendencies towards being creative with materials and situations. Such studies have also found that these creative, internal thinkers have better concentration, are less aggressive generally, can tell more creative stories with greater originality and more complex characters and situations, and are more inclined to enjoy what they do than children who are ‘low fantasizes’”. Janet Moyles, Just Playing

5. Conclusion

As English teachers we try to find what will motivate learners and keep them engaged in the classroom . Every teacher knows that teaching young learners is very delicate thing. The teacher should be prepared to modify the lesson and find different ways of teaching styles in order to keep learners’ attention . It's a joy and a pleasure to spend time with a child. Children are so easy to please when they are the centre of attention and even the simplest game is

fun for them. Young children have no problem putting themselves into an imaginary setting, so some spoons can become a sorcerer's treasure in the blink of an eye. Be light hearted and playful. Soon you will be rewarded with the immense satisfaction of seeing your child or pupil becoming a confident English speaker, knowing it was thanks to you.

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GAME BASED LEARNING

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Abstract

The game is widely used in educational work with children of different ages. During the pre-school period it is the basic form of activity with the children. During the primary school period the game is widely used primarily as a way of learning. With its characteristics and features the game has its own application in the training process as a free time activity. For successful realization of the games it is necessary to be well designed, organized, managed and implemented. Important for successful implementation of the games as well are:

- selection of game and content
- rules of the game
- explanation of the game
- the implementation and duration of the game
- the role of the leader
- choice of groups etc.

The game is a voluntary activity without material benefit, which takes place in a fixed sequence, set in space and time limits, accepted voluntary but binding rules. The game is goal by itself. The game follow the emotional excitement and joy, it brings serenity and positive mood of the participants. The game is the dominant activity in childhood. In the pre-school period is a basic form of activity of children and fills most of the children's time. During the primary school with minor representation game still is widely used mostly as a way of learning. "Ioannina, Ioannina"; "Thread"; "Tile", "Mosque", "Steel", "Matchstick", "Sleep grandmother" these are some of the games that were played by our grandmothers. Although these are ordinary games through each child can learn - logic, mathematics, and develop creative thinking to solve problems.

Today we live in a time when modern technology is highly developed. Nowadays, video games have become interactive, more complicated and more realistic than before. Internet, media and social networks are those in which children and young people spend much of the day. Playing video games can help children learn to deal with different social situations easier to deal with conflicts that might come across in real life.

Key words: traditional games, video games, primary education, technology, creative thinking.

Introduction

Game based learning is one method among many that will enhance the classroom learning environment by increasing motivation, increasing opportunities to develop a decision making process that forces analyzing and implementing solutions, and will allow these skills to transfer to other aspects of life. Game based teaching and learning can be quite effective if understood what it is and how it can be implemented to enhance instruction and learning. Games

are not the end-all be-all answer to the problems in education, but they can dramatically change the classroom if infused into the classroom culture properly.

It can be a little unclear trying to pinpoint what is meant by game based teaching/ game based learning. There is confusion between game based learning, gamification, and games. *Games* are something that we all understand. It does not matter how complex or simple a game can be in order for it to be a game.

1. Goal – a game has to have a desired outcome that everyone is working to accomplish.
2. Rules – in order to achieve the goal there has to be some parameters put into place that eliminate or make it difficult to achieve the goal.
3. Feedback system – this is a process where the player knows where they are in the system to achieve the goal.
4. Voluntary participation – basically this means that everyone involved in the game understands the rules, has a clear sense of the goal, and how to receive feedback.

Gamification is something else that is worth discussing. Many people confuse gamification and game based learning. Gamification in its simplest form can be described as a way to "add game elements to a non game situation." In many classrooms this is done by gaming the classroom through the use of offering badges, leveling up, and earning various items as they progress through the work. Class craft would be one of the best examples of gamifying a classroom.

Game based learning is not gamification. Game based learning is using games to enhance the learning in the classroom. The idea is nothing new. It has been around for decades dating back to even before the education game changer Oregon Trail was implemented almost everywhere in the 80's.

Game based learning takes the four elements that create a game and combines them with the expectations and goals of the classroom. When we discuss games for learning it is essential that educators see a benefit to the use of the game. If educators can grasp that a particular game can motivate students to learn, is fairly simple to implement, and can prove learning targets, standards, and district goals can be met, then a game has great potential to actually being used in the classroom. One fundamental difference between gaming for fun vs. gaming for educational purposes is that educators "start with learning goals, and gaming media choices will be made based on the games potential to meet those goals."

The first key element to game based learning is hooking students. There are many arguments being made that students now are digital consumers and gaming machines. There is great debate over whether this is good or bad. No matter where you stand on this debate the key piece is that games continue to play a huge role in our lives. For students, game play has shifted to digital games. The shift is with adults also as we continue to find ourselves glued to our phones and tablets. Schools and educators are making the shift as well. In a recent study it was found that 74% of educators in the K-8 setting used digital games as part of their instruction. Whether the games were deemed effective is another topic altogether. However, the reason digital games are being used is to help motivate students. Another study was conducted on whether or not digital games motivated students to learn. The study discovered that 65.5% found games to be motivating, 28% claimed it would not matter either way, and 8% found them to be demotivating. This study proves that games can be motivating, but they are not the ultimate solution. Any educator knows that developing relationships, treating students like they matter, providing them a voice, and showing you care are vital to any teaching method to work. If educators can show how a game based learning activity can impact their lives and make a

difference, then you can increase the number of students who will buy in. No game will solve all the problems, but it can be one element that does help.

If we can agree that game based learning can have an impact on motivation if implemented properly, then we can move on to the next element that is very important. Game based learning can help students learn to develop their problem solving skills and develop solutions. For example, let's take Minecraft as an example to showcase that game based learning can increase problem solving skills, solutions, and transfer to other aspects of life.

Educational Games

Although computers and video games are seen as a means of fun, it is important to understand that they have the potential to be a powerful tool for learning. This will help us to design better games but will allow us using computer games as a medium through which they can express different messages to create effective new learning opportunities. Educational games are defined as individual or group activities that have cognitive, social, emotional or social dimension related to educational purposes. Through the games fulfill a number of different educational purposes. Some games can be explicitly designed for educational goals while others may accidentally or incidentally have Educational order as a secondary value. All types of games can be used in the context of Educational environment. Educational games are games that are designed to teach players of certain information to help them develop their skills, to expand their horizons, to help them understand a particular historical event or a particular civilization, to learn about a certain culture etc.

Question And Answer Lottery Match

Category: Writing and speaking

Materials: Questions

Age: 6 to 12

Pace: Wake up

Set up

Before you play ask your pupil to say as many different questions as he or she can think of. Use prompts to elicit these questions such as a clock face for "What time is it?" or a person with suitcase and an arrow for "Where are you going?" Display these words as prompts too: what, who, where, when, have, do, how and possibly why. With intermediates revise a number of questions using arrows to indicate tense. For example the person with the suitcase and a date such as 2009 can be "Where did you go in 2009?"

How to play

Now secretly you both write out five or more questions and five answers on separate cards and keep the other person from seeing these. The answers do not need to match the questions. For example you could write the question "What time is it?" and an answer, "I'm going to London". Now you take it in turns to ask a question. For example your pupil starts by asking one of the questions he has prepared, "What time is it?" If you have an answer to that question, such as "It's three o'clock" then you must give your answer to your pupil, who now has a pair, which counts as a point. Now it is your turn to ask one of your questions. Once you have finished asking all the questions count up to see who has the most pairs. This game is total luck so sometimes you will win and sometimes you lose. To prolong the game shuffle and redistribute any remaining cards and play a second round.

Educational video games

Educational video games can motivate children to develop the ability for awareness and responsibility by presenting the consequences of certain actions and procedures, allowing children to express themselves as individuals through learning and participation in social activities. Today's games are more social. The success of this type of learning is due to the active participation and interaction that are set as the basic tenets of the game, and their imply are clear signals that current educational methods practiced the classical educational institutions are not sufficiently challenging and fail to fully keep students' attention. The attraction of the games as a learning tool is a universal feature among the population that is now represented in universities or enters the labor market. Learning through games is rapidly growing category ranging from simple games using paper and pen game as "fast geography" to complex multi-player online games. Using collaborative game based learning games provide an opportunity for students to apply their acquired knowledge and to experiment and get feedback in a form of consequences. Built learning process is what makes the game enjoyable and appealing. The progress made by the players in the game is through learning. It is a process in which the human brain perceives and understands a new system. The process of understanding a new concept by playing and allows the individual player to feel a certain pride and reward results. Ideal learning environments are well designed games that motivate players to play the games and win. The actual everyday challenges help us to cope through play that contains effective and interactive experience that actively involves people in the process of learning. In a successful game based learning environment, selecting shares experience consequences thereof, and taking steps toward objectives allows players to make mistakes through experimentation environment without risk. Games have rules, structures and goals that inspire motivation. The games are interactive and produce results and feedback information. Many of the games are situations in which you need to solve specific problems that cause creativity with players.



Minecraft

Minecraft is one of the most popular games of all time and more importantly has changed how we think of games. Minecraft operates on the ideas that "a blank slate is compelling for many young minds" and that a "person's mind is limitless or forever voyaging." Minecraft serves as a perfect tool to develop creativity and computational thinking. Computational Thinking (CT) is a problem solving process that includes a number of characteristics and dispositions. CT is essential to the development of computer applications, but it can also be used to support problem solving across all disciplines, including math, science, and the humanities. Students who learn CT across the curriculum can begin to see a relationship between subjects as well as between school and life outside of the classroom.

Minecraft operates on the premise of building with blocks. The players starts with a blank slate and without a manual or tutorial most people get it. It is a blank canvas similar to using a pencil on paper to create whatever your mind can develop. It is that blank slate where the player can bring to life their ideas. Minecraft can be used in a variety of ways. First, Minecraft can be

used for creativity. A player can be given unlimited use of all the tools in the game to build whatever their heart desires. The player simply builds with blocks, creates new items with crafts, can do coding with redstone and command blocks, and basically anything they want to do can be done with enough learning and design. Second, Minecraft can be used for survival mode. In this case the player must start with nothing and figure out how to survive zombie attacks, hunger, weather, and the basics of being alive. There is a great deal of problem solving in this style of play. The power of Minecraft is that you can adjust the settings to literally make it whatever you want.

When it comes to problem solving, computational thinking, and meeting the needs of the classroom, Minecraft has proven ways to do all of these things. Erik Miller, a teacher, has created a world in Minecraft called World of Humanities which places students back in ancient civilizations. It is a beautifully constructed world that has so much to offer. It allows students to really grasp the key moments in history. Depending on where you start and where you go there are a variety of tasks to accomplish. This world supplements the learning in classroom, it does not replace the learning or the educator.

There are many versions of design challenges for students to solve in creative mode. One idea that has many different versions is students building a famous structure to scale. This could be something from any time period or even their own school. Students must research and understand what needs to be built; they must prototype on paper or other CAD software, break into teams, and collaboratively build the intended outcome. There are hundreds of examples on how Minecraft can teach problem solving skills. These examples shared are just two ideas.

The power of game based learning lies in the fact that not only can a teacher teach content, but they can also incorporate 21st century skills easily. If we stick with the Minecraft example, almost every single 21st century skill in the Common Core could be reached. Through collaborative play, building, problem solving, communication, and networking students must work to develop the necessary skills that will prove vital to their future. Education is slowly understanding that it is not the content that matters as much anymore (this thing called the Internet provides content in seconds), but the ability to use the necessary content to solve real world problems. Games like Minecraft help students work on these essential skills in ways that it does not feel like school. By working through these massive multiplayer environments students are working on their college and career ready assets to be productive in other aspects of their lives.

In closing game based learning can be a very powerful and effective method for helping students learn. It is not *the* solution that will solve all problems because nothing will ever do that. However, it is one key teaching strategy that can build a classroom to being quite powerful. Games are not going to be the answer because kids like games. Games are popular and therefore can help engage more students by connecting to what they are interested in as an individual. Students will enter the games from various backgrounds in games. It is important to provide the support and extensions needed to meet the needs of each learner. A game like Minecraft is so vast and open that it can easily be modified and adjusted to meet the needs of any learner and educator. Educational games cannot lose sight of the learning targets and goals. This can easily happen for the sake of fun. It is not the job of schools to be fun and entertaining, but it is their responsibility to engage, create social opportunities, and help meet the needs of each learner. If students don't feel connected, then the learning will be lost. Games can be one avenue to promote engagement, develop social skills through collaborative play, and integrate what they enjoy in their free time in school. As educators we must continue to strive to meet students where

they are instead of forcing them to meet us where we are. Game based learning could be one effective way of doing just that.



In our region a **MINECRAFT festival** is organized by an Association of teachers from Serbia and it is very popular among the students and the teachers as well. Students using the game Minecraft create various urban solutions, or build fortifications and historic cities, which they receive from teachers. In this way, students will take advantage of a popular game for the study of the teaching content of history, Geography, Craft and Computer Science.

Why do young people want games?

In today's educational systems the learning process itself is rarely a motivational factor. Although there are exceptions in which students are interested in an object (usually a computer course or a course on how to make more money).

Playing games is totally different. The main reason why people play games is because the process of playing requires a certain commitment. These games carry combination of motivating elements that are not present in other media:

- Present a form of entertainment. They offer satisfaction to the player.
- Present a form of play. Intense and passionate are involved in dancing.
- There are rules. The rules give us structure.
- There are goals. The goals give us motivation.
- The games are interactive.
- They have the results and feedback. It helps us in learning.
- There are victories and conquests. It satisfies our ego.
- We have a conflict / competition / challenge / opponent. It gives us adrenaline.
- Challenges direct troubleshooting. Thereby improving our creativity.
- The games are interactive. Receive social characters. We are part of social group.
- The games have characters and stories. It gives us emotions.

For all these mentioned factors, it can be concluded that combining educational games have enormous potential to motivate students to learn things they are naturally motivated to learn. If you insert an element of fun in the educational process gives us a moment of relaxation.

Games represent a formal and structured manner through which we embed element of fun into the learning process. Games motivate through their goals and challenge to achieve the same through the decisions and risks that we take for achievement of objectives through connections we make with other players while we are playing. This is possible glue that holds children before

their computers or game consoles for hours. Consequently, combining all this power, passion and attraction to the games set of interactive learning process (which can take different forms

Depending on the learning objectives) is that it creates learning with digital games. A major part is managing as these two sections are put in a common package.

Slow process of acceptance

Although the technical possibility to use games-based learning has been around twenty years it slowly accepted as part of classical education system. Many managers still do not accept simulations and war games like appropriate educational tools. Most of these people believe in so-called "Traditional" learning approach that was developed sometime in the nineteenth century and who was in the dull teaching, telling the learning and testing. A big problem for the protagonists of learning based on the knowledge that people who should decide to invest in such systems are these traditionalists. It is perhaps one of the reasons why the educational system functioned well several hundred years now apart.

Effectiveness

How effective is this system of learning? Many criticize today games designed for learning. The fact is that if some of these games are not enough. Effective or not achieve the desired effects, it does not mean the problem is in itself it is a game, or that the concept of learning based on games is wrong. It just means that those individual games are badly designed. Anyone who has ever looked at the problem of measuring the "true teaching" know that it is not an easy job. The real measure of learning behavior changes i.e. whether a particular individual when faced with identical or similar problem future, we will do something different (mentally or physically) than before? Since this we can never know before it happens, which we approximate use to measure learning is a test. The test is a series of questions, problems and hypothetical situations that allow the student to demonstrated, although in some its artificial context, its behavior and access

who taught them. So, what people really want to know is whether the results of a test same with any other method of learning. Although there have been only a few direct. Comparisons between knowledge gained by learning through games and traditional methods, studies have shown that learning games can be well designed producing real knowledge.

Conclusion

Game-based learning increases students' involvement in classroom activities and enhances their potential growth in many different areas.

What was the impact on learning for other teachers and the wider school community? The learning is introduced in new ways which are focused on "**learning by doing**" and all participants in this process of learning are driven by the motto "**Let's play games, let's be friends, let's learn together!**" Both teachers and students learned new things in a more different way, in a different context.

Growing up with digital technology, from which computers and video games are a major part, dramatically changed the way people think and process the above mentioned information. Growing problem facing formal education no matter whether they are learning in the classroom, online or distance learning is to keep students motivated or motivated enough to continue the learning process by the end of the lesson, the lesson or session. However, the reality faced by educational institutions today is that the methods used in the past to motivate students today are not more effective.

Today's games are more social. The success of this type of learning is due to the active participation and interaction that are set as the basic tenets of the game, and they imply are clear signals that current educational methods practiced classical universities are not sufficiently challenging and fail to fully keep students' attention. Learning through games offers a variety of learning styles more directly affect the cognitive abilities of participants in the game. It represents a rapidly growing category ranging from simple games using paper and pen game as "fast geography" to complex multi-player online games. Ideal learning environments are well designed games that motivate players to play the games and win.

Game based learning is a specific type of game goal is to have an educational nature, i.e. during and after the game the players to learn a particular purpose. Generally these games are designed to have a balance between learning and playfulness to be interesting and attractive for the players.

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LEISURE TIME AND STUDENT'S ACTIVITIES

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Abstract

Leisure time is a subject of scientific research of the special pedagogical discipline 'Leisure time pedagogy'. This issue is equally important for research from professionally pedagogical and social character. This question not only has its theoretical, but also empirical character of research of the immediate educational reality and activities in and outside the school. As theory and practice leisure time is an equally important issue for research in many sciences and science disciplines as for the children, therefore for the young people and the adults. Based on that, this issue has interdisciplinary and multidisciplinary character. According to Marcuse, leisure time is considered as: organized work and study in addition to an exemption from the social obligations. Leisure time needs to be understood as time for expression of the human potentials, opportunities, creation and creativity, companionship and socialization. According to the sociologist Dimazdie, leisure time represents a set of activities which the person determines, according to his affinities, opportunities, inclinations and capabilities. According to Vladimir Jankovic, in his work 'Leisure time in the contemporary pedagogical theory and practice' processes contemporary sociological interpretations of leisure time as a factor of education, the pedagogy of leisure time- her subjects and features, the principles of the use of leisure time, the profile of the pedagogical staff for leisure time and their training. We would emphasize the two-dimensional treatment of leisure time in education and training because the use of the leisure time and the leisure time has a functional role in education and in the development of the person, that Jankovic defines as: 'Process of the education of the person with the help from the leisure time'. I would like to highlight some factors which are important for the organization of the leisure time: 1. Family; 2. Preschool institutions; 3. Children's organizations; 4. Modern schools; 5. Public manifestations; 6. Social organizations; 7. Cultural and other public institutions and organizations.

According to Muhamed Muradbegovic who determines the necessary conditions needed for the organization of the student's activities. He points out his observations: a) Preparation of long term programs for the organization of the students' leisure activities in leisure time; b) Preparation of the annual plans and programs for the organization of the students' leisure activities in leisure time; c) Specific operational plans in their organization. Accepting the all previously presented thoughts, it can be said that leisure time has crucial place in the pedagogical and andragogic theory and practice at the majority of the theorists and practitioners. Therefore, I would especially like to emphasize the necessity of synchronizing the leisure time with the curricula as a possibility for its implementation in the educational practice in educational institutions

Key words: education, leisure time, activities, theorists

Introduction

Leisure time is a subject of scientific research of the special pedagogical discipline 'Leisure time pedagogy'. Based on that, this issue has interdisciplinary and multidisciplinary character. Recently, the pedagogical theory is supported by empirical research in order to perceive the practical dimensions of leisure time and its implementation out of it. In the theoretical observations, on this theme we will recall on some thoughts incorporated into the pedagogy of leisure time.

Therefore, on the Salzburg talks held in 1965, repeatedly was argued about the leisure time for study and work: as a time for psychophysical recreation and leisure, as a time for walking from the residence to the place of work: as a time for a life in the family and household, etc. Regard to the functions that has the leisure time, there are also certain considerations. So, the author Smith believes that "leisure time mainly has three outstanding features: holiday, recreation and entertainment and the development of personality."

The first function has the aim and task to remove fatigue which of course the leisure and entertainment have more positive influence, while the third function is also very important to the overall continual development of the child's personality.

Leisure time and students' activities

The issue of this topic is equally important for a research, as from a professionally pedagogical, therefore from a social character. This question has its theoretical, but also empirical character of research of the immediate educational reality and activities in the school and outside of it. This issue has interdisciplinary and multidisciplinary character.

Leisure time needs to be understood as time for expression of the human potentials, opportunities, creation and creativity, companionship and socialization.

Especially we would emphasize the two-dimensional treatment of leisure that and that the education and training for the use of the leisure time and the leisure time in function of the education and the development of the person, that Jankovic defines it as: 'Process of the education of the person with the help from the leisure time'. In organization of the leisure time affect some important factors: family, preschool institutions, children's organizations, modern schools, public manifestations, social organizations and cultural and other public institutions and organizations.

In my opinion, leisure time should not entirely be connected with student's leisure activities. Certainly, we have to take into account that part of the students' activities are performed during leisure time with students. It is therefore necessary to dwell on the leisure time pedagogy. This pedagogical discipline deals with theoretical study and practical research on the pedagogical possibilities of the leisure time, the functions of leisure time, planning, organization and the structure of the leisure time, as well the role of students' activities, the methods and the use of leisure time, training of the staff to work with students in their leisure time and leisure activities etc.

From the partial research about the students' activities and leisure time, can be noticed that most of the theorists and practitioners are like-minded, that the leisure time and the students' activities provide excellent opportunities for socialization, friendship and education of the students. More specifically, the opportunities are realized through various activities for leisure, for health and physical development, cultural and artistic activities, work - technical activities.

In terms of the above mentioned, it should be emphasized that the leisure time and the students' leisure activities should not be understood as supplement to teaching and school, but wider and more flexible, because the school as educational and pedagogical institution has its own meaning of organization, existence and activation of the young people, students, the

teaching as specific process through which are achieved the goals and the objectives of the education throughout curriculum and the educational program, educational contents, as well the various forms, methods, procedures and activities of action, that is certainly a significant side and component of the educational action.

It is certainly that the students through these activities manifest conviviality, creativity and the creative potential, of one or another way they confirm the determination of separate activities for their successful execution of tasks. Such positioning of the tasks allows the school to successfully perform its functions as an educational institution and to affirm as a socially - pedagogical institution.

According to Aneta Brakoska ('Leisure time pedagogy'), leisure time is a potential opportunity that should give the students fully various and creative life that will meet the social, biological and emotional needs and will become a reality if we meet the basic conditions for its implementation.

A) Organization of the students' leisure activities

In the organization and determination of the basics, need to be taken into account the forms of organization within the frames of the classes in the elementary and high education.

We can note many forms and ways of organization of students' leisure activities. The organization represents one of the most responsible and the most important part of the educational work and if it is seriously implemented, it requires a solid knowledge of the psychological, pedagogical, didactical, professional content sizes of the determined students' leisure activities. I would like to mention the special requirements and principles in the programming of the students' leisure activities, they are the following:

- a) Program content in most need to express the needs and wishes of the students,
- b) Programs need to reflect the culture of living in the environment and the community,
- c) Program contents need to be adjusted according to the conditions in which the schools work.

Aside teaching, the teacher forms groups of students and organizes certain students' leisure activities, according to the affinities of the students towards certain topics and contents. For all previously mentioned groups beside engagement, self-determination of the students, a significant role in the organization of this kind of activities have the teachers, especially their pedagogically-psychological and didactically-methodical preparation, which is crucial for this kind of activities. It confirms that besides teaching activity teachers should be educated for realization and organization of leisure student activities.

Within the leisure time are acting more factors of that kind; for an example in the school is implemented children's' organization which acts according the convention of children's rights. According to the legislation, the leisure activities mandatory need to be planned and programmed. I would like to quote Muhamed Muratbegovic who specially stands for creation of needed and necessary conditions for organization of students' activities, he explains the following observations:

- Preparation of long-term programs of organization of students' leisure activities in leisure time,
- Preparation of annual plans and programs in organizing the students' leisure activities in leisure time,
- Specific operational plans in their organization.

According the conception of the ninth-year education issued in year 2007, the organization of leisure activities is with extra-curricular activities, and according to this conception, the school program covers various extra-curricular activities of the students in order

to meet individual interests and development of mutual trust, leisure time socializing and similarly.

Thus, in that way in the school are created opportunities for the students who have interest for certain areas and subjects, regardless the educational success, to substantiate with their own achievements. The personal interest of the student has primary meaning for the choice of the extra-curricular activities. Elementary school has competences to lead a constant concern for creating space, staff and materially- technical conditions for enrichment and more meaningful objectives and content of students' leisure activities, while the connection of contents in students' leisure activities with the curricula depends on the students' interests.

However, regardless the level of correlation of teaching with the leisure activities, the educational work of the school is enriched and with them the education becomes more attractive for the students. In the annual plans need to be exhaustively fitted the annual program activities specified by months, quarterly and weekly.

In the quarterly, weekly and daily planning of the students' leisure activities, need to exist compliance and correlation with the educational contents provided in the curricula, in order through them to complement and deepen the knowledge of the students.

In the operational plans are foreseen the participants in specific contents from appropriate activities, in terms of assets, equipment, devices, preparation, which would be a foundation, a base for creatively-artistic expression and affirmation of the individuals and the groups.

Meeting the previously mentioned requirements in terms of organization and planning, point to a conclusion that the students' leisure activities in leisure time are important type of activities. They need to be organized and performed according to the interests, the needs and based on that need to be foreseen enriched contents, through which will come to foreground the activity, the interaction and thereby will be ensured a higher degree of cognitively-intellectual development and progress, especially on the mental activity and development of the cognitive processes and the creativity and the creative expression and manifestation.

Amid mathematization, informatization, computerization and the scientific progress and scientific-technical and technological revolution, it also should be noted the fact and the need of organization of students' leisure activities as a basic precondition of today's modern schools.

Conclusion

Leisure time is a subject of scientific research of the special pedagogical discipline 'Leisure time pedagogy'. This issue is equally important for research from professionally pedagogical and social character. This question not only has its theoretical, but also empirical character of research of the immediate educational reality and activities in and outside the school.

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of leisure time- her subjects and features, the principles of the use of leisure time, the profile of the pedagogical staff for leisure time and their training.

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Accepting the all previously presented thoughts, it can be said that leisure time has crucial place in the pedagogical and andragogic theory and practice at the majority of the theorists and practitioners. Therefore, I would especially like to emphasize the necessity of synchronizing the leisure time with the curricula as a possibility for its implementation in the educational practice in educational institutions.

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CONDITIONS AND FACTORS AFFECTING EMOTIONALITY AND EMOTIONAL WELLBEING IN ADOLESCENTS

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Abstract

The purpose of this article is to raise the issue of importance of emotions and emotional wellbeing in adolescents. Very often in everyday life of adults, we do not have time to pay enough attention to the emotional development of our children. We have the impression that in school, in home, on the street we pay more attention to behavior, upbringing and discipline while the emotionality of adolescents remains in the background. This should not be that way, because ultimately emotional stability and emotional wellbeing occupy an extremely important place in the child's life – there is no sphere in his psyche that remains unaffected by them especially when passing from one age period to another.

Keywords: emotions, emotional wellbeing, adolescents

Introduction

The emotionality is individual expression of each and every personality. The processes associated with development of emotional and social competencies in human form for all his life. Starting first with the family, still in the periods of training in various levels of education, in the periods of his career with social contacts, which the person creates and implements through his lifespan.

The transition from one age period to another is one of the most significant events in the life of the child and his family. This transition for some children is natural and harmless but for others it is accompanied by many different negative experiences such as fear, uncertainty, anxiety, feeling of insecurity, etc. If they remain unnoticed from adults, these negative emotions can take root in the form of different feelings in the consciousness of adolescents and have a negative impact on their mental and emotional development and wellbeing. Exactly for this the satisfaction in life has always been closely linked with the presence of positive emotions and events, and the absence (as far as possible) of negative ones (Ivanova, 2011).

Theoretical part

The term "emotions" /literally translated from lat. word "movere"/ means "energy in motion". While feeling is expressed through gained conscious experience of something happened the emotion is expressed as a strong internal motion. It serves as carrier of the whole range of feelings and allows them to manifest.

The absorption of emotional patterns is essential both for personal and emotional development, and forms the so called "emotional intelligence", concept pioneered from Peter Salovey and John Mayer. It is applicable in various stages of life: contributes to good mental state and emotional well-being, and is the basis for the development of the balance of personality, improves physical condition, modeling and eliminating destructive habits harmful to man (sadness, anger, frustration, fear) increases enthusiasm and motivation, enables better development of relations between people in the family, school, work.

Emotional intelligence happens to be a key factor for the full participation of the child in life and for his reactions to what is happening around him. It is expressed in the ability to recognize, acknowledge and name our emotions also to deal with our emotional states and to those of others. It is a combination of vital to the development of human values: empathy, expression and response to feelings, ability to solve problems complying with others, ability to adapt, warmth, politeness, respect, perseverance, independence, friendliness, ability to please. The more developed are the described qualities and skills of the child, the higher is his emotional quotient and the greater is his chance to reach the comfort associated with emotional and social welfare.

Like social welfare and emotional well-being is associated not only with the realization of social acceptance and realized emotional and social contacts, but with subjectivity that requires modification and /or extension of the ecological world of the child. Welfare can be defined as a state of health, happiness and prosperity (Levterova, 2011). Emotional well-being could be realized through emotionally competent behavior or as generally effective functioning.

Emotional and social development of the child should really be a priority in the educational process in the family. Considering the exclusive role of emotions in the child's life, parents should be objective and fair in their requirements and assessments, praise and penalties, to accept and love the child unconditionally, to provide him protection and support, to help him overcome his fears, to be sympathetic to his concerns and problems. An important task of the family is to help the child realize his identity and significance, to build a positive "I" – image, to form feelings of pride and self-dignity.

Over the years the thesis that love, warmth, acceptance, approval, trust, etc. that the child receives in the family have proved to be crucial to the formation of positive emotions and attitudes. Such virtues actually appear to be the fundamental safeguards against anxiety, fears and coping with the world. Authors such as Coopersmit prove that wellbeing and positive emotions are the result of parental acceptance, approval and support. He promoted the idea that a prerequisite for building the self-esteem is the quality and quantity of attention and positive emotions that person has accepted as a child (in Corsini, 1998).

Adolescents have a particularly strong need to experience as many positive emotions associated with their parents and people who are vital to them. When this happens they develop a sense of self-worth and this affects their behavior and emotional preparation for school. Child's behavior is a direct result of his sense of self-worth and value. So it is a telltale sign of the way he feels in relation to himself. Through correct behavioral patterns the family, particularly the mother (especially in the early years) can have a serious impact on the personal development, emotionality, confidence and formation of self-esteem of the child. Mother almost always mediates between the child and the world. When faced with emotional or other problems normally we seek support with the closest people - mom, dad, grandparent or friend. In most cases the closest of all for the children remains the mother. She is the support and at the same time the driving force that determinates there actions of the nascent little man.

There are many situations in our existence that prove this. Mother is the epitome of security and protection in the fragile childhood. Receiving the warmth, the test of trust and security exempt the child from immersion in his own self and open his mind to the inner world of others - when his needs and emotions are satisfied, he becomes more sensitive to foreign experiences (acc. Stamatov, 2004).

The magnetism of family environment lies in the essence of the interconnections between people in it, woven from the most delicate fabric of intimate marital and parental feelings. In case of a favorable environment they should create beauty in life, balance of mind, a sense of

security and contribute to the formation, development and self-determination of teenagers (Trichkov, 2011).

The scientific literature notes that many families fail to provide emotional support to adolescents fail to create this psychological comfort and security. Violations of this emotional bond with parents, lack of emotional support could easily be led to serious injury to the psyche of a child and this certainly would affect his emotional development, emotional stability, behavior and self-determination. In many families where the role of mom and dad miss, the adolescent grow up without the necessary support, which in turn could lead to risks related to adaptation, identification, emotional well-being and self-determination at a later point in their lives (Trichkov, 2011).

Emotionality occupies a very important place in a child's life, as there is no sphere of his psyche that remains unaffected by emotions. With the transition in different age periods the social reality of the child changes as well, and this requires and includes new types of relationships, and occupation of new social positions. The changes in mode of life put in front of the child new and complex requirements. With the school entry subordination of child's behavior is required to clearly defined rules and regulations, social interactions and relationships. The manifestation of adaptation problems and fears in many children and students as a result of this change shows emotionally ill success and unsatisfactory level of emotional readiness of young people for successful inclusion in school education (Ivanova, 2011).

The specifics of primary school age suggests often face up with problems due to the inability of children to understand the feelings, which confirms the essential role they play in shaping the personality, for the knowledge and mastery of negative emotional states to build flexibility in terms of response to the occurrence of twists emotions to adapt to the new environment. In primary school age child is unable to control his feelings. During the day he experiences rapture and joy going through anger and reaches sadness - and vice versa. Along with the conflicting emotions faced and did not know how to cope, both abstract activities reading and writing are brought, for which the child had so dream about that will make him mature, and now for some are proving to be impossible task. At this age emotional preferences are quickly build, which later develop into stereotypes defining his overall behavior. That is why the period is favorable for the formation of emotional competence and seriously affects the emotional development of adolescents (by Georgieva, 2012).

Researches towards admission to the educational environment show that the first contact of the child with school and kindergarten not always runs in the background of emotional well-being and the small student often has serious problems with adaptation, although intellectually he is well developed and prepared. But the problems are not limited to the emotions of children, but rather to their inadequacy to the school environment and the environment of the nursery and its requirements. This inadequacy in some children often occur with increased excitability, intemperance, violent reactions, indifference, depression, shyness and diffidence etc.

Other studies related to emotional preparation and readiness of children for school have shown that emotionality of the child remains in the background at the expense of academic knowledge, behavior and compliance with the generally accepted rules and norms. Grounds for such claims give results of different studies that suggest that about 25-30% of the incoming school children have emotional problems of different nature and almost 3% of children 6-7 years old show signs of school phobia. These findings are sufficient grounds to emphasize the importance of the problem, which requires hard work in this direction (Ivanova, 2011).

As a significant problem for the emotional well-being of children in the school stands conflict in some children and their inability to create positive relations with their peers. Emotional

instability and immaturity may occur due to the low threshold of development of social skills in some children.

In this context, the development and training of social skills is a crucial time for quality of life, emotional well-being of some individuals and adaptation and socialization into society.

Improper behavior is often a sign that something is wrong. Family problems, school failure, early pregnancy, abuse of opiates and drugs, aggression and other forms of destructive behaviors for the most part have much in common with the development of children's self-esteem and emotions (Youngs, 1999).

The same author argues that behavior problems are a direct result of the negative sense of self. She believes that self-esteem is central to what we do in life - loyalty we feel to develop ourselves and to care about others - and is at the heart of everything we achieve in life. Here comes the role of education coming from parents, school, and social environment in general that can create conditions for satisfying and purposeful life (Youngs, 1999).

Emotional well-being is caused by optimal and timely satisfaction of significant for the child needs and desires, and interests. When the adult does not respond adequately to negative emotions and negative experiences, the children remain for a long time in unsatisfied alarming condition and tension that challenge their mental health (acc. Dragolova, 2009).

The author citing experts as G. Bleslav, L. Friedman, Yu. Kalugina, R. Granovskaya, B. Yangs, Y. Shvantsara, R. Stamatov, et al., points out some reasons and factors distorting emotional well-being of children. Such as:

- malaise;
- reduced or lack of daily routine or difficult adaptation to it;
- wrong attitude;
- low social status of the family and financial difficulties affecting the child's psyche;
- inability to communicate;
- lack of social contacts.

To the above-mentioned reasons and factors can be added and the like. Ivanova (2011) summarizes some other reasons that lead to emotionally ill success in children as she reduces them down to the following:

- insufficient neuro-psychological maturity and underdeveloped social skills needed for the age period;
- inability for inclusion in school education and adoption the new social role as a "student";
- striving for self-actualization (NA. Maslow), which is accompanied by a desire for self-dealing. In cases of unsuccessful deal - a negative assessment, loss of status, feelings of shame and guilt;
- emotional abuse by parents, teachers, older children;
- stress that occurs as a result of the inability to reach a balance between the requirements and rigor of teachers and parents and the child's ability to respond adequately to these requirements;
- inability to establish joint venture and business relationships with peers;
- conflict and antisocial behavior compared to others.

Some of these reasons are obvious and distinct, but others are latent and invisible. That the child is experiencing any emotional discomfort sometimes can be judged only on the basis of some of their manifests such as crying, solitude, sadness, facial expressions, gestures, etc.

Ivanova (2011) citing Golman D. (1995), Wood R., Tolley, H, (2003) and Shapiro L. (1999) indicates that emotional well-being is closely related to the absorption of some key emotional competencies as for example:

- ability to identify positive samples;
- development of self-awareness, self-knowledge, self-control;
- expression and management of feelings;
- control over the impulses and postponement of the award;
- development of emotional receptivity and sensitivity;
- ability to manage stress and anxiety;
- ability to make better emotional decisions;
- mastering the impulse and detection of alternative solutions;
- ability to understand the emotional signs;
- ability to report viewpoints of others;
- tendency to prosocial behavior;
- ability to create friendship;
- act of kindness, tolerance, friendliness in communication;
- assessment of socio-acceptable behavior.

Conclusion

Family balance, justice, moderation, the ability to control ourselves and the skill to accept others as they are, in fact, underlie this - to be able to build a mentally healthy and mentally and emotionally balanced and confident children. Striving the child to be respected and accepted by others develop in him so rare sense of self-esteem, which in turn does affect the emotional well-being, confidence and self-esteem in a particularly positive way and leads to harmonious development of his personality.

These are some of the conditions and factors that are needed to achieve emotional well-being and comfort as for adolescents to grow more confident, more complete, more balanced and virtuous and mostly do not live with the thought that they are not part of society and are not accepted by it. That is why as adults we need to be able to surround them with the best of what we are able to create such a psychological climate where they can successfully develop their potentials and capabilities.

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AESTHETIC ART-SELF- EXPRESSION AS PSYCHO-EDUCATIONAL APPROACH AND STIMULUS FOR REDUCTION OF ANXIETY REACTIONS AMONG ADOLESCENTS

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Abstract

Anxiety reactions as functional disorders presented by neurotic response to a stressful situation or long term conflict situations frequently occur within adolescent population. Anxiety reactions consist of a diffuse sense of fear, followed by tension and anxiety, chronic care and helplessness. The detection of symptoms of anxiety reactions and on-time intervention of psychological support results in prevention of adolescents' mental health. Artself- expression as technique of CBT (cognitive behavioral therapy) for relief, andself-relaxation, is an active, direct and psycho-educationalapproachwith long- term effects. The aim of this research is to affirm that the applied technique will trigger changes in the adolescent personality and will reduce anxiety reactions which will bring about higher stage of aesthetic development. The sample consists of 40 subjects, all students in secondary education. Students differ in terms of age, sex, length of education, and type of education. Measuring instruments: 1.Modified Taylor anxiety scale, composed of 50 claims. 2.The self-assessment questionnaire for adolescents, which measures attitudes toward the changes and the effects of the applied art - technique. The results from the applied descriptive statistics are presented in percentages. A) category –“Changes occurring to oneself”, 52.5% have shown improved self-confidence, 45% flexibility and 40%. increased sense of satisfaction. In the assessment of the B) category- “The effects ofapplied technique”, 52.5% have experienced changes in terms of freedom of thought or expression, 47.5%, have shown changes in reduction of fear from failure, 45%- stimulation of confidence and 40 %-increased interest in art. The conclusion statistics presents differences between arithmetic correlate obtained a z- score of 2.51 with a value that is statistically significant at the .05 level in terms of reduction of anxiety reactions. The research hypothesis is accepted as affirmatively confirmed, showing thatart self-expression as psycho-educational approach is a stimulus for both reducing anxiety reactions and preventing mental health leading to a higher stage of aesthetic development among adolescents.

Key words:anxiety reactions, art self-expression, adolescents, personal development

Introduction

Adolescence defined as a transitional passage between childhood and adulthood is characterized by dynamic and physical development with changes in cognitive, emotional and social development.

The young adolescent population that transits psychologically and culturally in personal psychic development, builds own identity and autonomy, matures morally, handle with problems such as: peers and their impact and requirements, conflicts with parents, school success, self-image, concern for the future.

The consequences of psychological disorders among adolescents are the following: anxiety, restlessness, tension, sadness, apathy, depression, anger, irritability, hypersensitivity, feeling of hopelessness, low self-motivation, insomnia, loss of appetite, feelings of guilt, introversion, loss of interest past activities, reducing school / work performance, changes in memory and concentration, ambiguity and confusion in the thinking process, variability in mood. Anxiety reactions as functional disorders are neurotic response to a stressful situation of long term conflict situations which is a frequent phenomena in adolescent population. Anxiety consists of a diffuse sense of fear, followed by tension and anxiety, chronic care, helplessness in the expectation that will inevitably be something terrible or an accident. Anxiety reactions relatively frequently associated with certain physical symptoms (cardiovascular changes, heart arrhythmia, tremors, dizziness, digestive and abdominal problems) that can be of both short and long term and therefore need timely prophylaxis and rehabilitation. On-time detection of symptoms of psychological disorders and timely prevention would overcome the psychological difficulties among adolescents. Overcoming anxiety difficulties have several goals: reducing risks from the external environment and increasing the chances of recovery, strengthening tolerance and adjustment of the individual adverse events in the environment, maintaining a positive self-image, emotional stability and adequate relationships with others, better independence and fostering a sense of self-efficacy in addressing psychological problems.

With the help of techniques developed by CBT (Cognitive Behavioral Therapy), the client has complete insight into the events in which he/she has participated throughout the treatment.

Relying on his/her own strong thinking (cognition) he/she creates and adopts new emotional experiences and behaviors in his/her confrontation with psychological problems.

The art self-expression as a method of relief among adolescents, is an active, direct and psycho-educational approach with a longterm effects (client learns alone be own therapist after completion of formal treatment) in order to better independence and foster the sense of self-efficiency in the resolution of psychological problems and higher stage of aesthetic development.

Generated product of art work –painting pictures (regardless of its artistic value) penetrates into the inner world and is an important health maker, in which he reflects own internal content: perceptions, thoughts, emotions, fantasies, aesthetics. This creator, briefly fulfilled and blessed with a personal comfort, recognizes experiences and shapes his/her life more efficiently with personal advancement and due to that improve the relationships with others.

Experiencing the aesthetic in art and environment that surround adolescents stimulate deeper thinking and self-revealed in a creative way, developing aesthetic feelings to art and to the environment as well. Such aesthetic experience and creativity is a positive incentive for a change of adolescent personality. Art as a creative process is a deep psychological process, which integrates self-expression and is in constant contact with visual perception, consciousness, mind, aesthetics and environment. What changes in a person initiate aesthetic art-adolescent self-expression? Trying to give a more specific response, we will evoke the experience of the realization of the art technique (painting pictures)-art of self expression on CBT, with students in secondary education with psychological problems.

Theoretical background of this research is long-term experience of Hausen's art (Hausen, 1983) which led to the conclusion that the aesthetic development is associated with age, but is not determined by it. So, if a person, regardless of his/her age, possess no experience in art, he/she will be at the lowest stage of aesthetic development. Adolescents who are stimulated to deeper thinking and self-revealed in a creative way, through art-realization, develop

aesthetic feelings to art showing higher stage of aesthetic development, but also aesthetic experience and creation are positive stimulus for change in the person of adolescents.

What changes in a person initiate art? To give a more specific response we call on the experience of the program implemented "approach to visual thinking" and measuring the results of the same program (Arnaudova 1999).

The problem of research: Will the applied art technique (painting pictures) initiate changes in the personality of the adolescent?

Research hypothesis: The art-aesthetic self-expression as a psycho-educational approach will lead to a reduction of anxiety responses in adolescent development and aesthetic feelings to art - scoring higher stage of aesthetic development.

Method of research

1. Respondents

Sample contains 40 subjects, all students in secondary education "Taki Daskalo" - Bitola. Students differ in terms of age, sex, length of education, type of school (gymnasium and vocational) and in the light of experience in the application of psychological support.

2. Measuring instruments

Modified Taylor anxiety scale, (Modified Taylor anxiety scale by author N.M. Pejsahov, 1980) consists of 50 /claims/statements. Each statement is followed by possible answers (three-member selection) "yes," "no" or "do not know". The claims imply knowledge of psychological, physical and social sphere of the occurrence of anxiety symptoms that can have negative psychological, physical and social consequences. Scale provides a good clinical image of manifestation of anxiety disorders, their evaluation and prognosis. Self-assessment questionnaire for adolescents as psychological technique in terms of scale of categories measures attitudes toward change and the effects of applied art - technique. In the questionnaire, statements are given in two subscales A). Relation to oneself and B). The effects of the application of art - self expression. The elements of the statements of the two subscales, have degrees of expression or offered variants: never, sometimes, often, always. The choice of the answer depends on the motivation of the respondent and his/her ability for personal assessment (self-assessment). The questionnaire is designed as a tool for assessing mental processes (cognitive, motivational and emotional) and personality traits (interests, attitudes). In the questionnaire, the respondents are asked questions with alternative answers which they agree with.

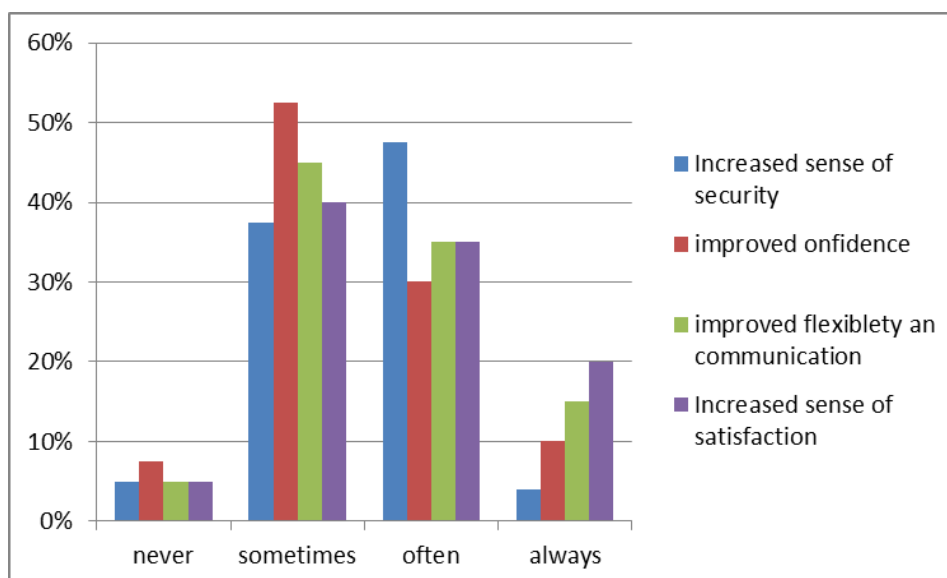
3. Results

From the findings of applied descriptive statistics, the results of the self-assessment questionnaire for adolescents, which measures attitudes toward change and the effects of applied art – technique are presented in tables and graphics. The results are shown in the frequency (f) and percentage (%) enabling you to follow easily:

A. Change in attitude towards oneself after the realization of art-expression as a method for relief and relaxation.

Table No 1: Change in attitude towards oneself expressed in frequency(f) and percentage (%)

Elements	Never		Sometimes		Often		Always	
	f	%	f	%	f	%	f	%
Increased sense of security	2	5	15	37.5	19	47.5	4	10
Improved confidence	3	7.5	21	52.5	12	30	4	10
Improved flexibility and communication	2	5	18	45	14	35	6	15
Increased sense of satisfaction	2	5	16	40	14	35	8	20



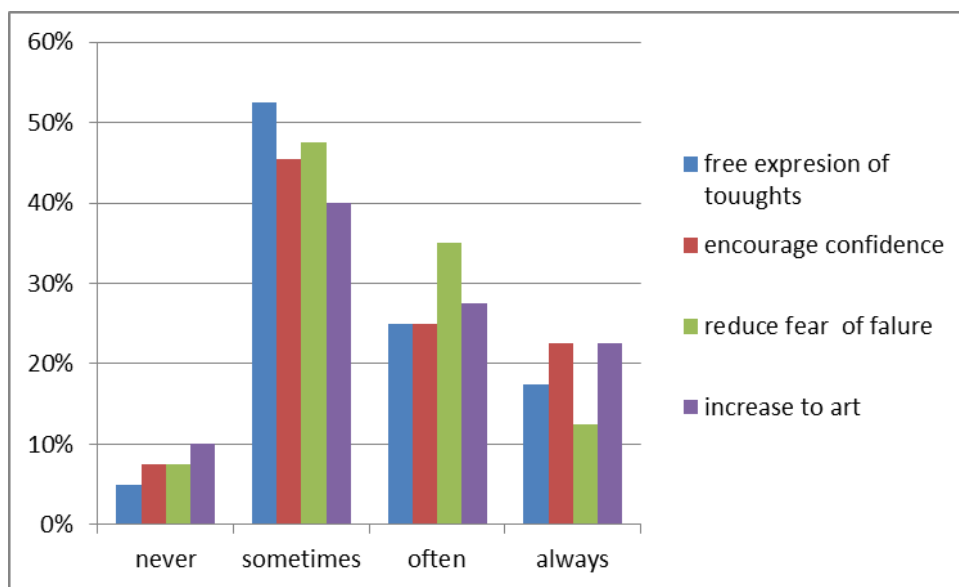
Graphic No.1 Presentation of the changes imposed to the individual

B. The effects of the application of art as self-expression method for relief and relaxation.

Table No. 2 The effects of the application of art self-expression

Elements	Never		Sometimes		Often		Always	
	f	%	f	%	f	%	f	%
Free expression of thoughts	25		21	52.5	10	25	7	17.5
Encourage confidence	3	7.5	18	45.5	10	25	9	22.5

Reduce fear of failure	37.5	19	47.5	14	35	5	12.5
Increased interest to art	410	16	40	11	27.5	9	22.5



Graphic No 2 Presentation of the effects of self-expression art

The findings from the statistics of the conclusion and the results of Modified Taylor anxiety scale, (Modified Taylor anxiety scale by author N.M. Pejshahov, 1980), obtained before and after the application of art-technique of the respondents (the sample is tested twice) by using one group method show an assessment of the significance of differences between the correlated areas.

Table No.3 Significance of differences between arithmetic correlated areas

Modified Taylor anxiety scale
 N MSD DM r 12 SDM Z

first test 40 55.04 17.75

8.96 .37 3.56 2.51

second test 40 46.08 13.91

Z = 2,51 > 1,96 respectively p > .05

4. Discussion

In the assessment of the A) category –“ Changes occurring to oneself”, 52.5% have shown improved self-confidence, 45% improved flexibility and communication, and 40% increased sense of satisfaction (Table 1).

In the assessment of the B) category- "The effects of applied technique", 52.5% have experienced changes in terms of freedom of thought or expression, 47.5%, have shown changes in reduction of fear from failure, 45%- stimulation of confidence and 40 %-increased interest in art .

The findings of the statistics conclusion and results of modified Taylor anxiety scale, (Modified Taylor anxiety scale by author N.M. Pejsov, 1980). obtained before and after the application of art technique of respondents (the sample is tested twice) are performed by using a one group method. This method determines the significance of differences between the arithmetic means when a test is applied to the same subject from the same group twice at different time intervals(two-three months) to make the effects of art-technique as psycho-educational approach visible. The difference is statistically significant at the 0.05 significance level with a constant size of 1.96 , The resulting z-score has a value of 2.51 or $z = 2,51 > .05$. The difference in 100 iterations of the test 5 times is repeated.

The research hypothesis is accepted as affirmatively confirmed, showing that art self-expression as psycho-educational approach is a stimulus for both reducing anxiety reactions and preventing mental health leading to a higher stage of aesthetic development among adolescents.

Conclusion

Art as a creative process is a deep psychological process, which integrates or is in constant contact with visual perception, consciousness, mind, aesthetics and environment. Generated product (regardless of its artistic value) penetrates into the outside world and is an important health maker in which he reflects own internal content: perceptions, thoughts, emotions, fantasies, aesthetic. The creator/student, is briefly fulfilled and blessed with a personal comfort, recognizes experiences and shapes his/her life more efficiently with personal advancement and due to that improve the relationships with others.

Penetration into the psyche of the students and any problems that exist through their own activities or self-expression, overcoming own weaknesses and vulnerabilities in order to improve the way of thinking, his freedom of expression, self-confidence, sense of security, reduce the fear of failure, to increase the sense of satisfaction, flexibility and communication and above all to increase the interest to art. Experiencing the aesthetic in the arts and the surrounding environment stimulate the participants to deeper thinking and self-revealed in a creative way, developing aesthetic feelings to art and to the environment as well, that aesthetic experience and creativity is a positive stimulus for change of personality of the adolescent.

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JOB STRESSORS OF HIGHER EDUCATION TEACHERS: A COMPARATIVE STUDY BETWEEN SLOVENIA AND MACEDONIA

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Abstract

In the first part of the paper we expose the higher education teachers who deals with stress directly and indirectly in their educational work, basic research and professional work as well as in other tasks included in the wider field of work in terms of content. The paper presents the opinions of fully employed higher education teachers about the stress factors they face in their workplace, which they experience differently due to their personality traits, experience, their inner energy and motivation as well as due to the impact of the narrower and wider environment. The second part presents the results of an empirical research, which elucidates the opinions of higher education teachers about the stress factors in their environment. The research offers an insight into how important the stress factors are for the higher education teachers in Slovenia and Macedonia, how they manage it and to what extent the deans provide appropriate conditions for coping with stress.

Key words: stress, stressors, higher education teachers in Slovenia and Macedonia

1. Introduction

The work of a higher education teacher includes teaching and indirect educational tasks, basic research and professional work confirmed by the title, participation in the management of the institution through membership in school bodies and committees. Teachers participate with their professional expertise in the preparation of internal rules defining the area of teaching. They further participate in preparing students for professional practice and in the supervision of the implementation of practice. They provide for safety and healthy work of students, participate in the implementation of part-time studies and in-service training, as well as manage the tasks which are part of the wider professional area of their work. They are also expected to possess additional functional knowledge, have appropriate teaching qualifications and are involved in ongoing professional and research training in the subject they are teaching. They have active knowledge of one world language, are computer literate, exhibit leadership qualities, communicativeness, ambitiousness, objectivity, and, as a special requirement, have been elected to the title for their specific area.

They are also responsible for work results and for the means of work: professional, conscientious and quality work in line with the code of conduct for teachers. Higher education associates are responsible for carrying out their work and tasks in the participation with others and according to the higher education teacher policy, as well as for the execution of delegated tasks, and for the results achieved in the area of teaching and research. They are required to respect the rules regulating the rights and obligations of students, be acquainted with and respect

the legislative provisions in the area of higher education. They should further take part in the realisation of the vision and development strategy of the institution, in the leadership and guidance of others participating in the teaching process. They are responsible for the reputation of the institution, the abuse of work time and work means for personal purposes and/or for the interests of political, religious, or competitive parties, have a sense of belonging and respect professional secrecy.

2. Stress in teaching professions

We are all subjected to the impact of stress, which can affect anyone since it is an important and essential element of our lives. It is an unavoidable consequence of our relations with the constantly changing environment, which we have to adapt to (Treven, 2005). A certain amount of stress is useful and necessary for normal life. It namely stimulates us to become more efficient. The difficulties, however, arise when there are too many stressful situations or if these are long-lasting. The consequences of daily strain are reflected in different disorders characterised by (Boštjančič, 2011, p. 23): emotional signs (changing mood, fear, anxiety, feelings of guilt or helplessness, unpleasant feelings, cynicism, desire for revenge...), cognitive signs (forgetfulness, disorganisation, indifference, concentration difficulties, doubting one's abilities, pessimism, lack of motivation...), physical signs (tiredness and exhaustion, joint and muscle pain, sleeping disorders, shallow breathing, weakened immune system, digestive disorders, bigger or smaller appetite, high blood pressure...) and behaviour (poorer efficiency, decline in motivation, irritableness, losing one's temper, procrastination, self doubt, doubting one's choice of profession...).

Stress has negative as well as positive consequences and not all stressors are harmful or worrisome. We know positive stress, where we can quickly and easily adapt to changes, and negative stress, where we experience difficulties trying to adapt or when not being able to adapt at all (Mielke, 1997). It is difficult to define the border between the two since this depends on one's processing of the stimulus received from the environment. The same stimulus can trigger completely different responses in different people. Negative stress means constant emotional and psychological pressure and shock, leading to illness which can either be the result of a brief stress impact or long-lasting exposure to stressful circumstances. The latter destroys the balance of the immune system (Božič, 2003). On the other hand, positive stress fills us with self-confidence and we feel in control, capable of mastering any kind of demand or task (Looker and Gregson, 1993, p. 30). Positive stress endows us with motivation, energy and creativity. We experience it in moments when we believe we are able to cope with a certain demand and when we feel that we can easily face the challenge. We also feel the desire to act instantly and experience excitement of expectation prior to action (Schmidt, 2001, p. 10). The teaching profession is supposed to be one of the three most stressful professions (Kyriacou, in: Pšunder, 2007). Pšunder (2007) believes that there are individuals who constantly experience stress at their workplace.

They can only cope with it with great difficulty and might even become ill. On the other hand, there are others for whom the same workplace does not represent any major difficulties and who experience the situation as a positive challenge.

According to certain data, the age group under greatest strain are teachers between 35 and 55 years of age. Novice teachers are full of energy and ideas, which they want to implement in their work, but after a few years in the profession they start encountering various obstacles, which leads to increased dissatisfaction with the profession. The first few years are thus of crucial importance for teachers since this is the time when they will either continue teaching or

leave the profession altogether (Silvar, 2007). The beginning teachers are mostly worried about discipline problems and how to cope with the teaching methods and contents. Veteran teachers, on the other hand, worry about whether they will be able to withstand the increasing strain and provide for the students with so many different needs (Marentič Požarnik, 2003).

Youngs (2001a, pp. 38-40) speaks about nine key groups of situations causing teachers stress: (1) expectations (teachers are worried that they will not be able to fulfil their own expectations or those of others, the set goals are either too high or too low, they are not creative enough); (2) selffulfilment (teachers feel their ideas and personal values are not visible in the classroom, the results of their work are not noticed, they are locked in the »world of education« and thus cut off from the »world of reality«); (3) personal needs (stress appears due to the teacher's need for higher status and respect, only rare acknowledgement on the part of the superiors, disappointment connected with the low public esteem of their work, slow promotion and low pay); (4) relations with students (stress is caused when the teacher realizes that students are not prepared for life, that their interests and abilities are so varied that not all their needs can be provided for, the discipline of the children in the classroom is worsening, and grades do not reflect the students' development and progress); (5) competence (the teacher experiences stress because of increasingly difficult communication with students, waning physical strength and competence brought about by old age and difficult life experiences); (6) internal conflicts (teachers experience stress due to increased responsibility in decision making, because they are being judged by the environment, they doubt their efficiency and performance, can adapt only with great difficulty to the required programme, work methods and materials, are always pressed for time, experience moments of despair, guilt and helplessness due to lack of self-discipline, tiredness, poor teaching preparation); (7) conflicts of values and situations (teachers experience stress due to the need for constant search of answers to the most varied questions about education and teaching, the frustration when faced with different values and experiences at work, due to the realisation that the profession is held in low public esteem, the feeling that students do not respect knowledge, tradition or achievements, and due to the inner conflicts when trying to balance personal convictions with social norms); (8) acceptance by the society (teachers experience stress due to marital problems or situations, lack of time for oneself and for the family, and due to the inability to perform all the tasks connected with extended schedules and work load); (9) limitations of the profession (teachers experience stress due to the insufficient autonomy in the classroom, the administrative load, frequent interruptions of work because of meetings, trips, seminars, student absences, own illness).

Each and every teacher has experienced a stressful situation because of at least one or more factors listed above. It is, however, important that the cause of stress is discovered and the stressor with a negative impact found so as to enable the teacher to take action and alleviate harmful effects. Youngs (2001b) claims that the differences in experiencing stress between women or men cannot be easily established since the teaching profession is mostly performed by women. As for the school type, the same author believes that work in larger schools is more stressful and demanding and that a high level of stress is experienced by teachers teaching in difficult working conditions, where there are poor relations with colleagues or a negative class atmosphere etc.

3. Methodology

The basic purpose of this research is to identify and examine stressors of higher education teachers and associates in Slovenia and Macedonia.

The question permeating the research is the following: Which stress factors are present in higher education, or, what causes stress of teachers and associates in higher education in Slovenia and Macedonia and how they deal with it?

Research tasks are: to study the causes of stress and find out the principal ones; to research the different ways of coping with stress; to establish to what extent employers (deans) provide for coping with stress.

We applied the descriptive non-experimental method of empirical pedagogical research.

The population in our study were higher education teachers employed at higher education institutions in Slovenia and Macedonia. Out of 442 higher education teachers participating in the research, 190 were men (43%), and 250 women (57%).

Table 1. Gender

<i>GENDER</i>	<i>Slovenia</i>		<i>Macedonia</i>	
	f	f%	f	f%
men	106	48	84	38
women	114	52	136	62
Total	220	100	222	100

According to their titles, 28.5% of the respondents were assistant teachers, 4.0% lecturers, 6.8% senior lecturers, 28.8% assistant professors, 16.3% associate professors and 15.6% full professors.

Table 2. Title

<i>TITLE</i>	<i>Slovenia</i>	<i>Macedonia</i>
	f%	f%
assistant	20	45
lecturer	6	0
senior lecturer	9	3
assistant professor	30	26
associate professor	17	14
full professor	18	11
Total	100	100

The data acquired with the questionnaire were: demographic data, data about the professional career, opinions about stressors, responses to stressful situations, consequences of stress, coping with stress at work, how employers provide for coping with stress. The format used for the questions was the Likert type opinion scale. The scale included stages from 0 to 4 and 1 to 5, in the logical continuum from the minimum to maximum acceptance of an opinion. The sample, however, is not representative, therefore the results cannot be generalised.

4. Results and interpretation

In order to find out which factors impact the levels of stress among higher education teachers and associates, we used the scale of 40 stressors (five-stage Likert scale: 0 – situation does not cause stress, 4 – situation causes extreme stress). The scale of stressors present in higher education institutions was created on the basis of the job description for higher education teachers and associates. The table presents the average level of agreement about the extent to which individual stressors impact higher education teachers and associates.

Table 3. Stress factors of higher education teachers and associates

<i>STRESS FACTORS</i>	Slovenia		Macedonia	
	<i>Average</i>	<i>Standard Deviation</i>	<i>Average</i>	<i>Standard Deviation</i>
Lectures	2.3	1.00	1.8	0.8
Seminar exercises	2.1	0.99	1.8	0.9
Laboratory exercises	1.8	0.96	1.7	0.9
Individual work with students	1.8	0.94	1.6	0.8
Exams	2.2	1.12	1.8	1.0
Mentorship of diploma theses	2.2	1.04	1.9	0.9
Tutoring	1.7	0.93	1.6	0.8
Contact hours	1.7	0.92	1.5	0.7
Modern teaching methods	1.9	0.88	1.6	0.8
Preparation for teaching	2.1	0.97	1.9	0.9
Subject development	2.3	1.08	2.0	1.0
Following the development of the profession	2.2	1.13	2.2	1.0
Preparation of textbooks and other study materials	2.5	1.09	2.6	1.0
Basic research and professional work	2.6	1.14	2.4	1.1
Participation in the management of the faculty, different bodies and committees	2.8	1.26	2.9	1.2
Participating with professional expertise in the preparation of internal rules regulating the area of teaching	2.7	1.26	2.9	1.2
Provision for safety and healthy aspects in the work of students	1.7	0.89	2.2	1.1
Participation in the implementation of part-time studies	2.1	1.08	2.0	1.0
Administrative tasks	3.2	1.23	2.9	1.2
Criticism of the school management	2.8	1.24	3.3	1.2
Criticism of colleagues	2.7	1.22	3.0	1.2
Disagreements between you and the management	2.9	1.37	3.3	1.2
Disagreements between you and colleagues	2.8	1.30	3.1	1.2
Low public esteem of educational work	3.2	1.21	3.1	1.4
Criteria for advancement to the same or higher title	3.5	1.31	3.5	1.3
Poorly paid work	3.2	1.26	3.4	1.3
Working time	2.1	1.09	2.8	1.4
40 hour presence at work	2.3	1.32	2.5	1.3
Schedule of teaching hours	2.4	1.15	2.2	1.1
Working conditions	2.4	1.16	2.6	1.3
International exchange – visiting higher education teacher or associate	2.2	1.25	2.1	1.1

Responsibility	2.5	1.14	2.6	1.3
Autonomy at work	1.8	1.04	2.1	1.2
Night work or work during the weekend	2.8	1.45	2.8	1.5
Unmotivated students	3.1	1.23	3.1	1.2
Establishing and maintaining discipline during teaching	2.3	1.18	2.5	1.1
Improper behaviour of students towards you	2.3	1.28	3.1	1.2
Disrespect on the part of the students towards you and your work	2.3	1.32	2.5	1.2
Disrespect on the part of the colleagues towards you and your work	2.7	1.31	3.2	1.2
Disrespect on the part of the management towards you and your work	2.9	1.40	3.4	1.3

The following factors were found to be the greatest sources of stress of higher education teachers and associates in Slovenia: requirements for advancement to the same or higher title ($\bar{x}=3.5$), low public esteem of educational work ($\bar{x}=3.2$), administrative tasks ($\bar{x}=3.2$), poorly paid job ($\bar{x}=3.2$), unmotivated students ($\bar{x}=3.1$), disagreements between the teacher and management ($\bar{x}=2.9$) and disrespect on the part of the management towards the teacher and his/her work ($\bar{x}=2.9$). We can thus claim that requirements for advancement to the same or higher title, which was the most highly assessed factor, is a very stressful situation for 22.3% of the higher education teachers and associates, and for 31.3% of them it represents an extremely stressful situation. All higher education institutions were namely required to adopt new and stricter habilitation standards, stipulated in the Minimum criteria for elections to the titles for university teachers, scientific researchers and assistants set by the Agency of the Republic of Slovenia for quality assurance in higher education. Higher education teachers and associates are aware that without fulfilling the requirements they will not be elected to the same or higher title, which might mean the end of academic career for some of them since very few are willing to accept a title lower from the present one. Low public esteem of educational work represents a moderately stressful situation for 30.2% of the respondents, for 25.9% of them it is a very stressful situation and for 17.9% of the higher education teachers and associates it is an extremely stressful situation. Administrative tasks represent for the majority (27.2%) a moderately stressful and for 25.9% of the higher education teachers and associates an extremely stressful situation. Poorly paid work is perceived by 31.6% as moderate stress, for 18.9% as a very stressful situation and for 20.8% as an extremely stressful situation. Unmotivated students are experienced by 27.6% of the respondents as moderately stressful, and by 24.8% as very stressful. Disagreements between teachers and management are perceived by a third (36%) as very stressful or extremely stressful. Disrespect on the part of the management towards teachers and their work is perceived by less than half of the respondents (42%) as very or extremely stressful. Among the mild stressful factors and factors causing almost no stress, the respondents listed their direct educational work, such as: tutoring ($\bar{x}=1.7$), contact hours ($\bar{x}=1.7$), providing for safe and healthy work of students ($\bar{x}=1.7$), consultations ($\bar{x}=1.8$) and individual work with students ($\bar{x}=1.8$).

The following factors were found to be the greatest sources of stress of higher education teachers and associates in Macedonia: requirements for advancement to the same or higher title ($\bar{x}=3.5$), poorly paid work ($\bar{x}=3.4$), disrespect on the part of the management towards the teacher and his/her work ($\bar{x}=3.4$), criticism of the school management ($\bar{x}=3.3$), disagreements between the teacher and management ($\bar{x}=3.3$), disrespect on the part of the colleagues towards the

teacher and his/her work ($\bar{x}= 3.2$), unmotivated students ($\bar{x}=3.1$) and improper behaviour of students towards the teacher ($\bar{x}=3.1$). We can thus claim that requirements for advancement to the same or higher title, which was the most highly assessed factor, is a very stressful situation for 26% of the higher education teachers and associates, and for 27% of them it represents an extremely stressful situation. Higher education teachers and associates in Macedonia are aware that without fulfilling the requirements they will not be elected to the same or higher title, which might mean the end of academic career for some of them since very few are willing to accept a title lower from the present one. Low public esteem of educational work represents a moderately stressful situation for 22% of the respondents, for 19% of them it is a very stressful situation and for 30% of the higher education teachers and associates it is an extremely stressful situation. Poorly paid work is perceived by 30% as moderate stress, for 20% as a very stressful situation and for 27% as an extremely stressful situation. Disrespect on the part of the management towards teachers and their work is perceived by less than half of the respondents (48%) as very or extremely stressful. Criticism of the school management is perceived by 25% as moderate stress, for 26% as a very stressful situation and for 18% as an extremely stressful situation. Disagreements between teachers and management are perceived by a third (38%) as very stressful or extremely stressful. Disrespect on the part of the colleagues towards teachers and their work is perceived by less than half of the respondents (44%) as very or extremely stressful. Improper behaviour of students towards teachers and their work is perceived by less than half of the respondents (39%) as very or extremely stressful. Unmotivated students are experienced by 29% of the respondents as moderately stressful, and by 14% as very stressful.

Among the mild stressful factors and factors causing almost no stress, the respondents listed their direct educational work, such as: contact hours ($\bar{x}=1.5$), tutoring ($\bar{x}=1.6$), individual work with students ($\bar{x}=1.6$), laboratory exercises ($\bar{x}=1.7$), seminar exercises ($\bar{x}=1.8$) and lectures ($\bar{x}=1.8$).

Since stress impacts negatively the work productivity of the individual, we wanted to find out how higher education teachers and associates cope with stress in their working environment. The respondents could choose from 21 possibilities (five stage Likert scale: 1 – I never cope with stress in the suggested way, 5 – I always cope with stress as suggested).

Table 4. Coping with stress at work

<i>COPING WITH STRESS AT WORK</i>	Slovenia		Macedonia	
	<i>Average</i>	<i>Standard Deviation</i>	<i>Average</i>	<i>Standard Deviation</i>
Take time to decide in peace what is causing stress.	3.0	1.07	3.2	1.1
Set priorities.	4.0	0.83	4.3	0.8
Set achievable goals.	3.8	0.88	4.1	0.8
Seek professional help when necessary.	1.8	1.16	3.1	1.4
Talk to the partner.	3.3	1.29	3.5	1.0
Talk to the colleagues.	3.2	1.01	3.4	1.1
Talk to the management.	2.3	1.11	3.2	1.3
Calm down and study the issue thoroughly.	3.6	0.95	4.2	0.9
Use relaxation techniques.	2.5	1.30	2.5	1.3

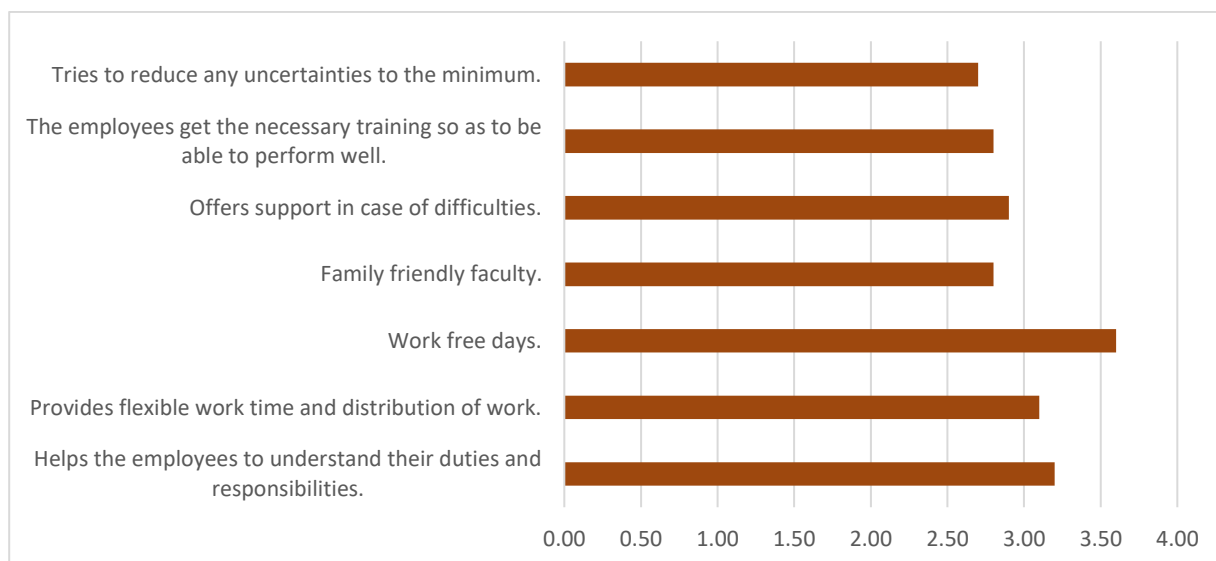
Perceive stress as a challenge.	2.7	1.22	2.8	1.3
Afford oneself more rest and sleep.	2.7	1.01	2.7	1.1
Exercise.	3.3	1.22	2.5	1.3
Go for a walk.	3.3	1.08	3.2	1.1
Take a break, drink a cup of coffee and/or smoke a cigarette.	2.7	1.25	2.8	1.3
Listen to music.	2.8	1.13	3.4	1.1
Watch television.	2.6	1.15	3.1	1.1
Read.	3.2	1.10	3.6	1.0
Spend time with the family.	3.7	1.02	2.8	0.8
Socialize with friends.	3.2	0.95	3.4	1.0
Have hobbies.	3.1	1.21	2.6	1.3
Absent oneself from work.	1.2	0.56	1.3	0.6

The majority of higher education teachers and associates in *Slovenia* cope with stress by setting priorities ($\bar{x}=4.0$), which is done frequently by 51.9% and always by 26.9% of the respondents; they set themselves achievable goals ($\bar{x}=3.8$), spend time with the family ($\bar{x}=3.7$), calm down and study the issue thoroughly ($\bar{x}=3.6$), and go for a walk ($\bar{x}=3.3$). The smallest number of higher education teachers and associates (15.3% rarely; 3.7%) from time to time; 0.5% always) decide to absent themselves from work ($\bar{x}=1.2$), seek professional help when necessary ($\bar{x}=1.8$), talk to the management ($\bar{x}=2.3$), use relaxation techniques ($\bar{x}=2.5$), and watch television ($\bar{x}=2.6$).

The majority of higher education teachers and associates in *Macedonia* cope with stress by setting priorities ($\bar{x}=4.3$), which is done frequently by 31% and always by 49% of the respondents; calm down and study the issue thoroughly ($\bar{x}=4.2$), set achievable goals ($\bar{x}=4.1$), read ($\bar{x}=3.6$), talk to the partner ($\bar{x}=3.5$) and listen to music ($\bar{x}=3.4$). The smallest number of higher education teachers and associates decide to absent themselves from work ($\bar{x}=1.3$), use relaxation techniques ($\bar{x}=2.5$), and exercise ($\bar{x}=2.5$).

To cope with stress and manage it successfully should not be left to the individual. The management (deans) should provide for activities which enhance the person's resilience against stress, therefore we were interested as to what extent the management of higher education institutions actually provides for coping with stress.

Graph 1. Provisions of higher education institutions for stress management



Higher education teachers and associates in *Slovenia and Macedonia* believe that the higher education institution where they are employed carries out activities to enhance their resilience to stress. The respondents were able to choose among seven possibilities (five stage Likert scale) 1 – not true at all, 5 – completely true). Most frequently, the employer ensures work free days ($\bar{x}=3.6$), helps them to understand their duties and responsibilities ($\bar{x}=3.2$), provides for flexible working hours and for distribution of work among the employees ($\bar{x}=3.1$), it offers support in case of difficulties ($\bar{x}=2.9$), provides the necessary training so as to enable good performance and the faculty is a family friendly »company« ($\bar{x}=2.8$) and tries to bring the uncertainties to the minimum ($\bar{x}=2.7$).

5. Conclusion

The research offers an insight into how important the stress factors are for the higher education teachers and associates, how they manage it and to what extent the employers provide appropriate conditions for coping with stress.

Coping with stress is versatile. Majority of subjects overcome stress in a rational way. The questions that have remained unanswered to be dealt with in a future research refer to the following: what are the differences in the observed aspects of stressfulness of the professions, factors causing stress and ways of overcoming it in regard to the variables like, e.g. sex, title, status in the management structure (dean, deputy dean...) in order to compare and establish significance of the differences, if there are any and to gain an insight into the similarities and differences in the problems caused by stress in the observed sub-samples, possible differences in the ways of coping with stress, etc.

We established that higher education teachers and associates perceive instruction in the lecture hall and educational work outside the lecture hall as moderately stressful situations, which contribute to a state of readiness, thereby favourably impacting teachers' physical and psychological abilities, stimulating motivation and enhancing self-confidence, creativity and productivity. Such stress should be perceived as positive stress since it triggers a feeling of competence in coping with the demands, raises self-confidence and the belief that teachers can master any kind of demand or task.

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THE MAIN THEORETICAL APPROACHES ON STRESS MECHANISM

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Abstract

Stress once was considered as a general and abstract construct, but with development of research in this field, perspective on stress became more specific (Bee & Bjorklund, 2004). There are three major theoretical approaches on the mechanism of stress. These are: 1) oriented theory of stimulus; 2) oriented response theory; 3) oriented interaction theory.

The first theory, focuses on an event, which serves as an incentive to promote stress and doesn't include individual interpretation on the event (Bee & Bjorklund, 2004). Stress response theory focuses on how the individual reacts to environmental stimulus. From the perspective of this theory, researches first defined stress as a subjective response to stimulus or environmental events, which require behavioral change or adaptation (Holmes & Rahe, 1967).

Each of these theories, has addressed how stress works on an individual. Many researchers considered stress as a stimulus and didn't taken into consideration the individual's perception on stimulus. Others focused on the reaction of the individual to the environment. Stress interactive approach, combines these two viewpoints, comprehensively analyzing the individual as well as the environment. By interactive theories, stress is created when an individual interacts with the environment.

Interaction can produce stressful situation, when the individual evaluates the pressure exercised by the environment, and perceives personal resources to tackle this pressure, as insufficient (Petroff, 2008). As we can understood from above theories filing, the process of creating and experiencing stress, it seems that it is complex and involves several factors.

Key words: Stress, oriented theory of stimulus, oriented response theory, oriented interaction theory.

Stress

Claude Bernard (1961 as quoted in Schneiderman, Ironson & Siegel, 2005), noted that the sustainability of life is critically dependent by keeping the internal state of a constant level against constant environmental changes. This condition Cannon (1929) described with the term "homeostasis". While Selye (1956) used the term "stress" to describe the effects of any factor that seriously threatens the state of homeostasis. Following this approach, eventual threat or perceived was known as the "stress", while the response to the stressor was called "stress response".

Based on the assessment of the perceived threat, activate people and animals on coping mechanisms. Central Nervous System (CNS) of our generates coping mechanisms integrated in response to stressful factors. Although different situations tend to activate different reactions to stress, there are also individual differences to the answer provided by the same factors stressful. This trend to display a specific response to various factors stresant is called "model response". In different stressful situations tend to exhibit certain individuals associated with confronting

feedback active, while others are likely to activate feedback, associated more with passive watchfulness (Kasprowicz et al. 1990, Llabre et al. 1998 as quoted in Schneiderman et al., 2005).

Different reactions to stress

As mentioned above, it seems that some features of the situations that are presented in an individual's life tend to encourage a greater response to stress. These include the intensity, severity and controllability of stressors and models that determine the response or cognitive assessment. The dimensions of life events such as loss of a loved man, humiliation or being at risk, are generally associated with the development of psychological problems such as depression and generalized anxiety (Kendler, Hettema, Butera, Gardner & Prescott, 2003). Also, recovery to a stressful condition is affected by a second traumatising experience (Pfefferbaum et al. 2003).

Studies carried out in this field have found that the interaction of various elements of the stress have stronger effect than a particular aspect of it. Such examples can be in the workplace pressure of time combined with a threat of losing their job (Stanton, Balzer, Smith, Parra & Ironson, 2001), or professional high demand combined with low control (Schneiderman et al., 2005).

Stress effects also depend on personal and environmental factors. Personal factors which influence on the conduct of depression, anxiety or post-traumatic stress disorder after a serious or traumatic event are: previous history of psychiatric, tendency to experience anxiety, being the female gender, and other factors as socio-demographic (Patton, Coffey, Posterino, Carlin & Bowes, 2003). Also they found evidence that there is a mutual respect between personality and threatening environmental factors (Kendler et al. 2003). Neuroticism and emotive level associated with poor interpersonal relationships and attribution of events.

Some protective factors that have been identified include coping resources, such as: social support, self-confidence, optimism and ability to give meaning to events. For example, those who have a good social support can cope better with a traumatic event or suffering from a serious illness (FrasureSmith et al. 2000).

Moreover, other studies found that people with self-highest rating better faced with stressful events and featured lower production cortisone compared with those who had self-lowest rating. Also, giving the sense of a traumatic event, it was found that protects the individual from developing post-traumatic stress disorder after the occurrence of a serious event (Schneiderman et al., 2005).

Finally, it should be stated that people in general are resistant and knows how to face stressful situations. Such a fact illustrated by a study conducted by a group of officials from Izraili after facing 19 month war of stones (intifada) developed by Palestinian fighters. Although Faced with situations of high stress levels, most of the officers managed to fit without developing serious psychological problems (Bleich et al. 2003).

Theories on stress

Stress once thought as a general and abstract construct, but with the development of research in this field, perspective on stress became more specific (Bee & Bjorklund, 2004). There are three major theoretical approaches on the mechanism of stress; 1) The theory of stimulus-oriented; 2) The theory of reaction-oriented; 3) The theory-oriented interaction.

The first theory, focuses on an event which serves as an incentive to induce stress and does not include individual interpretation on the event (Bee & Bjorklund, 2004). This theory posits that the potential to revive the stress is present in the environment that surrounds us. Thus, stress is considered as an external force (Petroff, 2008).

Every aspect of the environment that surrounds us that forces the individual to react by adapting, and also promotes stress to the individual (Derogatis & Coon, 1993). Stress caused by events that occur can be measurable. The intensity and frequency of events that occur can impact so directly on the level of stress that trigger these events. Consequently, there is some stress gage as is "Measuring the Occurrence Rate of Life" (Holmes & Rahe, 1967) which measures life events. However, a group of researchers have considered this measuring scale as less comprehensive than other instruments that are based on the perception of stress on the individual, because it does not take into account personal reaction to events (Petroff, 2008).

Stress Reaction Theory focuses on the fact how the individual reacts to environmental stimuli. From the standpoint of this theory, the researchers first defined stress as an individual's subjective reaction to stimuli or environmental events, which require behavioral change or adaptation (Holmes & Rahe, 1967). For example Selye (1976) defined stress as an individual response to any situation that requires behavioral change. Any event that promoted positive change in the individual called "eustres". In contrast, any adverse change called stress. So, stress puts pressure: cognitive, emotional, social and physical on a person. This needs to change or to adapt, constitutes an ongoing challenge to the ability of an individual to maintain physiological homeostasis and social and emotional stability (Aronson, Wilson, & Akert, 2003; Holmes & Rahe, 1967; Selye, 1976).

In support of this theory Katkin, Dermitt and Wine (1993) submitted that it isn't the event itself that provokes stress, but stress depends on the reaction provoked by the event. So the individual response to the environment demand to adapt, determines the presence or absence of stress.

Thus, the definition of these authors stress was focused only on individual response. Reaction theory together with the theory of incentives, were used to create a third theory of stress, which is Stress Interactive Theory (Petroff, 2008).

Based on this theory, stress is the result of interaction between the environment and the individual's reaction. For example, Lazarus and Folkman (1987) stated that stress is created as a result of personal judgment on an event and the evaluation of resources that can be used to deal with that event. In this process includes two evaluation forms, elementary and the secondary. During the initial evaluation, individual analyzes his relationship with the surrounding environment, to understand how it affects the relationship. So, first it assesses individual exerts pressure on the environment. While during the second evaluation process, the individual analyzes sources through which can respond to the pressure caused by the environment or event occurred (Petroff, 2008).

Initial and secondary evaluation are interdependent and affect each other (Moos & Schaefer, 1993). while perception pressure on exerted from environment grows, the feeling of stress increases and can appear through psychological symptoms. Denial, withdrawal from reality and avoidance are examples of psychological reaction. Continuous and dynamic interaction between the individual and the environment is defined as a transaction that ends in a new condition (Lazarus & Folkman, 1987). Consequently, this theory is also called Transactional Stress Theory.

After identifying this theory Breznitz and Goldberger (1993 as cited at Petroff, 2008) analyzed the differences between the cognitive and the automatic evaluation. Cognitive assessment is direct, deliberate and well thought out. While automatic assessments are not well planned and can result in a response "fight-fly" to the pressure exerted by the environment. Estimates can rely on previous experiences including anger or fear, may be unrealistic and may reflect a sustained confrontation (Petroff, 2008).

Each of these theories has addressed how stress works on an individual. Many researchers saw stress as a stimulus and not take into account the individual's perception of the stimulus. Others focused on the reaction of the individual to the environment. Access interactive stress, combines these two viewpoints comprehensively analyzing the individual as well as the environment.

According to the interactive theory, stress is created when an individual interacts with the environment. The interaction can produce stressful condition when the individual assesses the pressures of the environment and perceive the personal resources to cope with this pressure as insufficient (Petroff, 2008).

Another theory on stress which is worth mentioning is Resources Theory (TB). This theory constitutes a bridge between the systemic and cognitive approach. TB does not focus on the factors that create stress, but on the sources upon which the individual supported to cope with stressful situations. Under this approach, there are some sources that help the individual to face stress such as: social support, sense of coherence, courage, self-efficacy and optimism.

From the perspective of TB, self-efficacy and optimism are unique protective factors, while courage and sense of coherence constitute a three-pronged approach. Courage is an amalgam of three components which are: internal control, commitment and a sense of contrast challenging response to stress. Similarly, sense of coherence consists in the belief that the world is a place of meaning, predictable and positive. In the area of social support are exploring several ways such as instrumental support, information, emotional and evaluation.

Conclusion

As can be understood from the filing of the above theories, the process of creating and experiencing stress appears to be complex and involves a number of factors. Moreover, as will be mentioned in this statement following the theoretical, stress has the ability to activate the attachment system (Mikulincer, Birnbaum, Woodis, & Nachmias, 2000).

When a person experiences stress, attachment system determines how he / she will react based on function models previously obtained (Collins & Feeney, 2004; Larose & Soucy, 2005). Operating models are internal cognitive attachment schemes, which are based on previous interactions between an individual and the person who is cared for (Petroff, 2008).

Operating models comprise schemes by which an individual responds to stress. Positive reactions include: communication, request for support from others and actively solving problems. Negative reactions to stress include: anger, blaming others and use evasive mechanisms such as denial (Howard & Medway, 2004).

These negative reactions to stress can provoke damage to the processing of information, reduction of memory, distraction from tasks that require attention and generally affect academic performance reduction (Andrews & Wilding, 2004). When individuals experience stress, their attention is directed to sensory overload and feelings of depreciation yourself by exacerbating the stress response (Mikulincer et al., 2000).

Also, as mentioned above, stress activates the model of attachment, which affects how the individual faces with stress (Mallinckrodt & Wei, 2005). Positive reactions to stress are the result of secure attachment, while negative ones are the result of insecure attachment.

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STRESS OF UNIVERSITY STUDENTS

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Abstract

Stress is an unpleasant state of emotional and physiological arousal that students experience in different situations but more often and more concentrated is during their examination.

Some students define stress as an event or a situation that cause them a sense of volrage, pressure or negative emotions such as anxiety and anger. Others see the stress as a response to these situations. This response involves physiological changes - such as increas heart rate and muscle tension as well as emotional and behavioral changes.

Key words: *stress, student, anciety, result...*

1. STUDENTS' STRESS AT UNIVERSITY

Stress is a common and naturally state of our mortal lives. It arises because of our efforts in order to achieve the goals, to connect with others and to be adapted to the requirements of living in a world that change every living day. As over land,, *all things bear controversy* "between birth and death, on us will always be present a certain amount of stress.Still, in general we consider the stress as something undesirable, which has to be reduced or eliminated before hopefully fruitfully and to bring the ability of living. From another angle, the stress can be seen after the positive values, which should be definitely captured, if it is possible. Thus, our aim should not be thorough to avoid stress, which would be impossible, but learning how to distinguish our typical reactions to it and then attempt to regulate life in accordance with it. Instead, to withdraw from stress, we can learn to live with it and to increase the skills to cope with life's challenges.

If you do not reach to see any value to stress, we can poor out spiritually, we can suffer and we can put out a conclusion that we are not good. We typically seek immediate relief from such experiences. In addition, this can be seen ranging from the white.

We live in a world where everywhere controversy forces immediate reward philosophy. We see, that the shortly seek everything, including here the solution while you open and close your eyes to our problems.

We support the doctrine that everything must somehow make us feel good emotionally. If not, some of them become anxious and all sound rather than often, they seek liberation through advice, medical tests or treatments. Is written, life to be a CHALLENGE!

Suffering from anxiety, depression or disappointment failure is very normal. Even when sometimes rare or for several days are experienced unleashing soul, unconditional surrender is FORBIDDEN. Things will be improved and the cause of war is the great living.

Since everyone manages stress in different ways, none single program does not guarantee its alleviation. However, many recommendations remain valid and can help curb stress. Our challenge is that we have to choose what serves us best.

2. LEVEL OF STRESS

Recognition of the most comfortable style of living, which includes the size of incomplete knowledge of the amount of stress that can tolerate, is effective way of avoiding the invasion of stress.

Some peoples' living style is as the "**horses race**" and it seems that through the rapid operation, thrive spiritually and mentally, while others prefer the living style as the "**turtle race**" and they work best when their level activity reduces. Attempts to appropriate the style of living as the "**horse race**" in fact we would prefer "**turtle**" speed, or vice versa, it can be stressful and thus can have devastating consequences.

It is often difficult to detect levels of stress tolerance, because it tends to change over the time. Sometimes it seems that is higher than usual and other time is hampered facing pressure of smaller amounts.

Everyone has different level of stress tolerance and should not feel guilty if we can not compete with anyone else in this "**battle**". Always, measuring people with higher levels than ours brings to prolonged stress. So, we must believe only in ourself as authority for the amount of stress that our body and our emotions are able to afford.

3. OBJECTIVES

Many times, setting the achieved objectives remains difficultly, particularly when parents, friends and lovers, give us advice on what would be best for us. It is important to set our own objectives, as taken over the fulfillment of the objectives set by someone else create problems. However, the difficulties are enormous, we must examine our skills and interests, we need to follow the course that leads to them even if they do not bear the social prestige and financial security suggested by others. Suppose that, time can be lost quite useful, studying to become a doctor, until we understand that we have wasted our flair in mathematics and chemistry. However, the work is great and earnest; it guarantees neither success nor happiness.

Easily accessible targets with "*short shot*", should be placed alongside the hard targets, obtained with "*distant shot*". The first give us the chance of achieving that level of performance in the road and provide us with the opportunity of feeling good for small amounts of progress. We would be more peaceful with ourself at the end of the day, we think about the completed tasks, instead of things not started yet.

We should never forget that stress comes from the lack of objectives and target elusive induction. Therefore, constant comfort is common symptom of someone who has chosen not to set targets.

4. STRENGTHENING OF CONFIDENCE

Taking into consideration that we live differently from what we think is an incalculable stress that can be kept under control as things go well. However, his real pressure is noticed then when it is asked to perform spiritual work. In this case, we are forced to consider the level of our spirituality and often overwhelms us the experience of being vain and worthless. We all reach to read the spiritual rank as we try to grow spiritually, to consciously feel good and conscientiously facilitate. If we do not do this, we tempted, hide, defend, criticize and estranged. Such experiences are stressful. Our soul can be calm if we repent of our injustices (including attitudes, opinions and behaviors), moreover living spiritually.

5. THE DAILY RECUPATION

It is good if we could create a "*limit island*" where we can read, to deliberate, to think and to pray every day without interruption. We need to feel good about ourselves; we need to rest in order to give you body, soul and mind, the opportunity to prepare for the tasks that lie ahead for the day.

The body sends signals that tell us, when to rest physically and emotionally. Required to be sensitive to such indicators and behave accordingly. Emotional and physical renewal closely related to each other. The studies have shown that the continuation of emotional stress for a long period can cause existence of serious health damage.

When we are very tired, the ability to take the ordinary duties of life go down and the smallest problem can win us emotionally. Daily holiday period can help us to maintain intact our physical and emotional reserves.

In addition, it is useful to find out when to give up certain behaviors and when to collect yourself and add intensity, to cope with difficult situations and unpleasant

6. THINKING HEALTHY

Thoughts that we often have they define our feelings. People and circumstances are not making us mad, nor bothering us, contrary it angered us and bother us what we tell ourselves about these people and circumstances. It must be borne in mind that the thoughts that feed us for events cause stress and not the event itself. With acceptance of this principle cast a big step toward controlling stress.

Healthy thinking involves the acceptance of past decisions, without blaming yourself. That is easy to look back and see what we could have done, not realizing that it did the best possible. The murder of mind to past decisions is a waste of time, bother us, we do not leave us to live in the present and does not prevent us to plan. From the mistakes that we did in the past, we need lessons to build the right attitude and behavior to avoid own guilty and insecurity. On past mistakes, we must learn to reflect, starting from the principle "*next time*" instead the principle "*IF*".

Healthy thinking sometimes is avoided, if you decide to confuse things about us and the stress that we face. We like thinking and use of vague expressions such as "*Ido not know why I feel so*". We often use these terms to obtain the attention and care of others or to avoid dealing with concrete problems, or personal and social responsibilities.

7. WARTH DECREASE

When our stressful emotions include anger, it is best to remove as soon as possible. Keeping within the wrath and anger, exerting great pressure on the body, can be changed in serious psychosomatic symptoms, such as headaches, ulcers and various gastrointestinal problems. The anger not only harms us physically but also inhibited us spiritually leaving us in the hands of the evil forces. In order to reduce anger is thankful to others the benefits that they have made for us. Gad can always be thankful for the gift of the divine, which has given us (the light of the eye, health, parents, sandblast and freedom).

8. HEALTHY FOOD

We can talk much about regular eating healthy foods. However, almost all know already that we feel better physically and emotionally is to avoid foods with high sugar content, replacing the milk and spice, meat, fruit and vegetables, bread with whole grains.

Physical well-being is linked directly to the management of emotional stress. Eating without order and excessive consumption of dried foods significantly reduces the power of the tasks facing our everyday day. Meanwhile, regular meals that include lavish breakfast and permanent, helps us to control emotions, avoiding the dramatic fluctuations.

Depression and anxiety can easily lead to the top, if the body is not fed properly. Enough, athletes and dancers, who rely on physical capabilities, trying to keep weight within ten percent of the ideal for them. This is a good guideline to be exploited by all of us, not to spend energy overweight.

9. OUR EXPECTATION

Not rarely, frustration, anger and disintegration, come as a result of unexpected developments, as always cherish expectation of knowingly and unknowingly associated with our behavior, the attitudes of others and with specific life events. Some examples may include:

1. Receiving high grades
2. Coping with workload
3. Donating money for birthday
4. Payment of excessive working hours
5. Reading unspoken thoughts
6. Mutual gratitude and
7. Help in need

The beneficial manner for coping the stress that stem from unmet expectations is replacing them with HOPE.

10. REINTERPRETATION OF STRESS

It is easy to be angry, to be fear or lose hope, after trial we conclude that everyday events are stressful. Generally, bad weather, speaking without sense, losing the game or race, taking weakness notes, denying the application, changing the environment we see with negative notes, but the stress that we produce can be reduced through reinterpretation of the same situation in a different light.

For example, events that provide us with experience and knowledge, however unaffordable, we need to estimate and should stimulate personal progress and challenges where possible exploitation experimental skills in overcoming obstacles and as part of the natural and normal life terrestrial. Always the selection of interpretation of a situation is in the hands of the man himself. Its interpretation of stress affects directly on feelings and consequently affects the behavior. Negative interpretation produces the stressful feeling and causes elusive behavior or stubborn. The positive interpretation produce feelings of pleasure and causes productive behavior that promotes the development and growth of personality.

11. FACING WITH STRESS

Accepting that the stress is inevitable, the essential part of life and also potentially harmful, instantly is prepared to face it. Try to identify its signs and sources of the stress. Try to feel familiar with the moods of spiritual stress and to have an idea for the amount of stress that you can manage without decreasing energy. Develop the skills of the stressful interpretation in a positive way. The energy that comes from stress can be streamlined in a constructive form and can become a helpful tool to undertake changes in their lifestyles.

Be aware of your power. Marcus Aurelius said: *"If you are distressed by something external, the pain is not due to that thing, but because of the value thanks to you."* Everyone has enough power to control the response to stress. Therefore, plan the reaction to stress.

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SCIENCE, MATH, ICT

INTEGRATING MOODLE AND PIAZZA IN ONLINE LITERATURE COURSES

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Abstract

In this presentation I will discuss the integration of two Learning Management Systems (LMS), **Moodle** and **Piazza**, in the teaching of online literature courses. LMS tools have created the technological conditions for combining face-to-face instruction with computer-mediated instruction, blended learning, as well as for designing courses that are delivered entirely online. These tools are designed to promote student interaction, communication, collaboration and the sharing of information. Instructors can use these tools to select and adapt teaching strategies that are suitable for encouraging student learning and to engage students in learning activities, which directly contribute to the learning objectives of a course. Moodle is one such highly flexible open-source learning platform with complete, customizable and secure learning management features for creating courses that extend e-learning education anytime, anywhere. Moodle's many features and applications give the opportunity to teachers to enhance the learning experience of the students. The interaction feature of Moodle makes it complete solution for proper and interactive online education, which can enhance the learning experience of students. However, Moodle is not great for discussions in forum format, for student collaboration, or for keeping track of questions and postings by students. For this reason, many instructors consider Piazza, an online cloud-based learning platform that ties into Moodle via Learning Tools Interoperability (LTI) and facilitates students working together to learn better. Piazza solves the problem of convenience and on-demand study help. It provides study-help to students through a collaborative environment. Students can come together to ask, answer, and explore under the guidance of an instructor.

Keywords: Moodle, Piazza, English Literature, online courses.

Introduction

This presentation is based on my experience with teaching online and blended courses at Auburn University in the USA, at the University for Information Science and Technology (UIST) in Ohrid, and at the Pedagogical Faculty in Bitola. At Auburn University I taught two literature courses, *World Literature from the Beginning to the Renaissance* and *World Literature from the Enlightenment to the Present*. At UIST I taught a course on *Technical Writing and Communication*. At the Pedagogical Faculty in Bitola I taught two courses as a Fulbright Professor, *Introduction to English Literature* and *Modern British and American Literature*. I am also currently developing an online course *Digital Humanities* for Euro-Balkan University in Skopje. All of these courses are now ported onto a personal web server at <http://moodle.pelister.org>. (see **Figure 1**).

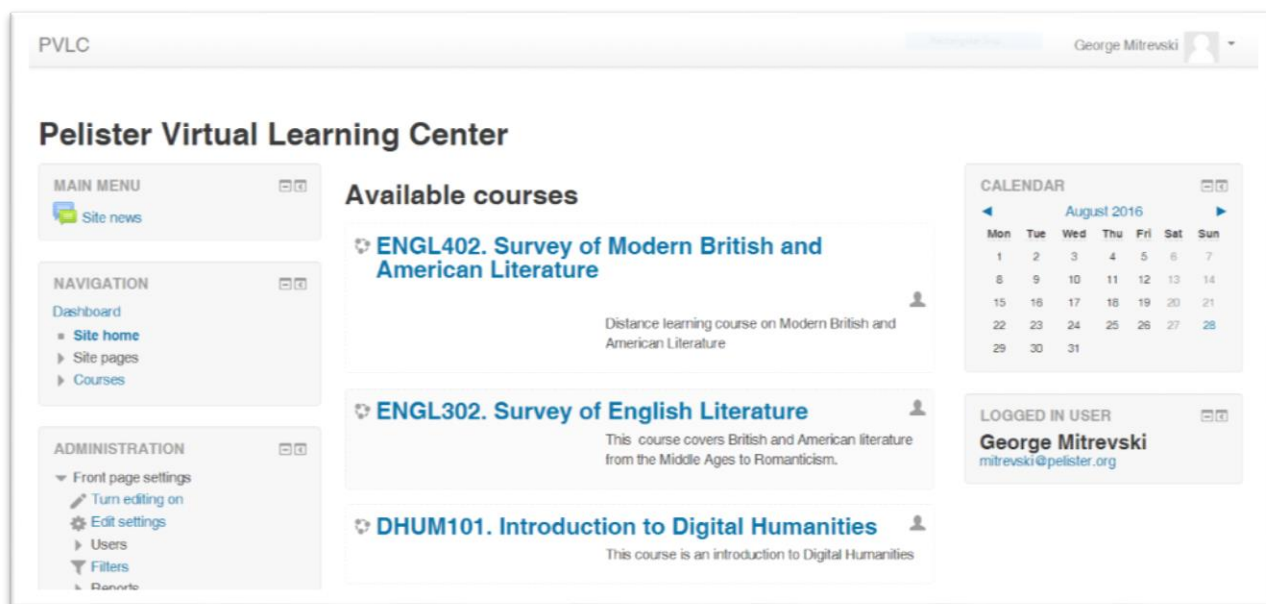


Figure 1. Partial list of courses.

In general, the literature courses are designed to enhance the student's ability to read, interpret, discuss and write about some of the most significant texts in British and American literature. The readings, discussions and activities are designed to create a learning environment that emphasizes the development of critical thinking, the importance of understanding context, the process of engagement with other learners, and the facilitation of reflecting and acting on reading materials.

In the courses we explore the usefulness of cultural and historical relativism, a particular kind of critical thinking in which phenomena are analyzed in light of the social, cultural, and historical contexts. The readings challenge our assumptions about how the world works and give us a greater appreciation for human and social diversity. Students learn to appreciate human social and cultural diversity over time and across space.

A series of activities during the course encourage students to understand and apply the course material by interacting constructively with each other. The goals of each of the courses are:

- To develop a general understanding of the major literary and cultural periods;
- To practice formal analysis in discussion and writing;
- To learn to situate literary texts within their proper historical and cultural frameworks;
- To become more effective and confident writer;
- To write formal analysis of literary works;
- To become active participant in a dialogue about literature;

My Student-Centered Statement of Teaching Philosophy

In each of my classes I highlight my expectations for my students in relation to my philosophy of teaching. I define clearly my role in the course and the learning process, and I articulate my philosophy of teaching in the syllabus to provide guidance and direction to the students.

My philosophy of teaching can best be described as a philosophy of learning. I consider the course to be an equal collaboration between the students and me. As such, it is my responsibility to be an effective instructor; this means that it is my job to monitor student learning and adjust my teaching strategies in response to the pace and depth of student understanding of the course content. But as with all successful collaborations, my involvement is only half of the equation. What students will gain from the course depends upon their investment in learning. Learning relies upon the interaction between students, me and the course material; thus, it is their investment in this interaction that will drive their mastery of the course material. As we progress through a course, I utilize a range of instructional strategies to target the abilities and preexisting knowledge that each student brings to the course. I strive to create interactions which foster interest and understanding for each student. In exchange, I expect students to invest full effort in all learning activities, engage in the course material and apply themselves to a deeper understanding of the course material.

Course structure

Each literature course is divided into a series of topics, and the learning activities for each topic include the following (see **Figure 2**):

- A literary work, or works that students are required to read. All of the required readings are located online.
- A list of helpful and relevant online resources that help students understand and appreciate the literary work.
- Lecture notes (usually PowerPoint presentations) produced by myself or by professors at other institutions that outline the most important aspects of the literary work.
- Study and discussion questions related to the readings.
- An assignment related to the readings that students need to complete and turn in at the completion of each topic.
- A posting to a **Forum** on the current topic.



Figure 2. Sample from Modern British and American Literature

In developing these courses my focus was on implementing sound student-centered learning strategies and approaches, which are intended to address and facilitate the distinct learning needs of individual students. Student-centered learning is broadly based on constructivism as a theory of learning, which is built on the idea that learners must construct and reconstruct knowledge in order to learn effectively, with learning being most effective when, as part of an activity, the learner experiences constructing a meaningful product. The student-centered forms of instruction give students opportunities to lead learning activities, participate more actively in discussions, design their own learning projects, and explore topics that interest them. The student-centered approach to learning can be summarized into the following elements (cf. Lea et al, 2003):

- The reliance on active rather than passive learning;
- An emphasis on deep learning and understanding;
- Increased responsibility and accountability on the part of the student;
- An increased sense of autonomy in the learner;
- An interdependence between teacher and learner;
- Mutual respect within the learner-teacher relationship; and

- A reflexive approach to the teaching and learning process on the part of both the teacher and the learner.

Thus, student-centered learning focuses on learning outcomes which enable genuine learning and deep understanding. It is characterized by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical thinking and reflective thinking. (ESU, 5).

Why Moodle?

As I opted for a social constructivist pedagogy (Moodle, 2012) where students are active and collaborative learners, and they are responsible for much of the curriculum that is covered in the course, I selected Moodle as the learning management system that best exemplified this approach. This LMS promotes creativity, critical thinking, problem solving and above all collaboration and the ability for students to express and share alternate points of view.

Moodle has pedagogical advantages since it was built in accordance with the teaching approach which emphasizes the construction of knowledge through active and interactive learning. The design of Moodle is based on socio-constructivist pedagogy. This means its goal is to provide a set of tools that support an inquiry and discovery-based approach to online learning. Furthermore, it purports to create an environment that allows for collaborative interaction among students as a standalone or in addition to conventional classroom instruction (Kotzer&Elran, 2012). Moodle can be used to share digital resources and also be used for interactive activities. It is designed with the social constructivism of learning, it offers a lot of useful tools such as wikis, forums, chats, blogs, and workshop so that teachers can apply different formats of social interaction and collaboration to their teaching. This means its goal is to provide a set of tools that support an inquiry- and discovery-based approach to online learning. Furthermore, it creates an environment that allows for collaborative interaction among students as a standalone or in addition to conventional classroom instruction. This encourages students to add to the total course experience for others.

In learner-centered instruction, addressing learner interest can be important to a student's academic development. (Tomlinson et al, 10). That is why in my courses I include variety in assignments so that students write on topics that are of interest to them. Interest-based study is linked to motivation and appears to promote positive impacts on learning. Modifying instruction to draw on student interest is also supported by theory and research as a means of enhancing motivation, productivity, and achievement. Questions and tasks that are interesting to students are more likely to lead to enhanced student engagement with the task.

Below is an example of a written assignment (**Figure 3**), where students are given a choice of topics for a written assignment. In other instances, students have a choice of five or more topics, and often they are given the option of suggesting their own topic for a written assignment.

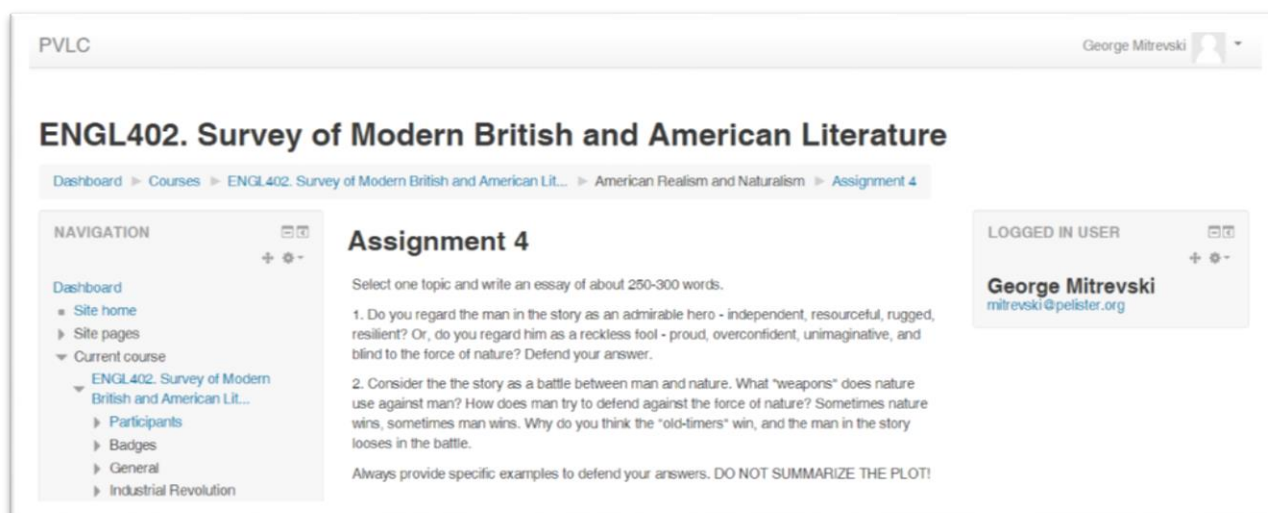


Figure 3. Sample written assignment.

Based on theory and research, wikis are one activity that is truly in line with the idea of social constructionism as it allows for collaboration; the students are creating something for others to see and they can observe what others are doing. A portion of the final grade is allocated to collaborative activities. This is largely through participation in wikis and interaction on forums. Again, Moodle grading systems provide a good base for assessing collaborative activity.

Surveys are regularly undertaken of students about the effectiveness of Moodle as a learning management system in achieving aims of the lectures and courses.

Why Piazza?

Piazza is an online platform that facilitates interaction among students and instructors in an efficient and intuitive way. Piazza is a discussion tool that is separate and distinct from Moodle. It is designed to be a centralized place for instructors to conduct all of their class-related communication, and it can be used as a forum-based course space. Questions and answers on Piazza are community-edited. Each question has a students' answer that students can contribute to, and an instructors' answer that instructors can contribute to. Since Piazza is a completely separate tool with no relation to Moodle, it includes features that replicate existing Moodle functionality, such as the ability to upload course documents.

Some of Piazza's features include (**Figure 4**):

- ability to post class files and resources, such as a class syllabus;
- polling features;
- communication with whole class or privately with individual students;
- ability for instructors to endorse correct answers;
- anonymity options;
- "wiki-style" collaborative editing;

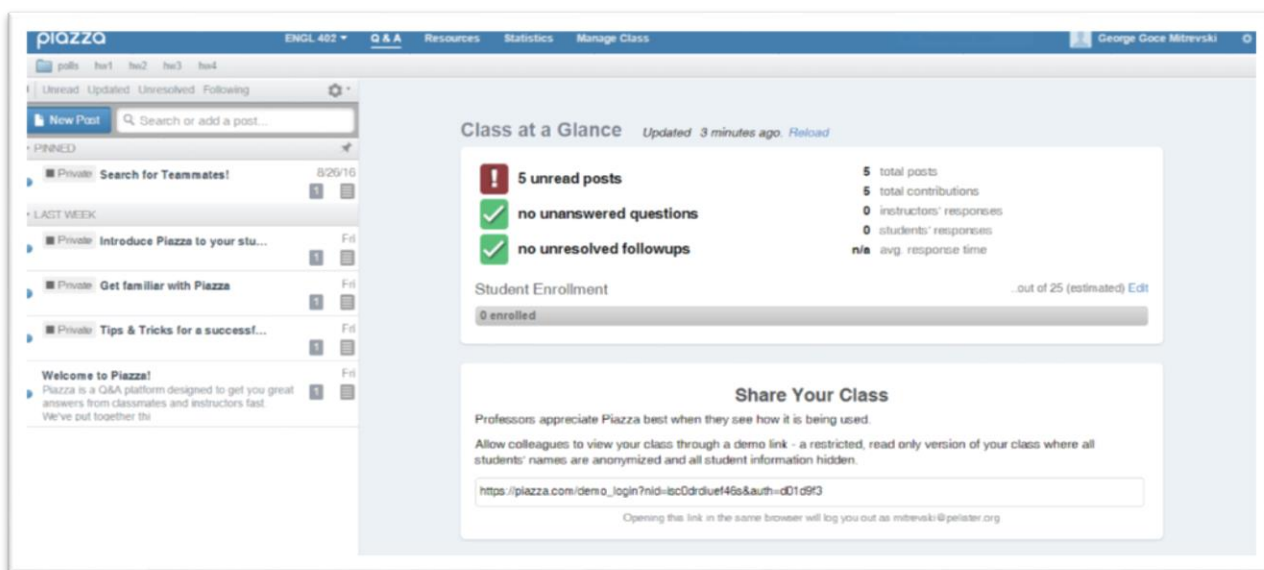


Figure 4. Front end view of Piazza.

Piazza’s platform is specifically designed to speed response times. The site is supported by a system of notification alerts. All activity happening on Piazza is pushed to users in real time – students see new posts and updates as soon as they happen, and the average question on Piazza will receive an answer in 14 minutes. In Piazza the instructor can answer students’ questions once for all students to see, students can engage with classmates in online discussion, the instructor can conduct polls to get a sense of where students stand. Responses are color-coded, so students can easily identify the instructor’s comments.

Questions and answers on Piazza are community-edited – a student can edit another student’s question. An instructor can edit any student question and answer to a question. On Piazza, the instructor can view detailed class participation information to learn more about the students. The student participation report lets the instructor see which students frequently ask questions, answer questions, or simply read posts.

I always tell my students that I will not answer questions by email (where other students cannot benefit from my response) and will only answer questions on Piazza. I encourage students by letting them know that I will be monitoring and endorsing student participation, and I provided a rubric explaining how I would grade their contributions. Every week, each student is expected to reply at least once to one of the discussion questions posted and reply to another student’s responses at least twice. (Figure 5) Students are also free to post their own discussion questions. My students often raised topics that I had not planned, and that leads to great further discussions.

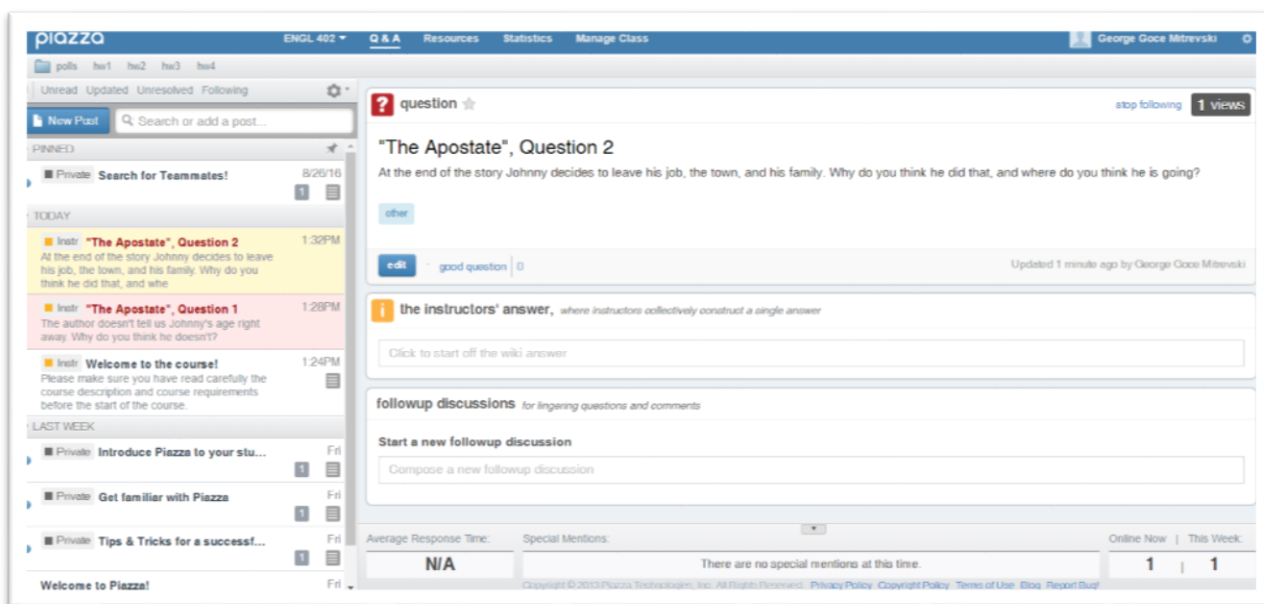


Figure 5. Example question postings in Piazza.

To earn the points for online discussion, students have to post something substantive. This could be a class related news item they found, comments on course material or reflections on each other's posts. One popular use of Piazza has been to ask questions about course activities, quizzes and exams. Piazza's search functions also make it easy to find posts on a certain topic, or list all of a single student's posts when it is time to grade their activity.

Piazza can replace the traditional classroom e-mail list as well as help the instructor respond to student questions faster.

Research has shown that using online discussion forums for class or group discussions is a great way to enhance communication in an online course environment, or to augment conversations within a face-to-face class. Forums are often the main tool used by class participants to exchange ideas, as well as enable participants to have asynchronous discussions, i.e., discussions where the participants are not necessarily present at the same time.

Conclusion

Common amongst Moodle and Piazza is the importance of collaboration – both for students and for their learning institutions. Moodle has been shown to be a highly suitable learning management system to enable this collaboration and provides opportunities for further development. (Paynter, Mark and, Bruce, Neville, 38). These two platforms help students develop higher level critical thinking skills through direct engagement with research literature and primary sources. Students develop arguments through observations and engaging in dialogue with fellow students, their faculty member, and, often, with outside experts. The use of an online forum facilitates student understanding of course material, decreases student reliance on instructor assistance and increase peer collaboration.

Moodle and Piazza have become part of the pedagogical framework in my courses. They reinforce the constructivist philosophy of learning which concludes that a cooperative learning environment based on shared experiences toward solving problems enables students to actively contribute to their own knowledge development, rather than rely on the passive uptake of information through instructor led one-way lecture. (Pop, 2011).

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EXPERIMENTAL RESEARCH: USAGE OF EDUCATIONAL COMPUTER SOFTWARES COMPARED TO TRADITIONAL MODEL OF TEACHING

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Abstract

A lesson is a complex, planned, organized and guided process, in which students acquire knowledge, skills and habits, psychologically develop and are educated. This is based on socially defined aims and tasks which are realized in defined content, through various forms and the use of various tools. The instructor manages the process, helping the students to acquire knowledge, skills and habits, and develop as persons.

In place of memorizing a number of facts, students should manage rational instruction techniques, and the instructor use methods and lesson techniques which activate the students, encourage them to independent conclusion, creative work and apply acquired knowledge in everyday life.

An innovative school is one which continuously experiments and researches; one in which various forms of work are applied, modern lesson tools and materials are used, active lesson methods are applied, and active student thinking is encouraged and in which each student improves at their own pace in accordance with their abilities. The instructors are to establish collaborative relationships with the students.

In a modern education system innovations and the use of contemporary lesson tools and methods which follow the psycho-physical development of the children and their interests are necessary, as well as harmonization with their manner of receiving information and, in this manner, improve results and progress through the lesson. A Nature and Society lesson offers a wide spectrum of opportunities to apply a multi-media presentation which significantly affects the learning culture. Along with this, some experimental research has been done in Nature and Society instruction at the 3rd grade level to establish the level of interest and retained information using computer software in relation to a traditional lesson.

KEY WORDS: innovation, lesson, software, multi-media presentation

1. Theory Approach

Traditional axiomatic lesson model

The traditional lesson is understood as the transmission of core information from lesson content in which the student is, in the instruction process, passive. The student listens to content, attempts to understand and remember it. In this type of lesson the verbal transmission of knowledge from the instructor is dominant along with the application of individual instruction tools or without them. Receptive learning of what is prescribed. The student does not come independently to knowledge, it is not uncovered, rather it is selected and packaged. This knowledge can be, but is not necessarily understood in relation to abilities, achieved knowledge and manner in which the new knowledge is presented. Also, convergent instruction is present in the traditional lesson. It is understood that a particular knowledge is instructed according to defined rules of logical thought, in a strictly logical sequence of intellectual action, which necessarily leads to a single proper solution. This manner of transmission of knowledge is part of the traditional lesson in which the instructor often neglects the preparedness of the students for learning the new lesson content. It fails to sufficiently motivate them towards new discoveries, does not activate current knowledge, nor create active participation in the lesson. Verbalism dominates because expediency dominates modern lessons. How does the instruction process flow in a Nature and Society lesson? What and what kind of activities will the instructor and students have in that process is dependent, primarily, on the choice of lesson tools and the application of lesson method?

The verbal presentation method in Nature and Society lessons occupies an important place because speaking is the basic manner of students' exposure to thought, feelings, interest and understanding of objective reality. Verbal presentation most often is used in the form of speaking, describing, explaining and reporting. Speaking as a form of verbal presentation is used in content to provoke feelings in the student and affect their experience. Explanation is linked to observation and demonstration tools which instructors use in the lesson.

Dialog as a method favorably effects the development of thought, imagination, speaking and independence, but in traditional lessons, forms of discussion and free conversation are insufficiently represented. This method is used in lessons covering new material, that is, lesson content of which the students have sensory experience and previous knowledge.

Demonstration in traditional Nature and Society lessons is widely applied but is limited in choice of lesson tools and dated technical implements. The instructor must consider an adequate selection of objects to be observed, that is, knows what, why, when and how it is to be demonstrated. Demonstrations with natural objects have the greatest methodological value in Nature and Society lessons. In this, instructors often make the mistake of not activating student thought. Often demonstration is done for demonstration sake without the active thought participation of the students.

Text methods in traditional lessons often come down to the use of course books and workbooks. Developmentally differentiated lesson handouts or instructive handouts for independent or group work are used even less in these lessons. Additional sources of information are mainly based on the reading of children's encyclopedia in relation to the personal interest of the student

The development of lesson technology is increasingly replacing the classical form and changing the content flow of lessons. The differences in traditional lesson approaches, founded on empirical concepts and developmental lessons, when speaking about the use of lesson tools and axiomatic principles, are not negligible. The traditional lesson does not predict that students will understand, transform or uncover the essential internal connections and relationships.

The application of computer software in lessons

The modernization of lessons using computers began in the 1960s. The computer, as a universal modern lesson medium, has significantly reduced the number of other lesson tools in relation to the classical lesson and in this way has contributed to rationalization. The instructor has been given the opportunity to create a lesson in a completely new, dynamic and multi-faceted manner and through this increase the quality of teaching. At the same time the computer helps students observe, listen, think and perform particular tasks.

The idea of educational software is understood as complete computer programs which may be used in the execution of a lesson, and programs which help and direct the individual phases of learning. Microsoft PowerPoint is a program meant for the creation of multi-media presentations, in which a number of slides change on a computer monitor, TV receiver or some other larger work surface (screen, video projector, etc.).

The use of presentation is a more effective and interesting manner of representing lesson content. Text is presented in separate essential units with additional effects. Often there is an integrated corresponding picture which accompanies the information message. Sound content presents a significant addition to any multi-media document. A video recording or moving image enlivens the multi-media document and brings it closer to reality in the environment. This may produce new experiences of reality. Contemporary lesson tools intensify the level of sensory knowledge. Multi-media presentations supplement lectures, explain them, support transparency, broaden student knowledge and contribute to its durability. Most people learn about 10-15% of content through reading, about 20% through listening, 30-35% through observation, and 50% or more through concurrent observation and listening. The greatest percent that learned 90% is related to situations in which all senses are actively participating.

Teaching using computers and the internet is possible from the first day of compulsory education. For the future of every student, as a member of the contemporary information-communication technology society, information literacy is important. There are several levels of information literacy. Most primary school students are on the first level which includes a technical understanding of information technology – using the keyboard for data entry when searching for information, conversation via social networks or playing video games. Considering this, it is irresponsible to exclude the computer from regular lessons. Though some primary schools have computer classrooms, Nature and Society primary students rarely learn content using computers. Part of the reason is the fact that some instructors still do not have sufficient information literacy, and partially because the availability of computer classrooms is limited.

The application of computers in lessons allows the creation of diverse levels and forms of the teaching process, such as: the use of various databases, resolving problem situations, modeling various lesson phases and problems, creating lesson programs, and individual study through education-teaching software. In the course of study a student must learn and manage independent effective study techniques.

In the lesson students can use computers for various purposes and in various manners. In the subject The World around Us, in the first and second grade, students may use an educational game which introduces the use of keyboards and mouses, as well as, simple programs for drilling and exercises. In Nature and Society lessons, in the third and fourth grades of primary school, it is possible to use simulation programs through which students may easily observe the birth and effects of natural phenomena and processes. As well, tutoring programs, data search and exercises and practical programs are naturally types of education software which may be used in the technology of study which introduces the computer as a medium which helps students learn and think.

The use of computer image software in lessons implies the presence of computer classrooms in schools and a sufficient level of teacher information literacy.

2. Research Methodology Framework

Issue and subject of research

The fundamental issue of this research is how to make modern Nature and Society lessons more effective. In the development of methods, theory and practice is the link for connecting today's theory knowledge of modern lessons and the application of that knowledge in practice because the novelties that are needed in schools may come into existence only when they become a daily occurrence in classrooms.

The object of this research is effective teaching using computers and the educational values in the application of educational software in Nature and Society lessons in relation to the application of classic lesson tools.

Research Aim

The research aim is to determine the effects in the practical application of educational software on results achieved and how it affects the recall factor in relation to the use of axiomatic lessons.

Research tasks

Based on the aim, it is necessary to complete the following research:

- a) Collect information on the gender of the students, general success and success of students in Nature and Society study.
- b) Complete initial testing on the learning of Nature and Society program content (Settlements in Our Area; Villages and Cities are Connected) in experiment and control groups.
- c) Teach a lesson applying traditional visual tools with a control group.
- d) Teach a lesson applying educational software with an experiment group.
- e) Complete final testing of control and experiment groups 1, 15 and 30 days later.
- f) Collect the views of the students in relation to the use of lesson tools in the execution of the lesson unit.
- g) Complete an analysis of the achieved results in the control and experiment groups.

Hypotheses

Based on the theory approach to the issue, aim and research tasks, the following hypotheses were formed:

Fundamental hypothesis (X₀):

It is proposed that the application of the modern axiomatic model, that is, educational software in Nature and Society lessons **will not** have an effect on the increased achievement of the students and memory duration.

Alternative hypothesis (X_a):

It is proposed that the application of the modern axiomatic model, that is, educational software in Nature and Society lessons **will** have an effect on the increased achievement of the students and memory duration.

Research methods and techniques

In the research the following methods were applied:

- a) Theory analysis method – study of to date theory knowledge of modern lessons, in relation to application of the computer in lessons.
- b) Descriptive method – collection of data on the educational success of students, collection of student and instructor views on the application of axiomatic lesson tools.

c) Experimental method – uncovering links between achieved results and application of axiomatic lesson tools through experiments with parallel groups.

d) Comparative method – comparison of results in control and experiment groups, calculating the level of statistically significant difference.

In the research the following techniques were applied:

a) Analysis of instruction documentation – acquisition of data on the content of the teaching program for Nature and Society for the 3rd grade, on Nature and Society coursebook content for the 3rd grade, data on student success at the end of the 1st half of the 3rd grade, and separately, success in the Nature and Society course, and on the availability of education technology in schools.

b) Testing – determining previous knowledge and level of acquired knowledge after the completion of a lesson unit in a traditional lesson, meaning only visual media and the application of contemporary axiomatic models.

c) Survey – acquiring views on the use of lesson tools.

Of research instruments, those used were: school documentation, observation lists, initial tests, final tests and checklists through which the collected data was used in analysis to prove or disprove the research hypotheses.

Research organization and course

The research was organized in the 3rd grade of two primary schools: OŠ "23 Oktobar" in Sremski Karlovci and OŠ "Sonja Marinković" in Zemun. Experiment and control groups were formed. Sixty-eight students participated in the experiment group and 42 in the control group. A correspondent partner was found for 35 experiment group students in the control group. The work of the students without a correspondent was not considered during result comparison. These students will receive a grade thus the experiment takes place in natural conditions and the results are analysed for the sample of 35 students of each group. Students in III 1 (22 students) and III 2 (20 students) of the Primary School "23 Oktobar" made up the control group and students of III 1 (22 students) and III 2 (18 students) and III 3 (21 students) of Primary School "Sonja Marinković" made up the experimental group.

The research was carried out in the period from 18 Jan. to 17 Feb. 2016. The initial test was completed on 18 Jan. 2016, testing the prior knowledge of both groups. Based on results taken from the work log on general achievement and achievement in Nature and Society study, as well as biological gender, each student was found a correspondent in the control group.

The application of the lesson unit "Traffic Connections in Our Regions" took place on 19 Jan. 2016. The traditional lesson was applied in the control group, that is, only visual lesson material and in the experiment group the modern axiomatic model, that is, the educational software model was applied. The following day, 20 Jan. 2016, testing was completed with both groups with a final test and survey of students and instructors on their views in relation to the lesson tools used in the lesson. After 15 days, 2 Feb. 2016, and one month, 17 Feb. 2016, testing was completed again with the same final knowledge test.

Statistical steps with formulas used

Calculating the arithmetic mean of grouped data: $M = \sum X / N$
M – arithmetic mean X – individual raw score
 \sum – sum N – sample size

Gender	general success	1/2 yr grade	INITIAL TEST		FINAL TEST		AFTER 15 DAYS		AFTER 30 DAYS	
			points	grade	points	grade	points	grade	points	grade
F	4	4	17	3	37	4	34	4	32	4
M	5	5	25	5	40	5	38	5	37	4
F	4	4	18	4	24	3	26	3	22	3
F	5	5	26	5	42	5	42	5	41	5
F	5	5	23	5	30	4	29	3	27	3
F	5	5	23	5	36	4	34	4	30	4
M	5	5	25	5	40	5	38	5	36	5
F	5	5	26	5	32	4	32	4	30	4
F	5	5	24	5	39	5	38	5	38	5
F	5	5	26	5	41	5	39	5	38	5
F	4	4	17	3	23	3	22	3	20	3
M	5	5	24	5	39	5	38	5	37	4
F	5	5	25	5	43	5	43	5	42	5
F	5	5	23	5	40	5	38	5	37	4
F	5	5	25	5	43	5	41	5	39	5
F	5	5	23	5	30	4	28	3	26	3
M	5	5	24	5	38	5	37	4	35	4
M	5	5	23	5	35	4	35	4	34	4
F	5	5	23	5	27	3	29	3	27	3
M	4	3	17	3	37	4	37	4	35	4
M	5	4	20	4	34	4	31	4	29	3
F	4	4	23	5	32	4	30	4	29	3
M	5	5	25	5	34	4	32	4	30	4
F	5	5	23	5	30	4	30	4	32	4
M	5	5	27	5	41	5	39	5	38	5
M	5	4	20	4	38	5	36	4	35	4
M	5	5	23	5	30	4	32	4	30	4
F	5	5	26	5	45	5	43	5	42	5
M	5	5	25	5	39	5	38	5	38	5
F	5	5	22	4	36	4	35	4	34	4
M	4	4	20	4	35	4	33	4	31	4
F	4	4	21	4	37	4	35	4	31	4
F	5	5	27	5	41	5	39	5	38	5
M	5	5	25	5	38	5	37	4	35	4
F	5	4	22	4	36	4	33	4	31	4
Σ			806	162	1262	153	1221	148	1166	143
M			23,03	4,63	36,06	4,37	34,88	4,23	33,31	4,08

3. Statistical results display

Table 1. Results – control group: *students OŠ „23. oktobar“, Sremski Karlovci*

Table 2. Results – experiment group: *students OŠ „Sonja Marinković“, Zemun*

	gender	General success	1/2 yr grade	INITIAL TEST		FINAL TEST		AFTER 15 DAYS		AFTER 30 DAYS	
				points	grade	points	grade	points	grade	points	grade
1.	M	5	5	27	5	40	5	38	5	37	4
2.	F	5	4	22	4	28	4	26	4	23	4
3.	F	5	5	25	5	43	5	40	5	38	5
4.	F	5	5	25	5	44	5	42	5	41	5
5.	F	4	4	17	3	37	4	33	4	31	4
6.	M	5	5	25	5	43	5	41	5	40	4
7.	M	4	4	20	4	37	4	35	4	33	4
8.	M	5	5	23	5	44	5	43	5	42	5
9.	M	4	4	20	4	38	4	33	4	31	4
10.	F	5	4	22	4	36	4	31	4	30	4
11.	M	4	4	22	4	38	4	35	4	32	4
12.	M	5	5	25	5	42	5	39	5	38	5
13.	M	4	4	20	4	36	4	33	4	32	4
14.	M	5	5	24	5	45	5	43	5	42	5
15.	M	5	5	23	5	38	4	35	4	31	4
16.	M	5	5	23	5	46	5	45	5	42	5
17.	M	5	5	25	5	44	5	41	5	39	5
18.	F	5	5	23	5	41	5	39	5	39	5
19.	F	5	5	25	5	38	4	34	4	31	4
20.	M	5	5	23	5	42	5	39	5	37	4
21.	M	5	5	24	5	34	4	30	4	28	3
22.	M	5	5	25	5	45	5	45	5	43	5
23.	F	5	5	22	4	43	5	42	5	40	5
24.	F	5	5	25	5	45	5	43	5	43	5
25.	F	5	5	23	5	44	5	41	5	40	5
26.	F	5	5	23	5	41	5	39	5	37	4
27.	M	4	3	17	3	35	4	31	4	28	3
28.	F	5	5	23	5	42	5	37	4	35	4
29.	F	5	5	26	5	43	5	43	5	42	5
30.	M	4	4	17	3	37	4	37	4	36	4
31.	F	5	5	25	5	43	5	42	5	41	5
32.	M	5	5	23	5	41	5	40	5	42	5
33.	F	5	5	23	5	44	5	42	5	40	5
34.	F	5	5	24	5	40	5	38	5	36	4
35.	F	5	5	23	5	41	5	39	5	40	5
ΣX				802	162	1418	163	1334	162	1280	155

M 23,03 **4,63** 40,51 **4,66** 38,11 **4,63** 36,57 **4,43**

3.1 Sample Characteristics

For the research 70, 3rd grade students were selected. This is a deliberate sample shown in Table 3. Of the total number of students in the sample (70) 36 (51.43%) are boys and 34 girls (48.57%). The experiment group was comprised of 18 boys (51.43%) and 17 girls (48.57%). The control group was comprised of 18 boys (51.43%) and 17 girls (48.57%).

Table 3: Student structure by gender and by school

gender	Total	OŠ „Sonja Marinković“		OŠ „23 oktobar“	
		Number of students	%	Number of students	%
male	36	18	51,43	18	51,43
female	34	17	48,57	17	48,57
total	70	35	100	35	100

The student structure according to general success is shown in Table 4. Of the 5 classes of the 3rd grade, three classes made up the experiment group with 35 students (50%). The control group was made up of 2 classes with 35 students (50%). The groups are uniform in general success such that each group of 28 students has "excellent" grades (80%) and 7 "very good" grades.

Table 4: Student sample structure according to general success

General success	Total	OŠ „Sonja Marinković“		OŠ „23 oktobar“	
		Number of students	%	Number of students	%
Excellent	56	28	80,00	28	80,00
Very good	14	7	20,00	7	20,00
Good	0	0	0	0	0
Satisfactory	0	0	0	0	0
Unsatisfactory	0	0	0	0	0
total	70	35	100	35	100

The student structure according to grades in Nature and Society at the ½ year mark is shown in Table 5. The groups are uniform according to grades in Nature and Society at the ½ year mark such that both groups have 25 students with grades of "excellent" (71.43%), 9 students with "very good" grades (25.71%) and 1 student with a grade of "good" (2.86%).

Table 5: Student structure according to grades in Nature and Society at the ½ year mark

Grade	Total	OŠ „Sonja Marinković“		OŠ „23 oktobar“	
		No.# students	%	No.# students	%
Excellent	50	25	71,43	25	71,43
Very good	18	9	25,71	9	25,71
Good	2	1	2,86	1	2,86
Satisfactory	0	0	0	0	0

Unsatisfactory	0	0	0	0	0
total	70	35	100	35	100

Student structure according to grade in the initial test is shown in Table 6. The groups are uniform in grade in the initial test such that both groups have 25 students with grades of "excellent" (71.43%), 7 students with grades of "very good" (20%) and 3 students with "good" grades (8.57%).

Table 6: Student sample structure according to grade in the initial test

Grade	Total	OŠ „Sonja Marinković“		OŠ „23 oktobar“	
		Number of students	%	Number of students	%
Excellent	50	25	71,43	25	71,43
Very good	14	7	20,00	7	20,00
Good	6	3	8,57	3	8,57
Satisfactory	0	0	0	0	0
Unsatisfactory	0	0	0	0	0
total	70	35	100	35	100

3.2 Interpretation of acquired empirical indicators of student success

Results achieved in tests of knowledge are shown in Table 7. At the final test students in the experiment group achieved scores of 4.66 and the controls 4.37 which means that the scores of the experimental group are better by 0.29 than the controls. After 15 days the experiment group achieved scores of 4.63 and controls, 4.23 which means the experimental group was better by 0.40 than the controls. After 30 days the experiment group achieved scores of 4.43 and controls 4.08 meaning that the experiment group was better by 0.35 in relation to the controls.

Table 7: Results from knowledge tests

	General score	GRADE AT THE 1/2 YR	INITIAL TEST	FINAL TEST		AFTER 15 DAYS		AFTER 30 DAYS	
				E	C	E	C	E	C
Excellent (5)	28	25	25	23	16	22	13	18	10
Very good (4)	7	9	7	12	16	13	17	15	18
Good (3)	0	1	3	0	3	0	5	2	7
Satisfactory (2)	0	0	0	0	0	0	0	0	0
Unsatisfactory (1)	0	0	0	0	0	0	0	0	0
	4,80	4,68	4,63	4,66	4,37	4,63	4,23	4,43	4,08

Test results of durability effect by application of modern lesson means on grades is demonstrated in Table 8.

The difference in scores (D_1) of the experiment group between the first and final test is -0.03 and the controls -0.14, which means that the scores of the experiment group were better by 0.11.

The difference in scores (D_2) of the experiment group between the first and third final testing is -0.23 and the controls -0.29, which means that the scores of the experiment group were better by 0.06.

Table 8: Duration effect test results independent of dependent variable.

E1	E2	E3	E D1	E D2	C1	C2	C3	C D1	C D2
4,66	4,63	4,43	-0,03	-0,23	4,37	4,23	4,08	- 0,14	-0,29

3.3 Student view survey results

Table 9: Student view survey results on the use of modern lesson tools

STATEMENT	RATING SCALE					
	I DO NOT AGREE		I PARTIALLY AGREE		I COMPLETELY AGREE	
	Students	%	Students	%	Students	%
1. I liked the presentation.	0	0	3	7,14	39	92,86
2. I easily remembered the types of traffic through the use of photos in the presentation.	1	2,38	5	11,90	36	85,71
3. The quiz was interesting	0	0	0	0	42	100
4. It was entertaining to look at our area using Google Earth	0	0	4	9,52	38	90,48
5. It would be good to use a computer in Nature and Society lessons.	0	0	2	2,76	40	95,24

4. Conclusion

The objective of this research was to determine the effectiveness of teaching using computers and educational values through the application of educational software in Nature and Society lessons in relation to traditional lessons and the application of classical lesson tools. Adequate application of modern lesson tools in Nature and Society lessons effect achievement in durability and quality of knowledge and activate the student thought process. This alone contributes to a greater effectivity in the lesson while axiomatic lesson tools, which are used in traditional lessons affect only the reproductive learning of facts. The aim of the research was to determine the effect of the practical application of educational software on achievement and effect on durability of memory in relation to the use of axiomatic lesson models.

In investigating the significance in difference in achievement between experiment and control groups in initial and final tests, improvement was determined in the experiment group in relation to the controls by 0.29. After 15 days, the final test determined the improvement of the experiment group in relation to the controls by 0.4 which shows that the application of educational software reflects better scores and durable memory of the content covered. After

30 days improvement was determined in the experiment group in relation to the controls by 0.35, which shows greater efficacy of instruction and acquisition of more durable knowledge through the use of computers and educational software in Nature and Society lessons.

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THE IMPORTANCE OF GIS INCLUSION IN CURRICULA OF PRE-UNIVERSITY EDUCATION IN ALBANIA

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Abstract

Geographic Information System (GIS) is widely spread all over the world. It is a computer system that solves spatial problems in a short time and at a relatively low cost. GIS is widely used in social, economic, environmental, geological, climatic, urban, military fields. Market demands for the GIS experts and specialists are increasingly growing in state institutions as well as private ones.

GIS is introduced relatively late in Albania and it is part of the university educational curricula (in the field of geography, environment, geology, urban planning, etc.), while in the curricula of pre-university education it is not yet included. Today many countries are paying too much attention to the GIS inclusion in curricula as a separate subject. It can also be used as a part of teaching methodology, especially in geography, which is a discipline where GIS is mostly used. The inclusion of GIS is very important even in the curricula of vocational schools, which prepare qualified workers for the labor market.

The introduction of GIS in the curricula of pre-education education in Albania remains a challenge for the future as it requires the training of the pedagogical staff and the use of GIS software, installing of GIS programmes in schools' laboratories and the exchange of the professional experiences with cross – boarders zones and beyond, etc.

Key words: GIS, educational curricula, teaching, employment, exchange of cross – boarder experiences

Introduction

The definition of GIS is abbreviation of three words: Geography + Information + System. Geography relates to all the features and process that occur on the surface of the earth. Information is the hearth of GIS, where vast amount of data are stored and analyzed¹⁹⁴. Therefore GIS makes geographic analysis and location analysis easier, so users of GIS application increases.

Geographic Information System is a discipline for capturing, storing, analyzing, managing and presenting data and associated attributes which are spatially referenced to earth¹⁹⁵. The input to GIS is often obtained from maps, images from air photos or satellite, survey measurements and field observations. Output may be in the form of text, tables, maps, etc.

GIS first began to appear in the 1960s AND Nowadays is in the implementation stages in many developed countries of the world, and also in the developing countries. GIS is a very useful tool to analyze the school-planning situation.

¹⁹⁴ Eray O. (2012). Application of GIS in Education. Georgia: International Black Sea University. Journal of Technical Science and Technologies. Vol. I. Issue 2. Pg. 53.

¹⁹⁵ Artvinli E., (2010). The Contribution of Geographic Information System (GIS) to Geogrphy Education and Secondary School Students' Attitudes Related to GIS. Kuram ve Uygulamada Egitim Bilimleri/Education Science: Theory and Practice 10 (3). Pg.1278

Why must use GIS in the classroom? GIS is an interdisciplinary technology tool. It offers the opportunity for many interdisciplinary projects. There are many different aspects of social studies, science, math, language and other curriculum that GIS can help students explore. The important part is to have a location or series of locations to explore or relate to the curriculum. In the *Social Studies* GIS can help to explore demographic information for countries of the world; visualization of historical events; explore natural change over time. In *Science Education* to explore natural phenomena such as earthquakes and volcano locations; explore habits of animals and impact of humans, and many more. In *Business and Marketing Education* to business location analysis; create travel routes for a business that will be delivering goods in a town or city. In *Language Arts* explore locations of a books plot; map the travel logs/journals of a specific author. In *Mathematics* - explore mathematical functions of demographic data (differences between the number of males and females of cities, proportions of Hispanic Americans to African Americans in major US cities). In *Health and Physical Education*-explore locations and spread of diseases and illnesses, etc.

Another exciting use of GIS in the classroom occurs when educators and their students collect and create their own data. The GIS is then used to display the data and analyze the results. GPS (Global Positioning System) units can also be used to collect location information which can be used in a GIS. GIS technology promotes higher order thinking skills. GIS use in the classroom can also help students understand the spatial relationships that are found in their world. Spatial analyses, such location selection, change over time, and environmental impact, can play an integral part in GIS use in the classroom.

The importance of the involvement of GIS in education

The previous use of computer technology in the learning process is seen as a "fashion", which will disappear very quickly. Many teachers and administrators of the learning process were reluctant to involve computer technology in improving the quality of teaching and student motivation. Nowadays students are always "eager" to learn about technology than teachers.

Author Prensky locates the position of younger generation learning now and the mature generation who teach them technology, thus: *"We, who were not born in this digital era but have it any period and are trying to adapt ourselves, are effected by it and, compared with new generation, are in the position of "Digital Immigrants". Our students are far away from the people that our education system had in mind. Many naming names have been given to this generation. The most suitable name I can think of is "Digital Inhabitants"*¹⁹⁶.

The first involvement of GIS in the curricula of pre-university education belongs to the year 1992 in the United States, which was included in the K-12 program, which launched NCGIA Secondary Education Project. Later it spreads and secondary schools UK and Canada. While in Spain, in 1990, over 500 students attended summer school special program for teaching GIS organized by the University of Giorna. In developed countries like USA, Canada, UK, Australia, Germany, etc., now they are developed as a systematic curriculum not only in undergraduate education but also in schools. While in developing countries which apply the system of Bologna (where Albania is included) are part of the curriculum of the university, which is related to the personal and professional competence of students.

There are different opinions that relate to the importance of the involvement of GIS in university and pre - university curricula. Most of the arguments are associated with GIS in daily life and with the increased market demand for highly qualified specialist, which relate to professional competences (knowledge and skills). Today GIS programs are widespread in

¹⁹⁶Goodchild M.F. Palladino S.D. (1995). Geographic information system as a tool in science and technology education. *Speculation in Science and Technology* 18. Pg.282

over 500 institutions in the world, where 53% of their part takes and Geography department, while the rest belongs to the institutions of the field such as environmental, engineering, forestry, etc¹⁹⁷. Also another of its value is that GIS is viewed as a "training tool" of students for their personal competencies, mainly related to methodological and social ones¹⁹⁸.

The author Goodchild gives some arguments why it is necessary to include it in the pre-university system: *1. GIS is part of everyday life, and students should have some knowledge of it to prepare them for the workplace of the 21st century; 2. GIS is a good way to motivate students to rediscover the study of geography; 3. GIS is a vital part of environmental science and conservation; 4. GIS provides an attractive environment in which to learn problem-solving skills.*

While De Grauen lists some other reasons about the importance of the involvement of GIS in the curricula of pre - university education: *1. GIS helps make the presentation of data more attractive than traditional static maps; 2. Projecting tabular data onto maps helps in recognizing "unexpected" situations which, now noticed, call for closer examination; 3. Through considering geographical (spatial) factors, the analysis becomes "finer" and more precise, increasing the likelihood that ensuing strategies will be more pertinent; 4. More flexible assistance can be provided in prospective planning at multiple levels or units of analysis: national, regional, provincial/district, and local.*

In the recent years there has been a significant increase in the number of teachers and students that have learned about GIS and its use at school. This increase is due to the inclusion of GIS in the process of teaching geography, summer schools with themes about the GIS, professional meetings from the National Geographic Society, collaboration in joint projects for the inclusion of GIS in the educational curriculum, assistance provided by activities undertaken by Environmental Systems Research Institute (ESRI), through the distribution of ArcVIEW schools with a very low cost or free, etc.

Nowadays the discussion of which GIS should be used is closely connected to the question of which basic approach should be taken, that is, whether GIS should be content or tool. In this context, four terms are important: *teaching about GIS, teaching with GIS, learning with GIS and researching with GIS*. Teaching about GIS means that the teacher gives explanations as to what a GIS is, how it works and where it is used. Teaching with GIS refers to a still largely teacher centered lesson, but GIS, for instance with the help of a projector, is used as a tool to discuss a geographic topic. In contrast, learning with GIS means that the GIS is in the hands of the pupils who with its help work on a geographic topic, using given data sets. Finally, researching with GIS stands for the pupils creating own data sets and then working with them.¹

199 Different opinions also exist with regard to the rationale for why GIS should be used in school. Often cited arguments are the high prevalence in everyday life and the increasing importance of GIS in the job market. Moreover, an "added value" is also seen in GIS being a tool to train the pupils' methodical competence, media competence and social competence. Furthermore, from the viewpoint of the practice an increase in effectiveness

¹⁹⁷Siegmund, A., Volz, D., Viehrig, K. (2007). GIS in the classroom – challenges and chances for geography teachers in Germany. In *Papers of the HERODOT working conference, Stockholm, Thematic Pillar 4: 'Employability'*.

¹⁹⁸Siegmund, A., Volz, D., Viehrig, K. (2007). GIS in the classroom – challenges and chances for geography teachers in Germany. In *Papers of the HERODOT working conference, Stockholm, Thematic Pillar 4: 'Employability'*.

¹⁹⁹Siegmund, A., Volz, D., Viehrig, K. (2007). GIS in the classroom – challenges and chances for geography teachers in Germany. In *Papers of the HERODOT working conference, Stockholm, Thematic Pillar 4: 'Employability'*.

with regard to learning processes, getting up-to-date data and faster access to information once the basics of GIS have been mastered are underlined as well as the motivation factor of using this kind of new media. GIS is also seen as contributing to the pupils' overall computer literacy. Other arguments that have been put forward – in context of demands formulated in recent educational discourse - include opportunity for autonomous learning, changing teacher role or linking community and school.¹

200GIS in educational curricula in Albania

Geographic Information Systems (GIS) is initially applied in Albania by Albanian Geographic Center (Science Academy of Albania) in 1994. While in 1998 it has become part of university curricula in some special programs such as geodesy, geography, computer sciences and Geology departments of the Universities in Albania. Today it is developed as a module in Bachelor programs in some state universities like the University of Tirana, Tirana Polytechnic University, Agricultural University of Tirana, University of Korca, Shkodra University, University of Gjirokastra, etc. In the department of Geography of University of Tirana, GIS is developed in Bachelor and Master Program. It is raised also the laboratory for GIS (with over 30 computers), which provides several GIS software program, that are under the function of geography students. GIS is taught at the Faculty of Geology and Civil Engineering Faculty in Polytechnic University of Tirana as independent subject for geodes, geophysicists, miners, geologist etc and as a specialized program for general geo-engineers²⁰¹.

In the University of Korça GIS is developed for two years in the Department of History and Geography in the course: *Cartography* and GIS, where a modern laboratory is being built for its application. From the observation done by PhD. Florina Pazari during the Cartography course and GIS with first-year students of the Bachelor system, over the two academic years (2014-2015 and 2015-2016) show that about 80% of them do not have heard about the GIS and do not know what it is, 19% of them are accustomed to reading through Google and only 1% of them have tried to apply it. During the development of the subject, they are quite interested in the importance of its application, the fields of use and employment opportunities in the labor market. Students receive theoretical knowledge (the advantages of using GIS, areas of use, its mode of operation) and practical knowledge, which consists in the application and acquisition of bases of GIS ArcVIEW program.

By studying the labor market in Albania it is noticed that the demands about the information technology are increasing more and more. GIS as part of technology and as opportunity that offers for detailed spatial analysis it is necessary the inclusion in the curricula of pre - university education, especially of the vocational schools preparing a GIS specialist. On the other hand receiving the base of GIS in the pre - university education increases also the possibility of deepening the knowledge in-depth analysis in the GIS in university studies.

To ascertain the importance of GIS in the labor market and knowledge that the students need to take in the 9-year school, the University of Florida in 2012 organized a summer school with the students of "Dëshmorët e Lirisë" schools in Tirana. Pedagogical principles that guided the design of the course included: teaching with GIS rather than about GIS, integration across many media forms, integration of concepts across disciplines, connection of student's personal experiences and practices to the larger world, a mixed grade classroom rather than an single grade classroom, balance between the role of students as

²⁰⁰Nikolli P. Idrizi B. (2011). GIS education in Albania. FIG Working Week 2011 Bridging the Gap between Cultures. Marrakech, Morocco.

²⁰¹Papajorgji J., Zwick P. (2013). Teaching GIS to children in Albania. ESRI Education GIS Conference.

consumers of knowledge versus that of producers of knowledge, classroom teaching conducted via a networked structure - with multiple teachers working as half-peers with the students and in concert with one another²⁰². The students were very satisfied with the course and expressed their desire to learn more about this technology. Below it is included the transcript of one evaluation which best describes the atmosphere that we experienced: "*I like this course very much! Why so? Because except the fact that I'm not stay in home all day, I had fun, I met new people, I improved my English, I learned about something I never heard about. Also I'm learning so much beautiful things & news about animals and how can we help them. For me this course was the most beautiful thing that happened in this summer so far! Thank you!*"¹

²⁰³In Albania except the changes that need to be made in the educational curricula on the basis of competencies (where GIS will find an important place), the problem remains and physical infrastructure (laboratories of GIS and purchase of the relevant program) of training of the teaching staff for the acquisition of knowledge in GIS. This requires the development of a project and the establishment of a working group for the construction of laboratories and preparation of the staff through workshops organisation.

Conclusion

Geographical information systems are expanded massively worldwide. Spatial analyses that are developed through its application have increased its interest in inclusion in higher education and university. In the recent decades the number of competent institutions has increased that have GIS education as part of educational curricula to prepare specialists of GIS.

In Albania GIS is included relatively late in the curriculum of university education (1998), but the market demand for GIS experts are quite high, which are associated with digitalization of spatial information. The development of GIS as a single course in some university departments is minimal. The labor market requires more and more to increase the number and quality of GIS specialists. Thus it is as an urgent need to review the pre-university education and university curricula. Also the organization of workshops, joint projects with countries of the region and the exchange of experiences between universities would affect the improvement of the situation for GIS specialist, enabling the increased employment of graduates.

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DEVELOPING LISTENING COMPREHENSION SKILLS WITH IT-STUDENTS

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Abstract

Second language (L2) listening comprehension is a complex, active process of interpretation in which listeners match what they hear with what they already know. Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance. Listening is vital in the language classroom because provides the aural input that serves as the stimuli for language acquisition and make the learners interact in spoken communication. Without understanding input at the right level, any learning simply cannot begin. Teaching English has changed significantly during the recent past years as the result of the new teaching methods, techniques and technology. The incorporation of technology in teaching is something very innovative, attractive for teachers and learners especially in teaching listening comprehension skills. The aim of the paper is to present different teaching methods and techniques and examine the efficiency of technology in developing listening skills (language teaching and learning). The paper aims to answer such questions as: Which teaching methods and techniques work best in the classroom? Do they trigger students' interest in the subject? Do they make students participate actively in listening activity?

Key words: developing, listening, skills, techniques, students

Introduction

Second language (L2) listening comprehension is a complex, active process of interpretation in which listeners match what they hear with what they already know. Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance. Listening is vital in the language classroom because provides the aural input that serves as the stimuli for language acquisition and make the learners interact in spoken communication. Without understanding input at the right level, any learning simply cannot begin. Teaching listening skills has changed significantly during the recent past years as the result of the new teaching methods, techniques and technology.

There are two distinct processes involved in listening comprehension. Listeners use 'top-down' processes when they use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata (typical sequences or common situations around which world knowledge is organized). On the other hand, listeners also use 'bottom-up' processes when they use linguistic knowledge to understand the meaning of a message. They build meaning from lower level sounds to words to grammatical relationships to lexical meanings in order to arrive at the final message. Listening comprehension is not either top-down or bottom-up processing, but an interactive,

interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages.

The degree to which listeners use the one process or the other will depend on their knowledge of the language, familiarity with the topic or the purpose for listening. Listening can be divided into three main stages: 1.Pre-listening, during which we help our students prepare to listen. There are certain goals that should be achieved before students attempt to listen to any text. These are motivation, contextualisation, and preparation.2.While listening, during which we help to focus their attention on the listening text and guide the development of their understanding of it. 3.Post-listening, during which we help our students integrate what they have learnt from the text into their existing knowledge. There are two common forms that post-listening tasks can take. These are reactions to the content of the text, and analysis of the linguistic features used to express the content. The inclusion of information and communication technology (ICT) into Language education gives vent to new learning paradigms in language education and this in a way concomitantly redefines the role of the teacher as well as repositions the cognition level of the learners. The incorporation of technology in teaching is something very innovative, attractive for teachers and learners especially in teaching listening comprehension skills.

Literature review

Underwood (1989, p. 1) defined listening as the following: "Listening is the activity of paying attention to and trying to get meaning from something we hear. To listen successfully to spoken language we need to be able to work out what speakers mean when they use particular words on particular ways on a particular occasions, and not simply understand the words themselves." Listening comprehension has been described as an "interactive, interpretive process in which listeners engage in a dynamic construction of meaning" (Murphy, 1991, p. 56). Listening comprehension refers to "the ability to extract information from auditorially presented language material" (Krashen, 1995). Listening, compared with speaking, reading, and writing is the most frequently used language skill in both the classroom and daily communication (Nunan, 1997). Listening is one of the skills in language teaching that should be taught, before speaking, reading and writing (O'Connor, 1998). In relation to the implementation of technology in the area of listening, Vandergrift (2004) states "is probably the least explicit of the four language skills, making it the most difficult skill to learn" (p. 4). It involves many factors such as listening approaches, strategies, and the incorporation of new technology. Dogra (2010) claims that technology affected students in a way which increased their motivation, students are much more willing to participate when technology is incorporated than in traditional classes and tasks. He also claims, that students felt more self-confident with technology in the classroom.

Different scholars talk about the importance of listening skills in language teaching. There is no easy way to teach students listening skills, that is why teachers worldwide use different methods and techniques. When combined with the learners' different learning styles it becomes even more complicated. That is why we tried to see how the incorporation of technology affected the learning of the listening skills in the target language. In a language class, comprehension of aural input plays a critical role in foreign-language learning. It is, therefore, important that listening be emphasized in the early phases of foreign-language instruction. Teaching a language is essentially taught to communicate and students must have language skills to be able to communicate well. Cross (2009) suggests that the teaching of listening should predominantly be focused on top-down processing so that learners who have trouble understanding listening in another language can better comprehend what is being said. He also suggests that a bottom-up approach to listening should not be ignored. This idea is supported by Brown (2007), who points to the fact that learners should learn to

use both processes so that they can maximize meaning from any listening act. But these two processing approaches may be beneficial for various ways of teaching listening and they may not be so successful if taught to students separately in individual activities. This very idea is evoked by Richards (1990) who says: Too often, listening texts require students to adopt a single approach in listening, one which demands a detailed understanding of the content of a discourse and the recognition of every word and structure that occurs in a text. Students should not be required to respond to interactional discourse as if it were being used for a transactional purpose, nor should they be expected to use a bottom-up approach to an aural text if a top-down one is more appropriate (p.83). To conclude, the use of one or both processes will be determined by many factors including the type of listening activity, students' learning needs, level of the listener, and learning objectives.

Research methodology

The research will try to examine students' attitudes towards the use of different techniques in teaching listening comprehension skills in particular in an ESP classroom as well as the efficiency of technology in language teaching and learning.

The participants in this study are 40 students from the Faculty of Information and Communication Technologies, Bitola. The questionnaire consisted of 13 questions is used as an instrument in order to get feedback related to students' attitudes regarding the following questions as:

1. Which teaching methods and techniques work best in the classroom?
2. Do they trigger students' interest in the subject?
3. Do they make students participate actively in listening activity?

The questions were divided into two types: multiple choice questions and questions that require a more narrative explanation. Students were investigated in regards to their gender, age and previous English course attending.

Results

The students were previously acquainted briefly with the techniques used into the three stages: pre-listening, while listening and post-listening and it was presented a short and interesting video clip named *World of computers* posted at <http://esl-lab.com/comp/comprd1.htm> which presents a preliminary interview for applying to work for a computer software company. The students had a task to answer to all questions in all stages through to the following techniques: brainstorming, jigsaw, fishbone, case studies, multiple choice and filling in blanks. The aim was to examine which technique works best in the classroom.

Primarily, it was important to determine whether students learn English faster during listening activities presented in computerized forms and whether those listening activities give them more chances to practice English. In this regard, 98% of students responded positively, which means that this kind of mode makes learning the language to be easier, more fun and less hard. The results of the survey showed that the majority of students (90%) have lack of control over the speed during the text, video or dialogue listening, inability to concentrate to understand the input of the activity which depends on many factors: linguistic, cultural, social, personal as well as lack of critical thinking and creativity to solve problems, transform and discuss. On the question 'Which of the following stage (pre-listening, while listening, post-listening) makes your listening skills more easily?', 80% of the students answered that they have a high concentration during while listening stage because they are allowed to take notes to help them remember key details of the activity, they are much more likely to be focused on the content, refine their understanding of grammar and develop their own vocabulary which means that students do not pay attention to everything; they listen

selectively, according to the purpose of the task. The results of the question Which of the implemented techniques gives you more chances to practice English? the majority of the students listed 'fishbone' which was implemented in the last stage and they said that even it is a complex technique they enjoy using it during their learning activities, assigned tasks, they are ready for practical working and more motivated when the teaching material is presented with audio and visual effects which enhances their critical thinking.

Conclusion

From the results obtained of the study, it can be seen that the use of information technology and creative techniques in the field of ESP is goal-oriented and based on the specific needs of students. It is oriented on students' autonomy, their involvement, creation of relaxed atmosphere for learning, and need-based learning. The students were all actively engaged in the lesson, they did the activities themselves, and the teacher was only there to guide them. As the above results revealed the effectiveness of using technology and creative techniques in teaching listening skills make the classes more interesting and interactive. Students attach great importance regarding the use of IT for developing their listening skills and that the modern approach can be helpful in improving their learning of English. For this reason, the English listening skills courses should put emphasis on using different techniques which will produce a measurable output and at the same time keep students motivated to participate and interact.

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STUDY OF EMOTIONAL EXPERIENCES IN THE VIRTUAL ENVIRONMENT IN ADOLESCENTS FROM BULGARIA

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Abstract

The article presents data from a study on the impacts of virtual environment on today's adolescents. Presented empirical data is obtained through examination of 339 adolescents aged between 13 and 17 years enrolled in mainstream and vocational schools in Bulgaria. Respondents have free and unlimited access to internet services.

The results illustrate that the virtual environment is a strong source of emotional experiences during adolescence. The majority of adolescents stay connected to the Internet with relaxation and pleasure. The most commonly used on the Internet are services that offer entertainment.

The data illustrate that the prolonged stay on the internet and strong emotional involvement with virtual life create risks of formation of Internet addiction. These risks can occur even in the period of adolescence.

Keywords: adolescents; virtual environment; Internet

The first two decades of the twenty-first century are characterized by increased interest of social sciences about the influences of the virtual environment on current users of Internet services. To a large extent this interest is due to the fact that the Internet has created new paths for development of interpersonal relationships and appearances of people. Today, modern man still reside longer in the virtual environment because the Internet provides not only the successful functioning of the majority of human activities, but is a generator of strong emotional experiences.

Especially important is the study of these emotional effects on adolescents because they are part of the most active users of Internet services.

Illustration of this importance is the fact that over the past two decades there is an increased interest of experts from various scientific fields to problems connected with the effects of the virtual environment and information technology on today's children and adolescents. Issues surrounding these influences is presented in publications of McCrindle (McCrindle, 2009), Tapscott (Tapscott, 2008); Tsokov (Tsokov, 2011), Tankova (Tankova, 2015), Slavcheva-Andonova (Slavcheva-Andonova, 2014), and many others.

This increased interest is due to the raising importance of the Internet in today's global society. The importance of the issue is evidenced by the fact that children and adolescents are among the main users of Internet services in the European Union (Livingstone, Mascheroni, Olafsson, Haddon, 2014).

It is important to note, that adolescence is a period of transition from childhood to adulthood, beginning approximately at 11-13 years of age and continuing until 18-21 years, but the exact time limits depend on factors associated with the surrounding culture and biological development. The distribution of the Internet in recent decades has turned the virtual environment into a powerful socializing factor for today's adolescents. Active use of Internet services, fast and convenient access to the network via various electronic devices has

created new opportunities for participation of adolescents and provoke a new type of experience.

In many anonymous sites adolescents say that in difficult moments Internet helps them to build a positive attitude towards life and satisfaction with personal life, in spite of adverse life events.

The development of the digital generation creates numerous provocations to people who deal with his upbringing and education. It is quite obvious that it can be expected that generation of youth that has disparate communication characteristics from those of their parents perceive information and to communicate in the traditional way.

The virtual environment has an extremely diverse and often contradictory effects on the "net" generation. There is the opinion that the success of virtual reality due to the fact that "entity" using technology sometimes forgets his true position of a user of a technology. It is "immersed" in the virtual reality, having the feeling that's inside it (Stoychev, 2005).

To understand the current generation of adolescents need to consider that it coexists with several other generations. These generations are not strictly differentiated dates, and are grouped according to certain historical, economic, social events and scientific discoveries. Popular Grouping according to different attitudes and receptiveness to Internet technology. This grouping allows us to understand many of the differences and similarities in the behavioral characteristics and value systems of generations living together at the time of our planet.

Generation born from 1925 until 1946 is defined as "builders" (McCrindle, 2009). Typical of them is that they are all precursors of digital technologies. Two world wars and economic crises that accompany them have had a strong influence on them. Most analysts present them as loyal, patriotic seeking to achieve common objectives through joint activities with other people.

The generation of 1946. to 1964. is defined as "baby boomers" (McCrindle, 2009). World events that affect them are Vietnam War, Watergate, the movement for women's rights (Lancaster, Stillman, 2002), the fight against racial discrimination and cold war dominance of the socialist dictatorship in European countries and Russia. People of this generation are strongly influenced by the popularization of television in the early 60s. Some of them successfully take advantage of digital technology and the remaining accept them reluctantly. Analysts describe them as more confident in himself than in authority. Early representatives of the generation that are focused on success, they formed a group called "yuppies" (Comes, DeBard, 2004).

Generation "X" includes those born from 1965 to 1979 (McCrindle, 2009). Digital technology began to appear en masse in their teenage years. Belonging to this generation willingly embrace the technology, which turns them into consumers. They gladly take advantage of opportunities for entertainment and communication that offer video games, cable television, fax machines and personal computers. The representatives of this generation are described as skeptical and independent, they question the institutions and prefer to rely primarily on its own resources.

Shall generation "Y" - those born from 1980. to 1994 (McCrindle, 2009). They live fully immersed in digital technology. Are grown near the computer, video recording, 24-hour TV, Internet and at least manipulated by aggressive class propaganda.

Subsequent generations "Z" and "Alpha" (McCrindle, 2009). Generation "Z" are those born from 1995 to 2009. and at the present time some of them are trained in vocational schools. The growth of this generation creates numerous provocations to people who deal with his upbringing and education. In particular, these provocations are for teachers of vocational education. It is quite obvious that it can be expected that generation of youth that

has disparate communication characteristics from those of their parents perceive information and to communicate in the traditional way.

There are predictions that when today's teenagers reach adulthood, video images will have replaced writing and speaking the word, as the main carrier of messages and people will experience events, instead of just seeing them, listen and read about them, through an advanced form of virtual reality (McCrindle, 2009).

In their analyzes Canadian management professor D. Tapscott states that distrust of the digital generation is due to ignorance, and the fear of new and different. According to the author, eight major characteristics define a generation: they want freedom in everything they do; customize everything handled; They want transparency in everything; corporate integrity and open relationships are key when choosing their workplace; they want work, education and social life bring them pleasure; this is a generation of cooperation and interconnections; generation that wants everything to be fast; this is a generation of innovators. According Tapscok "net" generation daily swim in multi-media environment. They grew up in the digital environment are able at the same time to communicate with friends on social networks like Facebook, watch videos or movies on Youtube, searching on Google to help your school homework and play an interactive computer game. All this forms a new type of intelligence. The ability to visualize and perform several diverse tasks simultaneously, reflexes, peripheral vision is significantly better developed among the representatives of this generation compared to previous ones.

Digital young not to burden the stored information as it is easily accessible and is so much that even if you wanted, would not be able to remember. Reading fiction is not among their favorite activities, and often consider it a waste of time for them intelligence is collective property, not the quality of the individual, they build a new form of knowledge - "dispersed knowledge".

Research, as stated Tapscott showed that Internet generation probably read no less than previous generations, but doing it online and read mainly to find certain information. All this forms a certain way young minds - making them fast in processing information capable of multi-channel operation, but critics say this generation and some neurological research, hardly makes them more creative, innovative or productive (Tapscott, 2008).

Some researchers are willing to accept generation "Z" as the achievement in history (DeBard, 2004). Students of this generation have clear long-term plans for the selection of a particular university and career (College, 2006). Many of them, however, like school less than previous generations. According to other analyzes representatives of this generation feel strong pressure to express themselves and act. They believe that their long-term success depends on the choices they make today. According to them, success comes only with accurate planning and investment efforts. These attitudes are largely attributed by parents who were highly focused on success. For this reason, they feel intense examinations and other forms of testing. Accept that entry to university requires good grades and extra effort and tend to perform multiple extracurricular activities (Strauss, Howe, 2006). Stress and anxiety are typical experiences of a generation "Z" (Terry, Dukes, Valdes, Wilson, 2005).

Empirical research

The empirical study aims to analyze the emotional experiences of adolescents in the virtual environment.

The goal is accomplished through the following research methods:

1. "Revised Children's manifest anxiety scale" (RCMAS), created by S. Reynolds and B. Richmand (Reynolds, Richmond, 1978) adapted to Bulgarian conditions by P. Kalchev (Kalchev, 2006). The methodology is designed to study the personal anxiety in a real environment.

2. Self modified and adapted for a virtual environment version of scale RCMAS for the Study of personal anxiety in a virtual environment, designated as Form "B": "Anxiety in the internet." The methodology is structured as generalized rules, approved for adapting personality questionnaires measuring anxiety (Shtetinski, Paspalanov, 1980, p. 243; Kalchev, 2006, p. 21). In the design of Form "B": "Anxiety in Internet" is preserved semantic structure of the scale RCMAS, but items have been restructured and adapted as statements oriented against virtual environment.

According to the requirements of procedural algorithm Form "B": "Anxiety in the Internet" was submitted for evaluation by five experts—two psychologists, philologist, psycholinguist, and statistician. Their evaluations identified that the statements which are indicators of the manifestations of anxiety in a virtual environment retain semantic structure of items from "Revised child to manifest anxiety scale", but their orientation is to the virtual environment of the Internet. Statements have the following general formula: "When I'm on the Internet..." as to each claim are given two or three options of answers. One option matches with the positive answer of the appropriate item in the original dichotomous scale and indicates the manifestation of anxiety in a virtual environment. The additional options of answers in form about the experience of peace or determination on the Internet.

3. Own "Survey Questionnaire" to research the characteristics of internet use in adolescents.

(Full content copyright procedure can be provided as additional information to interested parties).

Object of study is an extract of 339 adolescents aged between 13 and 17 years of age studying at mainstream and vocational schools in Bulgaria. Of extract surveyed 156 are boys and 183—girls. All respondents have free access to Internet services.

Results

Significant differences were found in the quantitative distribution of data to all levels of anxiety in real and virtual environments. The most marked difference was observed in very low levels of anxiety. Persons demonstrating a very low level of anxiety in a virtual environment are with 44% more compared to those demonstrating the same level of anxiety in a real environment. Significant differences are accounted at those demonstrating medium, high and very high levels of anxiety.

Persons demonstrating medium level of anxiety in a virtual environment are with 20% less compared to those showing the medium level of anxiety in a real environment. Persons demonstrating a high level of anxiety in a virtual environment are with 16.8% less than those showing the same level of anxiety in a real environment. Persons demonstrating a very high level of anxiety in a virtual environment with 13.8% less compared with those showing the same level of anxiety in a real environment. Fig.1 illustrates the resulting percentages.

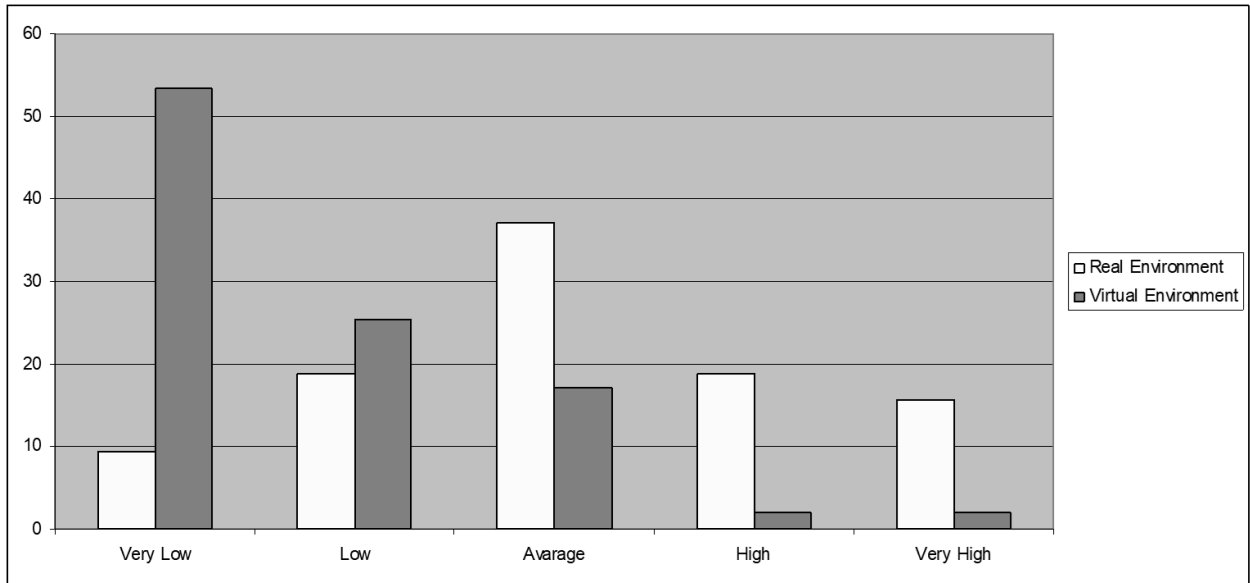


Fig.1: Visual presentation of the established percentage data about demonstrated levels of anxiety in real and virtual environments.

An analysis by the formula of Kendall is done, to establish correlation between anxiety manifested in real and virtual environments. The resulting correlation coefficient has a value of 0.30, at a significance level of $p = 0.01$. According to empirical rules for interpretation of the correlation coefficient (Kalinov, 2010, p.95), there is a very low positive correlation between anxiety manifested in a real environment and virtual environment.

Data shows that when filling in both scales- RCMAS and Form "B", the respondents clearly distanced unpleasant experiences of anxiety according to the environment that provokes them.

It was found that in all of scale items RCMAS and corresponding statements of Form "B" quantitatively prevail responses that determine the real environment as a source of intense anxiety, compared with the virtual environment.

Selected answers of Form "B" give us the reason to point out that the virtual environment is a source of peace and determination of the majority of surveyed adolescents. According to data collected staying on the Internet is a source of hedonism for about 43% of all adolescents. 11.8% of adolescents relate in different to stay in internet. 85.3% of the surveyed adolescents connect use of the Internet with positive feelings and experiences. Data is found on adolescents who report that their life without the Internet would have almost no sense at all. These adolescents represent 3.6% of all respondents.

The smallest number of people who say they do not enjoy using the internet, but have to do it. They represent 2.9% of all surveyed adolescents.

Crosstabulation analysis method is applied for identifying dependencies between the time of residence in the virtual environment and experienced feelings on the Internet. Established are the values of χ^2 statistics at a significance level of $p < 0.05$.

The results revealed a statistically significant correlation between residence time on the internet and feelings experienced in the virtual environment ($\chi^2 = 1,410; p < 0.05$).

The dependence found is an indicator that what is happening on the Internet provokes real experiences and feelings as the intensity is associated with different times of surfing.

Prevalent at persons of the first group (rarely using the Internet) are the answers that reveal negative or neutral attitude to the Internet. Episodic use of Internet services is obviously related to the lack of real needs to use the technology.

Predominantly in people using Internet once or twice a week is the experience of pleasure. We assume that the infrequent use of the Internet is rather due to external reasons—no computer or Internet connection, rather than a reluctance to use the technology. Persons who are on the Internet everyday for an hour or two experience pleasure and positive emotions in general.

More like exceptions may be interpreted answers of 1.2% of the adolescents, indicating that they stay indifferent or experience unpleasant feelings when are on the Internet. Large number of respondents residing on the Internet more than two hours a day say they have a daily need to get on the Internet.

At respondents who use the Internet more than five hours a day prevail the opinion that their life without the Internet would have almost no sense at all. They represent 10.3% of all surveyed adolescents.

When analyzing the data are found certain characteristics of internet use which can be considered as a potential risk for formation of internet addictive behavior. These characteristics are as follows:

- 10.3% of adolescents residing in the network more than five hours a day and indicate that their life without the Internet would have almost no sense.
- 1.2% of adolescents residing in the network more than five hours a day and stated that almost all their friends are online.
- 12.4% of adolescents residing on the Internet more than five hours a day and recognize that this affects the quality of their training activities.
- 22% of adolescents use the Internet at least three years and daily reside on the network more than five hours a day.
- 1.2% of adolescents residing on the Internet more than five hours a day share their problems only with online friends.
- 6.8% of adolescents use surfing as a major strategy for dealing with family scandals and trouble and stay on the Internet more than five hours a day.
- 2.7% of adolescents who reside on the Internet more than five hours a day are advised only with online friends in making important life decisions.
- 2.4% of adolescents who reside on the Internet more than five hours a day indicate that they can not imagine life without friends from the Internet.
- 3.8% of adolescents who reside on the Internet more than five hours a day are presented on the Internet by desirable personal qualities.
- 4.4% of adolescents residing in the network more than five hours a day define themselves as unpopular among peers.
- 8.6% of adolescents perceive themselves as insufficiently attractive or cute and reside on the Internet more than five hours a day.
- -12.1% of adolescents use surfing as a major strategy for dealing with family scandals and trouble staying on the Internet more than five hours a day.
- -2.7% of adolescents who reside on the Internet more than five hours a day shared with friends mostly from Internet problems they have with their parents.
- -15.9% of adolescents who reside on the Internet more than five hours a day use the network primarily for entertainment.

In Bulgaria there are no systematic studies of risks related to the dangers of formation of Internet addiction in the period of adolescence. E. Papazova reported that overall there are no systematic studies of risk behaviors in adolescence not only to the Internet, but also to the real environment (Papazova, 2013).

Probably lack of empirical data is associated with difficulties caused by the inability to cover all the complex effects of the Internet.

No data is revealed on experienced unpleasant scenarios on the Internet. 98.8% of respondents indicated that all experiences on the Internet are nice.

Summaries

-virtual environment provokes real experiences and feelings, as for the majority of the respondents. They have a positive character. Read out are relaxing virtual environment in fluences on anxiety symptoms in adolescents.
-43% of respondents experience pleasure when on the internet.
- About 42.1% of adolescents staying on the Internet becomes significant personal need.
- 10.3% of adolescents indicate that their life without the Internet would have almost no sense and reside in the virtual environment more than five hours a day.
The extract size is sufficient to conclude that the Internet has the ability to provoke intense emotional experiences to consumers in adolescence. For the majority of these adolescents experiences are positive and associated with long-term residence in the virtual environment. Data informed that the risk of the formation of the Internet addictive behavior can occur even in the period of adolescence.

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PROJECT BASED LEARNING

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Abstract

Project learning, also known as project-based learning, is a dynamic approach to teaching in which students explore real-world problems and challenges, simultaneously developing cross-curriculum skills while working in small collaborative groups.

<http://walkingthroughthenature.weebly.com/> This educational media was created as a result of a project between four countries (four teachers and their students). Our goals were: learning through cooperation, improving the ICT skills, learning more about endangered animals and finding different ways to help them, overcoming the language barrier when communicating with other schools, working together as an international team, improving innovative learning methods, developing self-confidence. We started with the project on Twinspace. Twinspace is a safe and collaborative platform where the teachers and the students can work and interact with each other, freely and away from the public eye. After that we've made our own web page where everyone can see and benefit from our work. The pupils made separate presentation for every endangered animal. We managed to create our own e-book, a glossary, where the endangered species were depicted with a drawing (drawn by our pupils) and the appropriate name of the animal in 4 different languages plus in English. After the students learned about the animals, they investigated (with our help, of course) the factors and reasons that contributed towards the diminishing numbers of the specific species of animals. They put all the information they could find on Twinspace. With the teachers' help, students created on-line games and recorded song about endangered animals. When the project was finished we applied for the 62nd European Competition in Germany “Europe helps, does Europe help?” There, we won the second prize in the category to 10 years old. The project was also awarded with the “eTwinning Quality Label” and the “European Quality Label”. After these successes it was also presented at the conference “Inquiry based learning and creativity in Science education” in Athens with a poster presentation. At the eTwinning workshop for professional development in Ohrid, Bettina Zeidler from Germany presented the project as an example for good practice. At the Media & Learning conference in Brussels, the project, was winner of the Audience Favourite Prize in the Medea Awards 2016 to which 195 entries from 34 countries were submitted.

Key words: project based learning, eTwinning, teamwork, problem solving

Introduction

eTwinning is the community for schools in Europe. It offers a platform for staff (teachers, head teachers, librarians, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and, in short, feel and be part of the most exciting learning community in Europe.

The eTwinning action promotes school collaboration in Europe through the use of Information and Communication Technologies (ICT) by providing support, tools and services for schools.

The eTwinning Portal (www.etwinning.net) is the main meeting point and workspace for the action. Available in twenty-eight languages, the eTwinning Portal now has the

involvement of nearly 371 597 members and over 44 449 projects between two or more schools across Europe. The Portal provides online tools for teachers to find partners, set up projects, share ideas, exchange best practice and start working together, immediately using various customized tools available on the eTwinning platform.

When a teacher is once registered, he/she can login to his/her eTwinning Live account to get in touch with other eTwinners, exchange ideas, learn together and plan future collaborative activities. To set up a project, a teacher needs a partner who is sharing similar objectives and agreeing on a topic for collaborative project, is having comparable age, number and language level of pupils, is having access to ICT equipment at school to allow for effective collaboration.

eTwinning project based learning

How to implement project based learning in our educational system? With my students I worked and I'm still working on many projects.

During the last years (2014 – 2016) in our primary education were implemented new Cambridge programs. Teachers and students had some difficulties because it was new approach, new way of learning and new material. At the beginning of the school year my students started to reject math and to say that is difficult. I came up with the idea to help them with project based learning. The project name was "Math is all around us" and our aims were: to improve mathematical skills, to develop critical thinking, to exchange experience with other pupils, to observe the world around us on math base, to reach deeper understanding of math, to overcome the language barrier when communicating with other partners, to improve ICT skills, to work together as a team, to give the children the self-confidence. We worked on this project in the duration of four months and students started to change their opinion, they realize that math is in their lives, they use it when they are telling the time, when they go to store, when they buy on sale, when they plan trips, when they watch or play games etc. They become aware of the importance of math in their life and they started to think that math can be fun. <http://mathisaroundus.weebly.com/> This web site is the result of that project

My most successful project, until now, is called "Walking through the nature" It was conceived and developed by Barabara Klassen from Germany and myself, Aleksandra Andonoska from Macedonia. Not less important were our partners, colleagues Grzegorz Niziolek from Poland and Serkan Yesilbag from Turkey. Together with our pupils, we worked on this project in the duration of one school year. Like with every other project we started with outlining our aims (goals) which included learning through cooperation with partner schools, overcoming the language barrier when communicating with our partner schools, improving the ICT skills, learning more about endangered animals and finding different ways on how we can help them survive, working together as an international European team, giving the children the self-confidence to live in a multicultural Europe and to have an open mind and last but not least enjoying being a part of the European community and family. We all worked with great passion and enthusiasm on this project. The pupils introduced themselves, presented their schools, their towns and countries. They created and sent postcards, learned about endangered species and shared their ideas and information about how to help animals with each other. With our help they made presentations and online games, a multilingual dictionary and a project song. We followed our plan, step by step and achieved great results. We hope that this project will be only the beginning of a long-lasting friendship, and the basis for future collaboration between the schools, the teachers and the students.

We started with the project on Twinspace. Twinspace is a safe and collaborative platform where the teachers and the students can work and interact with each other, freely

and away from the public eye. All the pupils and the teachers registered on Twinspace and introduced themselves. Then we posted and documented everything that the students did. We shared photos and videos from events such as sending and receiving letters and packages, handmade and drawn greeting cards and postcards and videos from other workshops and videoconferences that took place between the schools. On this video conference our partners from Poland and Germany presented their products and their craft. Because our pupils are between 9 and 10 years old, we thought that the most adequate and creative way to present the animals was to draw them. And so, we shared our drawings, our vision and our dreams on Twinspace. But we wanted to do more. We wanted to show and share everything that we have done with the other teachers and pupils in our schools, so that they can also benefit from our hard work. So we made our own web page. We wanted the page to be easy to use, and so we picked English as our basis language and then we tried to translate as much as we could in German, Macedonian, Polish and Turkish. The result was amazing. We managed to create our own E-book, a glossary, where the endangered species were depicted with a drawing (drawn by our pupils) and the appropriate name of the animal in 4 different languages plus in English. We also recorded the names of the animals in our native languages and included that in the e-book that our partner from Germany put together. The pupils made separate presentation for every endangered animal. We tried to be creative. We used everything we could think of. In this instance we used a famous cartoon to show the endangered animals. Here we used the Wikipedia to gather some information on the animal. We wanted to show to our students how to be inquisitive and that they can find information from all kinds of resources. After the students learned about the animals, they investigated (with our help, of course) the factors and reasons that contributed towards the diminishing numbers of the specific species of animals. They put all the information they could find on Twinspace. Here you can see what they found and learned about the global warming and the air pollution and how all of this threatens the animals. The next step was to discover and discuss how can we, as individuals and as a group help the endangered animals survive. Pupils wrote their opinions and shared them on Padlet.

It's a known fact that kids want to play games. They learn a lot through playing games. So it doesn't come as a surprise that creating and playing games was one of their favorite. With our help they created many games and they played them at school, at home, and everywhere they went. Each of the partnered schools created different games. The most of them were in English, but we also created some games in our own languages. Some of the games were crossword puzzle, hangman-guess the word, memory game, match word-photo, millionaire, puzzle and word grid.

As the projects' end was nearing we decided to finish it with a project song. Every class recorded the song on their own and then we mashed them all together. In the end compilation kids from different schools and countries, tell us which animals they would like to help and then all children sing the chorus together.

When the project was finished we were very satisfied of what have we accomplished and decided to apply for the 62nd European Competition in Germany "Europe helps, does Europe help?" There, we won the second prize in the category to 10 years old. The project was also awarded with the "eTwinning Quality Label" and the "European Quality Label". After these successes it was also presented at the conference "Inquiry based learning and creativity in Science education" in Athens with a poster presentation. At the eTwinning workshop for professional development in Ohrid, Bettina Zeidler from Germany presented the project Walking through the nature as an example for good practice. As an eTwinning project is one of the eight finalist of the MEDEA awards 2016 and winner of the audience prize.

What we takeaway from this project, is the experience of working together with different people and cultures; The possibility of multicultural collaboration for building a better future; The knowledge that when we apply ourselves, we can achieve anything; and the friendship that will last a lifetime.

What MEDEA Awards judges said about the project "Walking through the nature"?

"A well-structured project combining both intercultural collaboration and development of the subject matter through students and teachers' work. Students are able to see the theme develop in chapters and in sections which reflect to the use of various media. An easily usable material from many other classrooms, even an interesting example of how simple IT applications can serve language and learning."

"Clear structure of the site, accessible from both adults and young students as well as a clever use of simple applications create a friendly, and fun digital environment. Good to see several "traditional" games, made digital."

"The site can be easily used from several classes involving the languages of the project and can also serve as an example of how small online games can be used."

"In the area of Primary school needs, the project incorporates sound, reading, listening and writing short texts."

"This is my winner! Completed by teachers with excellent content created by students. The layout and communication of the material has an excellent user interface, style and colour theme. Excellent collaboration for teachers and students across multiple countries."

"Beautiful presentation of a very important topic completed by lecturers and students across multiple countries. Very high quality work with great use of colour themes, layout, user interface, content from students and presentation."

"This is such an exciting project and well executed. The pedagogy is solid. The website contains clear information about many animals and areas of nature, but it also includes videos, games and other online materials to encourage deeper learning."

"The games are age-appropriate and fun! Children would definitely be engaged to learn about these animals-- and also learn about their co-creators in the other countries."

"This content is based on a clear curriculum and pedagogy. The subject would be engaging for young students due to the videos, interactive games, and overall design."

Project based learning

The old-school model of passively learning facts and reciting them out of context is no longer sufficient to prepare students to survive in today's world. The classroom should be a place where young people create, interact, investigate, develop and present or exchange information. Solving complex problems requires that students have both fundamental skills (reading, writing, and math) and 21st century skills (teamwork, problem solving, research gathering, time management, information synthesizing, utilizing high tech tools). With this combination of skills, students become managers of their learning process, guided and mentored by a skilled teacher. These 21st century skills include

- personal and social responsibility
- planning, critical thinking, reasoning, and creativity
- strong communication skills, both for interpersonal and presentation needs
- cross-cultural understanding
- visualizing and decision making
- knowing how and when to use technology and choosing the most appropriate tool for the task

Always we say that our students are learning now, but we are preparing them for the future, for their future jobs. Ten skills employers most want in 2015 graduates are:

1. The ability to work in a team structure
2. The ability to make decisions and to solve problems
3. The ability to communicate verbally with people inside and outside of the organization
4. The ability to plan, organize and prioritize work
5. The ability to obtain and to process information
6. The ability to analyze quantitative data
7. Technical knowledge related to the job that they've entered
8. Proficiency with computer software and programs
9. The ability to create and/ or edit written reports
10. The ability to sell and to influence others

The best way to prepare our students for their future is to build their skills and teach them not just to remember facts, but to investigate, think, analyze and find way to solve the problem.

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. Essential project design elements include:

- Key knowledge, understanding, and success skills - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.
- Challenging problem or question - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- Sustained inquiry - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- Authenticity - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students' personal concerns, interests, and issues in their lives.
- Student voice & choice - Students make some decisions about the project, including how they work and what they create.
- Reflection - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- Critique & revision - Students give, receive, and use feedback to improve their process and products.
- Public product - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

In this kind of work, students are evaluated on the basis of their projects, rather than on the exams, assessment of project-based work is often more meaningful to them. They quickly see how it can connect to real-life issues.

Project learning is also an effective way to integrate technology into the curriculum. A typical project can easily accommodate computers and the Internet, as well as interactive whiteboards, video cameras, and associated editing equipment.

The core idea of project-based learning is that real-world problems capture students' interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context. The teacher plays the role of facilitator, working with students to frame worthwhile questions, structuring meaningful tasks, coaching both knowledge development and social skills, and carefully assessing what students have learned from the

experience. Advocates assert that project-based learning helps prepare students for the thinking and collaboration skills required in the workplace.

- PBL and the use of technology enable students, teachers, and administrators to reach out beyond the school building.
- Students become engaged builders of a new knowledge base and become active, lifelong learners.
- PBL teaches children to take control of their learning, the first step as lifelong learners.
- It allows a child to demonstrate his or her capabilities while working independently.
- It shows the child's ability to apply desired skills such as doing research.
- It develops the child's ability to work with his or her peers, building teamwork and group skills.
- It allows the teacher to learn more about the child as a person.
- It helps the teacher communicate in progressive and meaningful ways with the child or a group of children on a range of issues.
- Students are encouraged to become independent workers, critical thinkers, and lifelong learners.
- Teachers can exchange ideas with other teachers and subject-area experts, and communicate with parents, all the while breaking down invisible barriers such as isolation of the classroom,

PBL is not just a way of learning; it's a way of working together. If students learn to take responsibility for their own learning, they will form the basis for the way they will work with others in their adult lives.

What's the reality?

Although projects are the primary vehicle for instruction in project-based learning, there are no commonly shared criteria for what constitutes an acceptable project. Projects vary greatly in the depth of the questions explored, the clarity of the learning goals, the content and structure of the activity, and guidance from the teacher. The role of projects in the overall curriculum is also open to interpretation. Projects can guide the entire curriculum (more common in charter or other alternative schools) or simply comprise a few scattered hands-on activities. They might be multidisciplinary (more likely in elementary schools) or single-subject (commonly science and math). Some are whole class, others small group, and some individual.

Fully realized project-based teaching has never been widespread in mainstream public schooling. Teachers have little training or experience in the approach. Moreover, the time demands of projects, especially in today's context of standards, high-stakes tests, and pacing guides, understandably discourage many teachers from venturing into the kinds of collaborative student investigations that form the foundation of project-based learning. Because teachers tend to find this approach difficult to implement with low-performing students and may lack supporting technology, it is less likely to be embraced in high-poverty schools, which could increase rather than lessen existing inequities.

Boaler (2002) compared student mathematics achievement in two similar British secondary schools, one using traditional instruction and the other using project-based instruction. After three years, students in the project-based-learning school significantly outperformed the traditional-school students in mathematics skills as well as conceptual and applied knowledge. In fact, in the project-based-learning school, three times as many students passed the national exam.

Conclusion

It is known that children have various learning styles. They build their knowledge on varying backgrounds and experiences. It is also recognized that children have a broader range of capabilities than they have been permitted to show in regular classrooms with the traditional text-based focus. PBL addresses these differences, because students must use all modalities in the process of researching and solving a problem, then communicating the solutions. When children are interested in what they are doing and are able to use their areas of strength, they achieve at a higher level.

Even PBL has many positive effects it's not very common in our education. For PBL to scale into mainstream education, we need more efficient tools and readymade ingredients to empower time-strapped teachers to make PBL a habit that sticks. It can initially take three times more time to plan and organize projects than teaching with a traditional lecture and test format. During the project, teacher is monitoring who is doing what and need to ensure that everyone has the opportunity to develop their skills. It's not easy to assess students. If five of them are involved in the same task in the project, how to assess each of them on the quality of the outcome? Sometimes it's unfair simply give them all the same mark. To be fair teacher should monitor who did what, and keep a written record of that or have the pupils themselves log what they did at the beginning and end of each lesson. During the project teacher should monitor what goes on in the lesson and provide timely assistance when required. Sometimes kids should help to each other and teacher can only send pupils to "class experts". PBL also requires a set of resources that students can use during their research. Students are making noise, walking about getting resources, talking to other student and sometimes it's hard to handle it, or difficult to explain to a visiting teacher or inspector. Teachers are avoiding PBL because of these reasons and it is challenging, but it's worth doing.

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POSSIBILITIES OF IMPROVEMENT OF ORGANIZATION AND PLANNING OF WORK IN HIGHER EDUCATION INSTITUTIONS ACCORDING THE APPLICATION OF EDUCATIONAL WEB TOOLS

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Abstract

Change and knowledge management have in the conditions of rapid changes and severe demands imposed on modern organizations become high priority of social strategies. Readiness for change, flexible use of knowledge, creativity, permanent improvement of planning skills and knowledge are undoubtedly most important competencies of employees in modern organizations. The aim of the paper is to research possibilities to improve organizational and strategic skills in higher education using new informational-communicative technologies and educational web tools, according to undertaken need analysis. The results of the research, i.e. need analysis carried out in Preschool Teacher Training College in Vrsac (the Republic of Serbia) have shown that planning and organization of work in the institution are suitable for the type of institution and the nature of work the subjects do; majority of employees equally participates in planning and realization of activities; there is emphasized high interdependence of employees in conducting their tasks; results have shown highly developed awareness of the subjects on the respect of time, obligations and availability of their co-workers (i.e. other employees). The obtained results imply that there is no need to introduce significant changes in organization and planning at the level of institution. However steps should be made leading to improvement (modernization) of key elements of work. As a consequence, possibilities are considered in the paper of using new IC technologies, i.e. educational web tools, for more successful planning and organization in similar settings, requiring high level of interconnectedness and team work in everyday activities.

Keywords: organization, ICT, planning, web tools, higher education institutions.

1. Introduction

Globalization, fast and intensive changes of market needs and requirements, changes in internal and external environment, expansion of informational-communicational technologies – are only some of the processes influencing extremely dynamic and permanent changes of organizational setting. Functioning of an organization in such a complex and constantly changing context has demanded readiness for change (Drucker, 1995; Koter, 1997; Nelson & Quick, 2003; Robbins, 2004, as cited by Djuriscic-Bojanovic, 2007: 212), before all in organization and plan of work of institutions themselves.

Successful planning in modern context assumes respect of scientific principles, as well as principles of complexity, reality, continuity, flexibility, simultaneousness, productiveness, economy and profitability. It goes through a variety of phases: ranging from analysis of previous work, making a plan, anticipation of internal and external factors

²⁰⁴UNESCO World Education Report "Teachers and Teaching in a Changing World" United Nations Educational, Scientific and Cultural Organization, de Fontenoy Paris, 1998, page 77 accessed 20.06.2016 from <http://www.unesco.org/education/information/wer/PDFeng/wholewer98.PDF>

influencing work of the organization, defining of aims, creation of plans, followed by tasks designed for each potential participants, to "conceiving of measures for implementation of aims and tasks" (Ristić et al, 2008: 141). When talking about higher education institutions, it could be said that we are in the field of learning organizations (Garvin, 1993). According to Senge, "learning organizations are those whose employees permanently increase their capacities for creating results they truly want to reach [...] where people are constantly learning how to learn together" (Senge, 2003: 135), i.e. where employees do their job in such a way to constantly develop their potentials, sharing the vision of the aim with their colleagues. There is certain organizational climate in learning organizations (individual perception of organizational characteristics of the institution), as well as organizational climate (assumptions, value system, narrations, beliefs) – Nikčević (2014: 69).

Radical novelties in functioning of modern organizations as well as in higher education institutions are rather complex and take place at the level of organization, group and individual. Individual self-development management is a precondition for improvement of work at higher education institutions and it is a dynamic process of change – "it is created in a man him/herself, and it provides him/her a possibility to establish a contact with the outer world, getting back to a person, changing both his/her personality and the environment" (Nedimović et al., 2015: 1850).

A good plan and successful organization lead, among other things, to saving of time – the only resource which is constantly and irretrievably spending. A good plan, successful organization and properly chosen tool for realization of the plan save even more time. There are certain so called time stealers in work in higher education institutions: unannounced visits, private phone calls, unprepared meetings, vague aims, delays – and everyday exchanges of more version of the material among team members who work on versatile tasks: ranging from preparation of accreditation documentation, different materials for publishing and printing, to creation of documents and materials involved in organization of a scientific conference, etc. Work developing in such a way is not rarely followed by the fear that a wrong, i.e. old version of the material is sent, abundance of emails, as well as non-functional correspondence (e.g. incompatible versions of computer programs); all the stated leads to unnecessary waste of time, work energy and enthusiasm of those who work together on the same task. The results of such way of work are usually felt by future academic citizens – students. Therefore it is a duty of every higher education institution to permanently reconsider the level of success of planning and organizing at the level of institution and searches for possibilities of improvement of the current state of affairs.

Results of previous studies in the field of higher education (Prtljaga et al., 2016: 311) dealing with organizing and planning skills of those employed at the Preschool Teacher Training College in Vrsac showed that less than a half of the employees at this higher education institution estimates their own skills of planning as far below well or excellent, that majority of them (more than 75%) had never attended a seminar or training in the field of improvement of organizational and planning skills, as well as that more than half of the teaching staff uses computer for planning and organization of time and work, but not recently developed electronic tools with this purpose. All the above stated has served as an impulse to research the problem of organization and planning of work at higher education institutions.

2. Methodological framework of the research

An explorative research was conducted aiming at examining the needs for improvement of planning and organization of work at a higher education institution. Research topic refers to employees' attitudes on planning and organization of work in the institution. The main research problem can be formulated in the form of the following question: Is it possible to identify the fields in which planning and organization of work in the organization,

according to the analysis of organizational climate of the institution, i.e. individual perceptions of the employees on organizational characteristics of the institution and planning currently present at the institution?

2.1. Sample and procedure

Total research sample included 33 subjects (25 of them were teaching staff – professors, lecturers, assistants, teaching associates and 8 of them were non-teaching staff members) employed at the Preschool Teacher Training College "Mihailo Palov" in Vrsac. Research was carried out in November 2015. The method of a poll was used in order to collect data and in order to describe and analyse the results, descriptive and analytic methods were used.

2.2. Instruments

A questionnaire was construed for the purpose of the research *Examination of the needs for improvement of organization and planning at the level of an institution*. The questionnaire was anonymous and it consisted of 5 closed type questions.

2.3. Hypotheses

There is no need for a significant change of the way work is organized and planed at institutional level in the case of the Preschool Teacher Training College in Vrsac (RS).

3. Results and discussion

The data collected according the questionnaire *Examination of the needs for improvement of organization and planning at the level of an institution*, i.e. research results are shown in the Table 1.

Table 1 Results of the poll carried out according the questionnaire *Examination of the needs for improvement of organization and planning at the level of an institution*

Examination of the needs for improvement of organization and planning at institutional level	Teaching staff		Non-teaching staff	
	Number of responses	%	Number of responses	%
How is a working day planned at your college?				
On a daily basis	2	8%	6	75%
On a weekly basis	2	8%	1	12,5%
On a monthly basis	7	28%	0	0%
On a yearly basis	12	48%	0	0%
Nothing of the above	2	8%	1	12,5%
Do you yourself participate in planning or implementation of the planned activities?				
I actively participate in planning	7	28%	0	0%
I only carry out the planned activities	4	16%	8	100%
I both actively participate in planning and carry out the planned activities	14	56%	0	0%
To what an extend you are able to organize your work during the day?				
Never	0	0%	2	25%
Rarely	1	4%	0	0%
Most of the time	9	36%	2	25%
Frequently	7	28%	2	25%
Always	7	28%	2	25%

No response	1	4%	0	0%
Do you depend on others to fulfil your obligations?				
No, never	4	16%	0	0%
Rarely	1	4%	1	12,5%
From time to time	14	56%	3	37,5%
Frequently	6	24%	2	25%
Yes, always	0	0%	2	25%
How long do you wait for the response/reaction of others?				
I do not wait.	6	24%	2	25%
I mostly get the response/reaction within the agreed deadline.	19	76%	5	62,5%
I wait for so long that I cannot carry out my part of the job.	0	0%	1	12,5%

The Table show the following findings:

1. 48% of teachers, i.e. teaching staff, plan their working day on yearly basis, 28% of them does this every month, while only 8% of subjects plans their work weekly/daily. When talking about the non-teaching staff working at the College (secretary, i.e. the lawyer, the clerk dealing with students issues, financial department, those working on the various maintenance jobs, etc.), poll results show that they plan their working day mostly on daily basis (75%).

2. 56% of teachers equally participate in planning and carrying out activities, while 28% of them participate in planning and 16% of teaching staff only carry out the planned activities. All non-teaching staff members only carry out the agreed, i.e. planned activities.

3. 36% of teachers point out that it is mostly possible for them to organize their work during the day, 28% of them can do it frequently and 28% of them can do it always. Only 4% of the subjects can rarely organize their work during the day. There was one questionnaire without a response: 4%. Non-teaching staff members consider that they can organize their work during the day most of the time (25%), frequently (25%), always (25%), while 1 fourth of them (25%), can never do it.

4. More than half (56%) of the teachers occasionally depend on others in carrying out their tasks and obligations, while only 16% of them are completely independent, i.e. they do not depend on others. The other group of the subjects depend on others rarely (12,5%), from time to time 37,5%, and 25% of them depends on others frequently or always.

5. None of teachers' responses to the question *How long do you wait for the response/reaction of others?* was that they *wait for so long that they cannot carry out their part of the job*. 24% of them do not wait (at all), while 76% of teaching staff mostly get the response/reaction in time, i.e. within the agreed deadline. In regard to non-teaching staff, 25% do not wait for the response/reaction of others, 62% of them mostly get the response/reaction within the agreed deadline, and only 1 subject waits for so long that he/she cannot carry out his/her part of the job.

The obtained results have confirmed the initial hypothesis *H1* and, as a consequence, it is necessary to think only in the direction of improvement (modernization) of significant elements of work – organization and planning at the level of the institution, according to the available possibilities offered by the age we live in. One of primary possibilities which have occurred is the application of ICT, i.e. educational web-tools.

4. Educational web-tools

As soon as it became a part of the *internet era*, education has faced huge and significant changes, especially if it is taken into consideration that the internet itself is constantly changed at high speed. Thus, it is possible to recognise certain stages of development, i.e. *web generations*(*Web 1.0, Web 2.0, Web 3.0...*) in the *internet era*.

Web 1.0 is called „Read Only“ web, since the interaction between the owner of the site and its users either does not exist or it boils down to communication through a web-form, i.e. exchange of information via *e-mail*-a. *Web 2.0* concept is a result of the expansion of services and sites for social networking and their use has been growing since 20014. The notion was launched by *Tim O'Reilly* in 2005, and the same year is marked as the beginning of the second phase of development of the internet – all the prior phases were called *Web 1.0*. The period marked as *Web 2.0* is not featured by significant technical-technological novelties, but by “using of web as application platform, democratization of web and use of new methods for distribution of information” (O'Reilly, 2005). The concept *Web 2.0* “refers to creation of web pages and web design enabling internet users to get involved into interactive exchange of information, participation and cooperation at the global level”(Arsenijević & Andevski, 2015: 46), resulting in building up of a unique social space, significant for further development of the internet. Involvement of a great number of users, internet has become an efficient tool for collecting and multiplying of pieces of information, initiating exchange of opinions and confronted attitudes, summing up of information similar in their nature, as well as rational debate on their values” (O'Reilly, 2007: 25).

This period will be inherited by *Web 3.0*, which is called and described as *semantic web* or *data-web*, expected to get the process of education *out* of classrooms and integrate it into everyday life. It is also considered that “browsers will learn from our characteristics and behaviour patterns and offer variety search results differently according to the noticed preferences” (Petrović, 2009: 272). In other words, the search will not take place only according to key words, but the demand will be explained in an appropriate context. The most significant role in the upcoming *Web 3.0* internet era belongs to *metadata*, which should open up possibilities for semantic search, so that computers could *conclude what something means*, i.e. what the user is looking for. The discussion on when it will all begin, i.e. when the *Web 3.0* internet will come to life, goes in the direction of the most optimistic prognoses of not later than 2016, while sceptics wander if even in 2025 such a web will be possible.

In numerous blogs appearing on the internet as well as in certain professional texts dealing with the topic of education in the *Web 3.0*, the authors point to the table created by *John Moravec*, where education, i.e. the position of technology, students, teachers, school... is considered in the context of *Web* generations.

Table 2: *Education in the context of Web generations*

	Education 1.0	Education 2.0	Education 3.0
Meaning is...	Dictated	Socially constructed	Socially constructed and contextually reinvented
Technology is...	Confiscated at the classroom door (digital refugees)	Cautiously adopted (digital immigrants)	Everywhere (digital universe)
Teaching is done...	Teacher to student	Teacher to student and student to student (progressivism)	Teacher to student, student to student, student to teacher, people-technology-people (co-

			constructivism)
Schools are located...	In a building (brick)	In a building or online (brick and click)	Everywhere (thoroughly infused into society: cafes, bowling alleys, bars, workplaces, etc.)
Parents view schools as...	Daycare	Daycare	A place for them to learn, too
Teachers are...	Licensed professionals	Licensed professionals	Everybody, everywhere
Hardware and software in schools...	Are purchased at great cost and ignored	Are open source and available at lower cost	Are available at low cost and are used purposively
Industry views graduates as...	Assembly line workers	As ill-prepared assembly line workers in a knowledge economy	As co-workers or entrepreneurs

Izvor: John Moravec, <https://educationfutures.com/blog/2008/02/moving-beyond-education-20/> (retrieved on 30. 3. 2016)

It is not difficult to notice the change of the "dynamics of the classroom, responsibilities and role of each agent in education, as well as the expressed expectations from education. In the first two generations, it is possible to register *changes*, while in the third phase there is a *transformation* assuming a complete *shift* in the sphere of education" (Goroshko & Samoilenko, 2011: 15).

Modern education permeated by Web communications encourages teachers and students to active cooperation with others (cooperative learning), while all the increasing number of on-line tools close to the concept *Web 2.0* can be used for the improvement of planning and organization of work at higher education institutions. Cooperative, creative tools are defined according to different categories, to be recognized as: *white boards, tools for creating web-sites and project management tools*. Created, first of all, as managerial tools for management, coordination of team work in production and IT industry, they are electronic match to conventional, agile methods. Web-tools are based on *Scrum* and *Kanban*, i.e. most frequently used agile methods/techniques emphasizing the importance of communication between people involved in organization and planning of work in the processes demanding maximally efficient and fast results, as well as the maintenance of quality at high level during the project cycle as a whole.

As an illustration, what follows is a description of some of the most popular tools for project management, enabling, among other things, more efficient organization and planning of work in the institutions of the researched type, where there is high interconnectedness in carrying out tasks and an expressed need for team work.

4.1. Examples of web-tools enabling more successful planing and organization of work at higher education institutions

Higher education based on the postulates of the Bologna declaration assumes processes of accreditation, standardization and evaluation of institutions, curricula and achievements, initiating the creation, organization and filing of increasing material, i.e. documentation. For this purpose, a higher education institution management forms smaller teams of teachers and associates who are capable of addressing these needs. Seen as project tasks, they require calendars with planers and tasks lists, cooperative pages, forums for discussions and the exchange of documents, filing of project documentation, etc. It is possible

to find a whole range of more or less complex managerial oriented tools on the internet, which can be used for this purpose. *Asana, Trello, Glasscubes, Github, ThinkBinder, Onlyoffice, Vkolab, Voo2do, Notestar* are only a few of those most popular tools which are, apart from project management, very frequently used for project teaching.

Asana Overview

Asana is a task management solution that can help users to assign, create and comment on tasks from one single place. Users can stay on top of the details that are important to them and all the team's files, conversations and ideas stays in one place using this solution.

Asana is suitable for industries of all shapes and sizes where teamwork is done and is usually used in technology, healthcare industries, designing teams and marketing teams.

Trello Overview

Trello is online-based task management software that is suitable for any type of business. The program will help any organization in various tasks which will result into better organization for the company. The dashboard allows the users to see all the tasks in the company and their completion status. Managers can use this program to monitor the employees as they will see who is working on a particular project and how far they have gone. Trello is an ideal collaboration tool for everyone who has tasks that need proper management. This includes freelancers, startups, small companies and large companies among others. Employees are connected across various devices and are to work as a team. Companies that have a team of people working would benefit largely from this program. You are able to see who is working on what project and also see all the completed projects marked as done.

Glasscubes Overview

Glasscubes is a web based project and collaboration management solution for businesses of all sizes. It facilitates collaboration through multiple channels along with other capabilities. Customers of the software include small and medium businesses as well as large enterprises. Major industries where it can be used include retail and wholesale, automation and manufacturing, technology and software development, as well as education, healthcare and hospitality, and others.

Easily accessible through the internet, these tools enable forming of not only smaller, but also more complex cooperative teams. An important characteristic of this kind of functioning is that team members are not expected to be present and work in the same room, which is in accordance with the demanded and all the more present mobility of professors and students. Majority of the described tools can limit access only to team members, but when it is appropriate all the contents can become public, so that the final outcome of any *project* can be considered as a creation of a new base of theoretical or practical knowledge.

5. Concluding remarks

The research dealing with the organizational climate and planning at institutional level by the employees at the Preschool Teacher Training College in Vrsac implies that there is a need to act in the direction of modernization of organization and planning of work at this higher education institution. The paper has considered possibilities of use of ICT for this purpose. The application of ICT in the field of higher education can be considered as having a double sided feature, as a use of ICT in the process of learning itself (e.g. distance learning), but also as a means for planning, operative realization and evaluation of the teaching process (timetables of lectures, exams, consultations and other obligations,

preparation of documentation, providing information via web-sites, assessment and evaluation of students' progress...) – Prtljaga (2010: 279–290). Digitalization and integration of all the sub-systems of a higher education institution into a unique informational system could significantly contribute to a better organization and planning (Spasić, 2007). However, it has turned out that realization of such project is very often inefficient and long-lasting; therefore it is necessary to get an insight into real needs and accordingly use *on-line* tools, which can lead to the improvement in the domain of organization and planning in a fast and simple way. The considered web-tools whose characteristics and application was briefly overviewed in the text above are a good example of application of ICT possible to use for more successful planning and organization of work in higher education institutions (before all when talking about the work of the employed who are member of teams working on project type tasks. We suggest that the offered model is applicable not only in the institutions of similar type, but also in partner work of more organizations who work on the same tasks.

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IMPLEMENTING A RECOMMENDATION SYSTEM IN AN E-COMMERCE WEB PORTAL

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Abstract

Recommendation systems have changed the way that e-commerce sites communicate with their users. Instead of using the traditional e-commerce approaches, the goal of these systems is to generate personalized recommendations for each user that might be of its interest. The design of such a system depends on the available data characteristics. They may include the features of the products the website is offering, as well as the users' attitudes such as their products' preferences, past purchases and searches. Recommendation systems also differ in how they analyse those data sources towards defining relations between the users and the products. There is a wide range of recommendation systems, which can be broadly classified as:

- *Collaborative filtering (CF)*: These systems create recommendations for each user based on the past behaviour of all users collectively.
- *Content-Based Systems*: The recommended items to particular user are similar in content to items the user has preferred.

There are many different techniques for implementing recommendation systems. Therefore, the goal of our research is to analyse those techniques and conclude which is the most suitable for our e-commerce website Kupikniga.mk. Kupikniga.mk is an online bookstore that sells books to customers in Macedonia, the Balkan region and the diaspora around the world. We are upgrading the website persistently adding new features. At this moment, the website uses unified recommendations and advertisements for all of its customers. Our vision is to automate customization of the site, thus achieving customer retention and attraction of potentially new one, as well as increasing the revenues for the site.

Keywords: recommendation system, collaborative filtering, content-based systems, e-commerce.

1. Introduction

The beginning of the Web 2.0 enabled the rapid growing and development of the Internet. As a consequence, many opportunities have become available, such as sharing information, knowledge, users' opinions and experiences. Numerous on-line shops were also opened on the Internet. Compared with the real shops, Internet doesn't give limitations concerning the space and the time. Namely, users have access to large number of items, and they can purchase in any country of the world at any time. As a result, the user is faced with a problem to find what he/she is looking for in that pool of information and items available today. Information retrieval systems have partly solved this issue, but they don't

generate personalized recommendations. This has led to the development of recommendation systems as tools for filtering and sorting items and information. The design of such a system depends on the available data characteristics. They may include the features of the items the website is offering, the demographics of the users, as well as users' attitudes such as their products' preferences, past purchases and searches. Recommendation systems also differ how they analyse those data sources towards defining relations between users and items. In a few words, these systems are part of personalization of the site, because they help the site adapt itself to each user. In this context is the statement of Jeff Bezos, CEO of Amazon.comTM, who said: "If I have 3 million customers on the Web, I should have 3 million stores on the Web."

There is a wide range of recommendation systems, which can be broadly classified as: collaborative filtering and content-based filtering. Nowadays, recommendation systems are used in many areas, such as business, tourism, security, etc. Therefore, how to combine different techniques and recommendation approaches for better results is a reason for continuous research.

As for the businesses, there are different reasons why to use recommendation systems.

The most important are:

- Increasing the number of items consumed by the user (customer), thereby increasing their revenues.
- Enabling users in a simple way to find items they are interested in, thereby achieving their loyalty.
- Better understanding of users' tastes.

On the other hand, users are satisfied of the recommendation systems' implementation because they can easily find interesting items, obtain recommendation packages, express their opinion and influence other users.

2. Different approaches to recommendation systems

The wide range of recommendation systems can be broadly classified as: content-based filtering and collaborative filtering (Desrosiers, C., & Karypis, G.).

2.1 Content-based filtering

Content-based (CB) recommendation systems generate recommendations based on users' profiles. Each profile has information about the user and its rated items. In this process, the system provides recommendations by comparing representations of content describing user's positively rated items to representations of content describing item that user didn't rate at all. The items that are the most similar to the positively rated ones are recommended to the user. For instance, if an active user has positively rated several historical books in an online bookstore, the system can learn to recommend to that user other historical books or books from the same authors.

There are different algorithms for measuring the similarity among items in database and those in user's profile (Melville, P., & Sindhvani, V.). Several approaches have treated the problem of recommending items with associated textual content as an Information Retrieval task. Here, the content associated with the user's preferences is treated as a query, and the unrated items are compared with this query (Balabanovic, M., & Shoham, Y.). As an IR task, the items' content is usually converted into *tf - idf* word vectors, and the cosine similarity is used to generate recommendations for each user. On the other hand, the content-based recommendation can be treated as a classification task. For example, in the domain of book recommendation, the title, author, synopses, reviews and subject terms can be used as features for each book (Mooney, R., J., & Roy, L.). Several classification algorithms have

been used for purely content-based classification, such as: naïve Bayes classifier, k-nearest neighbour, decision trees and neural networks (Pazzani M., J., & Billsus, D.).

One of the most popular website using content-based filtering is **Netflix.com**. After logging to Netflix, the user is recommended with movies that he/she might like based on his/her prior ratings, movies similar to the movies the user has already watched, as well as the top-n list of movies for users who want to discover something new.

2.2 Collaborative filtering

Collaborative filtering (CF) is the most implemented approach for generating recommendations based on the prior user behaviour. This approach cares about user's preferences, which is assumed to be constant or at least change slowly during the time. CF algorithms are typically divided into two groups, memory-based CF and model-based CF algorithms.

2.2.1 User-based collaborative filtering

The most prominent memory-based algorithm is user-based collaborative filtering. The assumption is that users with similar preferences will rate items similarly. Thus, missing ratings for a user can be predicted by first finding a *neighbourhood* of similar users and then aggregate the ratings of these users to form a prediction (Breese, J., S., et al.).

The neighbourhood of a user is defined by taking the k most similar users (k-nearest neighbours) or all users within a given similarity threshold. There are several similarity measures used in the literature for determining in which neighbourhood the user belongs to. The most popular are: Pearson correlation coefficient, cosine similarity, entropy, mean squared differences and adjusted cosine similarity (Su, X., & Khoshgoftaar, T., M.). Empirical studies have showed that Pearson correlation generally performs better (Breese, J., S., et al.). Once the user's neighbourhood is defined, the ratings of the users from that neighbourhood are aggregated to form the predicted rating for a given user. The easiest form is to average the ratings from that neighbourhood.

	i_1	i_2	i_3	i_4	i_5	i_6	i_7
u_1	1	?	4	3	?	?	2
u_2	?	2	3	?	5	5	1
u_3	3	1	5	?	4	3	?
u_4	?	3	?	4	4	?	3
u_5	3	?	?	2	?	4	1
u_a	2	1	?	3	?	5	?
\hat{r}_a			4		4.3		1

Figure 1: User-based CF example with utility matrix and estimated ratings for the user u_a

Figure 1 gives a small example for the process of creating recommendations by user-based CF. The presented utility matrix contains 5 users and 7 items, as well as their ratings in the range 1 to 5 stars. To create recommendations for the user u_a , we first need to find the k most similar users (i.e., its neighbourhood) using a similarity measure. Defining $k = 2$ and using the cosine measure (treating blanks as a 0 value), we get the two most similar users u_2 and u_5 . Then, we compute the average ratings in the neighbourhood for each item not rated by the

user u_a . Their predicted ratings are given in the last column of the utility matrix, which indicates that the user would like the item i_5 the most.

2.2.2 Item-based collaborative filtering

The practise has showed that user-based approach do not scale well when applied to millions of users and items, because of the computational complexity of the search for users with same preferences. This is the reason why today model-based approach is widely implemented. The assumption behind item-based collaborative filtering, as a model-based approach, is that users will prefer items that are similar to items they like.

For each item, only a list of the k most similar items and their similarity values are stored. Again, Pearson correlation coefficient and cosine similarity are popularly used measures. Storing only k similarities per item improves time complexity significantly but may reduce recommendation quality (Sarwar, B., et al.). To generate a rating value for item not rated by the user, we can average the values of its most similar items (or use the similarities to calculate a weighted sum of the user's ratings for related items).

	i_1	i_2	i_3	i_4	i_5	i_6	\hat{r}_a
i_1	-	0.1	0.4	0.3	0.2	0	-
i_2	0.1	-	0.7	0	0.5	0.2	0.65
i_3	0.4	0.7	-	0.6	0.4	0.3	-
i_4	0.3	0	0.6	-	0.1	0.4	0.5
i_5	0.2	0.5	0.4	0.1	-	0	0.45
i_6	0	0.2	0.3	0.4	0	-	-
u_a	2	?	3	?	?	5	

Figure 2:Item-based CF

Figure 2 shows a similarity matrix containing six items and the similarity values for each pair of items. Bold is used to indicate the two most similar items for each item. For this example, we assume that for the user u_a we have ratings for the items i_1, i_3 and i_6 . The estimated values for each item not rated by the user are given in the column right of the matrix. The result shows that i_2 has the highest estimated rating for the user u_a . So, the system could recommend the user with the following ordered list of items: i_2, i_4 and i_5 .

Item-based collaborative filtering is used in one of the most popular e-commerce websites on Internet, **Amazon.com**. The evaluation has showed that it produces high-quality recommendations in real time (Linden, G., Smith, B., & York, J.).

2.2.3 Collaborative filtering using 0-1 data

It is a common situation when users don't reveal their preferences by rating items, because they consider this process as time-consuming. In that case, users' preferences can only be inferred by analysing their past behaviour. In the context of on-line bookstores, we can easily record which books customers purchase. However, we do not know why other books were still not purchased. There are two main reasons for this situation. First of all, the customer may not know about the book, which is a good candidate for recommendation. And on the other hand, the customer may don't like the book, which should not be recommended. In this case we can assume that the user-item matrix is consisted of 0's and 1's, i.e.:

$$r_{jk} = \begin{cases} 1, & \text{user } u_j \text{ bought the book } b_k \\ 0, & \text{otherwise} \end{cases}$$

The most appropriate measure for this type of matrix is the *Jaccard index*:

$$sim_{jaccard}(X, Y) = \frac{|X \cap Y|}{|X \cup Y|}$$

Where X and Y are sets of books bought by the users u_x and u_y , respectively. The Jaccard index can be used for the two groups of collaborative filtering described above.

3. Evaluation of recommendation systems

The evaluation of recommendation systems is a very important issue that shows the quality of the produced personalized recommendations (Gunawardana, A., & Shani, G.). Given the utility matrix U , recommendation algorithms are evaluated by first partitioning the users (the rows in U) into training and testing set (U_{train} and U_{test} , respectively). For each user from U_{test} , the known ratings of some of the items are hidden, and are used to evaluate the predicted ratings from the trained algorithm. It is assumed that if the recommendation algorithm performed better in predicting the hidden ratings, it will also perform better in predicting ratings for items not rated by the user yet, or the new one.

The most popular approaches for partitioning U into U_{train} and U_{test} are:

- **Splitting:** The users are randomly split into two sets, and
- **K-fold cross-validation:** In this approach the set of users is split into k sets of approximately the same size. Then, the algorithm is evaluated k times, each time using one set for testing and the others for training. At the end, the k results are averaged.

3.1 Evaluation metrics

The most commonly used metrics in the literature for predicting rating is the Mean Average Error (MAE). It is defined as the average absolute difference between predicted ratings and true ratings, given by:

$$MAE = \frac{\sum_{(i,j) \in N} |r_{i,j} - \hat{r}_{i,j}|}{N}$$

Where N is the set of all user-item pairs (i, j) , $\hat{r}_{i,j}$ is the predicted rating of the user i for the item j , and $r_{i,j}$ is the known rating which is not used to train the recommendation algorithm.

If 0-1 data are available in some application, the accuracy is a suitable measure to evaluate the quality of the recommendation algorithm. For example, if we have a record for the items the users have bought, we can evaluate the recommendations by:

$$Accuracy = \frac{R}{M}$$

Where M is the total number of hidden items bought by all of the users from the testing set, and R is the number of accurate predictions.

4. Advantages and disadvantages of the two main approaches

In this section we present some of the challenges and limitations of the two main approaches for recommendation described above.

4.1 Collaborative filtering

The following are some of the important advantages of the collaborative filtering methods:

- First of all, these methods are relatively simple to implement because only one parameter needs to be determined (the number of neighbours).

- Efficiency is one of their strongest features. Namely, computing the similarity between users and/or items can be performed offline. Moreover, storing the neighbours requires very little memory, which makes these approaches suitable for applications having millions of users and items.
- Another useful property of collaborative filtering systems is their stability. Namely, the addition of new users and items, which is usual in large commercial applications, has little influence on CF.

The main disadvantages of the collaborative filtering are:

- **Sparsity:** Most of the users do not rate most of the items, which makes the utility matrix very sparse. Sparsity decreases the probability of finding users with similar taste and often occurs in the initial stage of system's usage.
- **The cold-start problem:** New items and new users represent a significant problem to recommendation systems, known as the **cold-start problem**(Schein, A., I., et al.). CF systems cannot recommend a new item as long as some users don't prefer it. The new-user problem is difficult to handle because user's preferences are important for finding similar users. To handle this problem, new users are required to rate significant number of items to enable the system to provide reliable recommendations.

4.2 Content-based filtering

Here, we specify some of the advantages of the content-based filtering.

- CB systems do not suffer from the new-item problem as long as its attributes are available.
- CB systems are transparent in the sense that they can provide content features or descriptions why an item occurs in the list of recommendations.

However, the most important shortcomings are the following:

- These systems produce recommendations with limited degree of novelty. For example, when a user has only rated science-fiction books, then the CB filtering will only recommend books of that genre. An ideal content-based technique should recommend something novel.
- The new-user problem is also a shortcoming of the CB systems, requiring the availability of user's preferences.

5. The web site Kupikniga.mk

Kupikniga.mk is an online bookstore that sells books and small goods to customers in Macedonia, the Balkan region and the diaspora around the world. It operates since 2012th and in the past years it received several awards as the best e-commerce website in Macedonia. Continuously it is among the first ten e-commerce websites by revenue. The website is developed from scratch and does not use any third party of-the-shelf non-configurable components. It is constantly upgraded in the past years and new features are added after the identification of customer needs. Kupikniga.mk includes the front end e-shopping website for the users (Figure 3) and back end administrative system that is a combination of a basic customer relationship management system, e-commerce back end system, finance management system, and supply chain and tracking system.

The books are organized in numerous categories and subcategories. For each book there are specific attributes that are stored in the database, like title, names of the authors, short description, publisher, genre, number of pages, etc. At the moment of writing there are more than 47,000 books and 28,000 registered users.

Figure 3: Front end of the system

The web site implements a rating system and several social connectors that enable sharing opinions and expressions for the offered books. Since the beginning of its development, the team planned to implement a recommendation engine on the website in order to provide personal experience to its customers and increase the sales. Therefore, the website stores certain information about user behaviour. In the database, the website keeps logs about the books each user has viewed, the ratings he/she has made for a specific books as well as details of each order the user has done. This applies only to the registered users of the website where their behaviour can be connected to their user account. The information about the users behaviour and the information we keep about the books are good starting point for development of a recommendation engine.

Analyzing those information, as well as the characteristics of the recommendation algorithms, we have concluded that collaborative filtering is more suitable for our website. To test which of the CF algorithms described above gives the best recommendations to our customers, we are planning to test several similarity measures and implement the best one in our recommendation system. We are going to use the splitting approach to randomly divide

the set of information about customers' purchases and use the testing set to find the algorithm that gives the best predictions.

6. Conclusion

Nowadays, recommendation systems are extremely popular and will be promising and topical for a long time. Many variations of recommendation techniques are already in use in some of the popular websites. This has definitely opened new opportunities for searching and filtering information. Using recommendation systems in e-commerce sites allow customers to save their time in a number of ways. They can find something that is new and interesting as well. On other hand, e-commerce sites retain their customers and increase the sales.

The following websites are among the best book recommendation services: Bookdepository, Goodreads, BookBub, LibraryThing and Olmenta. All those services allow users to connect each other, and make direct book suggestions as well. Our vision is to make Kupikniga.mk as a virtual salesperson, treating each individual user differently. Our efforts are in a direction to create "subtle personalization", in which our site would provide completely personalized experience to each user. Therefore, in this paper we present an overview of the exiting techniques for implementing recommendation systems, analyze their pros and cons, and decide which of them is most suitable for the data available from our users.

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INTERNET ADDICTION IN CHILDHOOD

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Abstract

As it's known internet is one of the most important communication and information tool in our age. It seems very useful if it's used under control. But sometimes individuals cannot control themselves and use it extremely then we say they have "internet use problem" or they are "addicted to". Especially the uncontrolled use of internet in childhood may cause several disorders such as asociality and aggression in the case of playing digital games that involves violence and also it can be dangerous to meet some adults may have the mention of use children for their own sexual needs. This research is done for determine internet addiction and aim of using internet of children that study in primary, secondary and high schools. Totally 295 children from 4. grade of primary school (n=57), 50 students from several grades of secondary school (n=50) and 9. grade students from high school (n=188) that are from governmental and private schools have been used. This research is a survey and also contains some questions for gain qualitative responses from children at the end of scale. For data collection, "Internet addiction scale for children" prepared by Modiri (2016), has been used. Collected data has been analyzed by SPSS. At the end of research the internet addiction levels of students and their aim of using internet have been determined and given some recommendations related to the results.

Key words: Internet addiction, childhood, primary school, secondary school, Internet using problem

1. INTRODUCTION

The developments in the fields of technology over the 20th century and increase of information day by day made us to give names such as "the age of information, the age of computer, age of communication" for the age we live in (Akkoyunlu: 1998). Internet is very usefull if its used under control and whenever needed. So it makes our lives easier. It causes us to gain time because we can do information transaction in seconds via internet or we can find wide information about the issue we search or we can communicate with people miles and miles far a way for free. We can download anything we like such as movies, games or musics. These reasons make the internet fascinating. But if we lost control of using, it becomes dangerous and steels our time. If somebody lost the control in internet use, we say he/she has problematic internet use or he is addicted to. It is the same in the case of digital games that creates addiction.

The last decade has witnessed a large increase in research on the newly emerging mental health problem of Internet addiction (Kuss, Griffiths, Binder, 2013). It has been assessed in the year 2005 that 650 million people around the world use the internet and some of them referred to as "internet addicts" (cited: Keser, Buzlu, 2005).

Davis states that problematic internet use is a psychiatric case involving inappropriate thinking and pathological behavior (Davis, 2001).

Anecdotal reports indicated that some on-line users were becoming addicted to the Internet in much the same way that others became addicted to drugs or alcohol, which resulted in academic, social, and occupational impairment (Young, 1998).

Internet addiction leads to symptoms traditionally associated with substance-related addictions, namely mood modification, salience, tolerance, withdrawal, conflict, and relapse (Griffiths, 2005, Cited: Kuss, Griffiths, Binder, 2013).

Also a research has utilized the Zung Depression Inventory (ZDI) and found that moderate to severe rates of depression coexist with pathological Internet use (Young, 1998).

"Moreover, the use of social applications, namely online chatting (Huang, 2006; Leung, 2004), social networking sites (SNSs) (Kuss & Griffiths, 2011; Leung & Lee, 2012), such as *Facebook* (Kittinger, Correia, & Irons, 2012), and online instant messengers (Leung, 2004; Yuen & Lavin, 2004) have been found to be associated with Internet addiction" (Cited: Kuss, Griffiths, Binder, 2013).

According to Griffiths (1999, 2000a) many of the excessive users were not 'Internet addicts', but just used the Internet excessively as a medium to fuel their other addictions.

The dominant view, which indirectly resulted in the APA's choice to favor the term "Internet Gaming Disorder" and reject "Internet addiction", is that a gaming addict is not addicted to the Internet per se but simply uses it as a medium to engage in the chosen behavior (Cited: Griffiths, Kuss, Billieux, Pontes, 2016).

According to Pornsakulvanich, Internet addiction among Thai college students was affected by their underlying characteristics or dispositions and the amount and types of Internet use. College students who were lonely believed their lives controlled by others, and spent considerable time on the Internet, particularly using instant messaging/chat rooms, and were more likely to develop Internet-addicted behaviors (Pornsakulvanich).

Anyway, excessive use of internet causes some problems on us. "Beard and Wolf have defined pathological internet use as the "overuse" causing problems to the individual over domestic, work, school, social or psychological life" (Beard, Wolf, 2001). Young (1996) found that serious relationship problems were reported by %53 of Internet addicts surveyed. Marriages, dating relationships, parent-child relationships, and close friendships have been noted to be seriously disrupted by "net binges." Patients will gradually spend less time with people in their lives in exchange for solitary time in front of a computer (Barber, 1997, Cited: Young, 1999, Cited: (Kuss, Griffiths, 2012).

Researches have shown that 50% of internet addicts have other psychological disorders (cited: Arisoy, 2009), most common of them are drug addiction (%38), mood disorder(%33), anxiety disorder(%10), psychotic disorder (%14), depression or dysthymia (%25). Also it is found out that, %38 of these individuals have other addictions such as compulsive shopping (%19), gambling (%10), pyromania (%10) and compulsive sex addiction(%10). Some of these individuals display borderline, narcissistic and anti social personality disorder symptoms and especially those who have previously shown various impulse disorders seem to be more likely to display pathological and excessive use of internet (Odabaşioğlu et al, 2007). According to a research conducted in Turkey, hyperactivity, social phobias, depression trigger risky internet use has been observed especially common in teenagers (Gönül, 2002).

The Internet has been touted as a premiere educational tool driving schools to integrate Internet services among their classroom environments. However, one survey revealed that eighty-six percent of responding teachers, librarians, and computer coordinators believe that Internet usage by children does not improve performance (Barber, 1997, Cited: Young, 1999, Cited: (Kuss, Griffiths, 2012).

The activity of play has been ever present in human history and the Internet has emerged as a playground increasingly populated by gamers. Game is not only a play but also an enjoyable pastime activity, it is a social activity as well. A minority of Internet game players experience symptoms traditionally associated with substance-related addictions, including mood modification, tolerance and salience (Kuss, Griffiths, 2012).

Especially in children games not only can create an addiction, but also can be harmful because of their contents. Some of the games are objectionable because of their violent content. Some of them have issues as drug smuggling, bank robbery, war, murder or terror. Also some of them contains sexual contents. For these reason play of these kind of games are objectionable for children under 18.

In the light of this literature, it is clearly seen that how internet addiction can destroy an individual's life. It is important to know more about students' virtual life existing with internet or digital games. So that we can take the reins on control them.

2. AIM

The main purpose of this study is; to indicate internet usage problem and aim of using internet of children that study in primary, secondary and high schools and to make some evaluations with respect to obtained data.

3. METHOD

3.1. Study Groups

This research is a survey and also contains some questions for gain qualitative responses from children at the end of scale. 57 children from primary school (n=57) and 50 students from several grades of secondary schools (n=50) and 188 students from high school (n=188) both from governmental and private schools' students live in Trabzon/Turkey constitute this research's study group.

3.2. Data Collection

In the study, for collecting data firstly literature search was conducted. By taking help from the obtained data in consequence of the literature search, a scale (interview form) has been improved by the examiner for apply to the study group. For collection of data about internet addiction cases of the students, an interview form consists of 13 questions with three answer options improved by Modiri (2016), has been used. The answer options have been determined as "Yes", "No" and "Sometimes". The scale also contained 4 questions for gain qualitative responses from children at the end of scale.

3.3. Analysis of Data

Firstly the data have been obtained from application of internet addiction scale (interview form), have been put into the process of analysis. For examining of the study group answers, descriptive frequency measurements have been done by SPSS and tables have been formed. Secondly quantitative responses analysed and tabled.

4. FINDINGS

4.1. Examining of Internet Addiction Cases According to the Topics

In this section, the tables took place giving the measurement results towards describing study groups and their answers frequented and interpreted. Also their qualitative responses to the topics had been shown on the tables.

Gardes	frequency	percent	valid percent
Grade 4 (Primary School)	57	19,3	19,3
Grade 6 (Secondary School)	23	7,8	7,8
Grade 7 (Secondary School)	13	4,4	4,4

Grade 8 (Secondary School)	14	4,7	4,7
Grade 9 (High School)	188	63,7	63,7
Total	295	100,0	100,0

Table 1: Description of Study Groups as Regard as Their Grades

In table 1; we can see that **%19.3** of the students study in Grade 4 (primary Schools), **%16.9** study in Grades 6-7-8 (secondary schools) and **%63.7** of the students study in Grade 9 (high schools).

Ages	frequency	percent	valid percent
8-10	57	19,3	19,3
11-13	42	14,2	14,2
14-16	196	66,4	66,4
Total	295	100,0	100,0

Table 2: Description of Study Groups as Regard as Their Ages

In table 2; It is seen on the table that **%19.3** of the students are in ages between 8-10, **%14.2** of the students are between 11-13 and **%66.4** of them are in the ages between 14-16.

Schools	frequency	percent	valid percent
Governmental Primary School	15	5,1	5,1
Private Primary School	42	14,2	14,2
Governmental Secondary School	50	16,9	16,9
Governmental High School	39	13,2	13,2
Vocational High School	104	35,3	35,3
Private High School	45	15,3	15,3
Total	295	100,0	100,0

Table 3: Description of Study Groups as Regard as Their Schools

In table 3; we can see that **%19.3** of the students study in primary Schools, **%16.9** study in secondary schools and **%63.7** of the students study in high schools.

Sex	frequency	percent	valid percent
Female	96	32,5	32,5
Male	199	67,5	67,5
Total	295	100,0	100,0

Table 4: Description of Study Groups as Regard as Their Gender

In table 4; It is seen that **%32.5** of the students are female and **%67.5** of the students are male.

Topics	Options	frequency	percent	valid percent
1. Internet is indispensable in my life.	Yes	82	27,8	27,8
	No	80	27,1	27,1
	Sometimes	133	45,1	45,1
	Total	295	100,0	100,0
2. Some nights I don't sleep enough because of internet or digital games.	Yes	24	8,1	8,1
	No	195	66,1	66,1
	Sometimes	76	25,8	25,8
	Total	295	100,0	100,0
3. I sometimes hamstring my responsibilities because of internet or digital games.	Yes	24	8,1	8,1
	No	168	56,9	56,9
	Sometimes	103	34,9	34,9
	Total	295	100,0	100,0

Table 5: The Description of Study Groups' Answers Towards Topics 1-3

In table 5, we see the answers of the students to the topics 1-3 with three answer options. In topic 1 we can say that most of the students (**%72.9**) indicate that internet is indispensable in their lives. From the answers for topic 2, we can understand that few of the students (**%33.9**) stay sleepless because of the internet or digital games. From the answers for topic 3, we can see that approximately half of the students (**%43**) may hamstring their responsibilities because of internet or digital games.

Topics	Options	frequency	percent	valid percent
4. I sometimes postpone my responsibilities because of internet/digital games.	Yes	36	12,2	12,2
	No	165	55,9	55,9
	Sometimes	94	31,9	31,9
	Total	295	100,0	100,0
5. I feel myself alone or uneasy when I couldn't access to the internet.	Yes	49	16,6	16,6
	No	179	60,7	60,7
	Sometimes	67	22,7	22,7
	Total	295	100,0	100,0
6. I feel myself angry if internet went out or got slow.	Yes	90	30,5	30,5
	No	124	42,0	42,0
	Sometimes	81	27,5	27,5
	Total	295	100,0	100,0

Table 6: The Description of Study Groups' Answers Towards Topics 4-6

In table 6, we see the answers of the students to the topics 4-6 with three answer options. In topic 4 we can see that approximately half of the students (**%44.1**) may postpone their responsibilities because of internet or digital games. From the answers for topic 5, we can understand that (**%39.3**) of the students feel themselves alone or uneasy in the case of

inability to access to the internet. From the answers for topic 6, we can see that most of the students (**%58**) indicate that they feel themselves angry if the internet went out or got slow.

Topics	Options	frequency	percent	valid percent
7.I spend less time with my family because of internet or digital games.	Yes	25	8,5	8,5
	No	207	70,2	70,2
	Sometimes	63	21,4	21,4
	Total	295	100,0	100,0
8. I prefer communicate with my friends via internet chat rather than meeting face to face.	Yes	20	6,8	6,8
	No	179	60,7	60,7
	Sometimes	96	32,5	32,5
	Total	295	100,0	100,0
9.Internet is my best friend.	Yes	15	5,1	5,1
	No	204	69,2	69,2
	Sometimes	76	25,8	25,8
	Total	295	100,0	100,0

Table 7: The Description of Study Groups' Answers Towards Topics 7-9

In table 7, we see the answers of the students to the topics 7-9 with three answer options. In topic 7 we can see that few of the students (**%29.9**) spend less time with their family because of internet or digital games. From the answers for topic 8, we can understand that (**%39.3**) of the students prefer to communicate with their friends via internet chat rather than meeting them face to face. From the answers for topic 9, we can say that few of the students (**%27.9**) described the internet as their best friend.

Topics	Options	frequency	percent	valid percent
10.I prefer to play digital games instead of do other things.	Yes	62	21,0	21,0
	No	140	47,5	47,5
	Sometimes	93	31,5	31,5
	Total	295	100,0	100,0
11. I do internet surf with my mobile during the lessons at school, I do chat with my friends and share somethings.	Yes	15	5,1	5,1
	No	258	87,5	87,5
	Sometimes	22	7,5	7,5
	Total	295	100,0	100,0

Table 8: The Description of Study Groups' Answers Towards Topics 10-11

In table 8, we see the answers of the students to the topics 10-11 with three answer options. In topic 10 we can see that more than half of the students (**%52.5**) preferred to play digital games instead of do other things. From the answers for topic 11, we can understand that few of the students (**%12.6**)do internet surf with their mobile during the lessons at school, or do do chat with their friends and share somethings.

Topics	Options	frequency	percent	valid percent
12.I play games via my tablet or mobile during the lessons at school.	Yes	6	2,0	2,0
	No	269	91,2	91,2
	Sometimes	20	6,8	6,8
	Total	295	100,0	100,0
13. I can do the things that I can't do in the real life or I can say the things that I can't say in the real life by way of internet.	Yes	52	17,6	17,6
	No	173	58,6	58,6
	Sometimes	70	23,7	23,7
	Total	295	100,0	100,0

Table 9: The Description of Study Groups' Answers Towards Topics 12-13

In table 9, we see the answers of the students to the topics 12-13 with three answer options. In topic 12 we can see that few of the students (**%8.8**) play games via tablet or mobile during the lessons at school. From the answers for topic 13, we can understand that (**%41.3**) of the students can do the things that they can't do in the real life or they can say the things that they can't say in the real life by way of internet.

Topics	Options	frequency	percent	valid percent
15.I spendhours every day on internet surfing or playing digital games.	Less than 1 hour	128	43,4	43,4
	1-2 hours	108	36,6	36,6
	3-4 hours	38	12,9	12,9
	5 hours	8	2,7	2,7
	More than 5 hours	13	4,4	4,4
	Total	295	100,0	100,0

Table 10: The Description of Study Groups' Answers Towards Topic 15

In table 10, we see the answers of the students to the topic 15 with five answer options. From the answers we can see that most of the students (**%80**) spend one or two hours every day on internet or play digital games. Also we can understand that (**%20**) of the students access to internet or play digital games more than 3 hours in a day.

4.2. Qualitative Questions- Qualitative Responses

Question 14	Question 16	Question 17
I use internet for..... a) Talking to my friends b) follow the agenda c)Share on social networking sites as facebook d)For gain more friends e) For playing games f) To reach the recourses / to do	Which games you play more on internet via your tablet or mobile?	İnternette en çok hangi sitelerde zaman geçirirsiniz?

homeworks		
g) For other reasons		

Table11: The Qualitative questions

Grades/Schools	Mostly Indicates (to less)	Other Reasons
Grade 4 Governmental Primary School	f	To do researches
Grade 4 Private Primary School	f/ e/ a	Watching movies Listening to music To do researches
Grade 6 Governmental Secondary School	f/ e/ a/c	For gain information Watching movies Listening to music Watching documentary Watching serials
Grade 7 Governmental Secondary School	f/ e/ a	Watching movies Listening to music Watching documentary
Grade 8 Governmental Secondary School	f/a / c /e	Listening to music
Grade 9 Vocational High School	f/a / c /e	To do researches To download computer programmes Watching movies To watch magazine pages To watch cartoon
Grade 9 Governmental High School	f/a / c /e	-
Grade 9 Private High School	a/ f/ c/ b/ e	Watching movies Watching serials Edult movies To do researches Listening to music For follow the fan groups Reading e- books

Table 12: The Study Groups' Answers Towards Question 14

In table 12, we see the answers of the students to the topic 14 with seven answer options. We can understand from the table that students in primary school (Grade 4 Governmental School) use the internet mostly for reach to the recourses or to do homeworks. And also they use internet for their researches.

In primary school (Grade 4 Private school) students use the internet mostly for reach to the recourses or to do homeworks, playing games, talking to the friends and also for their researches, watching movies or listening to music.

We can see from the table that in socandary school (grades 6 Governmental School) students use the internet mostly for reach to the recourses or to do homeworks, playing games, talking to the friends, and Share on social networking sites as facebook. And also they use internet for gain information, watching movies, listening to music, watching documentary, watching serials.

Its seen on the table that in socandary school (grades 7 Governmental School) students use the internet mostly for reach to the recourses or to do homeworks, playing games, talking to the friends. And also they use internet for watching movies, listening to music and watching documentary.

We can understand from the table that in socandary school (grades 8 Governmental School) students use the internet mostly for reach to the recourses or to do homeworks, talking to the friends, Share on social networking sites as facebook and playing games. And also they use internet for listen to music.

In High school (Grade 9 Vocational High school) students use the internet mostly for reach to the recourses or to do homeworks, talking to the friends, Share on social networking sites as facebook and playing games. And also for their researches, watching movies, to download computer programes, to watch magazine pages and to watch cartoon.

We can understand from the table that in High school (Grade 9 Governmental High school) students use the internet mostly for reach to the recourses or to do homeworks, talking to the friends, Share on social networking sites as facebook and playing games.

Its seen on the table that in High school (Grade 9 Private High school) students use the internet mostly for talk to the friends, reach to the recourses or do homeworks, share on social networking sites as facebook, follow the agenda and playing games. And also they use internet for watching movies, listening to music and watching documentary. And also they use internet for their researches, watchingedult movies, Watching serials, listenning to music, follow the fan groups and to read e- books.

Grades/Schools	The games they play
Grade 4 Governmental Primary School	Satral- Yapboz - Barbi – Ateş su - Kral oyunları - Skor oyunları Kız oyunları - Kral oyunları - GTA5- Counter- NF9 Giydirme - Yemek yapma- Barbi- Ejderha- Milyonlar Temple Run –Subway surfers - Konuşan Tom- I Angela Talking Tom - Dream league soccer- kantır - Milyonlar
Grade 4 Private Primary School	Stacdoll - Mine Craft – Barbie - LPS your world - Criminal Case Hungry Shark- Class of Dance - Real Racing 3 - Hay Day- Lubly Short Star Girl - Kantır – GT1- Fun run- Furby Boom- Jet pack My Dolphin show - Piano Tiles - Clash of Clans- GTA5 - Cooking mama- Hayday - My little pony video - LPS your world- Temple run- Angry Birds First Blood – Agario - FIFA 15- Sniper Fury - Need for speed - FIFA 14 - Bulmaca – Hocspoht- Bus rush- Subway Surf- Lego Scooby doo - Monster high - Hungry Shark- Lego- İkili Çatışma - Futeral oyunlar - moy 4- Macaralli- Futbol oyunu - araba oyunu - inşaatçılık oyunu - Dont touch the spike - family guy- Starwars – Talking Tom- Duo Lingo- Hayday- Yemek yapmaca - Kelime bulmaca - kelime avı - Gece savaşılar - mortal combat - Responsible- Marya oyunları

<p>Grade 6 Governmental Secondary School</p>	<p>Minecraft - Maç oyunu - Dead trigger 1 ve 2 - First score - Megapolis- Stardoll - Coco girl - Top eleven - Champ man - Temple run - Vegas gangster - Subway surf – NSS - Dragon manio - First blood- GTA - Dragon city - Kafa topu - Eğitici mario - Panter kaleci - Assinscred ASPARolt8 - Kim milyoner olmak ister - Clash of clans - FIFA 2015 - Fifa 2016- Sim city- Mortal combat – Blur - Dragon mania - Wolf team – Agario- Metin iki - Talking Tom2 – Counter - Candy crash - Dream ligue- MTA- Shadow fight 2- Lol - Bus rush - İslami bilgi oyunu - League of legends - Knight online - Pro evaluation soccer</p>
<p>Grade 7 Governmental Secondary School</p>	<p>Monster legends - Shadow fight - Dragon city - Pako car - FIFA15 Real racing 3 - Wolf team - Point Blank - Dream league soccer Araba oyunu - Bil ve fethet - Mutans Gencaly - Euro football - Parking 3D silah oyunu - First blood - Lol - Cm16 - Stupid zombi - Street fighter 2 Mutans genetic gloadies - GTA</p>
<p>Grade 8 Governmental Secondary School</p>	<p>Subway surf - Temple run - Araba yarışı - Adam asmaca - Hayaday Wolfteam - MTA - GTA5 - Boom beach – Tom – PUO - My angela Criminal case - Car driver 3 - Bil ve fethet - Kafa topu - Score Hero Clash of clans - kantır</p>
<p>Grade 9 Vocational High School</p>	<p>Savaş - City car park - Clash of clash - Monster saga - Park oyunu Masa tenisi - Score star - Subway surf - Boom beach - Dragon munia Clash of kings - Legues of legends – Rappelz - Race racina - Top eleven Fifa 2015 - Dota 2 - Paramanya - Yarış oyunları - Enstrüman çalmak Firts blood - GTA 4 - vica city - Blue fethed- Redline atmaca - Futbol - Basket - Zeka - Pontus sağa – sonvayvia - Metin 2 - Wolf team - Pes 2013 - Mortal combat - Counter-strike - Strateji oyunları - Asphalt 8 - Pool live tour - Euro truch similator - Okey - NSS – Aksiyon - Macera - Araba - Clash of clans – Dr. Driving - Hounds test hope - Score hero - Game of thoens - Left 4 dead 2 - Silah oyunu - LOL - Hungry shurk - Vegas gangsteri - Mine craft - Dream soccer futbol) - MTA2 - Bulmaca - CM15 - Candy crush - Temple run - Of road 4x4 - Hapis - Fight</p>

<p>Grade 9 Governmental High School</p>	<p>Shadow fight – Rust – Fear Factors- Pes - Vector - Zig zag - Pou Giydirme oyunları - Mario oyunları - Bal Bal Bal - Clash of clans Reel steel - Silk road - Six guns - My Tom - Hop Hop - Angry birds Dungeaon Hunter 5 - Mortal combat - FIFA 16 - Word hard game Savaş oyunu - Zeka oyunu - Macera oyunu – Football - Candy crash sogo Call of duty - Asphalt 8 - Boom beach - Survival craft - Agario - Minecraft GTA 5 - The witches - Hafiza - Subway surfers - Vegas gangster World of tanks - Top eleven - Eternal arena - Temple run League of legends - Smite - Metal gear solid 5:phantom pain - LOL Cs: Go - Mount and Blade Worbond - Wolf team</p>
<p>Grade 9 Private High School</p>	<p>Scere hero - FTS 15 - Canty crash sogo – DAC - Football manager 14 Clash of clans - League of legends - Counter strike - Call of duty FIFA 16 - NBA - Mortal combat - Twitch - LOL - Mine craft Don't starve - Metin2 - Pes 16 - Nova 3 - Batak - Piano tiles2 - GTA5 Point blank - Real racing 3 – NFS - Wolfteam - CS:go - Soccer manager</p>

Table 13: The Study Groups' Answers Towards Question 16

On the table 13, we can see the internet/Digital games that are popular among children at schools.

Grades/Schools	The websites they spend time in internet
<p>Grade 4 Governmental Primary School</p>	<p>Facebook- Hablea- Game sites- Google - Instagram- watsap- Tango- Morpa kampus</p>
<p>Grade 4 Private Primary School</p>	<p>Game sites – Doctor games- Trial Tests - Google translate - Google - Safari - Morpa Kampüs – Youtube Facebook –Snapchat – MSN – Watsap - Google Play Store Game Score- Book sites – Instagram - itiraf.com - Friv Kral Oyun – Vikipedie – News sites - 3D Games</p>
<p>Grade 6 Governmental Secondary School</p>	<p>Facebook - Youtube - Google - Twitter - Play store - Apss store Instagram - News61 - e-ödev – watsap - e-okul – games- Eba Islamic info - Morpa kampus</p>
<p>Grade 7 Governmental</p>	<p>3D games - 3D players - Youtube - Facebook - Twitter - Google</p>

Secondary School	Watsap - EBA
Grade 8 Governmental Secondary School	Tonguç akademi - e-ödev - facebook - youtube - oyungemisi.com
Grade 9 Vocational High School	Facebook - Youtube - Google - instegram – twitter - fanatik News- magazine – watsap - mynet - Habertürk - Trial test - steam Homework pages - snapchat – swarm - mesenger - music sites tanguç akademi – game sites - movie sites
Grade 9 Governmental High School	Facebook - Youtube - skype – Puzzlefunsab - Watsap - whatpad Snapchat - news61 - acun.com – vikipedie - instegram - twitter Ask fan - Google translate – jogame - Messenger News – games – Webtekno - Play store - Google
Grade 9 Private High School	Facebook - İnstegram - Onedio - Hi penpal – spodify – Homework sites Watsap - Ekşi sözlük – Youtube – vine – Movie sites - Twitter - Snapchat - Google - Instagram - Twich - Vikipedie - News – BSC – Transfermarkt – lesson notes – Trial tests – Story Sites – News 61- Games

Table 14: The Study Groups' Answers Towards Question 17

On the table 14, we see the internet websites that are popular among children.

5. Conclusion

Findings of the study related generally description of the study group students show that **%19.3** of the the students study in Grade 4 (primary Schools), **%16.9** study in Grades 6-7-8 (secondary schools) and **%63.7** of the students study in Grade 9 (high schools) and also **%19.3** of the students are in ages between 8-10, **%14.2** of the students are between 11-13 and **%66.4** of them are in the ages between 14-16. As regard as gender It is seen that **%32.5** of the study group are female and **%67.5** of the students are male.

In point of evaluation of the scale towards description of the students' problematic internet use or internet addiction cases; from the analysis of topics1-3 we understood that most of the students (**%72.9**) indicate that internet is indispensable in their lives. Also we see that few of the students (**%33.9**) stay sleepless because of the internet or digital games. From the answers for topic 3, we can understand that approximately half of the students (**%43**) may hamstringing their responsibilities because of the web or digital games.

From the description of study groups' answers towards topics 4-6 we see that approximately half of the students (**%44.1**) may postpone their responsibilities because of internet or digital games. From the answers for topic 5, we can anderstand that (**%39.3**) of the students feel themselves alone or uneasy in the case of inability to access to the internet.

From the answers for topic 6, we can see that most of the students (**%58**) indicate that they feel themselves angry if the internet went out or got slow.

Analysis towards description of the study group towards topics 7-9 shows that few of the students (**%29.9**) spend less time with their family because of internet or digital games. From the answers for topic 8, we can understand that (**%39.3**) of the students prefer to communicate with their friends via internet chat rather than meeting them face to face. From the answers for topic 9, we can say that few of the students (**%27.9**) described the internet as their best friend.

From the description of study groups' answers towards topics 10-11 we see that more than half of the students (**%52.5**) preferred to play digital games instead of do other things. From the answers for topic 11, we can understand that few of the students (**%12.6**) do internet surf with their mobile during the lessons at school, or do chat with their friends and share somethings.

Analysis towards description of the study group towards topics 12-13 shows that few of the students (**%8.8**) play games via tablet or mobile during the lessons at school. From the answers for topic 13, we can understand that (**%41.3**) of the students can do the things that they can't do in the real life or they can say the things that they can't say in the real life by way of internet.

From the description of study groups' answers towards topic 15 we see that most of the students (**%80**) spend one or two hours every day on internet or play digital games. Also we find out that (**%20**) of the students access to internet or play digital games more than 3 hours in a day. Also **%4.4** of the students indicate that they access to the internet or play digital games more than 5 hours in a day.

Other analysis show that In primary school (Grade 4 Private school) students use the internet mostly for reach to the recourses or to do homeworks, playing games, talking to the friends and also for their researches, watching movies or listening to music.

In socandary school (grades 6 Governmental School) students use the internet mostly for reach to the recourses or to do homeworks, playing games, talking to the friends, and Share on social networking sites as facebook. And also they use internet for gain information, watching movies, listening to music, watching documentary, watching serials.

In socandary school (grades 7 Governmental School) students use the internet mostly for reach to the recourses or to do homeworks, playing games, talking to the friends. And also they use internet for watching movies, listening to music and watching documentary.

Also In socandary school (grades 8 Governmental School) students use the internet mostly for reach to the recourses or to do homeworks, talking to the friends, Share on social networking sites as facebook and playing games. And also they use internet for listen to music.

In High school (Grade 9 Vocational High school) students use the internet mostly for reach to the recourses or to do homeworks, talking to the friends, Share on social networking sites as facebook and playing games. And also for their researches, watching movies, to download computer programes, to watch magazine pages and to watch cartoon.

In High school (Grade 9 Governmental High school) students use the internet mostly for reach to the recourses or to do homeworks, talking to the friends, Share on social networking sites as facebook and playing games.

Also in High school (Grade 9 Private High school) students use the internet mostly for talk to the friends, reach to the recourses or do homeworks, share on social networking sites as facebook, follow the agenda and playing games. And also they use internet for watching movies, listening to music and watching documentary. And also they use internet for their researches, watchingedult movies, Watching serials, listenning to music, follow the fan groups and to read e- books.

On table 13 we see a long list of games that students play in digital environments. Some of these games are objectionable because of their violent content. Some of them have issues as drug smuggling, bank robbery, war, murder or terror. Also some of them contains sexual contents. For these reason play of these kind of games are objectionable for children under 18. There are some objectionable names of the games from the list that students in different grades and ages play:

Grade 4 Governmental Primary School (age 8-10) : GTA5- Counter strike

Grade 4 Private Primary School (age 8-10) : GTA5- Counter strike – Payday - First Blood - Sniper Fury - Çatışma İkili - mortal combat

Grade 6 Governmental Secondary School (age 11-13): Vegas gangster - First blood- GTA assassincred - Mortal combat - Wolf team –Metin iki - Counter strike - MTA- Shadow fight 2 - League of legends

Grade 7 Governmental Secondary School (age 11-13):Shadow fight - Wolf team - Point Blank
3D silah oyunu - First blood - Lol - Street fighter 2 – GTA

Grade 8 Governmental Secondary School (age 11-13):Wolfteam - MTA - GTA5 - Counter Strike

Grade 9 Vocational High School (age 14-16):Legues of legends - Dota 2 - Firts blood - GTA4
vice city - Wolf team - Vegas gangster - MTA2 – Fight

Grade 9 Governmental High School (age 14-16):Shadow fight – Rust – Fear Factors - Vector
Six guns - mortal combat - Fight - Call of duty - GTA 5 - The witches - Vegas gangster - World of tanks League of legends - Metal gear solid 5 – LOL - Cs Go - Mount and Blade Worbond
Wolf team

Grade 9 Private High School (age 14-16):DAC - League of legends - Counter strike - Call of duty
Mortal combat - LOL - Don't starve - Metin2 - Nova 3 - GTA5 - Point blank - Wolfteam - CS: go

On the last table we can see the list of most popular websites among study group students. From the analyzing of the list we can see that in primary school, the students of private schools use internet more affectively and they are more familiar with different sites. they use mostly social networking sites, search sites, game sites, chat sites and some sites for do homeworks.

In secondary school we see that aim of the students in internet use is similliar with the primary school but especially youtube is getting more popular among them.

In high school its seen that news sites, music sites, translations sites and sites for trial test sites for prepration to the university entrance exam are added.

From these results, we can understand that how internet important in children's lives. Most of them describe internet as indispensable in their lives and they may hamstring or postpone their responsibilities because of that. Also most of the children indicate that they

feel themselves angry if the internet went out or got slow. It shows signals of addiction. Many of them indicates they feel alone or uneasy in the case of inability to access to the internet and also they prefer to communicate with their friends via internet chat rather than meeting them face to face. These answers also can be a clue of existence psychological problems and unsociality. Most of the students preferred to play digital games instead of do other things. Few of them do internet surf with their mobile during the lessons at school, or do do chat with their friends and share somethings. It may stem from the fact that tablet or mobile phones are forbidden at school. Many of the students indicate that they can do the things that they can't do in the real life or they can say the things that they can't say in the real life by way of internet. It shows that virtual life courage them to do wrong things.

From the findings of the study we can understand that %20 of the students use internet more than 3 hours a day and also %4.4 of them use it more than 5 hours a day. It shows that they tend to be addicted to internet or they already are.

It is understood from the findings that most of children use internet for good reasons as do homeworks, chat to their friends, listening music, share on social network sites, etc. If they could control the time they have been accessed, it seems no problem. However according to the Barber (1997), Internet usage by children does not improve performance.

According to (Kuss, Griffiths, 2012) Game is not only a play but also an enjoyable pastime activity, it is a social activity as well. But some of these games are objectionable because of their violent content. Some of them have issues as drug smuggling, bank robbery, war, murder or terror. Also some of them contains sexual contents. For these reason play of these kind of games are objectionable for children under 18.

From the results of the study we can understand that children studying in the primary, secondary and high schools are tend to over use the internet and digital games. For avoid of internet addiction and it's symptoms, constantly control of the families and teachers at school recommended. Children had better to use internet and play games under control of their parents.

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ICT – NECESSITY OR CHALLENGE IN THE CLASSROOM

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Abstract

In the past decades the educational system in the Republic of Macedonia faces a large number of reforms, striving to enable the usage of the ICT as an effective educational tool.

In order to achieve successful implementation, this educational concept should include several different aspects, starting with implementation of adequate systematic reforms which will enable participation and competitiveness in the modern European education, and implementation of the innovative teaching through encouraging creativity of the teachers and enhancing their digital competences, in order to establish a virtual classroom, where students become active creators, users and evaluators of the educational content, and learning opportunities are transferred outside the classroom.

The first important aspect to be considered in order to allow the application of ICT as an effective educational tool, is implementing an effective monitoring system that will ensure the collection, analysis and evaluation of the performance and the implementation of ICT in the education, and will enable making realistic assessment of the performance of ICT in education in terms of introducing innovations in the teaching process and encouraging the professional development of teachers and their digital competences.

The second aspect concerns the new role imposed on teachers with modern education systems primarily for their willingness and openness to change, especially to changes in areas such as computer science and its applications, which are the most dynamic and the most revolutionary.

Key words: ICT, virtual classroom, innovative teaching, digital competences

Introduction

“At every crossway on the road that leads to the future, each progressive spirit is opposed by a thousand men assigned to guard the past.” - Maurice Maeterlinck

We live in a society where accessibility, searching and processing information into knowledge, are a very important factor not only for the professional development and social life of the individuals, but also as an influential factor that determines overall social and economic development of the states. Daily, increasing implementation of the information technology in all areas of the social life, highlights a new social phenomenon that redefined the terms society and information society in the so-called knowledge society. According to Hargreaves (2003) "knowledge-based society has three dimensions: the first dimension refers to the scientific, technical and educational spheres, the second focuses on the complex ways of processing and circulation of knowledge and information as well as their application in the economy and the third dimension refers to changes in global terms, aimed at continuous innovation in the production, distribution services, the creation of systems and cultures that increase opportunities for spontaneous learning. "In this context, education is the main generator of scientific, technological and social development in the knowledge-based society and its main objective is the successful integration of the individuals in such a society where knowledge is the main resource. Therefore the educational policies of modern educational systems around the world that are under constant pressure for structural reforms, are aimed at

finding strategies for effective application of new information technologies, which will enable students and teaching staff to gain knowledge and skills for the 21st century. This process started in the early 90's of last century will continue with undiminished intensity and dynamics in the future. Back in 1998, the UNESCO²⁰⁵ report, identifies radical implications in traditional teaching as a result of the application of new technologies and the need for transformation of the educational process. In this regard, educational institutions should take the lead in the transformation of education and to face the challenge of training a new generation of teachers who will be responsible for the effective use of new learning methodologies and their effective implementation in teaching practice. In resolving this complex task, which involves the supply of resources, expertise and careful planning several aspects should be taken into account:

- Current technology trends and determining their impact and implications in the education globally, worldwide
- Scientific knowledge about learning styles and their importance in creating an environment for active learning where students are at the center of the teaching practice
- Clearly defined standards of the teacher's digital competences in line with international standards
- Implementation of strategies for professional development and lifelong learning of the teachers
- Providing and maintaining technical conditions for successful integration of ICT in the teaching process

The significance of ICT in education

Information and communication technology-ICT has an important role and influence on all aspects of professional and private life not only of each individual, but of whole society, to the extent that ICT has grown into a major generator and catalyst of social change in modern social life. The education is one of the social areas in which these changes are perhaps the clearest, most dynamic and affecting all its aspects starting on the working conditions, communication, exchange and access to information, to changes in teaching methods, ways of learning, methodological approaches the realization of the teaching practice, professional development of the teachers, scientific research. In this context, the focus of this article is given on the role and impact of ICT in education, in terms of expectations, limitations and key challenges for the integration of ICT in education systems in order to provide quality education based on constructivism, as a modern learning paradigm that applies to teachers, students and the teaching process. Thus, in its research, Kozma(2005) identifies "three important aspects regarding the impact of ICT in education": the impact of ICT on the adoption of knowledge, skills and achievements of the students, development of digital skills and continuing professional development of the teachers and the influence of ICT in order to increase the innovation of the educational process. In this contemporary classroom management, the impact of ICT should be considered from several aspects, from the perspective of all stakeholders and actors in the educational process: students, teachers, curricula and content, as well as the context in which these factors are integrated with each other.

²⁰⁵“*The Key Competences for Lifelong Learning – A European Framework*”, annex of a Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning in the Official Journal of the European Union on 30 December 2006/L394. (retrived from [link](#) on 20.06.2016)

The impact of ICT in enhancing the possibilities of application different methodological approaches in the teaching practice, as well the impact of ICT in improving the quality and overall educational process, consider several different aspects:

- Researching approach in the learning process, which main characteristics are: learning and teaching through problem solving and project learning;
- Entrepreneurial approach in the process of learning by which students acquire, assimilate, and organize newly formed knowledge with pre-existing;
- Psychological approach to teaching that is characterized by encouraging creativity and directing the individual interests of students in a particular area;
- Game-based learning-GBL as an instructional method that incorporates educational content or learning principles into games with the goal of engaging learners/students, and getting them to challenge themselves in order to motivate them to learn better.
- Active communication characterized by learning through debate, confrontation of different views and opinions and experiential learning;

The impact of ICT on the professional development and digital competences of the teachers

Amid growing digitalization not only in the education but in all other segments of the social life in the modern societies, the teachers have a new role of so-called "reflexive professionals". This means that the teachers should have the ability for identifying and isolating the complex problem situations in the teaching process, the ability to test the assumptions for solving these situations and in that context the ability for quickly adjustment and reflection of their actions. Considering that the improvement of the educational process is possible only if teachers are open to constant changes, that need time to develop sensitivity, learning and self-reflection, developing communication and social skills, developing the ability to plan and exchange experiences with other colleagues, in western European educational systems are developed educational policies and recommendations that will produce conditions for effective long-term professional development of the teachers¹²⁰⁶. In the study for the permanent professional development of the teachers in the European Union "In-service Teacher Training in EU and EFTA Countries"¹²⁰⁷, the goals are divided into three categories: personal and professional development of the teachers, improving the quality of the educational systems and knowledge about social and environmental surroundings which refers to the improvement of the interaction between the education and the society. The report "Development of key competencies in schools in Europe: Challenges and Opportunities Policy"¹²⁰⁸, at EU level are defined eight key competencies that represent combination of knowledge, skills, and attitudes that are considered necessary for professional development, actively Civil Page, social inclusion and employment:

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical competence and basic competences in science and technology
- Digital competence

²⁰⁶European Commission/EACEA/Eurydice, 1989. *In-service Teacher Training in EU and EFTA Countries*. Eurydice Report. Luxembourg: Publications Office of the European Union.

²⁰⁷European Commission/EACEA/Eurydice, 2012. *Developing Key Competences at School in Europe: Challenges and Opportunities for Policy*. Eurydice Report. Luxembourg: Publications Office of the European Union.

²⁰⁸<http://www.iste.org/standards/standards/iste-standards>

- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

Digital competences are one of eight key competences for lifelong education that has been established by the European Union in order to allow successfully meeting of the challenges for global economic development and knowledge-based society. Digital competences in a broad sense refers to training for safe and critical use of information and communication technology in private and professional environment. In a narrow sense, the digital competence means possessing basic skills for using information technology for finding, assessment, storage, creation, displaying and exchanging information through Internet communication. In this sense the five basic digital skills are related to:

- Recognizing the need for quality information
- Finding and gathering information
- Analysis and evaluation of information
- Application (storage, creation and display) of information
- Publication and exchanging information

Taking into account the importance and the impact of digital competences in wider social context, there is a common, widespread interest among different institutions, associations and creators of national education policies worldwide, for defining the necessary digital skills for the future, in general, broad sense, but also defining the necessary digital skills specifically for certain groups, such as teachers, students, administrators, etc. "Such efforts are aimed towards governments aiming to identify and to develop a general concept nationwide, as a necessary set of digital skills which will be implemented in educational standards at state level" OECD (2005).

- International Society for Technology in Education ISTE¹²⁰⁹ has defined standards for educational technology for students, for teachers, for computer science educators, coaches and administrators. Each standard focus on different responsibilities depending on the target group. In this context, the "National Strategy for the Development of e-content 2010-2015" of RM, provides ISTE standards for students and ISTE standards for teachers but in general, global framework
- The project "Assessment and teaching of 21st century skills"¹²¹⁰ (ATC21, 2009) created by Cisco, Intel and Microsoft focused on the implementation of new ways and methods of teaching and assessment using ICT;
- Policy Framework of UNESCO¹²¹¹ consisting of four components that relate to the digital competences of the teachers: policy and vision, technological literacy, deeper knowledge and creation of knowledge;
- The recent studies and recommendations by the European Commission regarding the creation of educational policies and implementation of standards for digital competencies in European education systems within the project DIGCOMP, are presented in the report "Framework for the development and understanding of digital

²⁰⁹<http://www.atc21s.org/about.html>

²¹⁰"UNESCO ICT Competency Framework for Teachers", United Nations Educational, Scientific and Cultural Organization 7, place de Fontenoy, 75352 PARIS 07 SP, 2011
(retrived from <http://unesdoc.unesco.org/images/0021/002134/213475e.pdf> on 10.08.2016)

²¹¹Ferrari, A.: DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe, Luxembourg: Publications Office of the European Union, 2013.(retrived from <http://ipts.jrc.ec.europa.eu/publications/pub.cfm?id=4699> on 20.06.2016)

competence"²¹². The report outlines five areas covering digital competencies: information, communication, creation of content, security, problem-solving. The report contains description and classification of the digital competences for the teachers within each of five areas of digital competences, lists with criteria, necessary knowledge, skills and attitudes, lists for self-assessment on the extent of adopted digital competencies, expected outcomes of the implementation of each digital competence as well as concrete examples of teaching practice.

Implementation of ICT in educational system of the Republic of Macedonia

Computerization of the educational system in the Republic of Macedonia in terms not only of equipping schools with equipment but also in terms of implementing adequate systemic reforms that ensure participation and competence with the modern European education systems, launched after 2002 by equipping schools with computer, preparing several strategic documents: National Program for Development of Education in the Republic of Macedonia 2005-2015, Draft program for the development of ICT in education 2005-2015, "National strategy for information society development and action plan of the republic of Macedonia 2005", "National Strategy for development of e-content 2010-2015" as well as implementation of several national projects for computerization and digitization of education:

- Project E-School realized in the period from 2003 to 2008 in cooperation with USAID as a strategic partner. In order to ensure continued support of computerization in education within this project several programs were carried out (E-school program, Macedonia connects, Primary Education Project), "which provided the installation of ICT equipment and software, and training for the teachers for integration of ICT" Hosman and Cvetanoska (2009);
- Modernization of the Education realized in the period from 2004 to 2009 was initiated and financed by the government of RM and Dutch Embassy in RM. The project was to allow schools to plan the professional development of teachers for implementing innovative methods in teaching with ICT;
- A computer for every child realized in the period from 2006 to 2012 was initiated and financed by the government of RM. The project was to provide a computer for each student in the primary and secondary schools in RM, software solutions and tools for each teaching subject, advanced digital competences among teachers and students, a national testing system for students and interactive on-line teaching Andreeva (2008).

Although such a national policy on education modernization, bring important initiatives for implementation of changes, where the use of ICT is promoted as one of the most important factors for the restructuring of the education system from the perspective of implementation of interactive and participatory methods of teaching, new educational models of teaching, and needs for continuous, lifelong learning and professional development of teachers, still the practice in schools in the Republic of Macedonia has shown the following phenomenon: lack of public, national evaluation conducted on the effect of national education policy for the computerization of the education, that would be aimed at drafting a national strategy to implement a methodology for efficient use of ICT in the educational process²¹³.

In terms of professional development of teachers, the broad concepts are governed by laws on primary and secondary education as well as "The program for professional

²¹²Zivanovic R, *Use of computers and Internet in education System PM*, 2010. Foundation Open Society Institute - Macedonia: Metamorphosis, Skopje.

²¹³World Bank. 2012. SABER – Teachers, What matters most in teacher policies (retrived from: http://siteresources.worldbank.org/EDUCATION/Resources/278200-1290520949227/SABER-Teachers-Framework-Updated_June14.2012.pdf on 12.08.2016)

development of the teachers" (as part of the "National Strategy for Education in Macedonia for 2005-2015"). In order to upgrade and improve the Teacher Professional and Career Development system, contributing in turn to higher quality instruction in the schools and higher student achievement in the schools in Republic of Macedonia, the Bureau for Development of Education initiated the project on professional and career development of teachers. The project was funded by the United States Agency for International Development-USAID and implemented by the Macedonian Civic Education Center-MCEC and in cooperation with Ministry of Education and Science, The State Education Inspectorate, National Examination Centre, municipalities and universities. Within the project, using the conceptual framework of the World Bank's systemic approach to improving education outcomes (Saber - teaching staff) 214 a comprehensive analysis²¹⁵ has been made, comprising the policies and practices for professional and career development of teachers in the European countries and the current situation in the educational system of RM related to the professional and career development of teachers.

But in terms of professional development of teachers for using ICT in teaching, the prior experiences in educational practice in the Republic of Macedonia show that teachers often voluntarily acquire their digital competences and commit their own professional development in applying ICT for improvement of the quality of teaching and facing insufficient material or technical institutional support²¹⁶. This indicates that, the professional development of teachers for using ICT in teaching in the daily teaching practice in the schools in Republics of Macedonia, has a series of disadvantages and open questions:

- Although there are general guidelines for professional and career development of teachers aimed to address the numerous challenges that are facing modern educational systems, there are no concrete guidelines for teachers' professional development for ICT in the teaching process, ie the development of digital competence of teachers according to international standardization;
- How to establish standardization of digital competence for teachers nationwide, to provide a comprehensive legal framework for professional development of digital competences of the teachers and to create financial scenarios for the proposed solutions,
- How to foster the ability and motivation of the teachers for individual acceptance, application and promotion of the technology development in order to increase their own competencies;
- To establish and implement methodological framework for ICT in teaching practice nationwide;
- To establish the methodology and criteria for conducting evaluations and assessing the degree of application of ICT in teaching practice nationwide;
- How can we effectively monitor and adapt the trends in the implementation of ICT of other, successful education systems, to the needs and specifications of our education system;
- How to put modern information technologies in order to improve the professional development of teachers.

²¹⁴Mickovska G, Kondik, V., Mitkovska, L., *Policy and Practice Analysis of the teacher professional and career development in the republics of Macedonia*, 2013. Macedonian Civic Education Center-MCEC, Skopje.

²¹⁵Ministry of Education and Science of Republic Macedonia. *National Programme for Development of Education in the Republic Macedonia 2005-2015*, page 332

²¹⁶*Key Data on Learning and Innovation through ICT at School in Europe 2011*, Education, Audiovisual and Culture Executive Agency, 2011 (retrived from: <http://eacea.ec.europa.eu/education/eurydice> on 12.08.2016)

Conclusion

Dynamic social changes as a result of the implementation of ICT are reflected in the work of educational institutions, that should provide conditions and respond to the challenge of implementing ICT as a powerful educational tool, which will give an opportunity to the teachers and the students for learning and teaching according to their individual needs and opportunities, creating conditions for inclusion and equal access in order to ensure their quality and active participation in the social life²¹⁷. Today, it becomes even unnecessary and superfluous to prove the necessity of the use of ICT in education and its enormous benefits in improving the teaching process. What has emerged, as a necessity in the modern educational systems is to devise ways, methods and programs for its effective implementation in the classrooms.

On the other hand, although ICT undoubtedly has a very important role in the implementation of global education strategy, ensuring equal opportunities and access to quality education for all, in the everyday reality the existence of a digital division between the opportunities for access and use of ICT among education systems of different countries is evident. This points to the fact that, the integration and standardization of the application of ICT at different levels and in different educational systems is one of the biggest challenges of modern educational policies. Failure to respond to this challenge will mean a further widening the gap and deepen the existing economic and social differences between developed and developing countries. In this context, is the conclusion that regardless of difficulties and challenges, education systems must adapt to the daily, revolutionary changes that the integration of ICT has made in the social life.

Given the fact that the legislation is only a conceptual framework and in the educational practice is more important materialization and implementation of defined concepts and criteria, i.e. it is essential to find ways, forms and methods that would allow actualization of the real needs of the teachers, that are in direct causal dependence of the scientific and technological achievements both locally and globally. This especially applies to the professional development of teachers and providing institutional support of the professional development of teachers, that will allow them inclusion with modern information technologies and that will consequently allow implementation of a system for categorization, evaluation and rewards for their work.

Unfortunately, in our educational practice we do not have answers to many questions related to the didactical and methodological aspects of the use of ICT in the educational process. Therefore we need studies that will be aimed at developing a national strategy in our educational system that will primarily answer the following questions:

- How to develop an individual's ability for accepting, application and promotion of new technological developments in the teaching practice?
- How to put a general education content into a development of science and technology and vocational education and technology to put into the development of the whole society?
- What methodology, criteria and principles should be used for creation of teaching materials, and how to incorporate them in teaching subjects in education?
- What is the essence and how to ensure polytechnics direction of the teaching in primary and secondary education?
- Where are the limits in the application of the achievements of modern technology in the education?

²¹⁷ Киранциска С. Алексова А. Самарциска Ј. (2007). Унапредување на наставата по математика и запознавање на околината од I до III одделени, Скопје

- How to achieve monitoring and implementation of the global educational trends, standards and criteria?

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COMPARATIVE ANALYSIS OF THE SCIENCE AND MATHEMATICS CURRICULA IN THE FIRST DEVELOPMENTAL CYCLE IN PRIMARY EDUCATION (FIRST, SECOND AND THIRD GRADE)

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Abstract

Starting from the general goal of education, which is the development of the student's competencies, the European Union explicitly systemizes the core competences of education in an adequate European framework of competencies. This framework precisely stipulates the linguistic and communicative, mathematical, scientific, social, IT, physical and artistic competencies. The scientific competencies can be developed with stimulating activities for students, such as exploring the environment, developing skills for analyzing and understanding the world around them and motivating the students to experiment. Science, as a school subject in primary school, is the foundation for developing scientific competencies. The content of this subject is a prerequisite for detecting complex and intertwined phenomena, processes and laws in nature and society.

The mathematical competencies are essential for everyday life. These competencies give the students an ability to acquire numerical skills, which they will use during their entire lives. In this regard, mathematical education should give the opportunity to develop and improve the mathematical competencies through specific actions. These actions should motivate and challenge the children to solve problems, to reason and do research work.

The subject of our research is a comparative analysis of the science and mathematics curricula for first, second, and third grade. We determined the following elements as criteria for this analysis:

- scope of the curriculum;
- organization of the teaching content;
- goals of learning;
- structure of the content.

Keywords: Curriculum, science, mathematics, comparative analysis.

The development of competencies in the students is a general goal of the education. The European Union explicitly systemizes the core competences of education in an adequate European framework of competencies. This framework precisely stipulates the linguistic and communicational, mathematical, scientific, social, IT, physical and artistic competencies. These competencies are important for the development of the students.

The scientific competencies can be developed by stimulating activities for students, such as exploring the environment, developing skills for analyzing and understanding the world around them and motivating the students to experiment.

Science, as a school subject in primary school, is the foundation for developing scientific competencies. The content of this subject is a prerequisite for detecting complex and intertwined phenomena, processes and laws in nature and society.

The mathematics competencies cover the abilities of the students to make models, solve tasks and present problems by using numbers and operations, as well as modeling forms and areas, graphic presentation of different data, taking measurements, etc. These

competencies are essential for everyday life. The practice of these operations in the process of education allows the students to develop and use them in the area of mathematics thus transforming them in permanent skills, which the children will be able to use in the everyday lives.

In this regard, mathematical education should develop and improve the mathematical competencies through specific actions. These actions should motivate and challenge the children to solve problems, to reason and do research work.

The subject of our research is a comparative analysis of the science and mathematics curricula for first, second and third grade. We determined the following as criteria for this analysis:

- scope of the curriculum;
- organization of the content;
- learning goals;
- structure of the content.

Scope of the curriculum

The subject nature and society has been an integral part of the curricula for primary education in the Republic of Macedonia since 1954. Based on the recommendations of the European Union, the Council of Europe and other international organizations, the Ministry of Education and Science suggested reforms and promoted the new concept for nine-year long primary education, which was implemented in the school year 2007/2008. With the amendments of the Law for Primary Education of the Republic in Macedonia in 2007, the subject nature and society was renamed into *introduction to the environment* and was learned in first, second and third grade. The subjects *nature* and *society* were learned in fourth grade, and the subjects *science* and *society* in fifth grade.

Starting from the school year 2014/2015, with the implementation of the Cambridge project in primary education, the subject introduction to the environment was renamed in *science* for I, II, III, IV and V grade. The part of the subject from introduction to the environment that was related to social content was separated into a separate subject *society*. The science and mathematics curricula are taken from the International center for curricula (Cambridge International Examination) and were adapted by the Bureau for Development of the Education.

The school subject science has a fund of 2 lessons per week in I, II, and III grade, i.e. 72 lessons per year. The subject science in the first developmental cycle in primary education (I, II, III grade) covers a total of 216 lessons ($72 + 72 + 72$).

Mathematics, as a school subject, exists in the first official document that determines the content in elementary education. In the school year 1944/45 it is listed in a provisional curriculum. The content of mathematical character was part of the following school subjects: calculus and forms with practical geometry. Since the beginnings until today, there have been many reforms in the mathematics instructions, dealing with the curriculum among other things.

In order to comply with the reforms imposed by the introduction of the concept for nine-year long primary education, the mathematics curriculum was changed to meet the recommendations of the Council of the European Union and other international organizations. The project Child-Friendly School marked the beginning of the use of the concept of holistic reform of the education system, which strives to improve the accomplishments of the children in specific school subjects, including language literacy, numeric literacy and life skills. In 2009, the program Thinking Mathematics that was supported by UNICEF was implemented by the Bureau for Development of the Education.

Logistics and professional support was given by the Macedonian Center for Civic Education (MCEC). The goal of the project was to raise the level of mathematical literacy of the students in elementary education by introducing and using innovative techniques and methods in the mathematics instruction.

The adapted curricula of the Cambridge International Examination Centre were introduced in the school year 2014/2015. The school subject mathematics has a fund of 5 lessons per week in I, II, and III grade, i.e. 180 lessons per year. The subject mathematics in the first cycle of primary education (I, II, III grade) covers a total of 540 lessons (180+180+180).

Organization of the instructional content

The tables give the results from the comparative analysis of the units of the two school subjects in the first three grades from primary education.

Results from the comparative analysis of the units planned in the curricula (2015) for the school subjects: science and mathematics for first grade

<i>Grade</i>	<i>Science Units</i>	<i>Number of lessons</i>	<i>Mathematics Units</i>	<i>Number of lessons</i>
<i>I</i>	<i>We</i>	<i>2</i>	<i>Numbers and Solving problems</i>	<i>5</i>
	<i>What is it made of</i>		<i>Geometry and Solving problems</i>	
	<i>Living and growing</i>		<i>Measuring and Solving problems</i>	
	<i>Pushing and pulling</i>		<i>Working with data and Solving problems</i>	
	<i>Making sounds</i>			
	<i>Growing plants</i>			

Table 1

Results from the comparative analysis of the units planned in the curricula (2015) for the school subjects: science and mathematics for second grade

<i>Grade</i>	<i>Science Units</i>	<i>Number of lessons</i>	<i>Mathematics Units</i>	<i>Number of lessons</i>
<i>II</i>	<i>Light and dark</i>	<i>2</i>	<i>Numbers and Solving problems</i>	<i>5</i>
	<i>Electricity</i>		<i>Geometry and Solving problems</i>	
	<i>Change of the material</i>		<i>Measuring and Solving problems</i>	
	<i>Analyzing rocks</i>		<i>Working with data and Solving problems</i>	
	<i>Day and night</i>			

	<i>The plants and animals around us</i>			
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Table 2

Results from the comparative analysis of the units planned in the curricula (2015) for the school subjects: science and mathematics for third grade.

Grade	Science Units	Number of lessons	Mathematics Units	Number of lessons
III	<i>Life processes</i>	2	<i>Numbers and Solving problems</i>	5
	<i>Materials</i>		<i>Geometry and Solving problems</i>	
	<i>Plants that blossom</i>		<i>Measuring and Solving problems</i>	
	<i>Introduction to forces</i>		<i>Working with data and Solving problems</i>	
	<i>Senses</i>			
	<i>Maintaining health</i>			

Table 3

In the science and mathematics curricula, units have been introduced as a basis for further planning of the instructional content. The structure of the curricula of these two subjects consists of planned units, objectives, defined key notions, activities that the students need to do and resources that are required for these activities.

The curriculum for science has four areas: scientific research, biology, chemistry and physics. The scientific research covers discussion of ideas, assessment of proofs, planning research work and recording and analyzing data. The scientific research supports biology, chemistry and physics, which are focused on developing the self-confidence and the motivation for acquiring scientific knowledge. 6 units (see tables 1,2,3) are planned in first, second and third grade. The units are structured progressively. Because this is a unique school subject which unites several scientific disciplines dealing with nature, it combines the characteristics of several scientific areas.

The mathematics curriculum consists of five units: Numbers, Geometry, Measuring, Working with data and Solving problems. They are identical for all three grades, but expand and increase from grade to grade. The unit Solving problems describes techniques, and skills and explains how to use information and strategies to solve problems. It is realized through the other four areas.

It is natural to process the units from the two school subjects by respecting the holistic approach. Therefore, we recommend to the teachers to connect the mentioned units in logical wholes when planning, thus helping the students to learn comprehensively about the nature and society we live in. Only in this way we can direct the spontaneous interest of the children

towards the world and guide the students to discover the intertwining and dependence of the phenomena and processes in the natural and social surroundings.

Comparative analysis of the science and mathematics goals

Based on the comparative analysis of the goals listed in the science and mathematics curricula for first, second and third grade (2015), we came to the following conclusions.

1. The goals refer to the cognitive area, the psychomotor area (motor skills) and the affective area (opinions and habits). The goals are operational and this allows us to make an assessment of what the students have learned, i.e. what they can do now, but could not do previously. The science and mathematics curricula define the goals for each unit separately. As we can see in tables 4,5 and 6, most of the goals are cognitive, defined by the verbs know, assess, tell apart, determine, etc. The activities of the students are stressed as far as their realization is concerned.
2. The activities of the students can result in simultaneous accomplishment of several goals from different units and school subjects. In this way, we can accomplish a goal through shared activities. Didactic recommendations for inter-subject integration and correlation are given in this context. Also, it is very noticeable that the goals are written with process expressions: understand, recognize, tell apart, etc. The process determination of the goals means that we need to teach the students to notice, compare, tell apart, measure, research, etc. This means that the goal is for them to have command of the methods. The extent to which the students will use the methods depends on their individual abilities, interests, motivation, etc. This way of defining the goals is a result of the intensification of the modern way of teaching, which is orientated towards the students and their individual abilities. This is why, it is important to introduce activities which will enable the students to accomplish the goals and develop specific abilities in different ways.
3. The results that the students need to accomplish come from the goals. By specifying the educational results, we actually set educational standards for each specific unit. What is missing in this curricula, or is not precisely determined, is whether the educational results for specific units refer to the minimum or maximum extent of knowledge of the students, and how to evaluate them (just to pass or for the highest grade).

Structure of the content

The compared nature and mathematics curricula share elements, because the suggested units in the two curricula emerge from the immediate surroundings of the students. The general goal of the two curricula is the same – to introduce the world to the children and teach them how to cope in it. For example, the unit *What is it made of* contains classification, measuring, comparison, collecting data, storing and processing, which is sufficient ground for inter-subject connection. The units from science about *time* and *temporal relations* are directly related to the unit from the subject mathematics and offer solid ground for their joint study and the acquiring of general knowledge about this material. Different units from science such as *Living and growing*, *We, Growing plants*, etc. allow specifying abstract mathematical notions, numbers, operations with numbers, etc. and give them a meaning in everyday life. For these reasons we recommend to connect these units from science to the unit *solving problems* in the mathematics curriculum.

We need to respect the personal and intuitive ideas of the students as starting points in the process of learning and teaching, thus highlighting the reflection of the individual process of cognition and learning (meta learning). The suggested integrated constructive approach emphasizes the development of the students' knowledge and the social learning context.

Conclusions

1. The science and mathematics content are compatible for the application of an integrated education model. The units usually come from the school subject science, supplemented by mathematical aspects;
2. The degree of integration of content is conditioned by the characteristics of the content, goals and the age of the students;
3. The integrated model of science and mathematics stimulates different ways of learning;
4. The integrated model of science and mathematics increases the learning motivation of the students and develops their critical and creative thinking.
5. The integrated education model stimulates the development of the intellectual abilities of the students such as: analysis, synthesis, generalization and abstraction.

This is why we recommend frequent use of integrated education models for related subjects and content. It stimulates the creative thinking of the students and engages them in creative activities. It also enables better knowledge transfer and trains them to cope with everyday life issues in an easier way.

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TEXTUAL AND PROBLEM TASKS IN THE MODERN TEACHING OF MATHEMATICS

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Abstract

The modern methodology of teaching mathematics points out to the different possibilities when solving one of the most important issues, the issue of developing the creative thinking and the creative skills of the students. This paper makes the distinction between the textual and problem tasks which are solved in the mathematics classes since earliest age, more precisely since the first grade, and also studies their coordinated employment, making allowances for the unbreakable link between the textual and the problem tasks. The successful teaching of mathematics requires their proper use.

Keywords: education, journal, teacher, writing paper.

1. Introduction

Mathematics actually came into being from the daily needs of human life and work, and that is why the mathematical notions stem from that reality. Hence, it follows that the type of teaching in the mathematics classes should come from the very same place wherefrom mathematics itself comes. In order to attain that purpose, the most vital role is allotted to the problem teaching.

Mathematics uses its particular mathematical language made up from numbers and symbols which is not subject to the language barriers. It is learned like every other language. Nevertheless, the understanding of mathematics requires a complex and concentrated work, as well as a strictly logical thinking without much margin for errors.

In teaching mathematics, problems should be solved as a form of creative work. In order to enable students to solve textual and problem tasks, it is necessary to solve tasks following the principle of proceeding from simpler onto more complex tasks (both relative to the textual and the problem tasks).

2. The significance of the mathematic tasks

The mathematical tasks and their solving are encountered by the students from the very beginning of their education. They represent an important instrument in the acquiring of the elementary mathematical knowledge, skills and habits, that is, they contribute to develop mathematical skills and creative thinking.

The proper choice and application of the mathematical tasks are a prerequisite for a quality teaching of mathematics and for the good results of the students. That is why it is necessary to allot a larger part of the instruction time to the tasks. „In order to develop the skill of solving tasks with the students, it is imperative to stimulate certain interest and to

develop adequate thinking operations within their minds. To achieve this goal, the student must be continuously taught how to approach the mathematical tasks. It is a process which begins since the first grade of elementary school."

The mathematical tasks should stimulate logical thinking, mathematical skill, increase the creativity, arouse an interest in mathematics, an intellectual contentment and popularization of mathematics.

3. Textual tasks

The methodology literature on the subject of teaching mathematics contains different definitions of the notion „textual task”.

Thus, according to the Russian authors M.I. Moro and A.M. Piskalo, the textual task is „a question formulated by words, which can be answered by using arithmetical operations”.

J. F. Chekmarev and B. T. Snigerev give a definition which mentions magnitudes and their interdependence. According to them, the textual task is designated as „a question that should determine the numerical value of an unknown magnitude, by using given numerical values of other magnitudes which are interdependent both between themselves and as well in relation to the unknown magnitude”.(Shopova Gramatkovska, 2015: 24)

According to A. P. Stoilova and A. M. Piskalo „a textual task represents a description of a situation using a natural language, requiring quantitative characteristics of a component belonging to the same situation, establishing the existence or non-existence of a certain interrelation between its components or determining the type of that interrelation”.

Common to these definitions is that they describe a specific situation which points out some magnitude (or magnitudes) and which should be answered. The interdependence between magnitudes stands for hidden arithmetical operations that are supposed to be revealed and solved in order to answer the question.

Therefore it can be said that „the textual task is a verbally described situation wherein in a problematic way expresses the interrelation between magnitudes from which at least one is with unknown numerical value to us, and it can be determined using arithmetical operations stemming from the interrelations between magnitudes.” (Shopova Gramatkovska, 2015: 223)

The textual tasks describing concrete lifelike situations familiar to the students help them adopt mathematical knowledge without much effort and in a natural way, in different lifelike situations.

By writing down textual tasks in a form of a numerical expression, equation or some other recording form enables the students to represent tasks with different content by using the same symbols. Thus, the students develop an understanding of mathematics as all-embracing and universal in the stimulation to understand the natural and social phenomena. The independent composing, solving and checking of the accuracy of the solution represent a true creative and explorative work of the students.

„Textual tasks require a certain level of faculty of speech from the students. On the other hand, they help to develop the speech, both oral and written, to enrich the vocabulary with new words, to use familiar expressions in new circumstances and to build up a skill for exact way of expressing oneself.” (НОВАКОВА, 2004: 165)

The solving of the textual tasks requires application of certain thinking operations, therefore it is the most useful and significant thinking activity of the students. The solving of tasks, apart from adopting mathematical knowledge and developing of thinking abilities, also motivates for further efforts, develops perseverance, persistence and other positive personality features of the students.

4. Problem tasks

To enhance the quality of the mathematical instruction, a series of procedures should be put into practice, aiming at activating the creative skills of the students. One of the important procedures is the solving of the problems in more than one way, thereby widening the idea spectrum of the students and broadening the mathematical insights. One single problem in mathematics often requires more than one idea and can be solved in different ways. Thereby a methodological versatility of the students is accomplished, and an incentive to develop the explorative mind is given.

The problem teaching is learning by solving problems, and it requires a lot of activity and commitment from the students. The students while solving a given problem task, can display all their mathematical skill through research and individual solving of the task. This form of teaching is more difficult for the students since they are required to solve the tasks themselves, having only a minimal help from the teacher.

„The problem task is a lifelike situation with which the student can live with, or identify with, or represent a problem of intellectual nature, i.e. a riddle. Its primary purpose is to solve the problem situation regardless of the procedure. The contents should have a lifelike reference, and the data must be real ones. Mathematical problems are not linked to a certain procedure, hence to any specific teaching matter whatsoever. They call for different strategies, are more complex, and require bigger intellectual effort.” (Shopova Gramatkovska, 2015: 26)

Problem tasks constitute a part of mathematics, and the students come across them almost daily. It is not to be expected that the study of mathematics will deepen or become richer unless the students regularly, actively and productively engage themselves with challenging problem tasks. Therefore problem tasks shouldn't be regarded as textbook tasks, a collection of tasks, or a preparatory work of the teacher, but as a classroom activity. The problem tasks should be a link between the experiences of the immediate surroundings and the mathematical abstractions, thus making them easy for the students, and also easy to clarify and bring the mathematical matter closer to them.

The solving of problems in the instruction should be introduced gradually, while the problem difficulties should increase step by step. In the beginning it is necessary to give tasks which link earlier and more recent knowledge, and make it possible to understand the matter.

5. Differences between textual and problem tasks

Not every task expressed textually is necessarily a problem task, although many people do not distinguish them. Unlike problem tasks, textual tasks are solved using a given mathematical procedure which is familiar or given in advance. Another important distinction is that the problem tasks can have one or more solutions whereas the textual tasks can have only one.

Let us overview the differences between a textual and a problem task in a specific example.

For that purpose we will take the following task:

From the multiplication product of the numbers 7 and 5, subtract the quotient of the numbers 72 and 8.

In the above complex task, the algorithm should be familiar to the students because they should calculate a product and a quotient, while the word „subtract” gives the interrelation between the operations in the text. Since the algorithm is a familiar one, the task although a difficult one, will be solved following standard and learned rules.

$7 \cdot 5 - 72 : 8$.

Yet, in the task:

The notebook costs as much as two erasers, and one eraser as much as three pencils. How much does the notebook cost if for one eraser and one pencil 20 denars have been paid? In order to calculate how much the notebook costs, the students must read the task thoroughly, and must understand its content. Between the notebook and the erasers there is a void because the price of the erasers hasn't been given. If the student has perceived the task as a problem in which the price of the notebook is to be found, a will to solve the problem should be aroused in him. In order to solve the problem, the task must first be divided into two separate problems which are: to find the price of a single eraser and of a single pencil. It means to proceed by analysis from general data onto individual data. The expression „for one eraser and one pencil 20 denars have been paid”, should instigate the student to conclude how many pencils have been actually paid for by 20 denars, or how many equal parts there are in 20.

$$N = 2 E$$

$$E = 3 P$$

$$E + P = 20 \text{ denars}$$

$$3 P + P = 20 \text{ denars.}$$

$$4 P = 20 \text{ denars}$$

$$P = 20 \text{ denars} : 4$$

$$P = 5 \text{ denars, } E = 15 \text{ denars, } N = 30 \text{ denars}$$

We will give few more examples of comparison between textual and problem tasks.

TEXTUAL TASK	PROBLEM TASK
Maria has bought a kg peaches for 35 denars and two kgs prunes for 40 denars. How much money has Maria spent for fruit?	On the market peaches are sold for 35 denars per kg and for 50 denars per kg (nectarines). Pears are sold for 40 denars per kg. Maria has set aside 200 denars for buying fruit. What can Maria buy for that amount of money?
Cyril has 6 coins, one of 1 denar, three of 2 denars and two of 5 denars. How many denars has Cyril?	Cyril has few coins of 1 denar, 2 denars and 5 denars. If he takes three coins from the pocket, how many denars will he have in his hand?
One side of the rectangle is 8 cm long, and the other is 2 cm long. How big are the surface and the perimeter of the given rectangle?	Using 16 sticks (each 1 cm long), make a rectangle. Try to make a few different rectangles by using the same sticks. For each of them, calculate the surface and the perimeter. What can be noticed while doing that?
The perimeter of a rectangle with 2.5 cm amounts to 7.8 cm. Find the surface of the rectangle.	The perimeter of a rectangle is 18 cm. If the lengths of the rectangle sides are integers, determine how many such rectangles there are, and then find the lengths of the rectangle sides with biggest surface.

Conclusion

The mathematical tasks (both textual and problem ones) are an important part in the modern teaching of mathematics. They play a significant role in and contribute to the development of mathematical skill and the creative thinking.

The coordinated use of textual and problem tasks is a prerequisite for a quality teaching of mathematics and for the good results of the students.

„In order to make the students successful while solving the tasks, they must previously learn how to translate the natural language, i.e. the textual descriptions into mathematical symbols, i.e. algebraic expressions.” (Seweryn-Kuzmanovska, Atanasova-Pachemska, Chalamani, 2016: 455)

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IMPROVING THE TEACHING AND LEARNING OF MATHEMATICS BY THE USE OF ICT

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Abstract

Information and communication Technology (ICT) has become one of the basic building blocks of modern society. Mastering basic skills and concepts of ICT is becoming part of the core of education, together with reading, writing and numeracy. Furthermore, the use of ICT in teaching and learning processes for various subjects gains its momentum nowadays.

ICT is essential in teaching and learning mathematics, improves the way mathematics should be taught and enhances student understanding of basic concepts ,promotes greater collaboration among students and encourages communication and the sharing of knowledge, contributes towards positive motivation, allows students to focus on strategies and interpretations of answers, promotes higher order of thinking and better problem solving strategies.

Keywords: Education, ICT, Students, Teaching Learning, Mathematics

Introduction

The range of the research literature on the application of ICT in the teaching of mathematics in the primary education is huge and it can induce us to think that the use of ICT is much greater than it is for real. The results of the projects Ofsted (Office for Standards in Education) and ImpaCT2 (emerging findings from the evaluation of the impact of information and communications technologies on pupil attainment) claim that the use of ICT in the teaching mathematics is low. However, the research results are there to show the benefits of the use of ICT in teaching maths.

Using ICT in teaching mathematics from the earliest age

Clement (Clements, 2002) in *Computers in Early Childhood Mathematics*, critically looks at the empirical research that are examining the application and the use of the computers in early childhood mathematics (from birth to 10 years). According to his analysis, the children even since preschool age are more competent than it was previously thought, and under certain conditions they may exhibit certain specific thinking. The young children can use appropriate computer programs, and show greater sophistication in the classification and logical thinking and greater predictability. Children can use the computers to practice arithmetic and processes in order to improve conceptual thinking.

The training and practice software can help children in developing competence for skills such as counting and sorting. The appropriately selected computer games that involve combining visual, graphics and speech, the ability to predict the feedback, the opportunity to examine the situation and individualization can also be effective. The preschool children who have used computers had greater capacity for remembering numbers and more sophisticated theories but also significantly increased ability to solve problems. The computer activities related to problem solving motivate the children and the young people and the young children

from kindergartens to make choices and decisions, to re-examine their strategies and achieve better results on tests.

The specially made programs can improve the analog thinking of the children in kindergartens, while the various programs increase their ability for solving mathematical problems. The preschool children and the primary school children develop the ability to understand the nature of the problems and serve with drawings to solve them. The advantages of computers and their use means children are allowed to create, modify, save and develop ideas to show interest, to connect ideas from different areas to provide situations with pure variables, and come to feedback that they will interpret it. It also allows children to work, think and play with ideas. Children examine the forms through the use of graphics programs and thus learn to understand and use concepts such as symmetry, patterns and space. Computer manipulative expand the overall goal of the graphic programs through that allow children to make specific mathematical transformations of the items on display. Computers connect symbols which help students to understand that is to understand the essence of the activity. Thus, computer manipulative feature unique advantages such as conservation work flexible manipulative symbolic linking with specific opinion, record and review the activities of students and raising mathematics to explicit awareness.

Application of the ICT in teaching mathematics

When it comes to the use of ICT in teaching mathematics we should mention the British Agency for Communications and Technology education- Becta (British Educational Communications and Technology Agency), which now operates under the Ministry of education-DfE (Department for education) which did the analysis of the available research on the use of information and communication technologies by teachers in teaching mathematics in the primary education. The analysis summarizes the key findings and lists sources for further use.

According to the analysis by Becta, the ICT can foster a progress in teaching mathematics for example in:

- *Tasks to solve problems*
- *Practicing skills with numbers and*
- *Research shapes and connections.*

Identified are the following key benefits:

- *Greater collaboration among students,*
- *Increased focus on strategies and interpretations*
- *Quick and accurate feedback and*
- *Increased motivation.*

The use of ICT in mathematics can have positive effects in:

- Getting instant feedback from the computer programs, it encourages the students to assume and continue to explore (according to research by Clements);
- Using technology to perform manual calculation or drawing frees students can focus on strategies and promotes the process of trial and making mistakes (according to research by Jarrett and Ruthven and Hennessy);
- ICT-based tasks provide focusing on the expanded collaboration among students (according to research by Hudson);

- An interactive nature of multimedia software motivates students and leads to better performance (according to research by Moseley);
- ICT tools enable students advanced communication capability, enabling the use of charts, images and text in order to demonstrate their understanding of the mathematical concept (according to research by Jarrett).

The main use of ICT in learning mathematics stems from:

- Calculators
- Small programs like games with numbers or investigations
- Databases and spreadsheets,
- Drawing graphs,
- Dynamic geometry,
- Independent system of learning,
- Internet,
- Word processing and
- Programming.

By using ICT in teaching mathematics the students:

- Experiment and learn from feedback,
- Logically think and develop skills in problem solving,
- Observe, explore and explain examples with numbers, shapes and sizes,
- Set up and test hypotheses and assumptions that may be based on a wide range of data,
- Perform generalizations that can be based on experimental evidence and
- Develop mathematical vocabulary and language.

The application of the ICT in teaching mathematics helps the students in the following situations:

- When coming to and selecting information and interpretation,
- In recognition of patterns, relationships and behaviors,
- In modeling, prediction and hypothesizing,
- When testing the reliability and accuracy,
- When reviewing and modifying their operation to improve its quality,
- Communicating with others and presenting ideas,
- When evaluating work
- At increasing efficiency,
- ICT helps to be creative and to accept risks,
- At building self-confidence and independence.

There are three terms that are closely associated with enrichment and, whilst they are not entirely mutually exclusive, they do represent different agendas.

- Acceleration-takes pupils into areas of the curriculum normally covered by older children often resulting in early entry to public examinations. This is sometimes achieved by moving pupils into higher year groups for all subjects or just the subject in which they excel. Alternatively, children can be accelerated within their own class working independently, often with some additional support.

- Extension- involves moving outside the syllabus and looking at aspects of mathematics not normally covered within the "normal" curriculum

- Enrichment:-is about extending pupils' understanding of the mathematical ideas they have already met by applying them to other situations and problems, often requiring

decisions on what area or areas of mathematics to employ. The aim is to develop higher level problem solving and communication skills. It extends the notion of using and applying. The aim is to produce a thinking mathematician who can look beyond the standard "test" type questions.

More able pupils need to be stretched and motivated but this is often very difficult in a classroom with more pupils all needing individual attention. One of the most powerful resources available to you is the ICT. More able pupils will no more benefit from the computer than other students but in the same way as ICT can support basic numeracy skills through targeted, skills focussed, software or the use of generic software or access to resources via the Internet, it can support the needs of the more able mathematicians.

Effective use of ICT will enable you to:

- find appropriate online resources that can be used off-line or converted to a paper based resource
- use generic software and open ended tasks that will engage pupils who are struggling but offer real opportunities for stretching the most able.

This can be achieved by:

- Planning tasks for the whole group that will involve all pupils but stretch the most able. This will involve using the same mathematical ideas but extending them to more demanding contexts. What they are not doing is "more of the same".
- Sending individual or small groups of pupils to work at a computer on tasks particular to their ability but related to the activities being undertaken by the rest of the class.
- Using the Internet to locate resources to provide enrichment material that supports the lesson objectives and the more able pupils.

Conclusion

The availability of the ICT changed the nature of teaching and learning mathematics. By the application of the ICT in teaching the students more successfully acquire the mathematical concepts and structures. It influences on the development of different forms of thinking and thought processes as analysis, synthesis, abstraction and generalization. Students intensively develop their abilities for creative activity, different skills, perceptions and orientation in space and time. By the application of ICT in mathematics we influence on the development of perseverance, responsibility and accuracy in work, strengthening the confidence of students and It influences the effective and efficient introducing students to research procedures, introduction to problem situations and problem solving.

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VIEWS AND OPINIONS OF CLASS TEACHERS FROM I-III GRADE OF SEVERAL ELEMENTARY SCHOOLS IN SKOPJE ABOUT THE USE OF GAMES OF MATHEMATICS CLASSES

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Abstract

The rapid development of our society and a sharp increase in the rate of spreading different information made teaching today to changes compared to previous decades. Former role of the teacher as the main source of information in the classroom today is greatly changed.

The work of the teacher as an organizer of teaching that guide the student in his every step, has become a major concern not only for teachers but also for research and also for the entire society as a whole today.

Constantly is the current problem as teaching children to be more efficient, so how to learn. When it mentioned learning, usually referred to as a very serious activity which itself is entertaining and often not interesting for children. Such is the experience of learning mathematics. It's the wrong idea. Learning can become very interesting and children should develop such an attitude for learning.

From experience we can say that the classes of physical and health education are among the most desirable among children. You will agree that one of the most important moments of this truth is that gym classes ample games with various characters.

Keywords: *Game, children, learning, math grades.*

INTRODUCTION

To know something, we get involved in it and try to do it the simplest, in our own way. So that knowledge is not just a matter of accepting the truths of others, but acquired knowledge transform regarding the relation with the truths established earlier. Students transform into personal truths that is specifically for their abilities to understand. Learning mathematics in children is closely linked with the age and with the game of manipulating concrete objects and verbalism, which are oriented toward children and built based on the belief that children learn best by playing at this age. While reading short stories, poetry, drama, while playing a game with blocks or cards, and construct buildings with blocks or while working in the garden, the students fully involved in performing tasks, because they are interested what they do and enjoy doing.

But always, is the actual question of how to teach the child to learn about a time that lies ahead in the future, when there will be greater development in general. Therefore are processed methods of work commensurate with age, characteristics and interests of the students. But very is often asked question of how to separate the child from the game and start to learn.

No, no need to separate the child from the game, but to try to bring the game into our classrooms and to implement with our students because the game is the best thing that kids do, perhaps the only thing they know to do. Why should we start from something they know. Maybe it's easier to learn next unknown. These questionnaires were incentive and reason for my research for this activity - the game.

The game is a term loses its essential if we separate it from the child. The most common and most favorite activity for each child, especially for a child of preschool age, is the game. The child is tirelessly in the game, without any particular purpose in advance, which pleases them. It mostly it corresponds to the child's nature and the basic laws of child psychosocial development.

The essence of children's play is the effort the child to assert itself. It needs to be an active participant in the environmental reality and thus through game concerns that performs duties as adults in reality. The gameplay is not limited as adults.

During the game the child develop and implement those activities and opportunities that have not yet been implemented in their daily lives, because the game is a type of home preparation of the child for life. The game is like the previous view on the future of the child. Games with their content and operations mediator between social experience that man has accumulated for centuries, handled and gave form during its development and personal experience which the child acquired through environmental practice is through gaming activity. In the games are obvious physical and mental activity of the child, it reflects the intellectual development of the child, his desires, motives, evaluations, personal characteristics.

GOALS AND OBJECTIVES OF RESEARCH

The goal of the explore in this research is to determine the views and opinions of class teachers from FIRST to THIRD grade of elementary schools from Skopje about the use of games of mathematics classes.

The tasks of the research:

- Establishment of opinions attitudes of teachers about the use of games in mathematics classes.
- Do mathematical games, such activities motivate students in their intellectual engagement?

METHODS OF THE WORK

The sample of the research consists of:

- The sample of the survey consists of 123 teachers interviewed (from elementary school who teach school year 2014/2015 in the first, second and third grade, of nine primary schools, six primary schools from Skopje and three primary schools from the Skopje area, with 72 teachers working in the city and 51 teacher working in village.

The independent variables of this research are:

- ✓ Games - Table grand, red, yellow, blue and green coin to 1000, square, triangles, rectangles and circles in different colors ...
- ✓ Teaching Subject: Mathematics

The dependent variable of this research is:

- ✓ Changes in the approach to the work.

The data collection of this research is the interviewing technique. This technique was chosen for economic reasons and the ability to gather as many relevant data. Also, it is necessary to apply this technique to get basic information about the problem and the object of research, which in this case is how much is common the use of game classes in mathematics by teachers.

With questionnaires are surveying teachers who teach classes this year in the first, second and third grade and will give an opinion on the use of games in the constant teaching of mathematics, motivating and developing the social aspect and other aspects of pupils. Questionnaires consist of questions in open and closed form.

Pedagogical documentation - new plans and programs according to the programs of the International Centre for curricula "Cambridge" .Analyze and interpretation of the survey results with teachers.

To analyze and process the data will be used:

C-contingency

The data were processed using the Statistical Package for Social Sciences (StatisticalPackagefortheSocialSciences - SPSS 19.0).

Because all the variables are measured in nominal and ordinal level, the description of the distribution of the sample in terms of the studied variables was made with absolute numbers and frequencies.

To test the statistical significance of the relationship of the variables as measured on the nominal and ordinal level, that have more than two groups is used coefficient contingency while determining the magnitude of the effect is used measure Cramer's V. Statistical significance is determined by p-value less than 0.05.

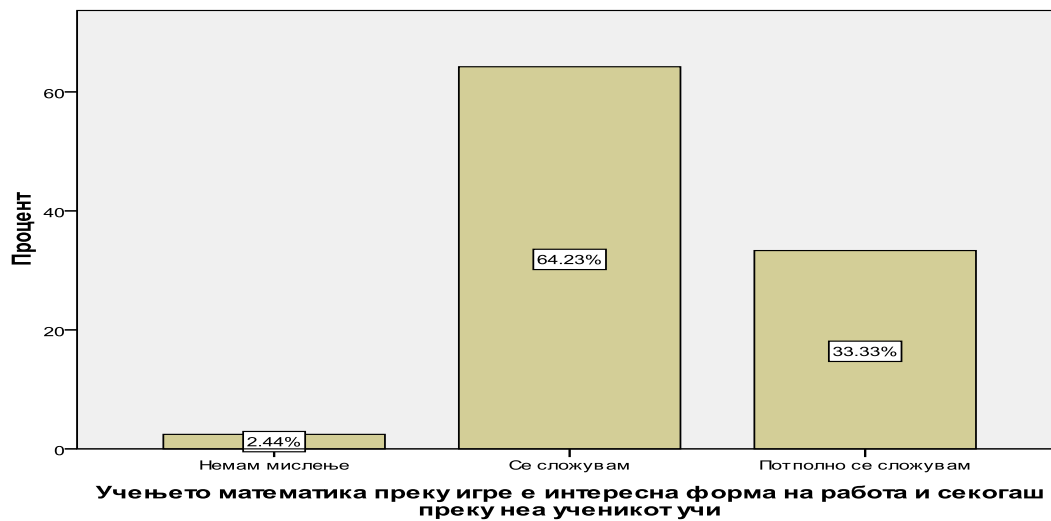
RESULTS AND DISCUSSION

Table 1.

Learning mathematics through games is an interesting form of work and student always learns through it.

	Frequency	Percentage	Cumulative percent
No opinion	3	2,4	2,4
I agree	79	64,2	66,7
Totally agree	41	33,3	100,0
Total	123	100,0	

Fig.1



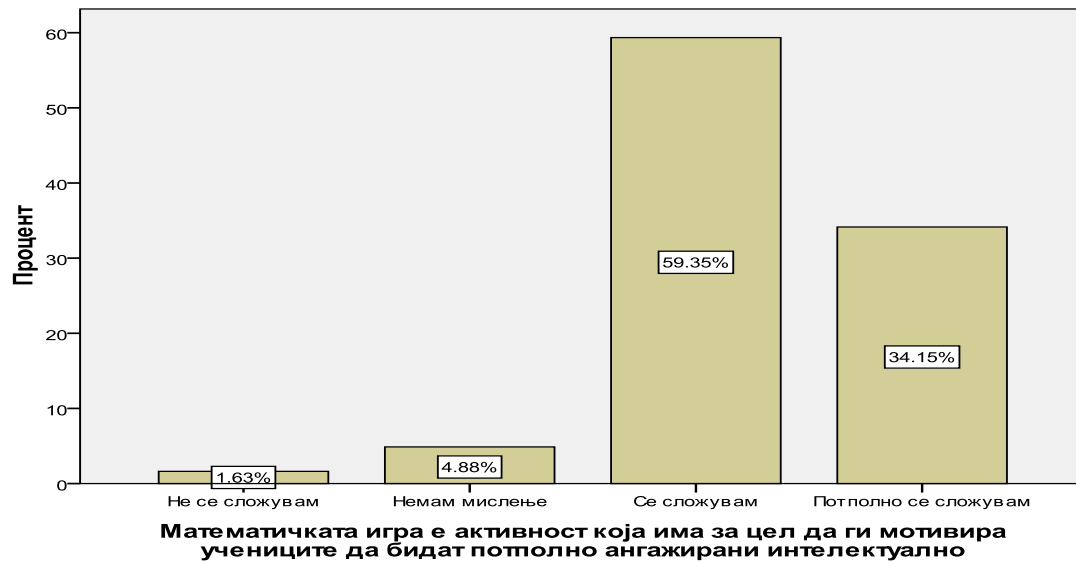
The answers given by the teachers received questionnaires and statistical results we can see that most teachers have to answer "agree" when asked if learning through play is an interesting activity and student always learns through her - 64.23%, the reply "completely agree" answered 33.33 percent of the teachers to answer "no opinion" is 2.44% of the teachers, and the answers "disagree" and "strongly disagree" was neither a teacher. That learning mathematics through games is very interesting activity and always learn through her responses show the teachers. 97.56% of answers "agree" and "totally agree", while the first two answers, "disagree" and "strongly disagree" no one answer.

Table 2.

Mathematical game is an activity that aims to motivate students to be fully engaged intellectually

	Frequency	Percentage	Cumulative percent
I do not agree	2	1,6	1,6
No opinion	6	4,9	6,5
I agree	73	59,3	65,9
Totally agree	42	34,1	100,0
Total	123	100,0	

Fig.2



According to the results of the surveyed teachers, the question whether games are mathematical activity that aims to motivate students to be fully engaged intellectually with the answer "totally agree" have responded to 34.15% of the teachers in response to "agree" have answered 59.35% of the teachers, and answer "no opinion" 4.88% of those surveyed, while the response "not agree" have answered 1.63%. Most answers to the answer "agree" and "totally agree" with 93.5% together. Accordingly, we conclude that 93.5% of respondents think that mathematical game aims to motivate students to be fully engaged intellectually.

CONCLUSION

The results of the surveyed teachers about their views and opinions about the use of games of classes in mathematics conclude that learning mathematics through games is an interesting form of work and student always learns through it at the same time through the game students are motivated to be fully engaged intellectually. The new curricula of "Cambridge" is given a large area of the game as an activity, and therefore success is inevitable in the school period from first to third grade.

The greatest pleasure of the teacher are results achieved by students during class when the classes in mathematics uses the game as an activity.

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FOR CONCEPTS OF MATHEMATICS AND THEIR FORMULATION DURING TEACHING

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Abstract

In the paper "For the concepts of mathematics and their formation in the teaching" the way of formation of terms will be explained. The necessity for using manipulative interactive and physical materials will be pointed out for learning of raw data to their symbolic display by which it is enabled learning of the concepts by comprehension. Regardless of the content of mathematics that is studied visualization (if there are models of manipulative mathematical exercises or by illustrations and diagrams) helps students to better understand the concept rather than they had just abstract mathematics for thinking. Mathematical exercises with manipulations may be used when concepts are developed. At the same time it is expected students to progress more and more towards abstract work. Using of manipulative mathematical activities and other representations in order to modulate the situation are not only important for the students from lower classes, but also it is useful strategy for all levels of studying when new terms are introduced. That is why in the title of the paper it is not emphasized which level of education it is about when learning mathematical concepts. Using of physical objects can help students develop comprehension through connection of their knowledge with school mathematics which from the other side depends a lot how these objects are used. Teachers should be enabled to make clear correct connections to students between the activities with objects and mathematical terms and procedures.

Also, in the paper we will talk about the necessity of making balance between the conceptual and procedural knowledge of the students. This characteristic of teaching based on the constructive understanding of studying gives answer to the question: Should classes of mathematical teach procedures / actions or concepts / terms? Both concepts and procedures are important as one supports the other and both are used for problem solving. Each for itself is too limited and that is why students need conceptual and procedural knowledge, their balance for studying with comprehension and achievement of better results.

Keywords: concepts, manipulative, conceptual and procedural knowledge.

INTRODUCTION

It is necessary to make students think and communicate because they should embrace the demands that the society sets which is in constant development. By gaining skills and understanding of mathematics students apply their knowledge in new living situation and they can solve mathematical problems. Understanding of mathematics enables students to discover new strategies of thinking, reaching of conclusions which will enable deepening of their own mathematical comprehension and strengthening of their self-confidence.

The capability for calculation will be developed together with basic capabilities for mathematics such as solution of problems data collection, evaluation data, evaluation measuring and geometry.¹

²¹⁸Curriculum for mathematics in educational methodology of mathematics which is directed to the students secures: intuitive knowledge to be the basis for construction of new understanding, introduction of new terms through real or through situations using manipulative interactive and physical materials for processing of the raw data to their symbolic display, using of different techniques/strategies of teaching, demands students to explain their mathematical thoughts acceptance and encouragement of different procedures, methods and techniques of solution which students use in making balance between the conceptual and procedural knowledge of the students continuous evaluation and marking of the students results, inclusion of families in the classroom (as partners and associates).

In the paper we will stay to the role of using of manipulative interactive and physical materials for treatment of raw data to their symbolic display or in other words in formulation of the concepts of mathematics during teaching By using manipulative, interactive and physical materials for processing raw data to their symbolic display in teaching, teacher can show to the students real possibilities for application of what is studied (instead of giving ready-made abstractions : theories, laws, definitions and etc) and then helps them to create abstractions which connect and explain the presented appearances, The teacher should at the same time use strategies of teaching which will support the students to analyze, make synthesis, evaluate raw source data .

It is necessary studying to be result of research connected to real problems.

Regardless of the concepts and procedures of mathematics that are studied, visualization (whether by models of manipulative mathematical exercise or by illustration and diagrams) helps students to better understand the concept, rather when they would have only abstract mathematics for thinking.

Concepts and procedures are important to students as the one supports the other. At the same time in giving inter support their role have manipulative interactive and physical materials. Each for itself is too limited and that is why students need conceptual and procedure knowledge and we will discuss that in the paper

1. STUDYING OF CONCEPTS OF MATHEMATICS

Society passes through period of large transformation. As a result of the large number of changes there is change of the role of education. In the past, education had to make students learn the planned knowledge, today beside learning knowledge they have to study in what way constantly to learn new knowledge that is to say in what way to study. Today planning of time the efficient negotiation, stress management, communication, team work, project management etc.

Because of those reasons we have to be ready to constantly gain new knowledge and experience and we should never stop with the process of studying. The constant studying becomes minimal condition for adjustment of all current changes and achievement of success in all areas. As Brian Tracy said "If you do not constantly study and do not promote yourself be sure that someone else is doing that. When you meet that person you will be lost.

It means that importance of the culture of studying grows and it is investing more and more in knowledge than before. The first and the most important condition for constant studying is to know how to study.

²¹⁸ Rod. J. Knapmiler M. E.Ture M. (2008). Mathematics with thinking for lower grades, Skopje

When is there successful studying of mathematics?

It is very often thought that studying is constructed in phases. Studying of mathematics is successful when there is: 1) intuitive knowledge that is the base in the formal system 2) practical situations and /or situations from everyday life are created in order to see the application of mathematical knowledge and 3) models and number are tightly connected to the operation. Models of numbers use assistant materials as there are dices "Dienes" which are excellent show of additive structure²¹⁹. Assistant materials will enable the teacher to speak to the students of mathematics in ordinary language which is comprehensible for them. If mathematics is presented to students only on a piece of paper then mathematics from the lowest level will be abstract for the students. Using of numbering, assistant materials and problem situations by the teacher will enable students to make connection between the world where they live and the abstract representation of mathematics that they meet in the classroom.

What is studying?

Studying is conscious overall and purpose activity by which certain knowledge and skills are gained. It is complex constantly present process in all aspects and periods of our lives. It is based on memorizing of the material that is studied. Also, it differed as short-term and long-term memorizing.

Studying includes adoption of habits, information, knowledge, skills and capabilities. It is process which results with relatively permanent change in the behavior. Studying forms traces in the brain which remain as a part of the personality experiences and they can have different length of duration which mainly depends on the reason why we study.

Studying should be differed from the terms training, exercise, development, education.

Training means gaining new practical knowledge and skills necessary for work leadership, management of the organization in accordance to the adopted regulations and standards. Training leads to change of skills. Exercising is practicing of the gained practical knowledge and skills.

Development is connected to achievement of new knowledge, skills and capabilities which enable the individual to take complex works which will prepare for the future and demand that should be reached now. At the same time development leads to changes in attitudes and values.

Education means gaining and content innovation of wider knowledge from scientific disciplines and business practices necessary for business and corporative aims.

How to study through problem solving?

²¹⁹Resnick, L. B., & Resnick, D. P. (1992). Assessing the thinking curriculum: New tools for educational reform. In B. R. Gifford & M. C. O'Connor (Eds.), *Changing assessments: Alternative views of aptitude, achievement, and instruction* (pp. 35-75). Boston, Mass: Kluwer Publishers.

⁴Silver, E. A., Mukhopadhyay, S., & Gabriele, A.J. (1988). *Referential Mappings and the Solution of Division Story Problems Involving Remainders*. Unpublished manuscript. Learning Research and Development Center, University of Pittsburgh.

⁵Silver, E. A. (1986). Using conceptual and procedural knowledge: A focus on relationships. In J. Hiebert (Ed.), *Conceptual and procedural knowledge: The case of mathematics* (pp. 181-198). Hillsdale, N.J.: Lawrence Erlbaum Associates.

⁶Lampert, M. (1992). Teaching and learning long division for understanding in school. In G. Leinhardt, R. T. Putnam, & R. A. Hatrup (Eds.), *Analysis of arithmetic for mathematics teaching* (pp. 221-282). Hillsdale, N.J.: Lawrence Erlbaum Associates.

Studying through problem solving represents interesting replacement of the traditional way of studying in the educational process. It is normally realized through team education (participation of more students in problem solving)

When studying through problem solving, teacher gives the problem to the students without formal teaching. At the same time instead formal grades teacher follows the work of the students in the team during problem solving, the way how members of the team think and their creativity.

At this way of studying students are expected to use and connect to the content that is necessary for the problem to be solved. The role of the teacher is to release the work of students in problem solving, to be mentor not source for problem solving.

Studying through problem solving will enable the students:

- Checking and evaluation of all knowledge
- Discovering of areas and contents that should be worked on
- Development of skills for efficient team work
- Development of communication skills
- Definition and defense of the attitudes through documentary arguments
- Development of flexibility in the processing of information and execution of obligations

Exercising and development of skills that are necessary for the students after the end of the education

2. CONNECTION BETWEEN CONCEPTUAL AND PROCEDURAL STUDYING

Present research of teaching and studying give the opinion that teaching of the conceptual understanding is knitted with procedural development. Beside that large number of research came out with comments for the problems that appear when these two aspects are divided that is:

- In teaching of mathematics according to the curriculum when rules or procedures are studied for which Schliemann thinks that as soon as the students study them they do not want to be included in activities that teacher plans in order to understand those rules
- Resnick says that students very frequently have tendency to separate quantitative and symbolic examples. For example when 4 cookies have to be divided to 8 people they should understand that each of them has a half of the cookies, but when they are faced with situation of division 8 and 4 they will normally divide $8 \div 4$. Generally, it looks as a large obstacle in studying mathematics at school¹²²⁰.
- Some parts of the research of Silver gave insight to this issue. He came to the conclusion that important characteristic of the failure in addition of fractions by a group of students in one school is that their concept for the process itself was incorrect¹²²¹. He also concluded in his analyses of the procedural errors that these systematic errors probably will appear due to holes in conceptual knowledge or due to incapability to make a connection between the conceptual and procedural knowledge and successful solution of problems asks creating connection between the procedural and conceptual knowledge.¹

222 Importance of the connection between conceptual and procedural knowledge

Lampert considers that teacher in the teaching process of mathematics should be longer focused to the procedure in curriculum. She comments that there is a connection "between procedures for division with remaining and important mathematical concepts". Also, the psychologists who were involved in cognitive psychology claim that capability of the students to introduce and excuse correct procedures represents a proof for comprehension of the mathematical concepts that are under these procedures²²³.

Hiebert and Lefevre worked on the way how conceptual and procedural studying are interrelated. If the teacher of mathematics makes difference between conceptual and procedural knowledge, it will help in planning of the teaching for studying mathematics. Hiebert and Lefevre considered that it is necessary conceptual and procedural knowledge to be connected in order there to be comprehension of mathematics. Practice showed that procedures can be learnt by heart by the students but when importance is added to these procedures, a connection can be made with other meaning. They write: "Isolated piece of information cannot be part of conceptual knowledge by definition. It is part of conceptual knowledge only if the receiver recognizes its connection with other pieces of information"²²⁴. Researchers continued: "Conceptual knowledge can be generated directly through mechanical studying"²²⁵, but on contrary it is some procedural knowledge in order knowledge to continue growing.

Leichardt and Davis give more global seeing of the connection between conceptual and procedural knowledge²²⁶. In some of their studies they point out that mathematics comprehension is a sum of different ways of knowledge of mathematic as comprehension of connection between these ways. They pointed out when comprehension of the student to perform some procedure is connected to knowledge for procedure and concepts, student is capable to apply that on new tasks and situations. According to Davis, solution of problems asks solution of concepts and at the same time corresponding procedure is used in order to find a solution.

Studying mathematics by balancing of conceptual and procedural studying

This characteristic of studying based on constructive understanding of the studying gives answer to the issue: Should procedures / actions or concepts /terms be treated on the classes of mathematics? Concepts and procedures are important to students because one supports the other and the both are used for problem solution. Each for itself is too limited and that is why both conceptual and procedural knowledge are necessary for the students.

Teacher should examine how students understand the concepts before he shares with them his own comprehension of these concepts and to tell the procedure. But, if the teacher presents new ideas and content in front of the students as a whole and does not give possibility to develop their own ideas and views for the new terms, then he elected traditional approach for teaching. In that case the re-examination is eliminated of the students about their

²²³ Hiebert, J., & Lefevre, P. (1986). Conceptual and procedural knowledge in mathematics: An introductory analysis. In J. Hiebert (Ed.), *Conceptual and procedural knowledge: The case of mathematics* (pp. 1-27). Hillsdale, N.J.: Lawrence Erlbaum Associates.

²²⁴ Hiebert, J., & Lefevre, P. (1986). Conceptual and procedural knowledge in mathematics: An introductory analysis. In J. Hiebert (Ed.), *Conceptual and procedural knowledge: The case of mathematics* (pp. 1-27). Hillsdale, N.J.: Lawrence Erlbaum Associates.

²²⁵Leinhardt, G. (1988). Getting to know: Tracing students' mathematical knowledge from intuition to competence. *Educational Psychologist*, 23(2), 119-144.

²²⁶ Suydam, M. N., & Higgins, J. L. (1977). *Activity-based learning in elementary school mathematics: Recommendations from research*. Columbus, Ohio: ERIC Center for Science, Mathematics, and Environmental Education.

own comprehension for the concepts. Most of the students stop thinking for their own concept when they hear the correct answer or when they listen the procedure by the teacher.

Students usually study procedures through imitation and exercising instead by comprehension and it is hard to return back and to try to understand the procedure after they applied it several times. For example, student in the operations can conduct the necessary procedures without having feeling for the values and numbers or he might know the procedure for determination of a zero of a function but does not know what that function means.

So, it is not correct firstly to teach the procedures and then to develop knowledge. When procedures are told by the teachers, students then show small motivation for comprehension which refers to the procedures themselves.

What is necessary for joining of the conceptual and procedural development?

1. Encouraging students to use their methods
2. Students to explain their methods and to connect the same with record in order to give importance to the procedures
3. Using of the basic facts of the tenth principles of teaching mathematics
4. The students to connect known principles with procedures in order to come to the unknown. For example, students with conceptual comprehension of numbers and multiplication to be able to make unknown facts out of those that they know or through jumping numbers. Students who do not know 7×6 can come to a solution in the following way:

Student 1 7×6

$(3+3+1) \times 6$ (decomposition of 7)

$(3 \times 6) + 3 \times 6 + (1 \times 6)$

$3 \times 6 = 18$ (uses known fact)

$18 + 18 = 36$

$36 + 6 = 42$ (knows 1×6)

$7 \times 6 = 42$

Another student can decompose 7 in another way to use the facts that he knows

Student 2 7×6

$7 = 5 + 2$ (thinks $(5+2) \times 6$)

$5 \times 6 = 30$ (first known fact)

$2 \times 6 = 12$ (second known fact)

$30 + 12 = 42$ ($(5 \times 6) + (2 \times 6)$)

$7 \times 6 = 42$

3. USING OF SURVEILLANCE (MANIPULATIVE) MEANS AND TYPES OF REPRESENTATION FOR FORMULATION OF THE CONCEPTS OF MATHEMATICS

What are surveillance (manipulative) means and types of representations in teaching of mathematics?

Surveillance manipulative means and other types of representations of the concepts which are studied pursuant curriculum of mathematics are important means for their transfer. Under surveillance means we think of concrete objects (for example counter, sticks, geometric forms real object etc) by which the students can physically present the concepts. There are other examples as drawings, graphs, tables and diagrams which are also useful.

Securing environment that includes different manipulations for studying increases the possibility all students to learn.

Using surveillance means in representation of concepts for time in the process of their studying should not be overemphasized.

Research from the aspect of using surveillance means and types of representation

Suydam and Higgins think when in the realization of the curriculum, surveillance means are used and picture examples there is larger probability for increasing of the comprehension, rather than when the curriculum is realized without their use²²⁷. In 1983 Parham analyzed different studies for using of surveillance means in elementary education. She noticed difference in the points that students achieved that used surveillance means and those who did not use²²⁸. Effects from using surveillance means were the largest when they were used during the school year²²⁹.

Although, surveillance means can be important, Leichardt listed some characteristics for which teachers have to take care²³⁰. Objects that are familiar to the students are more effective than those which are unknown. Experts try to use something familiar to teach something new, while beginners very frequently use something new to learn something new²³¹. Also, teachers beginners very often do not practice surveillance means before they try to demonstrate, thus reducing the effect that they might get due to their ignorance.

Teachers should try to avoid using surveillance means that is in conflict with the general nature of the object that is represented or by what is said or written and to be aware for other characteristics of the surveillance means. For the time being research does not fit completely to the issues for the nature of the situation in which surveillance or other examples are corresponding or for that which examples are the most corresponding for given topics²³². Teachers should be encouraged to research these issues at their classrooms.

By surveillance means it is easy to solve problems with small numbers and the other types of representation are very often better to be used in order to understand the work with large numbers. That includes illustrations and diagrams which as well as the surveillance means are proven to encourage the studying at students. One study conducted in 1984 regarding the multiplication and division showed that knowledge of the students for problems was significantly improved when they used drawings for the opposite to the situation when the problem was only orally presented²³³. Riley and Greeno also supports the idea that better understanding of the students comes from using examples and picture

²²⁷ Parham, L. (1983). A meta-analysis of the use of manipulative materials and student achievement in elementary school mathematics. *Dissertation Abstracts International*, 44A, 96.

²²⁸ Sowell, E. J. (1989). Effects of manipulative materials in mathematics instruction. *Journal for Research in Mathematics Education*, 20(5), 98-505.

²²⁹ Leinhardt, G. (1989). Math lessons: A contrast of novice and expert competence. *Journal for Research in Mathematics Education*, 20(1), 52-75.

²³⁰ Leinhardt, G. (1989). Math lessons: A contrast of novice and expert competence. *Journal for Research in Mathematics Education*, 20(1), 52-75.

²³¹ Silver, E. A. (1989). On making sense of number sense. In J. T. Sowder & B. P. Schappelle (Eds.), *Establishing foundations for research on number sense and related topics: Report of a conference* (pp. 92-96). Center for Research in Mathematics and Science Education, San Diego State University.

²³² Moyer, J. C., Sowder, L., Threadgill-Sowder, J. T., & Moyer, M. B. (1984). Story problem formats: Drawn versus verbal versus telegraphic. *Journal for Research in Mathematics Education*, 15, 342-351.

²³³ Riley, M. S., & Greeno, J. G. (1988). Developmental analysis of understanding language about quantities and of solving problems. *Cognition and Instruction*, 5 (1), 49-101.

presentations²³⁴. These means help students for visual situations and the used operations for solution of these problems

Why surveillance means and types of presentations are necessary for the students?

Through frequent use of surveillance means, student can see move and understand the concepts while they are solving problems. Surveillance means also enable students to research alternative ways for finding of solutions and the students to show their ways of solution and thinking of the classmates. This helps students to develop concrete language in explanation of mathematical concepts, verbal language becomes bridge for connection of the surveillance with mathematical symbols.²³⁵

When some student solves certain problem by help of the surveillance means or picture examples, teacher has way to find out if the student understands the situation and importance of the given concepts. Surveillance means are tools for finding of important decision without using algorithm or support on memorized facts. Using different types of examples give possibility to the students, to learn more than one way of problem solving and to make their connection. That enables students to think of procedures for problem solving that are logical to them although they did not get formal algorithm or in case if they forgot the algorithm. Also, the surveillance means enable students to use knowledge in new situations and self-confidence in their understanding of mathematics.

By using of surveillance means indirectly it can be seen that students have different ways of studying : by touching, by seeing, by talking, by listening and through writing. Students can listen the strategies and options for which the other students discuss among themselves and with the teacher. They visualize the textual situation and their numeric representation through concrete experience by assistant materials that they touch. Students should have the possibility for studying on their conceptual level. For example when we talk about local value of digit, students might need cards with digit for period of several weeks or months in order to determine the connections between cards with digits and written symbols. After students overcome the necessity of using assistant materials for each problem, visual representations and periodical returning to concrete presentations continue to be important for the aims of the conceptual comprehension.²³⁶ Having hard bases which starts with the previous knowledge of the students and by the way of visualization of the mathematical concepts students should pass from abstract thinking of the concepts and their use.

Connection of the concrete and symbolic

Manipulations can be used for concrete presentation of the problem. By research it was proved that when for this purpose assistant materials (manipulations or means) are used they have to be connected to the symbolic representation in each step²³⁷. Students cannot pass though the whole problem by using assistant materials and then to continue through the

²³⁴Bright, G. W. (1986). One point of view: Using manipulatives. *Arithmetic Teacher*, 33(6), 4-5.

²³⁵Fuson, K. C. (1992). Research on learning and teaching addition and subtraction of whole numbers. In G. Leinhardt, R. T. Putnam, & R. A. Hattrup (Eds.), *Analysis of arithmetic for mathematics teaching* (pp. 53-187). Hillsdale, N.J.: Lawrence Erlbaum Associates.

²³⁶Fuson, K. C. (1992). Research on learning and teaching addition and subtraction of whole numbers. In G. Leinhardt, R. T. Putnam, & R. A. Hattrup (Eds.), *Analysis of arithmetic for mathematics teaching* (pp. 53-187). Hillsdale, N.J.: Lawrence Erlbaum Associates.

²³⁷Sowell, E. J. (1989). Effects of manipulative materials in mathematics instruction. *Journal for Research in Mathematics Education*, 20(5), 98-505.

whole problem just with concepts that are seen in the problem and to confirm the connectivity between them.

Assistant materials are just tools that are used as means for development of the comprehension and creation of links by which students can see the connectivity between mathematical concept and the written symbols.

Surveillance means themselves have no connection with the symbolic or written mathematics this is very important task that teacher must do orally though connection and securing presentation through key procedures. It is necessary to make connection during the problem solution so that direct connection is made between the concrete and abstract. In other case students cannot be capable to go back to what they did with the surveillance means.

Progressing by using of concrete examples to less concrete examples (for example drawings) to abstract examples (for example mathematical symbols) teachers use the natural flow of studying – from concrete to abstract knowledge²³⁸. They also encourage students to work on higher levels of mathematical knowledge. As soon as students successfully think for example on level of numbers or on level of mathematical operations, the surveillance means will not be necessary. But as students need much longer to achieve these higher levels of mathematical thinking, than their teachers presume it would be good to continue with the using of surveillance means until they start skillfully to solve problems without them. Teachers also should be aware that some students will have to use surveillance means longer than other students to achieve corresponding comprehension.

CONCLUSION

Studying mathematics enables gaining conceptual and procedural knowledge. In the past conceptual and procedural knowledge were taken as special areas maybe they competed during the class or simply they were considered for special parts. But, today most of the researchers take both knowledge as dependent one from the other, although they are different. Conceptual knowledge must be connected to the procedural, that is why by application of procedures, conceptual knowledge became visible. In order to have important procedures must be supported by constant conceptual knowledge which in return has to secure basis for the development by more progressive procedures and concepts.

Researchers support the view that students have necessity by conceptual and procedural knowledge only one or the other is not enough.

Mathematical exercises by using of surveillance means and other types of representation can be used when initial concepts and procedures are developed and it is expected that students could progress more and more to abstract work. By corresponding use of the manipulative mathematical activities from one side strengthening of the mathematical comprehension of the student is enabled and from the other side it is helped to correct his own mistakes. Also, the manipulation activities can be supported in the interaction of the teacher with the students in order to help them in the construction of connection between objects, symbols and mathematical ideas that express. So, the key is the teacher to be in interaction with the students, to be able from time to time to help students in construction links between symbols and mathematical ideas.²³⁹

Using of manipulation mathematical activities and other representations in order to form situation that are not only important for the students from lower classes but, it is useful strategy for all levels of studying when new terms are introduced. Using of physical objects

²³⁸ Aleksova A. Brown K. Kondinska L. Shopkovski G. (2009).Teaching of Mathematics of 21st century, Skopje

²³⁹Aleksova A. Brown K. Kondinska L. Shopkovski G. (2009).Teaching of Mathematics of 21st century, Skopje

can be helpful to the students to develop understanding through connection of their knowledge with school mathematics which depends how these objects are used. Teachers should enable students to make clear correct connections through activities with objects and mathematical term and procedures.²⁴⁰

Using surveillance means

Problems of mathematics are necessary to be presented by help of constant different surveillance means and types of representation of concepts in their formation. At the same time surveillance or types of presentation that are used should be familiar object for the student or to be introduced in front of the teacher to plan demonstration of new concept. In some problems students can be physically included as it will be demanded to act certain situation and to pretend that they are the objects in the story.

When surveillance means are used or types of representation their advantages and disadvantages should be known for certain situation.

When one concept is studied it is good, students to use different surveillance means so that they can transfer their knowledge for many models and not just to connect for example a procedure with only one model. Using of more than one manipulation is necessary because each type has strong and weak sides

Using of less concrete examples

Examples with surveillance means should come before picture examples. As soon as the student shows understanding of the concepts, examples can be included of objects in pictures, drawings, graphs so that students can transfer from the concrete to the abstract level of understanding. In each step of solving of the problem it is necessary to make connection of the surveillance means and other types of representation with written mathematical expression, so that students can be able to gain understanding of the concepts and procedures and finally to be able to use symbolic examples

Concrete representation for mathematical situations

Students should be asked to use corresponding manipulations for creation of concrete representation of the new types of mathematical situation. Teacher should use manipulations until students need them for solving of problems. After they pass from concrete representation towards understanding of the abstract, verbal explanation would be enough for creation of the necessary bridges for solution of the problems from the everyday situations. The same should be used outside the introductory phase of the new concept in order to have real comprehension of the connection for example between numbers and the operation. Deeper comprehension of the concept will be achieved through continuous use of the assistant materials in a longer time until procedure is studied. The surveillance means and types of representation is well to be used even in those classes where students usually do not need them due to strengthening of the symbolic concrete connections and strengthening of the keeping of the basic concepts.

Connection of the surveillance means (manipulations and other types of representation with the written symbols)

At the beginning teacher is good to write down by using of mathematical symbols, the solutions of the problem that students represent by their manipulations. Writing should be in

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steps, according to the made activities with the surveillance means and other types of representation in that way student will learn to write the solution by mathematical symbols.

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MOTIVATING PUPILS DURING INDEPENDENT WORK IN SOLVING TEXTUAL PROBLEMS IN MATHEMATICS

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Abstract

Modern trends in education aim at preparing the pupil to think independently, to formulate ideas and come to a resolution based on its own research. Based on self-detecting causal connections between occurrences and participation in making conclusions the next, "future" level of intellectual development of pupils is encouraged.

Always, but especially today, the teacher is given the challenge to encourage interests (which in the elementary education from I to V grade are not constant and largely depend on the individual successes or failures), to maintain them through the series of lessons and to put the entire teaching process into function of the optimal development of the individual characteristics of each pupil. And at the same time the acquired knowledge to be applicable beyond the classroom.

Basic linking of theory and practice in mathematics in elementary education is mainly made through textual problems, because the text of the task brings forth a variety of practical situations in which the pupils may find themselves daily. In the teaching in mix (combined) classes, independent work of the pupil occupies a large part of the classes. Its design, execution, and continued retention of the pupils on independently performed tasks are closely associated with the individual progress of pupils.

The way of motivating pupils, the opportunities to retain and encourage interests during the independent work in solving textual problems in the early grades in the combined classes are presented through the theoretical and practical searches of this work.

Keywords: Motivating , independent work, textual problems in mathematics

Introduction

Organization of the modern teaching means inclusion of the stimulation of the development of the students' internal motivation. That is to say the application of modern teaching methods enable active studying, gaining knowledge with self engagement of the students, high quality of those gained knowledge and living of satisfaction from the learnt. The teacher should enable each student to express his capabilities through giving corresponding activities and tasks.

If the teacher manages to organize teaching which will lead to high level of motivation at his students, he can lead effective process for sure and effective achievement of the advanced set aims.

The most important means through which students adopt the system of mathematical knowledge, skills and habits in the teaching of mathematics for lower classes are the mathematic tasks. Demands for modern teaching for active participation of each student coordinated with his individual possibilities and capabilities, as well as development of the mathematic opinion and culture are achieved through efficient and effective organization of the teaching process in task solution. The content of teaching of mathematics (mathematic terms and climas) is only adopted especially in lower grades only through solution of tasks.

1. Motivation as constant didactic methodological innovation in teaching of Mathematics in lower classes

Motives in teaching are treated as psychological conditions and motivation as function or a process which influences the teaching.

"Most of the research speak that students' success at school is connected to 50% to their capabilities, 25% to their motivation for studying and some lines of the personality and 25% to the quality of teaching."(1)

In teaching student is motivated in many ways and by many factors which means that external and internal motivation are not excluded among each other, but they are fulfilled and one of the basic tasks of the teacher is to work on the development of the internal motivation at the student, through the means of external motivation because in that way it may cause permanent interest by the student towards studying. External motivation is represented by the representatives of behavioral theory and representatives of the social studying who consider that students are motivated for studying not by avoiding or support of the penalty, but by rewarding.

So, the activity that people make is means to achieve certain aim. Opposite to them the representatives of the cognitive theories consider that people are motivated by internal satisfaction which encourages them for further activity.

There are many types of internal motives

- Motive of motor, sensual and intellectual activity
- Interest as a motive
- Motive (necessity) for knowledge
- Motive for self actualization
- Motive for aspiration
- Motive for achievement

We have successfully motivated our students if we have awakened their internal motivation. In that the basic stimulator is the external motivation which represents sum of procedures, means, activities, their correlation and correct and prompt application.

Types of external motivation are multiple different changeable, directly connected to innovation and creativity of the teacher. Each new teaching class, each teaching situation is a challenge for the new way of motivation of the students, for new adequate strategy of work through which it will be able to transfer the external into internal motive for studying. Керамичиева, Р., 1996 г., Психологија во образованието и воспитанието, Просветно дело, Скопје, стр.176.

Teacher is a key factor in students' motivation not having into consideration the individual characteristics of each student, his achievements, possibilities for improvement of student's results, teaching strategies, methods and techniques mean full demotivation and not achievement of the optimal targets.

From the external motivation on micro level I separate:

- Communication and interaction in the teaching
- Student's activities
- Temporal period for which it is studied
- Individualization and differentiation
- Rationalization
- Knowledge of results
- Cooperation and game
- Testimonial and penalty

- Actualization of the teaching
- Objective grading and self assessment

2. The role of the tasks of mathematics on beginner's level

Intuitively, it is clear that the most efficient means for development of mathematical activity at students is performance of teaching through tasks. That is why a problem appears for existence of pedagogical overall system of tasks by help of which, student could be lead consequently through all aspects of mathematical activity for discovery of problems, situation and tasks, calculation of concrete situation and solution of tasks which motivate the necessity of widening of the theory. The pointed problem exists primarily before the authors of textbooks and collections of tasks, but also in front of teachers in their practical activity.

As we have already said the basic content of the school course of mathematics are the mathematic terms and claims (theorems) connected to them. But, their successful adoption is possible only through solution of corresponding tasks. Here comes the importance of the tasks in the teaching of mathematics as well as mathematic tasks. It can be said that the teacher is capable for effective organization and management of the teaching process of decision realizes this very important task if:

- Successfully keep the aims in the solution of concrete task
- Makes correct choice in the determination of the task in given lesson, topic, textbook in whole school course and
- Successfully organizes the work of students in the solution of concrete task

By term task the following terms are connected:

- **Text of the task** is the range of words from the speaking language and mathematic symbols by which the set U is given, the characteristics of the elements of the set S and the demand for representation of S
- **Condition of the task** (A) is the text by which S is given descriptively and U is given descriptively or constructively
- **Conclusion of the task** (B) is the part of the task by which the means and representation of S is pointed out
- **Solution of the task** is the activity by which the given assigning of S in the text goes to the demanded representation of S . At the same time as a result of that activity, a final range of ways of assignment is formed, so the final presentation of S is enabled and each such presentation will be named as solution of the task (R) and
- Base for the solution of the task (C) is set of theorems, axioms, definitions and other by which help decisions of the task is found

3. Structure of textual task

Solving of the mathematical task is a process in the teaching class of mathematics and it is connected and conditioned by the structure of the task

Each task of this type is made of two elements:

1. Condition of the task
2. Question of the task

In the condition of the task it is pointed out to the connection between given sizes that is the relation between known and unknown numbers. These connections determine the choice of arithmetic operations that students should use in order to solve the task.

In the question of the task it is pointed out to what appears as unknown in the task and asks to be revealed through solving of the task.

Actually, solution of the arithmetical task is discovery of the relation between known and unknown sizes

3.1 Structure of the condition of textual task

Connection between objects gives the structure of the condition of the task:

1. Textual task where the objects are measured by clear connection:

$$a+b=c$$

$$a-b=c$$

$$a \times b=c$$

$$a:b=c$$

2. Textual task with unclear relation between the objects that they are in relation

$v \dots$ is more than $\dots v = v \dots$ is larger from by $\dots g$

$v \dots$ is less than $\dots g = v \dots$ is smaller from by $g \dots$

$v \dots$ is more than $\dots v = v \dots$ is \dots times larger than $\dots g$

$v \dots$ is times less than $\dots v = v \dots$ is \dots times smaller than $\dots g$

3. Textual task which condition is made of two consequent sub tasks with clear relation example $a+b=c$ $c+s+p$

4 Textual tasks which condition is made of more subtasks out of which one is with clear relation and the others with unclear relation.

For solution of this task more procedures are necessary and more arithmetical operations are needed.

3.2. Structure of solution of mathematical task

Each solution of any mathematical task is made of: axioms or definitions of decision, while the solution of complex tasks is put on decision of many elementary tasks. Each task 3_k whose solution is content of other tasks. In the solution of elementary tasks finally 3_i is gained in the solution of given task 3 , it is named task component of the given task 3

4. Phases in the thing activity of the pupils in the process of solution of task

Solution of task can be under direct management of the teacher, under the management of other component person or independently. It can be organized on the level of whole class, in a group, pairs or again individually.

Solution of the elementary task is made in such way that in the tasks two components are separated: condition and question. At complex tasks solution of the complex task is made by finding out of many elementary tasks in its composition and their solution. Solution of the complex tasks is made through three phases:

1. Decomposition of the task into two elementary and their gradual solution
2. Formulation of numerous expressions whose value represent solution of task
3. Composition of equation whose solution gives answer of the made question

The process of solution of task fulfills the largest part of classes in teaching of mathematics from lower classes. Students who realize that process participate in multiple different activities and they can perform that independently, in cooperation with the teacher, in cooperation with another student, that is in a group in cooperation with more students.

In the performance of the activities that are directed to the solution of the task that is to the way of adding liability to the demand of the task, the thinking activity of the students moves towards understanding of the text of the tasks and towards the performance of algebra operations for giving answers to the task.

Basic phases through which thinking activity moves at the students in the solution of textual tasks:,,

1. Understanding of the text of the task

2. Designing of the concrete living situation expressed in the task
3. Knowing of the content of the living terms and discovery of the relation between them
4. Determination of clear and unclear terms in the text of the task
5. Making short record of the text of the task schedule, tabular, graphic and etc.
6. Symbolic record of the unclear if the model is equality or inequality
7. Determination of the allowed values of the unclear
8. Transfer from the content of non mathematic to the content of mathematic terms and their symbolic expression and memorizing and record of formulas.
9. Determination of the allowed values of unknown mathematic terms
10. Generalized formulation and symbolic record of the dependencies between measuring values of the known and unknown mathematic and non mathematic terms.
11. Election of the most essential dependency which will be the model of the task. "(1)

Overall activity of the student in order to be efficient and effective should be followed by motivation.

6. Conclusion

Motivating in independent work of the pupils during the resolution of text tasks in combining classes is challenge in the work of many teachers in modern teaching.

Independent work of students, especially in combined classes, occupies an important place in teaching hours and the adoption of curricula. The quality of knowledge it acquires students a significant extent depends on the proper organization and directing students and motivation for work.

Х. Димитровски, Е. Тодоровска, 2004 год., Методика на наставата и учењето по математика во основните одделенија, стр.131.

Practical research of our classrooms, about this matter gave the following results:

- In the preparatory phase to address in solo work, the teacher motivates the student dealing a creative activities, often like:
 - create itself ...
 - discover the link between ...
 - invented number ...
 - open and find out ...
 - try to show him the way of ...

- The method of motivation differs in terms of pupils' abilities

Gifted pupils	<ul style="list-style-type: none"> - Receive role of Tutors of students posabite - Praise - Individualization - Tasks to redefine condition
Pupils with a GPA	<ul style="list-style-type: none"> - Presenters in small groups - Praise - Tasks with vague connections and multiple operations - Individualization
Pupils with lower achievement	<ul style="list-style-type: none"> - Tasks with clear links - Praise , encouragement - Individualization

- Mutual evaluation and self-assessment , and actualization of the contents of motivating tasks affect all students.

Motivating pupils during independent work, especially in combined classes , where it accounts for a significant part of teaching hours remains constant innovation for the teacher who wants to achieve optimum achievement of the goals of teaching hours.

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THE EFFECTS OF BOM GAME ON STUDENTS' LEARNING OF CHEMICAL ELEMENTS

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Abstract

This study aimed to determine the role of educational games called as BOM on learning chemical elements. The game was played with 12 students at 7th level in a primary school in Trabzon. It was played with three groups. A total of 16 elements was selected for the games. 16 elements and their symbols were prepared for the game and each student took 8 element papers. The aim of the game is to match the four elements with their correct symbols. The first winner says BOM. Students played the games during three weeks. A pre-experimental research design was conducted by using one group. The Matching Test of Chemical Elements' Names and Symbols was applied before and after the game. The results of the post-test showed that games have a good effect on improving the learning of the names and symbols of the elements and on creating an interactive environment. It is recommended to use games since they are very effective in teaching science subjects.

Key words: BOM game, students, learning, chemical elements

1. Introduction

The periodic table is known as the alphabet of the chemistry. In this case, elements are considered as the letters of that alphabet. Without knowing the alphabet, we can neither write, read nor get in contact. From this point of view, it is established that it is necessary to understand the nature, the structure and the process of the chemistry science (Yüksel, 2012). In order to learn the element concept, firstly it is required to know the symbols and names of the elements (Aycan, Türkoğuz, Arı and Kaynar, 2002). For this, verbal lecture and memorization are commonly used teaching ways that students think as boring and difficult. Besides, high performance is expected from the students in terms of academic success. Therefore, they are always forced to study at school and this situation is continued at home by their parents (Yeşilkaya, 2013). As a result, school and the classroom environment in which teaching activities take place; usually turn into a living space which students don't enjoy.

In order to make science and technology lessons more enjoyable and more comprehensible, teachers need to tend to the practices that will enable students to learn by doing and experiencing (Saracaloğlu and Aldan Karademir, 2009). Because the knowledge that is learnt via memorization won't stay long in mind and may have a negative effect on learning new conceptions (Maskan, Maskan and Atabay, 2007). Using the methods that will make students active, enable them to focus, contribute their learning while taking pleasure and that can be easily applied in the classroom environment will be able to help these problems to be solved. Within this scope, educational game is one of the methods that can be suggested.

The game is the best environment that enables children's emotions and perceptions to get stronger (Kale, 1997). The knowledge and the skills that are acquired during the game process are combined in the mind and automated, and therefore, the learners can focus on understanding and practising new information (Gentile and Gentile, 2008). In a game-based environment, students can have learning at their own levels without having the anxiety of being judged. Furthermore, since games are the activities that students enjoy doing in their

daily lives, they also contribute to the students' taking part in teaching actively (Firat, 2011), and since they enable learning by doing and experiencing, learning becomes permanent (Yeşilkaya, 2013).

In the studies that were carried out on teaching the symbols of elements, the activities such as crossword puzzle (Earl, 1991), nominalization approach (Eichstadt, 1993; Palmer and Brosnick, 2005), creating a periodic table by painting an old car (Dreyfuss, 2000); bingo (Aycan, Türkoğuz, Arı and Kaynar, 2002), learning stations model (Morgil, Yılmaz and Yavuz, 2002), cooperative learning method (Tezcan and Uzun, 2007), competition (matching the abbreviations of the states in the US with the symbols of the elements in the periodic table; Woelk, 2009), and matching card games (Duvarcı, 2010) were used. However, the studies that are carried out on educational games are limited (Aycan, Türkoğuz, Arı and Kaynar, 2002; Duvarcı, 2010). Therefore, it is thought that this study in which a different game practice was used will contribute to the literature. Besides, since not much financial resource is needed to prepare the game, it can be applied almost in every school easily. Furthermore, the games provide the students with the opportunity to have a lot of experiences free from the dangers that they may face in real life (Alexander, Brunyé, Sidman and Shawn, 2005).

The aim of this study is to determine the effect of the BOM game on students' learning the names and symbols of the elements.

2. Method

The present study followed a pre-experimental research design (one group pre-test/post-test design) (Yu, 2017). That is, the experimental group in the present study did not have a comparison (control) group. This method includes a pre-test application before the interference, a post-test and delayed post-test after the interference.

2.1. Sample

The sample of the study consists of 12 7th grade students. The number of the students is low because the school in which the study was carried out is a village school and there is only one branch at each grade.

2.2. Data Collection Tools

A week ago before the study began; "Matching the Names and Symbols of the Elements Test" was applied to students. The same test was repeated after the game was played for three weeks. In order to establish the effect of the practiced game activity on learning, it was applied again as delayed post-test three weeks later after the post-test. In terms of the content of the subject, students are expected to learn the symbols and names of the 16 elements. The test was developed by considering this situation.

At the end of the three weeks application, the students were asked to write down a paragraph reflecting their ideas about BOM game (the points that they like and dislike, whether they want to add something else or not). In the results part, examples from the students' writings are presented.

2.3. Application of BOM Game

32 small pieces of papers that can be folded to keep the writing in it out of sight were prepared. These 32 papers were organized as 16 including the name of the element and 16 including the symbol of the element. The classroom is divided into 3 groups of 4. One from each group writes the name of those who will take part in the game on the scoring paper. The person who would do the scoring to control at the end of the game was handed in the paper on which the correct matching is presented. These small pieces of papers are allowed to be put in a book in order to make students not to look at each other. All the papers are submitted to the person who will do the scoring. This person shakes these 32 folded small papers in his/her hand and mixes them, then leaves them on the table. Each player takes 8 folded

papers, opens and examines them without showing them to anybody. The goal is to match the 4 symbols and the names of these symbols. The person to start the game gives the paper which he /she thinks that will be of no good to the next person and the game starts. By this way, they try to match 4 symbols and the names of these symbols by exchanging the papers. The one who thinks that he/she completes the matching shouts as “BOM” and hits his/her hand as prone on the table and waits. Other players try to hit their hands on his/her hand soon. When everybody puts their hands, scoring starts.

During the scoring, all the papers are opened as anyone can see by starting from the one who first does BOM. The one who does the scoring puts the paper presenting the correct matching on the table and controls the matchings aloud. While the one who matches all of them correctly gets 100 points, 5 points will be taken off for each incorrect match. The one who has 3 correct matches gets 75 points, the one who has 2 correct matches gets 50 and the one who has 1 gets 25 points. The students who don’t do any correct match get 0 point. When there is an equal number of matches, the order of hitting the table will be taken into consideration. For instance, if both competitors have 3 matches, the one who first hits his/her hand on the table takes primacy so the feature of the game is emphasized. The person who hits her/his hand first gets 75 points, 5 points are taken off from the one hitting his/her hand later and he/she is given 70 points.

When the scoring finishes, the papers are folded again and the scorer is replaced and the game is replayed. By this way, everybody is ensured to take part in the scoring. The game can be played with a different number of people. For example, when there are groups of five, the fifth person does the scoring and at the end of the stage, this person replaced with the one who gets the lowest point. In this way, everybody is included in the game. Any number of stages can be arranged. At the end of each stage, the points are calculated and the one with the highest point gets first place and gets the prize that is determined by the whole class.

Some photos related to the playing process of the game are presented in Figure 1.



Figure 1. Some photos related with the playing process of the game

3. Results

3.1. The Results Obtained from The Matching Test of Chemical Elements Names and Symbols

Correct and incorrect answer distributions that the students have in the pre-test, post-test and delayed post-test are presented in Table 1.

Table 1. Correct and incorrect answer distributions that the students have in the pre-test, post-test and delayed post-test

Students	Pre test		Post test		Delayed Post test	
	True	False	True	False	True	False
S1	10	6	14	2	16	-
S2	14	2	15	1	16	-
S3	16	-	16	-	16	-
S4	15	1	15	1	16	-
S5	14	2	16	-	16	-
S6	12	4	14	2	14	2
S7	15	1	16	-	16	-
S8	5	11	8	8	12	4
S9	15	1	15	1	16	-
S10	16	-	16	-	16	-
S11	16	-	16	-	16	-
S12	8	8	13	3	16	-

As it can be inferred from the Table 1, the number of the correct answers that students gave in the matching test increased from pre-test to post-test and from post-test to delayed post-test. Furthermore, except for 2 students, other students matched all of them correctly.

3.2. The Results Obtained from Students' Writings

All of the students stated that they liked the game very much, they enjoyed, and they learnt the names and the symbols of the elements easily. Some students expressed that they began to like science lesson. Some examples and translations from the students' writings are presented in Figure 2.

<p>Düşünce</p> <p>Çok güzel bir oyun. Elementlerin bazılarını karıştıyordum. Şimdi bu oyun sayesinde karıştırmıyorum. Ve zevkli bir oyun. Zeka geliştiriyo bençe hem Fen dersini sevmeğe başlıyorum zaten elementlerde kolay. Ayşe Gül Hocamıza teşekkür ediyorum. İyi ki böyle bir şey düşünmü?</p>	<p>It's a beautiful game. I was confused about some of the elements. Now I do not confuse via this game. And it is an enjoyable game. In my opinion, the game improves intelligence. I start to like science. The elements already are easy. I thank my teacher Ayşegül. Well, she thought of something like that.</p>
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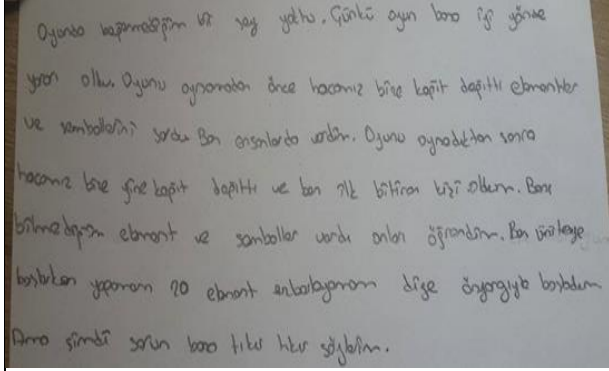
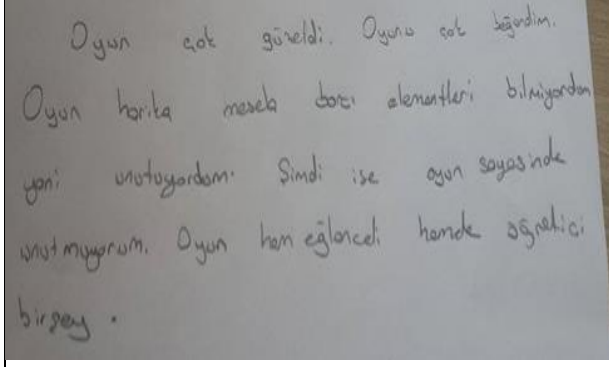
 <p>Oyunu yapmamışım ve iyi yoktu. Çünkü oyun çok iyi yönde yapılmış. Oyunu oynadık önce hocamız bize kağıt dağıttı elementler ve sembollerini yazdı. Ben onları yazdım. Oyun oynadık sonra hocamız bize yine kağıt dağıttı ve ben 72 bilirim diye yazdım. Ben bilmediğim element ve semboller vardı onları öğrendim. Ben önceki konuların 20 element anlattığımı diye öğretmeye başladım. Ama şimdi soranlara çok iyi cevap verdim.</p>	<p>There was nothing I did not like in the game. Because the game was beneficial for me and had a positive effect. Before the game, our teacher gave us test paper. She asked us about the elements and symbols. I gave my test paper at the end. After we played the game, our teacher gave us test paper again. And I was the first to finish. There were some elements and symbols that I did not know. I learned them. I started with prejudice when I started the unit. I said that I cannot memorize 16 elements. But now if you ask me I can tell all of them.</p>
 <p>Oyun çok güzeldi. Oyunu çok beğendim. Oyun hakkında mesela bazı elementleri bilmiyordum yani unutuyordum. Şimdi ise oyun sayesinde unutmuyorum. Oyun hem eğlenceli hem de öğretici bir şey.</p>	<p>The game is very nice. I liked the game very much. The game is great. For example I did not know some elements. I mean, I forgot. Now I do not forget them thanks to the game. The game is both fun and tutorial.</p>

Figure 2. Some examples and translations from the students' writings

4. Discussion and Conclusions

In this study which investigates the effect of BOM game on the students' learning the names and symbols of the elements, it was concluded that the teaching supported with a game has a positive effect on the academic achievement. It was revealed in other studies (Aycan, Türkoğuz, Arı and Kaynar, 2002; Şaşmaz Ören and Erduran Avcı, 2004; Saracaloğlu and AldanKarademir, 2009; Duvarcı, 2010; Karamustafaoğlu ve Kaya, 2013) that science teaching that was supported with game increased the students' success. These results which are consistent with the findings of the research can be interpreted as educational games affect academic achievement positively.

It is both very boring and difficult for students to memorize a subject or a concept to learn it, to be able to keep it in mind and to be able to state what they memorize when necessary. However, if the concepts and the subjects to be learnt can be taught within a game, children's interests increase (ŞaşmazÖren and ErduranAvcı, 2004), and learning action realizes automatically and in an enjoyable way. The findings of the post-test and delayed post-test that came up as a result of the study and the students' writings also support this situation.

It was observed that students' interests towards the lesson during the application of the study changed positively. It was seen that students were very active, eager and curious in the lesson. The educational process carried out with a game made science lesson no longer boring, difficult and frightening and turned it into an enjoyable one. It is also pointed out in the literature that teaching the lesson via game technique increases students' motivation and makes the lesson more enjoyable, productive, and enjoyable (Aycan, Türkoğuz, Arı and Kaynar, 2002; ŞaşmazÖren and ErduranAvcı, 2004; Duvarcı, 2010; Karamustafaoğlu and Kaya, 2013). As a result,

- Students' learning the symbols and names of the elements became easier and permanent.
- BOM game contributed to increase the students' interest and attitude towards the science lesson in a positive way.
- Game activity increased the students' interaction and ensured them to take part actively.

5. Suggestions

In order to make educational games to be used efficiently, attention should be paid that they are suitable for the level of the students; they are easily understood and give the opportunity for taking part actively. Considering the fact that in the environment where students feel ease, they can learn better, it is suggested to give more places to the games in teaching science. If it is taken into consideration that children enjoy games, they spend most of their times playing games, it contributes to revealing more efficient results to use educational games in the units that students have difficulty in understanding and include abstract conceptions. By this way, students can be ensured to learn the subject willingly and fondly. Since games increase the level of motivation, interest, and attention, they may support the participation of students who are shy and who have difficulty in learning. In this study, the application was carried out with few students due to reasons beyond our control. With more students, a study can be done by considering their needs and their development to investigate the relation between the variables such as academic achievement, gender, socio-cultural level and attitude and their effects on each other.

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TEAMWORK OF THE STUDENTS WITH MEDICAL SPECIALTIES

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Abstract

This publication will focus on the presentation of an important element in the learning process of students with medical specialties, namely their teamwork. The term "teamwork" has a little more specific and advanced formulation as the training of these students have its significant differences. In a sample organization chart their practical training and their key positions in it will be presented. Emphasis is placed on the teamwork of students in a clinical setting. The main goal is: To identify the level of successful teamwork in clinical situations of students with medical specialties through measurement, analysis and evaluation of these two aspects: 1) effective communication and 2) dealing with conflicts. Respondents in the survey were two categories: students - 122 people and tutors 60 people. It was conducted between February and June 2016 on the territory of Trakia University in Stara Zagora, Bulgaria. Examine the willingness for teamwork and cooperation of both countries in the training process: trainers (faculty, clinical instructors, mentors, etc.) and students. Some reasons for ineffective teamwork could be found but all these exist without significant disturbing of the pedagogical course of the learning process.

Once the survey results were achieved they were further handled by the mathematical program IBM SPSS Statistics 19. The data obtained were analyzed and the necessary conclusions were taken. The main one is that students with medical specialties have successfully advanced in their work as a team during their training. Their good practical preparedness and teamwork on clinical bases are a good prerequisite for a successful career.

Keywords: teamwork; students; practical training; communication; conflicts.

The concern for human health is carried out by highly specialized professionals who work successfully in a team. The medical profession requires practice in a dynamic working environment and the good teamwork spirit is extremely important. Members of this team are students who are trained in medical specialties. From the outset of the training they understand the need for better team collaboration. This would lead to the active participation of each team in the learning process, which is extremely important prerequisite for the implementation of the educational objectives of teaching in higher medical school.

Aim of the study

The purpose of the present study was to identify the level of successful teamwork in clinical situations of students with medical specialties through measurement, analysis and evaluation of these two aspects: 1) effective communication and 2) dealing with conflicts.

Respondents, procedure and method

The survey was conducted between February and June 2016 - a procedure for measuring the successful teamwork of students was held and further examined:

- A total of 122 students enrolled in the Bachelor degree course Nurse (83 people) and Midwest (39 people) at the Medical Faculty at the Thracian University Stara Zagora,

Bulgaria.

- A total of 60 professors from the Faculty of Medicine and Branch - Khaskovo Trakia University Stara Zagora, Bulgaria.

The sample is not balanced by gender and age. The percentage by gender was 79% (N = 95 women) versus 21% (N = 25 males) in favor of women.

This study is designed as an observational cross-sectional study of assess on the basis of questionnaires. Here we present some of the information received.

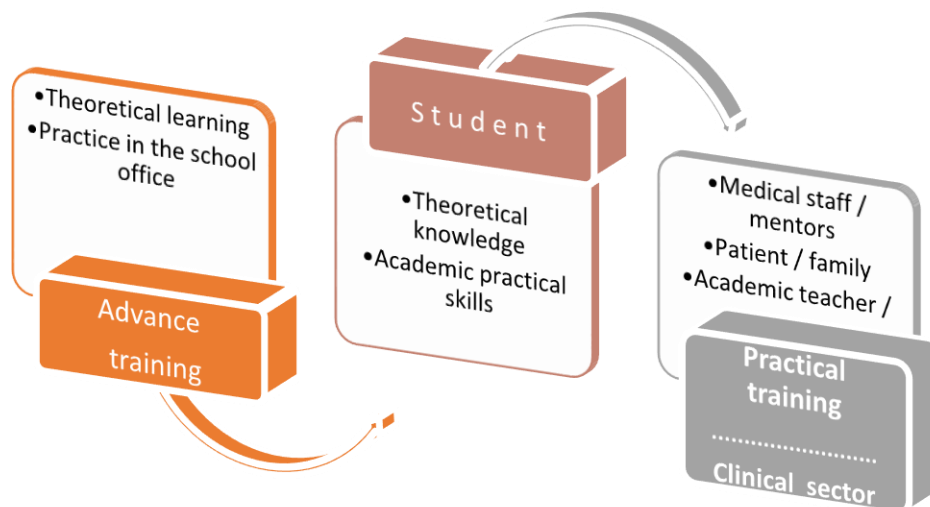
Methods:

- □ Customer satisfaction questionnaire method of collecting primary data - Direct group
- □ Statistical methods for processing information received - the program IBM SPSS Statistics 19
- □ Descriptive statistics of qualitative and quantitative variables

The training of nurses and midwives in Bulgaria lasts 4 academic years and is held in undergraduate programs. It is organized in a modern curriculum and programs that meet the European and world standards. Students are taught general and special obstetric nursing care, medical-biological and clinical disciplines and humanities - social and health legislation medical psychology, medical ethics, sociology, etc. . . During their training they can practice under the hospital and outside the stationary institutions by working as a team.

All this is regulated in the Unified State requirements [3] for the majors. Applying the ratio of 50% theory to 50% or more practical training is a modern requirement which allows students studying in "Healthcare Services" acquire the needed theoretical and practical knowledge, skills and competencies. The ratio relative share is 47:53 in favor of practical training. It is changed and increased in terms of the duration of a graduate internship of 1600 astronomical hours. Thus creating preconditions and working conditions in a real working environment of young medical professionals and enabling them to acquire the necessary level of their professional skills and competences is afforded. There is a gradation in the training of students in medical specialties in practical skills, which are strictly adhered to all the requirements. Schematic practical training can be seen in Figure1.

Figure 1 Schematic of practical training in IUD

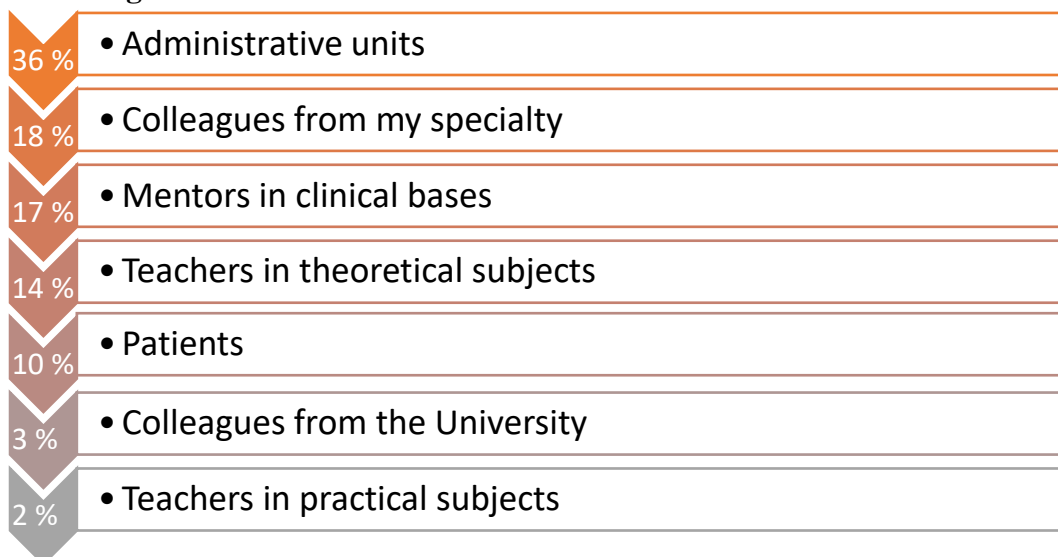


The presented scheme shows that before students attend clinical training facilities they pass through a series of academic activities which initially provide them with a theoretical course for familiarization with the matter after learning of which they are allowed to work in specially equipped cabinets. The simulated hospital environment and patients and have created all conditions for exemplary clinical work. Once students show good results in this preparatory work they are admitted to practice in a real hospital environment. There their practical training begins in the presence and interference of three main factors important for teamwork: medical staff (in their role as mentors), patients (and their relatives) and academics. The latter has a key role and professional responsibility for the smooth running of the practical activity of students and their successful teamwork.

1) EFFECTIVE COMMUNICATION

Teamwork in academic style is ordained and performed in the organizational structure known as staging or academic hall (or practical office), teacher and students play important roles in this collaboration. The teamwork performed in clinical training facilities is unconventional, unknown and different from all seen before for the students. These characteristics are determined by diverse clinical departments and their employees' staff with their individual characteristics. The large number of clinical settings in which students are trained puts before them the challenge to adapt to the teams whenever fall into the new compartment - specific medical service pathology, medical professionals and various specialties, work organization, etc. The main place here is assigned to the presence of the patient in the process of training of students. These challenges determine the specificity of the pedagogical process in a clinical practice. For its successful implementation this type of work requires effective communication between all team members. On this occasion the students surveyed had chosen different statements. They could meet difficulties in communicating with: colleagues the same specialty; colleagues from the university; academic institutions; teachers practice; teachers theory; mentors in clinical database; patients. Their answers are presented in Figure 2.

Figure 2 Difficulties in communication



The results shown indicate that the greatest difficulties students encounter in communication with the administrative units serving their studies - 36% of respondents. These are not small percentages and they will be the subject of a further study and will be

addressed in a future post. The second indicator by 18% is for those of the student who have encountered difficulty in communicating with peers in one specialty. This student-student team is loaded with contradictions and it is necessary to seek an arbitrator. Each participant comes in this team with their personality characteristics and traits and tolerance is necessary to achieve the objectives of the training. Very often these difficulties disappear in the process of study and better understanding is achieved while participating in communication. It is necessary to unite their common goals and desire for success. On the middle is the percentage – 17% of the respondents have difficulties in communicating with mentors on clinical bases. The cause and effect of these are discussed in the second part of the report. The team student-lecturer in theory has hampered communication according to 14% of the respondents. The most common reason for this is that there is a small difference between the theoretical and practical staging of things. At the stage of seeking "truth" student cannot understand correctly the messages of the teacher and this fact violates the effectiveness of communication between them. The patient as an important participant in the teamwork so students can hinder communication within the group. This was indicated by 10% of respondents. This problem is also faced in the second part of the report. A very small percentage -3% of the respondents indicated that they have a difficulty in communicating with colleagues from other disciplines in the university. Their interfaces are less than these with the colleagues from their specialty. The figure is indicative that young people easily find common goals and rarely - disagreement. Only 2% of respondents have difficulty in communicating with teachers on practical subjects. Teamwork and the teacher's authority determine the small number of students who have difficulty in teacher-student team.

The proposed schematic model of practical training (Figure 1) indicated that academic teacher is related to the success of students. His or her role to guide students through knowledge and individual clinical cases contribute to better preparedness and its practical result is when students show better exam results and better cope with teamwork. When students successfully work in a team of a clinical unit and show good practical skills they are assessed positively. The leaders of these units offer jobs to these students at their graduation. This is a positive result of the quality collaboration.

2) DEALING WITH CONFLICT

The conflict is a conflict of interest. High medical school types of conflicts have the same typology as conflicts in other organizations, but refracted through the prism of the academic roles and structures.

Generally speaking any conflict management is complex. Before proceeding to a specific tactics for managing the conflict, it is necessary to identify the situation regarding teamwork. These include: a degree of understanding and a degree of trust between all the people in the working group. In this case it has expanded to include the working staff and the two other essential participants - students and patients.

Some ways to resolve conflicts are discussions, peaceful coexistence; proof and persuasion on the opposite side. Bad results are achieved when there is a bankruptcy of arguments in the conflict; delay of the conflict; diversion; compulsion. Cooperation is fully applicable to work with students until it reaches the desired result, but it happens sometimes that an attempt to find a real solution to a problem becomes a source of conflict too.

In the medical school practice most often conflicts arise in the training of students in the clinical setting. There are challenges for all the participants involved in the educational process. First students, especially those in the first year of their training are faced with the challenge of a completely different learning situation and coping with it is a collection of personal qualities, ability to deal with extreme situations, attitudes, teamwork, respect for the

process learning. They fall into the distressing reality of the unknown working hospital environment - increased educational requirements, the titular transient and medical personnel, the presence of a teacher and not least but last - the patient as a participant in the learning process. On the second place is the staff working in the appropriate clinical setting - each with their own traits and especially the reluctance of some of them to work with students; the desire of some to dominate or take over the functions of the teacher and etc. It is also of some particular importance in the learning process that it is the patient himself who presents the teaching tool. It has its own specifics like character, attitude towards health situation, education and others. This is a specific characteristic that should be always born in mind both by students and teachers.

All these are key factors and some happen with regular activity (workload of the work shift, material provision, age differences, etc.) They are prerequisites for the emergence of conflicts in teamwork. Inevitable is the time of occurrence of conflict in a particular work situation with more participants. Not excluded the fact that this is a personal basis. These conflicts occur comparatively rarely in a group work in clinical settings as the dynamics of the labor situation and the requirement to put the welfare of the patient on the first place does not allow continuous conflicting. Possible participants in the conflicts are: staff-student; student-student; patient-student; patient-student-staff; student-formal group or students' informal groups.

Presumably the teacher who leads the clinical training of students is a "buffer" in such situations and he must pin conflicts and guide teamwork in the right training sequence. The pedagogical leader should not just assume that the cause of conflicts in the school environment is the difference in character of students, medical staff, teachers and/or other participants in the learning process. It is expected to investigate more seriously the situation and after analyzing factual reasons to use appropriate methods to solve the conflict. Whether this will be one of the four structural methods (explaining the requirements of the job, using the coordination and integration mechanisms; formulating the organizational wide and complex objectives, introduction of various incentive systems) depends on the personal discretion of the teacher and the characteristics of the multi-layered situation.

In this study an expert judgment to DCE is used. Its aim is to determine the main orientation of the preferred strategies for resolving conflicts in the study group teachers (N = 60).

In this regard a study on this subject was held in the form of a survey among teachers in higher medical schools who are directly involved in the learning process performed in the clinical database. Based on clinical teaching and personal experience they answered the given questionnaire. When referencing expert "opposing" strategies of the respondents to the top three dimensions we received 89% consistency among experts. The results of this procedural step in the study are presented in Figure...

The respondents amongst teachers say that the most acceptable approach for them was using integrated and coordinated mechanisms – 72% of them have chosen for this type of solution. They are easily applicable for students and are acceptable for the personnel. Patients are rarely affected by a restrictive application of this mechanism management teamwork. The second preference in the responses is explaining the requirements for the given work - 36% of the respondents have indicated this measure to overcome the conflicting differences. Here is the reason for insufficient information - incomplete briefing at the start of operation, changes in the environmental conditions for work /lecture, hospital, office and others/ or dynamics trainer composition and etc.... The personality characteristics of each participant in the learning process should also be considered. The mechanism formulated organization-wide and complex objectives is less favored by teachers –only 15% of them stated that answer. This strategy for solving conflicts suggests ranking in a new way the determiners of the

particular units without damaging the pedagogical course of training. This case requires synchronization in a clever way between the interests of students, patients and staff without breaking anyone's autonomy. Introducing various incentive systems is a mechanism that is preferred by 5% of the surveyed teachers, but is largely applicable for the students who are directly or indirectly involved in the conflict. The percentage sum exceeds 100, because 14% of the surveyed teachers gave more than one answer.

As a conclusion it could be said that all the preferred strategies for solving conflicts are well refined techniques with a good result. Guided by good medical practice, pedagogical and practical experience and respecting the rights of each member of the team teachers successfully solve conflict situations. As a result of this teamwork the collaboration 'students – staff – patients – teachers' performs its functions and operates successfully.

Conclusions:

Main conclusion: Students with medical specialties have successfully advanced in their work as a team during their training.

- Students conduct effective communication in a working team, as a small percentage of them (10-17%) meet some difficulties.

- Good practical preparedness and mutual work in teams on clinical base for training of students are a good prerequisite for a successful career for the students with medical specialties.

- Professors in clinical bases for training have a key role and demonstrate professional responsibility for the smooth running of the practical activity of students and their successful teamwork.

- Professors tend to use more often behavioral strategies that show concerns about relationships with others and search option for compromise reconciling viewpoints.

In the course of their studies in higher medical school students accumulate theoretical and practical knowledge by studying and working in a team. The dynamically changing team in various situations determines their various roles - it teaches them new things and makes them suitable for their future career.

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THE KINETICS OF ION TRANSPORT IN ELECTROCHROMIC WO₃ THIN FILMS

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Abstract

Electrochromic cathodically coloring tungsten oxide (WO₃) thin films have been prepared by chemical bath deposition method. The WO₃ films with thickness of 150 nm have been deposited onto fluorine doped tin oxide (FTO) coated glass substrates.

Electrochromic test cell was constructed by using WO₃ film as working electrode, with FTO as an opposite (counter) electrode, and aqueous solution of 1 mol/dm³ KCl as an electrolyte.

The kinetic behavior of injection and extraction of K⁺ ions into the film under various constant potentials was studied by Impedance Spectroscopy. The impedance spectra of the colored (reduced) and bleached (oxidized) states were recorded in voltage interval from ±2.2V to ±2.5V with switching the polarity of applied potential. The simple equivalent circuit was introduced to explain the cell behavior. The values of all parameters were obtained by fitting the proposed model to the experimental data. The behavior of the structure under different voltage conditions was discussed.

Keywords: electrochromism, impedance, kinetics, conductivity.

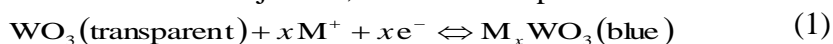
Introduction

Electrochromism is the phenomenon displayed by certain materials, of reversibly changing their optical properties under an applied voltage (Granqvist, 1995; Bange, 1999). Since its discovery, electrochromism has been an area of active research interest and considerable progress has been achieved in the syntheses and application of electrochromic materials, the improvements of electrochromic properties and the fabrications of electrochromic devices. Electrochromic materials have been of great interest to scientists for their spectrochemical properties and they have significant potential in commercial applications like smart windows, mirrors, displays *etc* (Mortimer et al., 2006; Granqvist, 2000; Baetens et al., 2010).

Traditionally, materials have been considered as being electrochromic when they displayed distinct visible color change between a transparent (bleached) and a colored (opaque) states, or between two colored states. In case more than two red-ox states are electrochemically available, the electrochromic material may exhibit several colors and may be termed as polyelectrochromic or can be said to possess multicolor-electrochromism. Electrochromic materials can be classified based on the potential at which the coloration process occurs as: cathodically coloring ones that darken under charge

insertion (negative potential), and anodically coloring ones that darken under charge extraction (positive potential).

Electrochromism is known to exist in many types of materials, both organic and inorganic. Among inorganic materials, tungsten trioxide (WO_3) is the most extensively studied material due to its appreciable electrochromic properties in the visible and infrared region, high-coloration efficiency, and relatively low price. The electrochromism in WO_3 was first reported by Deb in 1969, and since then, it was the most widely used material for electrochromic application. In the case of WO_3 , the electrochromism occurs through a reversible electron and cation injection, and can be expressed as:



With $\text{M}^+ = \text{H}^+, \text{Li}^+, \text{K}^+, \text{or } \text{Na}^+$, and e^- denoting electrons. Several preparation methods have been used to deposit electrochromic WO_3 thin films, including thermal evaporation, electrodeposition, spray pyrolysis, chemical vapor deposition, electron beam evaporation, magnetron sputtering, sol-gel methods, *etc* (Monk et al, 1995). Among them, chemical bath deposition methods have many advantages: they do not require sophisticated expensive equipment, various substrates including metals, semiconductors or insulators can be used, the starting chemicals are commonly available and cheap, and the preparation parameters are easily controlled (Ristova et al, 2002; Neskovska et al, 2007; Demiri et al, 2011). Depending on the deposition conditions and techniques, WO_3 thin films may present considerably different structural, optical and electrical behaviors, and consequently different electrochromic behaviors. The aim of this work is to investigate the kinetics of ion transport in WO_3 films prepared by a simple chemical deposition method (Najdoski, 2007).

Experimental

Preparation of WO_3 films

Electrochromic WO_3 thin films have been deposited onto fluorine doped tin oxide (FTO) coated glass substrates commercially available, with transparency of about 80% for visible light and sheet resistance of about $15\Omega/\square$. The deposition of the WO_3 thin films was performed from one solution prepared of 1.65 g $\text{Na}_2\text{WO}_4 \cdot 2\text{H}_2\text{O}$ dissolved in 90 ml deionized water. The substrates were vertically supported against the walls of the beaker. Then, the whole system was heated slowly, up to 95°C with continuous stirring. The deposition time was 20 min. The detailed description of the deposition procedure is given in our previous work (Velevska, Ristova, 2002). The thickness of the films was 150 nm, measured by Dectak Stylus Profilometer.

Characterization

For practical electrochromic investigations, an electrochromic test device (ECTD) was designed (Velevska, Ristova, 2002). It consisted of home-built glass cell with a $1\text{mol}/\text{dm}^3$ KCl in 100 ml of the solution as an electrolyte, in which two electrodes were immersed. One electrode was WO_3 thin film deposited on the FTO substrate (working electrode) and the other was blank FTO substrate (counter electrode). The distance between the electrodes was about 1.5 cm, and the volume of the electrolyte was about 15 ml. The active surface area of the electrodes was approximately 5cm^2 . Figure 1 depicts the cross section of the investigated electrochromic device.

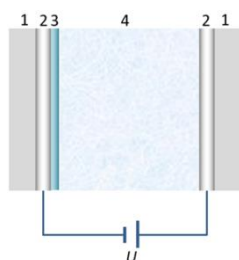


Figure 1. Cross-section of the ECTD: 1- glass, 2 – FTO, 3 – WO₃ film, 4 – electrolyte.

AC impedance spectroscopy is a powerful method used for providing information about the nature of conduction processes and the mechanism of charge transport in the investigated material, but also on the interfaces of the material with electrodes and electrolyte over the large range of frequencies. In impedance measurements, a sinusoidal stimulating signal with potential perturbation of constant amplitude and known frequency is applied to the working electrode, which is usually held at a steady state by a DC-bias potential.

The magnitude of the system conductivity is determined from the measurements of the real G and imaginary part B of the admittance Y and the impedance of the system is extracted from these measurements. The real Z' and imaginary part Z'' of the impedance Z are defined with appropriate equations ($Z' = G/Y^2$, $Z'' = B/Y^2$, $Y^2 = G^2 + B^2$) and the overall impedance can be expressed as a complex number containing both components:

$$Z^* = Z' + iZ'' \quad (2)$$

which is denoted by a point (Z' , Z'') in the complex impedance plane, where Z' and Z'' are the real (in phase) and imaginary (90° out of phase) components of the impedance, respectively. With measurements made over a wide-enough frequency range, various processes, such as interfacial charge transfer and bulk charge transport during the redox-ox switching of a conducting oxide, may be separated through the difference in their time constants, $\tau = 1/\omega$ where ω denotes the circular frequency where the characteristic maximum of the curve appears. Often these time constants are also a function of the electrode potential and the properties of the electrolyte solution. Therefore, changing these experimental conditions can cause additional separation.

We further use the Nyquist plot (dependence of the real part of the complex impedance Z' vs imaginary part of the impedance $-Z''$) to present every process in the structure at different frequency region which allows us to investigate them separately. The semicircle appearing in the high-frequency region usually corresponds to an effect of the charge-transfer due to the cation transfer across the electrolyte/WO₃ interface or the electrolyte, and the low frequency range semicircle is reflecting the processes due to the mass transfer and diffusion.

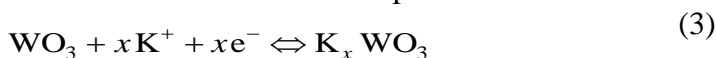
The IS measurements were carried out with HP 4192A Impedance Analyzer in a frequency range of 10Hz to 1MHz with U_{AC} amplitude of 500 mV.

Results and discussion

The behavior of the EC device was investigated for few applied DC potentials, negative for reduction and positive for oxidation in the potential range from ± 2.2 V to ± 2.5 V with step of 0.1 V. This was done in order to understand the changes that happen for different concentrations of charge carriers, which cause the reduction (oxidation) in the device and change in the color of the oxide.

After negative potential (-2.2 V to -2.5 V) is applied to WO₃ electrochromic film, a reduction process goes on and its color changes to blue. During this process K⁺ ions enter in the oxide film from the electrolyte (intercalation of K⁺) and electrons enter from the FTO,

causing the coloration process. Immediately after coloration, a potential is switched to positive with the same magnitude and the inverse process happens, denitercalation of the ionic species from the WO_3 to electrolyte, while electrons run to the FTO glass. These reactions are reversible and can be represented as:



For every coloration-bleaching potential applied (from ± 2.2 V to ± 2.5 V), the film was substracted to the voltage flow of 5 minutes before the IS measurements were taken.

The cyclic voltammetry taken in our previous demonstrated good electrochemical stability of the film as the K^+ were inserted and extracted reversibly in numerous times (Velevska et al., 2016).

For deep understand of the ongoing electrochemical processes, we analyzed the experimental data using an equivalent circuit which contains circuit elements such as resistors, capacitors or diffusion elements. The good equivalent circuit should contain circuit elements which represent the electrochemical system under study and each of them must have a defined physical meaning. The goal is to determine the value of each circuit element from the experimental data to quantify the electrochemical parameters and explain the transport processes in the structure.

Current theories of charge transport in electroactive film coated electrodes can be divided into three groups, the redox layer model, the porous electrode model and the metal oxide electrode model. The metal oxide electrode model was deduced by Ho and coworkers, 1980; in studying lithium (a neutral electroactive species) insertion in tungsten trioxide (conducting and electroactive) thin film electrodes. They treated the insertion of lithium into the electrode as driven by diffusion, not by migration.

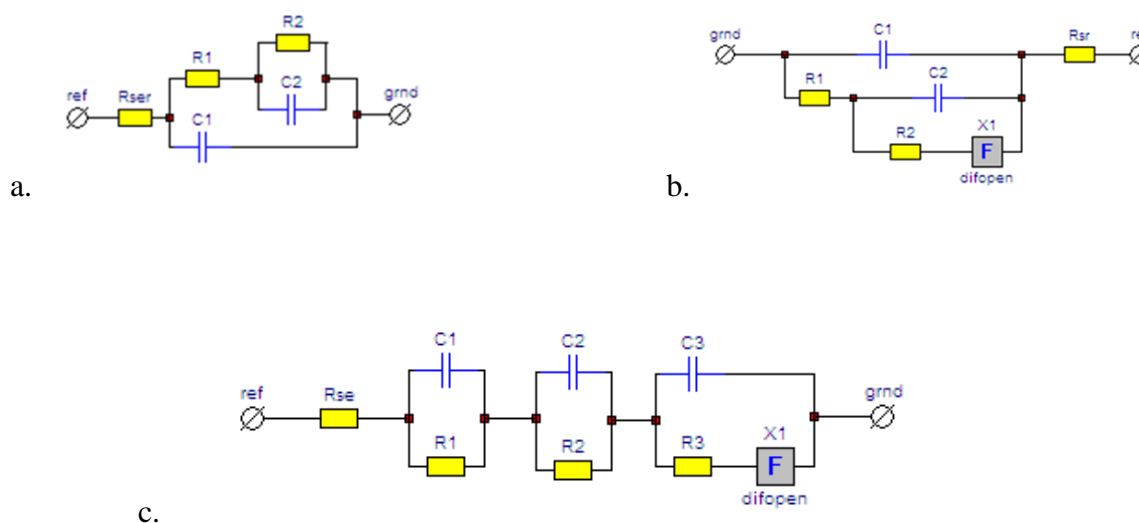


Figure 2. The equivalent circuits used for a. -2.2 V to -2.4 V; b. -2.5 V; c. At all positive potentials.

The equivalent circuit representing the thin-film electrode immersed in an aqueous electrolyte solution is different for reduction, Fig.2.a and b., and for oxidation. Fig. 2.c.

The building elements of the equivalent circuit given in Fig.2.a and b. Are R_{ser} the ohmic resistance of the wires and the electrolyte, R_1 – charge transfer resistance, R_2 – ohmic resistance associate to the energy of the activation of the adsorption, C_1 – refer to the capacity of the double layer at the electrolyte/ WO_3 interface, respectively, C_2 – capacitance of the adsorbed ions on the electrode during strong adsorption. Second circuit ,Fig.2.b.is used for

fitting procedure for $U = -2.5$ V, revealing the presence of very strong diffusion given with the impedance X_1 which consist of parallel circuit of diffusion resistance R_D and diffusion capacitance C_D . The charge-transfer resistance is due to the kinetics of the ion transfer across the electrolyte/ WO_3 interface, while the Warburg impedance element represents the resistance due to the mass transfer of the cations.

For figure 2.c. which represents the circuit under oxidation following parameters are used: R_{sr} – ohmic resistance, R_1 – ohmic resistance at FTO/ WO_3 interface, C_1 – capacitance at FTO/ WO_3 interface, R_2 – charge transfer at WO_3 /electrolyte interface, C_2 – capacitance at WO_3 /electrolyte interface (double layer), C_3 – electrolyte capacitance, R_3 – diffusion resistance, C_d – reflective finite Warburg capacitance, R_d – reflective finite Warburg resistance.

The assumptions taken here are: First, the electron exchange standard rate constant of oxide is significantly faster than the expected rate of the ion transfers across the electrolyte interface. Second, in the present experimental arrangement, the bulk concentration of the transferring ion ($c_{x(\text{electrolyte})}$) is at least one order of magnitude lower than that of the redox probe (c_{ox}). Thus, besides the kinetics, the overall mass transfer regime at the thin oxide film electrode is controlled by the transferring ion. Because of these arguments, the faradaic element of the Randles circuit for the oxide phase can be omitted since it gives negligible resistance. Therefore, the equivalent circuit representing the thin oxide film-FTO electrode under reduction is simplified to a type that is shown in Figure 2.

Figure 3 shows the experimental Nyquist impedance plots for the transfer of K^+ cations, and the corresponding theoretical plots simulated on the basis of the equivalent circuit given in Figure 2a. and b. for reduction and figure 2.c for oxidation.

TABLE 1. Parameters for ED under reduction (colored)

Parameter	-2.2 V	-2.3 V	-2.4 V	-2.5 V
R_{sr} ($\square\square$)	35.2	35.3	35.4	35.2
R_{ct} ($\square\square$)	8.6	9.2	9.2	4.4
C_1 ($\square F$)	22.3	23.5	20.7	8.6
R_{ad} ($\square\square$)	350.0	354.2	386.4	77.3
C_{ad} ($\square F$)	38.2	37.3	40.1	35.3
R_D ($\square\square$)				289.5
C_D ($\square F$)				360.8

TABLE 2. Parameters for ED under oxidation (bleached)

Parameter	-2.2 V	-2.3 V	-2.4 V	-2.5 V
R_{sr} ($\square\square$)	35.6	36.7	35.7	35.2
R_1 ($\square\square$)	2.7	2.5	2.5	2.4
C_1 ($\square F$)	6.4	6.9	6.9	7.2
R_2 ($\square\square$)	4.7	3.9	4.1	3.9
C_2 ($\square F$)	36.1	42.5	41.2	41.3
R_3 ($\square\square$)	180.6	180.4	190.0	203.5
C_3 ($\square F$)	40.4	37.8	35.7	38.9
R_D ($\square\square$)	1226.2	1157.2	1008.1	686.5
C_D ($\square F$)	101.4	112.0	126.4	251.0

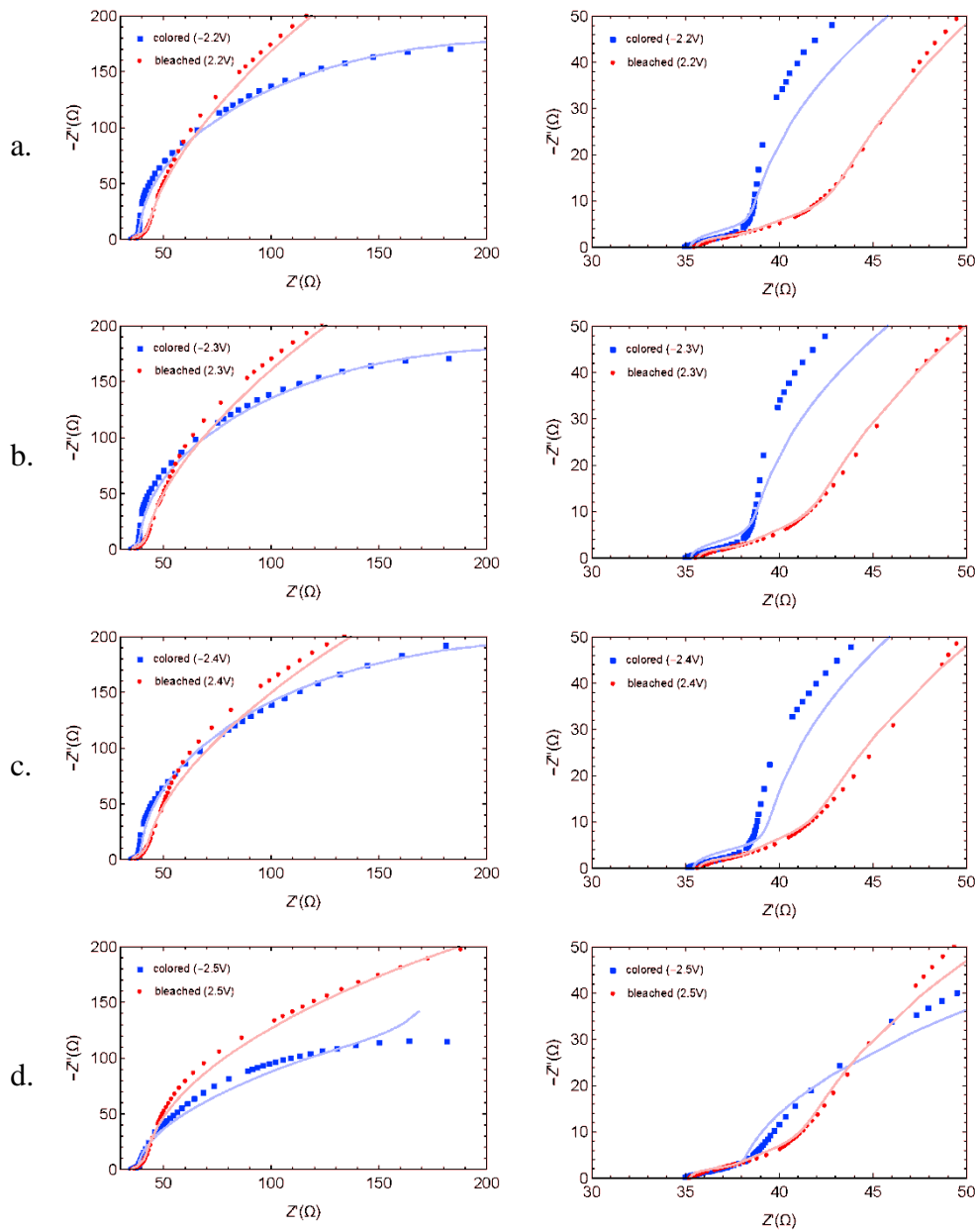


Figure 3. Nyquist plot for all investigated cases. Figures on the left give densities for whole frequency range and the ones on the right for the high frequency region at the same potential. The parameters of the equivalent circuit obtained by fitting procedure are shown in Table 1 for EC under reduction and Table 2 for device under oxidation. In all cases, the fitting between the experimental and theoretical data is very good, with an error of less than 5%. This implies that the equivalent circuit is correctly chosen, accurately reflecting the features of the experimental system. The parameters of the semicircle regions of the Nyquist plots in Figure 3, appearing in the high-frequency regions, mainly reflect the effect of the charge-transfer resistance due to the cation transfer across the WO_3 interface (inset in Figure 3). Furthermore, in the lower frequency region, the major resistance is due to the mass transfer. In this region incomplete semicircle is observed due to the

d area of measurement on the low frequency side. In the low frequency region impedance for reduced state has higher value than for oxidized state and we connect this to the movement of the charges, diffusion, at the interface/electrolyte.

For medium frequency range (<1 kHz), we observe opposite dependences, the impedance for reduced state is lower than the one for oxidized state, which is connected to the movement of the ions in the electrolyte. During reduction the ions enter the oxide and the concentration of the charges in the electrolyte is low, during oxidation the ions return to the electrolyte and the concentration of charges is higher than in reduced phase, leading to higher conductivity (lower impedance). The high frequency semicircle is connected to the transfer of the charges at the oxide/electrolyte interface and it is almost the same for all measurements.

Conclusion

In this work we analyzed the behavior of the electrochromic device with WO₃ thin film as working electrode under reduction (negative) and oxidation (positive potentials) from 2.2 V to 2.5 V. The kinetics of ion transport was analyzed using equivalent circuits most appropriate for every case (potentially), given by fitted parameters which explains the movement of charges as well as mass transfer. The process of oxidation presented same behavior of the device under all potential, defined by strong diffusion, and no adsorption, while reduction showed changes in the behavior connected to increase of negative potential, which was presented with significant adsorption and low diffusion for lower potentials and strong diffusion only for highest potential, (-2.5 V).

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ENERGY EFFICIENCY WITH ELECTROCHROMIC COPPER(I) OXIDE THIN FILMS

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Abstract

Electrochromism is a reversible and visible change in the transmittance and/or reflectance of a material as a result of electrochemical oxidation or reduction. Electrochromic windows are architectural or automotive windows with electrochromic coatings that allow them to darken and lighten upon the application of a very small electric voltage. They have variable transmittance so that a desired amount of visible light and/or solar energy passes through. Such windows can lead to energy efficiency as well as comfortable indoor climate. Maintaining the color intensity requires a small, negligible current. Semiconducting copper(I) oxide, Cu_2O , films were prepared using electrodeposition method onto transparent conductive glass substrates. Those films revealed a significant difference in transmittance in their coloured and bleached state. The AM 1.5 spectrum was taken for an input and the spectral intensity of the transmitted AM1.5 solar irradiance spectrum through those films was calculated.

Keywords: Copper(I) oxide, Thin films, Electrochromism, Energy Efficiency.

1. Introduction

1.1. Energy efficiency

The goal of energy efficiency is reducing of the amount of energy required to provide products and services. Energy efficiency is a way of managing and restraining the growth in energy consumption. It means using less energy to accomplish the same task. Something is more energy efficient if it delivers more services for the same energy input, or the same services for less energy input. By improving our energy efficiency, we reduce the size (and cost) of the energy system needed to power our homes and industries [1].

Energy efficiency is not energy conservation. With energy efficiency, we don't have to sacrifice comfort to save energy. Energy conservation involves a change in behavior to save energy, while energy efficiency means physical upgrades like adding insulation, replacing inefficient lighting and appliances, etc.

Improvements in energy efficiency are generally achieved by adopting a more efficient technology or production process or with the application of commonly accepted methods to reduce energy losses [2].

Buildings are an important field for energy efficiency improvements around the world because of their role as a major energy consumer. The indoor conditions that can be achieved with energy use vary a lot. The measures that keep buildings comfortable, lighting, heating, cooling and ventilation, all consume energy.

The window choice has a real impact on heating and cooling costs. Windows are thermal holes. Windows lose and gain heat by conduction, convection, radiation and air leakage [3]. An average home may lose 30% of its heat or air-conditioning energy through its windows. Less than half of the sun's energy is visible. When the sun's energy strikes a

window, the visible light, infrared (heat) and ultraviolet waves are either reflected, absorbed or transmitted into the building. The windows should have high visible transmittance to provide easy looking through, giving a nice view and to admit natural daylight, so they can save energy because of the reduced need for artificial light. In a cold climate we welcome the sun's heat and light most of the time. And once we capture the heat, we don't want to give it up. In a warm climate, we don't want the heat, but we do want the light. Advances in window technology let us have it both ways. The heat flow through windows can be impeded with an electrochromic material.

1.2. Electrochromism and electrochromic material

Electrochromism is the reversible and visible change in transmittance and/or reflectance that is associated with an electrochemically induced oxidation–reduction reaction. An electrochromic (EC) material is one that changes color in a persistent but reversible manner by an electrochemical reaction. The color change is commonly between a transparent, bleached state and a colored state, or between two colored states. If more than two redox states are electrochemically available, the electrochromic material may exhibit several colors and may be termed as polyelectrochromic or can be said to possess multicolor electrochromism. This optical change is effected by a small electric current at low dc potentials of the order of a fraction of volts to a few volts. Different classes of materials show this behavior such as transition metal oxides, conjugated polymers, metal-coordinated complexes and organic molecules[4].

Various types of materials and structures can be used to construct electrochromic devices, depending on the specific applications. The Electrochromic device (ECD) controls the optical properties such as optical transmission, absorption, reflectance, and/or emittance in a continual but reversible manner upon the application of a voltage. This property enables the ECD to be used for applications like smart window (architectural or automotive windows with electrochromic coatings that allow them to darken and lighten upon the application of a very small electric voltage), electrochromic mirror (electrochromic reflecting surfaces that are employed as self darkening mirrors that regulate reflections of flashing light from following vehicles at night so that a driver can see them without discomfort) and electrochromic display devices [4, 5].

The basic structure of an ECD consists of EC layer separated by a solid, gel, or liquid electrolyte from a charge-balancing counter electrode. The ECD works on an external voltage, for which the conducting electrodes are used on the both sides of the device. The basic structure of an electrochromic device embodies five superimposed layers on one substrate or positioned between two substrates in a laminated configuration: substrate/ transparent conductor/ ion storage layer/ ion conductor (electrolyte)/ electrochromic film/ transparent conductor/ substrate. Optical absorption occurs when electrons move into/out of the EC layers from the transparent conductors along with charge balancing ions entering from the electrolyte.

1.3. Electrochromic (EC) windows

The amount of sunlight and solar energy entering the building can be controlled with electrochromic (EC) windows, thus providing indoor comfort. The electrochromic windows, also known as smart windows, are new technological arrangement with variable transmittance of light and solar energy for achieving energy efficiency in buildings. Smart windows are currently being used in an increasing number of buildings and vehicles [5]. They can minimize the energy used for the heating and cooling of the buildings, to achieve and maintain a comfortable temperature. The EC windows reflect long wave heat energy and are transparent for visible light. In hot climates, they reflect the sun's long wave heat energy

while admitting visible light, thereby keeping the house cooler in the summer. And in cold climates, they reflect long wave radiant heat back into the house, again while admitting visible light, Fig. 1 [3].

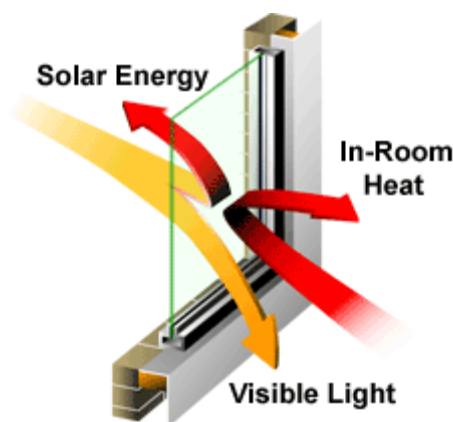


Fig. 1. Electrochromic window.

2. Experimental details

Electrochromic copper(I) oxide thin films are appropriate for use in electrochromic smart windows because of the abundance of starting material and its cost. These oxide thin films exhibit cathode electrochromism, i.e. they are transparent for visible light in their oxidized state, and almost black when switched to their reduced state [6-8].

Copper(I) oxide thin films could be made using different techniques: sputtering, chemical bath deposition, electro-deposition, sol-gel-like dip technique, thermal oxidation, anodic oxidation, etc.

The subject of this research were the electrochromic thin cuprous oxide films prepared by an electrodeposition method described by other authors [9], onto fluorine doped tin oxide ($\text{SnO}_2\text{:F}$ or FTO) pre-coated glass substrates.

The EC windows modulate the incident radiation, so the conductive layer should be transparent and deposited onto a transparent substrate, such as glass substrate or plastic. The conductive fluorine-doped tin oxide, $\text{SnO}_2\text{:F}$ (FTO) film coating was deposited onto cleaned standard microscopic glass substrates kept at a temperature of 400°C , by spraying a 0.05 M aqueous solution of $\text{SnCl}_2\cdot 2\text{H}_2\text{O}$ and crystals of NH_4F , with a pH of about 7 [10], with a BOSH sprayer. The FTO prepared with this method was about $2\mu\text{m}$ thick, with an 80% transparency for visible light, and with sheet resistance of $18-38\Omega/\text{sq}$.

Electrodeposition is a simple and low cost method for deposition of oxides at low temperatures. Such deposited films have high quality. In our case the deposition was performed using a two electrode classical system. A copper clad for printed circuit board, with a thickness of $50\mu\text{m}$ with the same dimensions as a classical microscopic glass was used as an anode, while the glass substrate coated with FTO was a cathode. The electrolyte was prepared from 0.4 M anhydrous copper sulfate CuSO_4 , 2.7 M lactic acid $\text{C}_3\text{H}_6\text{O}_3$ and 3.1 M sodium hydroxide NaOH . The temperature of the electrolyte was maintained at 60°C , the voltage between the electrodes was in the 0.5 to 0.6 V range, with a current density of 0.8 to $1\text{mA}/\text{cm}^2$ [9].

The thickness of the obtained films, determined by the gravimetric method, was about 200 nm .

The composition and crystal structure of the films were studied by X-ray diffraction [11].

The electrochemical behaviour of the electrodeposited Cu₂O films was examined in an electrochromic test device (ECTD), that consisted of a transparent glass cuvette with a 0.1 M NaOH aqueous solution electrolyte in which two electrodes were immersed. The working electrode represented the copper(I) oxide thin film onto FTO coated glass, whereas the counter electrode was FTO coated glass. When a voltage was applied between transparent electrical conductors, ions from the electrolyte were moved uniformly into and out of the electrochromic film. The charge-balancing counterflow of electrons through the external circuit then led to a variation of the electron density in the electrochromic film and thereby a modulation of its optical properties.

The optical properties of the Cu₂O films were studied with a Varian CARY 50 Scan UV-Visible spectrophotometer, in the wavelength range from 350 to 800 nm. The visible transmission spectra were taken *in-situ* (the Cu₂O film incorporated as a working electrode into the ECTD) and then subtracted with a blank probe, for the following film states: as prepared, coloured and bleached. The coloration and the bleaching of the cuprous oxide thin films were performed with the application of a voltage – 4.5 V and + 4.5 V respectively. The results are presented elsewhere [11].

3. Result and discussion

The transmittance data were used to calculate the absorption coefficient $\alpha(\lambda)$ as a function of the wavelength (energy) of incident radiation in the visible part of the spectrum for: as deposited films, in coloured and bleached states. The absorption coefficient was evaluated from:

$$\alpha(\lambda) = \frac{1}{d} \ln \frac{100}{T(\lambda)(\%)}, \quad (1)$$

where $T(\lambda)$ are transmittance data values and d is the thickness of the film.

The spectral intensity of the transmitted (modulated) solar irradiance through the films was calculated using the equation

$$I(\lambda) = I_0(\lambda)e^{-\alpha(\lambda)d}, \quad (2)$$

where $I_0(\lambda)$ is the spectral intensity of the incident irradiance (Fig. 2).

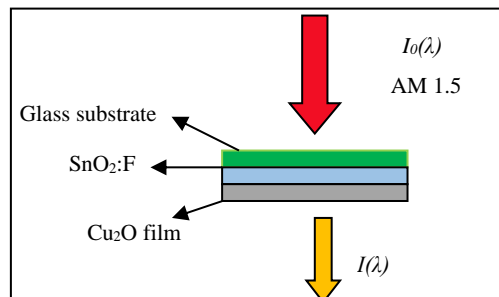


Fig. 2. Modulation of the incident irradiance with Cu₂O glass coating.

The AM 1.5 solar irradiance spectrum was used as reference (Fig. 3).

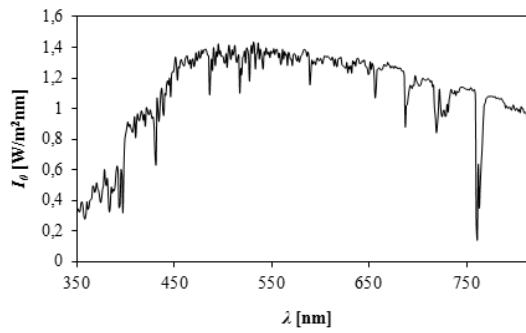
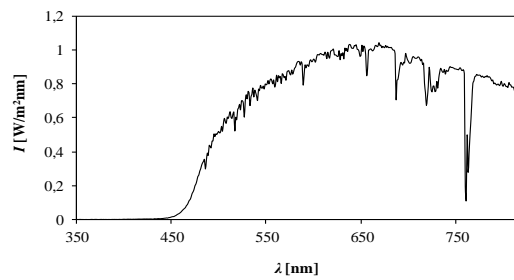
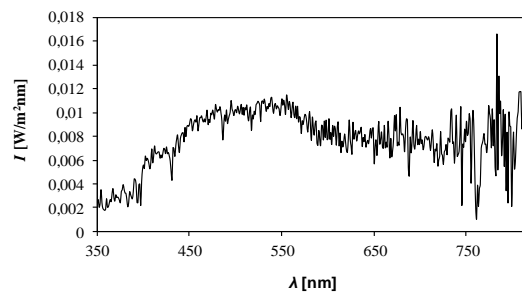


Fig. 3. Reference solar spectral irradiance: air mass 1.5.

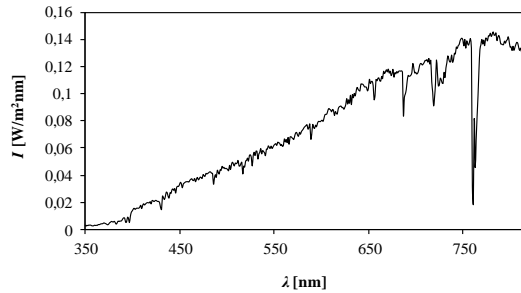
The solar irradiance is dependant on the air mass or path length of irradiation through the atmosphere. The AM 1.5 spectra represent terrestrial solar spectral irradiance on a receiving surface defined in the standards as an inclined plane at a 37° tilt toward the equator, facing the sun (i.e., the surface normal points to the sun, at an elevation of 41.81° above the horizon). These distributions of power (watts per square meter per nanometer of bandwidth) as a function of wavelength provide a single common reference for evaluating spectrally selective materials. The specified atmospheric conditions are: an absolute air mass of 1.5 (solar zenith angle 48.19° s, which is a reasonable average value for the mid latitudes), total column water vapor equivalent of 1.42cm, total column ozone equivalent of 0.34cm [12].



a)



b)



c)

Fig. 4. Spectral intensity of the transmitted AM 1.5 solar irradiance spectrum through electrodeposited Cu₂O film in: a) as prepared, b) coloured and c) bleached states.

The calculated output spectral intensities transmitted across the copper(I) oxide thin film in as prepared, coloured and bleached states are presented in Fig. 4. The spectral intensities within the visible region, from 350 to 800 nm for as prepared, coloured and bleached states of the film were numerically integrated. The results are presented in Table 1.

Table 1. Numerical integral of the transmitted intensity from 350 to 800 nm (W/m²) through the copper(I) oxide films in their as prepared, coloured and bleached states.

	I_t - Integral transmitted intensity from 350 to 800 nm (W/m ²)
As prepared	283
Coloured	4
Bleached	35

The visible transmitted intensity and light modulation, as a relative change of the integrated intensity could be calculated by:

$$\text{Modulation} \approx \frac{I_{t(\text{bleached})} - I_{t(\text{coloured})}}{I_{t(\text{bleached})}} \times 100\% = \frac{35 - 4}{35} \times 100\% \approx 88.6\% . (3)$$

An integrated intensity modulation of about 89% is a considerable value.

Conclusion

Energy efficiency has proved to be a cost-effective strategy for building economies without necessarily increasing energy consumption. There are many motivations to improve energy efficiency: economically and ecologically.

Electrochromic materials can change their properties and colour under the influence of an electrical voltage or current. As the colour change is persistent and energy should be applied only to achieve a change (colouring/bleaching), electrochromic materials are energy efficient and are used to control the amount of light and heat allowed to pass through window (smart windows), to optimize interior environmental conditions and occupants' comfort.

The electrochromic Cu₂O films can be used for the control and modification of incident daylight, solar energy and glare. Prepared EC thin copper(I) oxide films revealed about 89 % modulation in transmittance in their coloured and bleached state. So, we could save energy with an EC window system coated with copper(I) oxide thin films.

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SPRAY PYROLYSIS DEPOSITION OF α -Fe₂O₃ THIN FILM FOR HUMIDITY SENSING

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Abstract

Thin films of α -Fe₂O₃ have been deposited by spray pyrolysis technique, at three different substrate temperatures. The structural, optical, electrical properties and humidity sensing properties were investigated. The XRD patterns showed deposition of a pure α -phase Fe₂O₃ on substrate temperature of 350 °C. The deposition at higher temperatures (400 °C and 430 °C) produced films of α -Fe₂O₃ phase, with presence of β and amorphous phases. The SEM surface analysis revealed porous structure of all the differently annealed deposited films. On the other hand, the SEM scans showed that the crystallinity of the films changed with the substrate temperature. The optical band gap for the direct transitions of the electrons was found to be 2.43 eV. Whereas, the optical band gap for the indirect transitions was found to be 1.6 eV, for all the films. The sensitivity to humidity of the films was found to be variable depending on the substrates' temperature. Best humidity sensing results were obtained for the films deposited above 400 °C, for which the film resistance decreased about 500 times as the relative humidity changed from 50 to 90 %.

Keywords: Iron oxide films, Spray pyrolysis, Substrate temperature, Humidity sensing.

Introduction

Metal oxides are essential materials for gas sensing and for photoelectrochemical studies. Most often they are binary oxides M₂O₃, where M is a trivalent metal. Iron oxide Fe₂O₃ hematite thin films were found to be an attractive semiconductor material for humidity sensing, photoelectrochemical and photocatalytic purposes, photoelectrochemical (PEC) solar cells, because of their chemical stability, abundance, environmental compatibility, as well as due to the suitability of their band gap, etc. [1, 2, 3, 4, 5]. Gas sensors from metal oxide semiconducting thin films are based on the conductivity changes which occur with the adsorption and desorption of a particular gas at their surface [1]. Fe₂O₃ hematite exists as both, p and n-type semiconductor, which depends on its stoichiometry. The α -Fe₂O₃ thin films have been found to be highly sensitive to humidity, alcohol and some reducing gases, such as methane [1]. In general industry, humidity sensors are used for humidity control in chemical gas purification, dryers, ovens, film desiccation, paper and textile production, and food processing [6]. The sensitivity of the α -Fe₂O₃ increases upon doping with quadrivalent metal cations [7]. The basic sensing mechanism of α -Fe₂O₃, depends strongly on the grain size [8, 9]. Various techniques have been developed for fabrication of iron oxide thin films such as sputtering [10], pulsed laser evaporation [11], chemical bath-deposition [12], chemical vapour deposition [13], spray pyrolysis [14, 15, 16, 17], sol-gel [18, 19], spray-spin-coating [20], etc. In this work, the humidity sensing Fe₂O₃ thin films were formed by spray pyrolysis method - thermal decomposition and oxidation of the dispersed Fe-chloride water solution at substrate temperatures greater than 350 °C. The chemical spray pyrolysis is simple and inexpensive. It gives the possibility for doping of the films and

reaching stoichiometry of the films [17] whose deposition can also be executed on large area. Furthermore, aerosol pyrolysis was applied for production of iron oxide films ($\square\square$ or $\square\square\text{Fe}_2\text{O}_3$), using water solutions [21].

Material and methods

The method of spray pyrolysis is based in the pyrolytic decomposition of precursors, with formation of a metal oxide, given by the equation:



where M is a metal, and A is an anion. The precursor salts used in spray pyrolysis technique must have high solubility in a desired solvent and low decomposition temperature [22]. The probability of Fe_2O_3 formation depends on the temperature, the concentration of the solutions and the precursors. FeCl_3 salts have a lower decomposition temperature than other precursors, and by using the precursor of fluoride the temperature of decomposition can be elevated. Moreover, the precursors of fluoride make a complex with FeCl_3 and contribute to uniform deposition over time.

In this work, thin films of Fe_2O_3 have been deposited by spray pyrolysis technique, on glass substrates at three different substrate temperatures (350, 400 and 430 °C). The compressed air was used as a carrier gas. The deposition solution contained 50 ml aqueous solution of 0.05 M FeCl_3 complex with a 0.4 M NH_4F . The acidity of the solution was close to neutral (pH = 6) and the deposition time was 5 min. In order to decrease the residual stress between the film and substrate, the coated substrates were cooled slowly until reaching ambient temperature. The hematite thin films deposited on glass substrates in color are orange, in visible light. The thickness of the film was measured using weighing method and was found to be about 330 nm. Upon spontaneous cooling of the films, silver paste in form of comb deposit electrodes were made for the sake of electrical characterization of the films.

The XRD patterns were taken with $\text{Cu-K}\alpha$ radiation ($\lambda=0.15408$ nm) on Rigacu Ultima IV x-ray diffractometer in the 2θ range from 20 to 70 degrees. The surface structure was examined by Scanning Electron Microscopy (SEM) imaging system with a digitalized JEOL JSM-T220A detection system. The optical properties by means of VIS transmission spectra were examined with a Varian Cary 50 spectrophotometer within the wave range of 400-900 nm.

Humidity sensitivity is due to change of physical properties of the film, when water is condensed on the surface, as an extra adsorbed layer on top of the film. Adsorption of the water vapor is the process in which gas molecules, or rarely liquid molecules, accumulate on the surface. If the sensing material is porous, it will provide more surfaces for adsorption, resulting in enhanced sensitivity [23]. The water molecules are chemically adsorbed to the metal ions and form complex, through the surface hydroxyl groups. The protons tunnel from one water molecule to the next via hydrogen bonding and this is known as Grotthuss mechanism of the conduction of the film of Fe_2O_3 . Another water molecules come to be absorbed through hydrogen bonding on the two neighboring hydroxyl groups. The top water molecules which condensed cannot move freely which dues to the restriction from the two hydrogen bondings. This layer, or the first physically adsorbed layer, is immobile, so that the hydrogen does not contribute in the conduction of the films [6].

When the water continues to condense on the surface of the film, an extra layer on top of the first adsorbed layer forms. If more water layers condense to the film of Fe_2O_3 , then more protons will be free to move inside the condensed water. The second physisorbed layer is more mobile, similar to bulk liquid water. In this way, the conduction of the Fe_2O_3 film dues to the continuous mobile layers on the sensor surface. This mechanism of the conduction predicts that the sensitivity is low at low humidity. When the water film includes two immobile layers, then the conductivity of the Fe_2O_3 film is provided by electron

tunneling between donor water sites. In fact, the electrons hop along the surface of the film and contribute for their conductivity. This mechanism assists for detecting low humidity level [6].

In this work, humidity sensitivity was measured by means of resistivity change during circular variation of the humidity, using a specially designed glass chamber equipped with an ultrasound humidifier, ventilation system and a humidity sensor. The resistivity at a different humidity was calculated as a mean of the hysteresis of the humidification and dehumidification cycle. Resistance was measured with a special Universal instrument of a Russian production Вольтметр ВК7-9 for measuring high resistances. The sensitivity to humidity of the films was examined by means of changes in the resistivity of the films with the humidity change. A glass chamber with the ultrasound humidifier was capable of changing the humidity from 50 to 90 %. The sensitivity was examined on three samples, deposited at different substrate temperatures (350, 400 and 430 °C), to which special electrode setup was fabricated: adjacent fitting comb-like silver paste deposit.

Results and discussion

From figure 1 it is evident that all the peaks of the samples deposited at substrate temperature of 350 °C could be attributed to the presence of the pure α -phase of hematite Fe_2O_3 . The deposition at the greater substrate temperatures (400 °C and 430 °C) results into a dominant α -phase Fe_2O_3 in which a second phase β - Fe_2O_3 is present, because the peak at $2\theta = 32.30$ corresponds to the plane (221) and increases with the temperature. Amorphous hump is also evident on the XRD pattern, revealing its maximum at approximately $2\theta = 20$ degrees. Hence, the overall film could be described as a mixture of α - and β - Fe_2O_3 crystalline structure, with presence of amorphous phase. Moreover, all of the deposited films show presence of width peak at $2\theta = 33.40$, which is a characteristic of nanocrystalline film (Fig. 1). The average particle size D of the film obtained at 400 °C can be estimated from the XRD pattern, with using the Scherrer's equation:

$$D = \frac{0.9\lambda}{\beta \cos \theta} \quad (2)$$

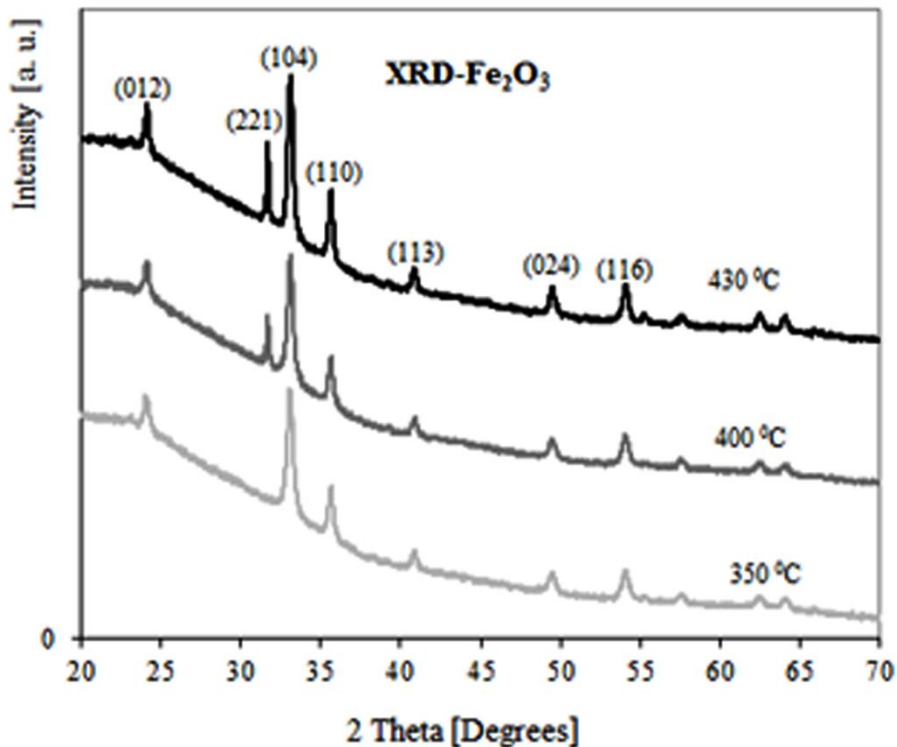


Fig. 1. XRD patterns of Fe₂O₃ thin films, deposited by spray pyrolysis at three different substrate temperatures (350 °C, 400 °C and 430 °C) where λ is the X-ray wavelength, Γ is full width at half maximum in radian for the diffraction peak and θ is the diffraction angle. The average crystallite size of the films was estimated to be about 21 nm, from the main peak which corresponds to the plane with orientation (104).

Figure 2 shows SEM image of α -Fe₂O₃ films with thicknesses of 330 nm, deposited at temperature of 350 °C (fig. 2a). The image shows small amount of crystal particles and great area of amorphous phase, which may be due to the lower deposition temperature. On the other hand, the thermal stress cracks of the films during the annealing process [24] contribute to revealing little microstructure in form white strings on the films deposited at temperatures of 350 °C-(fig. 2a), 400 °C- (fig. 2b) and 430 °C-(fig. 2c). Also, the morphology of the films deposited at temperature of 350 °C, 400 °C and 430 °C exhibited a dark large area of amorphous phase. With elevated deposition temperature of 400 °C, the size of the crystal particles increases which results in a change of the film microstructure into a compact structure and higher film density [21]. The increase the temperature of 400 °C was found to cause significant decreases of the amorphous phase. On this way, the extent of the agglomerate of the particles increases and the porous structure of the film occupies a large contact area. It is evident that the films deposited at temperature of 430 °C exhibited amorphous phase and big grains, because of the fact that the droplets get smaller before they reach the substrate surface, and an amorphous phase is more favorable [21, 22].

The optical transmission spectra of the Fe₂O₃ films deposited at different substrate temperatures (350, 400 and 430 °C) is shown on figure 3. The optical band gap is difficult to determine for films with great thicknesses and substrate temperatures of 430 °C, because that contributes to arising porosity of the films (figure-2c), by increasing the scattering of the light and reduction of the transmittance [25, 26].

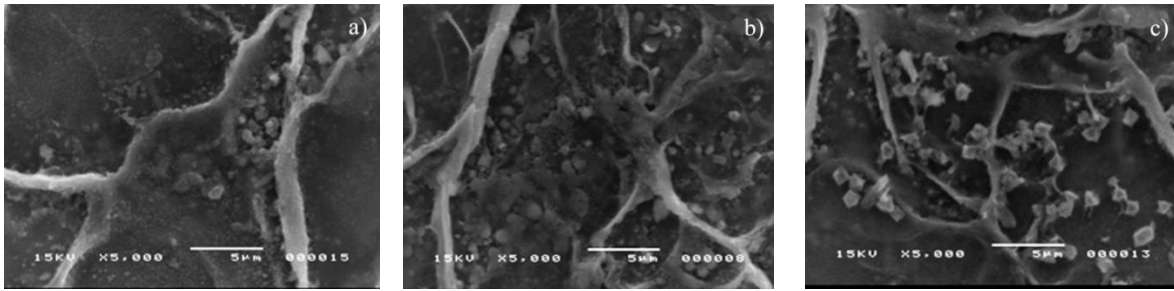


Fig. 2. SEM of Fe₂O₃ thin films prepared at substrate temperature: 350 °C-a), 400 °C-b), 430 °C-c).

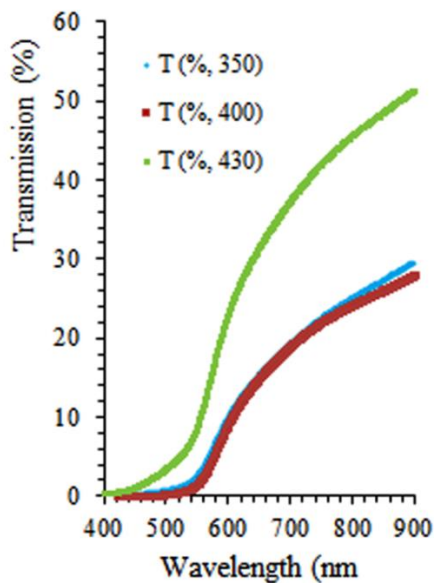


Fig. 3. VIS transmission spectra of the α-Fe₂O₃ films deposited at different substrate temperatures (350 °C, 400 °C and 430 °C).

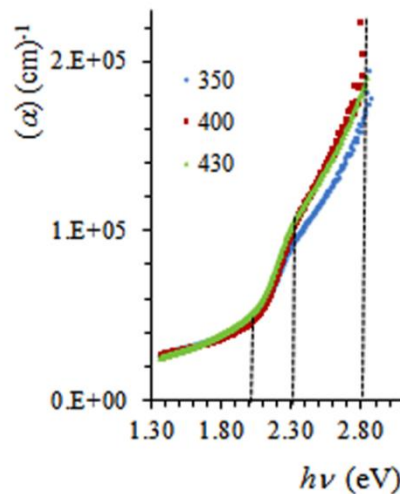


Fig. 4. The dependence of absorption coefficient (α) on the photon energy (hν).

To determine the energy band gap and the type of transitions of the electrons, the dependence of absorption coefficient α of the photon energy on the transmission spectra should be estimated, given by expression:

$$\alpha = \frac{\ln \frac{1}{T}}{d} \quad (3)$$

where T is the transmittance and d is the thickness of the film. From the dependence of the absorption coefficient on the photon energy, the curves can be characterized by two different slopes indicating the presence of direct and indirect transitions of the electrons (fig. 4). The slope of the curves in the high photon energy region from the energy range of 2.3 - 2.8 eV, suggests the occurrence of direct electrons transitions. On the other hand, in the range of 2.0 eV to 2.3 eV the absorption coefficient indicates indirect interband transitions, because it is lower compared to the direct interband transitions absorption coefficient.

In order to determine the optical band gap of Fe₂O₃ and for parabolic bands, the dependence of absorption coefficient α on the photon energy equation [27] is used:

$$(ah\nu) = A(h\nu - E_g)^n \quad (4)$$

where A is a constant and n is equal to $1/2$ and 2 for direct and indirect transitions. The optical band gap for direct transitions was determined by extrapolating the linear part of

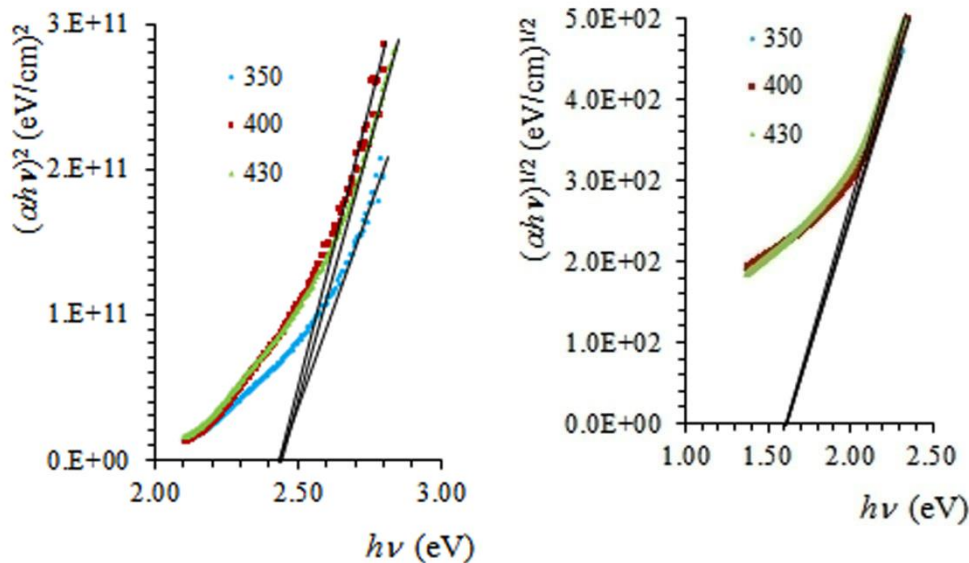


Fig. 5. The dependence of $(\alpha h\nu)^2$ on the photon energy ($h\nu$). Fig. 6. The dependence of $(\alpha h\nu)^{1/2}$ on the photon energy ($h\nu$).

the curves $(\alpha h\nu)^2$ as a function on the photon energy (fig. 5), to intercept the energy axis (at $\nu=0$). The obtained band gap values of the direct transitions for the Fe₂O₃ films are 2.43 eV for the films obtained at temperatures of 350 °C, 430 °C and 400 °C, respectively. The obtained band gaps values of the direct transitions for the Fe₂O₃ films are in agreement with the literature data [27, 28, and 29].

The optical band gap of Fe₂O₃ films for indirect transitions was estimated, from the intercept of the linear portion of these curves on the photon energy axis (at $\nu=0$) by graphic presentation of dependence of $(\alpha h\nu)^{1/2}$ on photon energy ($h\nu$) (fig. 6). Figure 6 shows that the optical band gap values of the indirect transitions for the Fe₂O₃ films are 1.6 eV, and don't depend on the temperature of the substrates and this is also in agreement with the literature data [17, 28 and 29].

The resistance measured at room temperature and atmosphere humidity of the intentionally undoped (pure α -Fe₂O₃) films was rather high (in the region of Giga-ohms), as reported by other authors [12] who have prepared films by different deposition procedures. Our further investigation, as some literature resources have announced, revealed that the films are highly sensitive on moisture (humidity) and thus could be applied as humidity sensors. Figure 7 shows the change of the dark resistance of the Fe₂O₃ films with the increase of the relative humidity in the measuring chamber. The change of resistance of Fe₂O₃ films, obtained at temperature of 350 °C, starts from 75 % humidity, because the amorphous phase is predominant, which is confirmed with the SEM analysis. Values of the humidity higher than 65 %, contribute to change of the resistance of the Fe₂O₃ films obtained at temperature of 430 °C.

Best humidity sensing results were obtained for the films deposited at above 400 °C, for which the film resistance decreased about 500 times, as the relative humidity changed from 50 to 90 %. Hence, the sensitivity to humidity grows with the substrate temperature, which could be expected because of the more dense crystalline structure and higher porosity, established from SEM investigation. The best annealing temperature is that which favors the formation of crystalline phases with high surface area and an optimum pores distribution

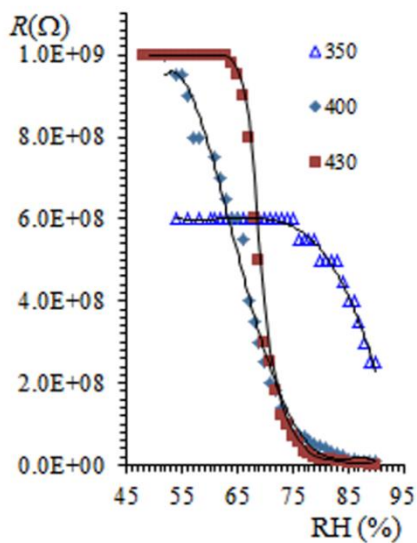


Fig. 7. Dependence of the dark resistance of the α - Fe_2O_3 thin films prepared at three different substrate temperatures (350 °C, 400 °C and 430 °C) of two comb-electrodes setup on the change of the relative humidity.

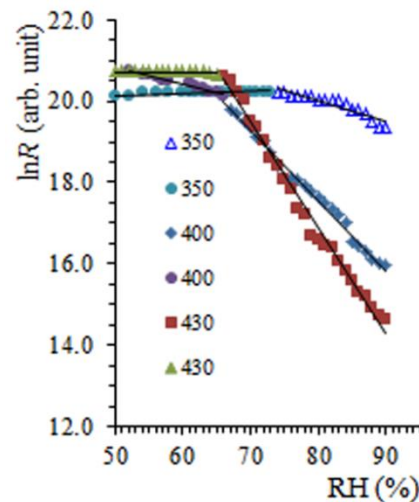


Fig. 8. Dependence of the logarithm of the α - Fe_2O_3 thin films resistance on the relative humidity and fitting with a linear function.

[30]. Even though, the increase of crystallinity leads to a decrease of water chemisorption sites, hence a loss of sensitivity at low RH takes place along with an increase of the resistance, which dues to the grain boundary widening [30].

Figure 8 shows the dependence of the logarithmic presentation of the resistance on the humidity in the region of linearity 50 to 90%, so the curves were fitted with a linear function, for different humidity range [31]. The slopes of the lines for the Fe_2O_3 films obtained at temperature of 400 °C show that they are close. Therefore, the Fe_2O_3 films obtained at temperature of 400 °C is favorable because of the high sensitivity to humidity and the wide range of measurable humidity. Probably, the change of concentration of water solution for spray pyrolysis of Fe_2O_3 films and time of deposition should contribute to linear dependence of resistance on the humidity.

Conclusion

Thin films of α - Fe_2O_3 have been deposited by spray pyrolysis technique, at three different substrate temperatures and were sensitive to humidity. The XRD patterns showed deposition of α -phase Fe_2O_3 on substrate temperature 350 °C, and presence of additional β -phase for the films obtained at substrate temperatures of 400 °C and 430 °C. The SEM surface analysis revealed substantially porous structure of the deposited films at the substrate temperature of 400 °C. Also, the SEM scans showed that the crystalline size increased with the substrate temperature. Optical band gap for the transitions of the electrons was found to be independent of the substrate temperature change. The greatest sensitivity to humidity of the Fe_2O_3 films was found to be for the films deposited at substrate temperature of 400 °C, from the presentation of the resistance versus the humidity in the region of linearity 50 to 90%.

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FUNCTIONAL FOOD AND PHYTOCHEMICALS

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Abstract

As an aspect of health education in public health function is important to recognize the concept of functional foods and their use.

Functional foods are foods that are differentiated from the concept of basic foods, nutrient foods, foods that meet specific requirements and those based medicinal and pharmaceutical products. These foods are taken as common foods through ordinary diets, performing functions as a traditional food. Strong reasons why they should be used are that they have special functions and special role in human growth and reduce the risk to certain diseases of different nature.

Development of technology and research publications and a number of other reasons have to be developed and updated the terms of the concept of functional foods, and to encourage discovery and development of new functional foods. Due to the increasing demand for these food elements recent decades the need to increase knowledge and information about these functional foods and benefit they have on health.

This study was conducted on the basis of a virtual survey on 600 people aged 18-25 years, in Gjirokastra and Tirana. The survey was conducted for respondents who had knowledge about functional foods and health benefits of these foods. In Tirana, 66% of respondents think there are health benefits, 23% uncertain and 11% think negatively about the health benefits of functional foods. While in Gjirokastra 45% think that there are health benefits of functional foods, 7% were unsure and 48% expressed a negative.

Keywords: Functional foods, diet, health education.

INTRODUCTION

In the last decade attempts have been made to the design of functional foods, have become more scientific publications and research to arrive at a specific concept as functional foods and their uses. Functional Food Science in Europe has been in an effort to achieve a more accurate concept of functional food, to discover and develop new functional foods based on all the scientific papers of scientific evidence already.

Functional foods are foods that are differentiated from the concept of basic foods, food nutrients, foods that satisfy specific requirements as well as those based medicine and pharmaceuticals. All these terms as well as the term functional food is not a standard term and concept and defined in particular, all such these terms are updated and modified day by day, because the technologies, discoveries, and other factors make to increase knowledge and development of these terms. Functional foods are taken as common foods through the usual diet. They exercise functions as a traditional food and in some cases, more specifically, they are performing functions more positive than traditional ones. Two solid reasons that can be mentioned why should be consumed are: have special functions and special role in human growth and also reduce the risk to diseases with different nature. Functional foods is a key

concept for the future, they evolve day by day and also are developed the knowledge for it. In the last 2-3 decades are been made many researches, lately especially are increased requirements for these elements. We should say that today are part and parcel of our lives and statistics show an increase, studying their spreading phenomenon in time span in last decades.

For the good of public health, living without much trouble towards our health, this concept and such information should not be ignored, but should be recognized and used. But today is still functional food more as a scientific concept which has yet to be developed and promoted for the search of new products as well as new developments on these products.

Fitochemicals are chemical compounds in plants, they are liable in plants to fragrance, color etc. Plants produce these compounds to protect themselves. It is noted these fitochemicals have positive effects on human health, prevention feature for different disease, antioxidant properties and many others. There are necessary to support our life, but recently many studies have shown that their effects are very positive and have proven scientifically their positivity to well-being of our health.

MATERIALS AND METHODS

They surveyed 300 people aged 18-25. The survey was organized in the form of the questionnaire with questions "Do you know about functional foods?" (3 choice questions) and "From who do you have the largest source of information about functional foods?" (4 choice questions).

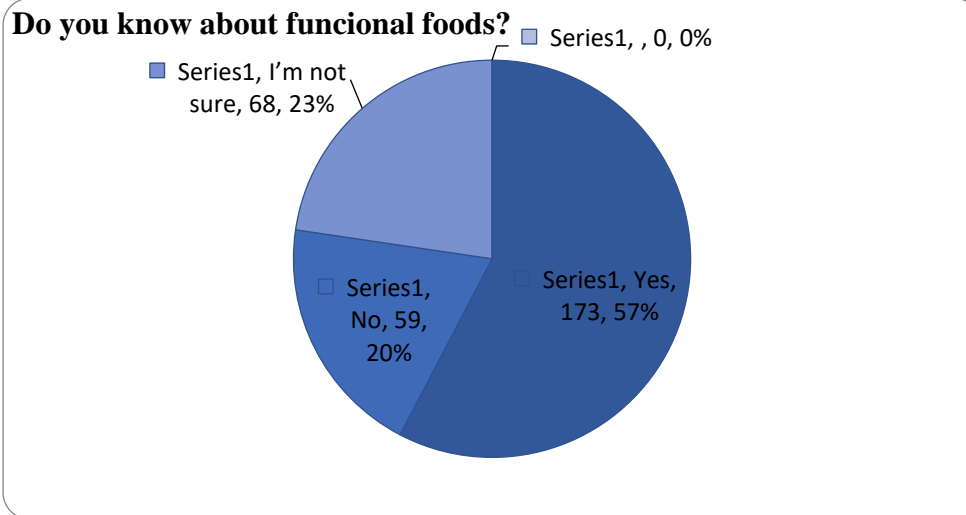
RESULTS AND DISCUSSION

Fitochemicals exist as long as there are plants. Today their use is a trend as they have benefits that have been used for many positive reasons to improve the quality of life. Always trend is discovery of new fitochemicals. Scientists and pharmaceutical major centers of research are making efforts for new elements. Today officially are recognized more than 1,000 fitochemicals, which are used in dietary consumption as well beneficial to health as well as in medications for treatment and prevention of various diseases.

Data developed the questionnaire given below:

Do you know about functional foods?

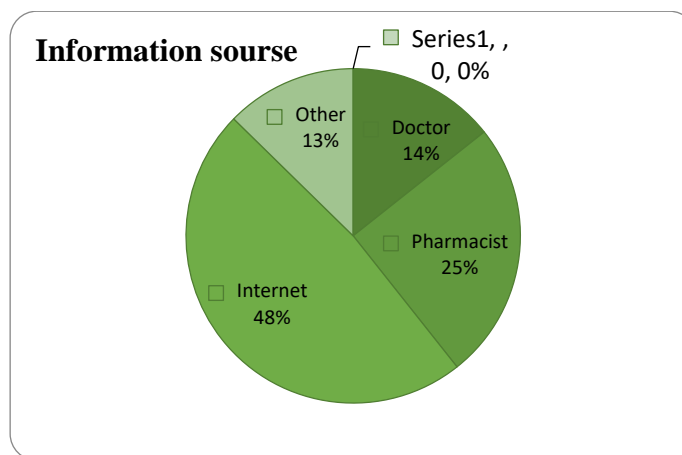
Yes	No	I'm not sure	Total
173	59	68	300
57%	20%	23%	100%



Looking at the chart we note that 57% have information on functional foods, 23% did not have information, and 23% are not sure. From these statistics it noted that the percentage you have information about these is good.

From who do you have the largest source of information about functional foods?

Doctor	43	14%
Pharmacist	75	25%
Internet	144	48%
Other	38	13%
Total	300	100%



The chart show that the main source of information about functional foods remains on top the internet with 61%; 25% information about functional foods receive from pharmacists; physician 14% and 13% from other sources.

CONCLUSIONS AND RECOMMENDATIONS

- Detection of functional foods and their impact in prevention of disease as well as improving health continues to generate attention constantly.
- Since most of the information for Functional Foods obtained through the Internet shows a great desire of the public to learn the benefits of functional food and the using of nutritional technology as an opportunity to health problems.

- Functional foods contribute positively to the long term health and wellbeing and reduce risk to disease.
- The combination of the demand for functional foods with food technology and pharmaceutical centers, make these products each year to receive percentage increase in consumption in our diets.
- Detection of chemical elements as fitochemicals enhances our quality of life, avoid disease, deviate life-threatening risks.
- Certainly in our country there is a growing trend for the using of fitochimicals, although it still lacked the right information.

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CYTOGENETIC CHANGES OF TOBACCO SEED (*NICOTIANA TABACUM* L.) DURING A TREATMENT WITH ULTRASOUND AND MICROWAVES

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Abstract

Ultrasound and microwaves are physical factors and represent a "stress" factor to plant metabolism. Treating plants using ultrasound and microwaves initiates occurrence of some genetic changes, indirectly affecting crop yields, quality and aroma. In order to determine effects of such physical factors, researches were performed on the impact of ultrasound and microwave on tobacco seed (*Nicotiana tabacum* L.). Regarding the subject of the research, seed material was taken from most frequently cultivated sorts of oriental tobacco in the territory of the Republic of Macedonia, as following: Prilep (P-156/1 and P-66/9-7), Jaka (JB-125/3) and Dzebel (Dz-38). In laboratory conditions, seed material of all sorts of tobacco (P-156/1, P-66/9-7, JB-125/3 and Dz-38) was treated by ultrasound and microwaves. Cytogenetic analyses of the seed material of root tip meristematic tissue were performed. Mitotic index (MI) in all treated seed has been higher compared to control group. An occurrence of abnormalities at a cell level has been noticed, such as: binucleate cells, chromosome agglutination, irregular nuclei, vacuolization and improper distribution of genetic material in nuclei, occurrence of micronuclei, due to the occurrence of defects in karyokinesis. The findings suggest that ultrasound and microwaves have a stimulating effect on the cytogenetic processes and changes in seed material of the tested oriental sorts of tobacco occur.

Key words: ultrasound, microwaves, seed, tobacco (*Nicotiana tabacum* L.), mitotic index.

1. Introduction

The tobacco (*Nicotiana tabacum* L.) is a significant industrial crop, and is cultivated in 119 countries in the world (Majdi et al., 2012). The tobacco origins (*Nicotiana tabacum* L.) are from America and the plant started to be cultivated near 5000-3000 years B.C. The intense cultivation started when Christopher Columbus arrived in the "New World" in 1492, and the tobacco became one of the main economic products in the southern part of North America (Musk and de Klerk, 2003). This crop represents an unbranched annual plant that grows from 3 to 6 meters, with long oval shaped leaves, and is a critical industrial product. It can also synthesize small seeds that are considered as an important secondary product.

In the living environment the plants are constantly exposed to "stress" conditions that cause modifications in the physiological processes and they appear as a result of the action of physical and chemical factors or the action of organisms in the external conditions: microorganisms, pollinators, pathogenic and herbivores (biotic stress) Larcher (2003).

The literature data show that effects of physical factors on plants are mostly positive although they are relatively sensitive to them (Injushin et al., 1981; Vasilevski, 1987; Vasilevski and Gajdadziev, 1988; Vasilevski and Stankovich, 1990; Vasilevski et al., 1994).

The ultrasound is one of the "stress" factors. The ultrasonic vibrations represent mechanical waves with a frequency higher than 20 kHz, which spread across different physical media (Aladjadjan, 2011).

The biological effects of ultrasound are different and complex (Scheffel and Ştiucă, 1995). Treating plants with ultrasound can cause stimulations of processes or destruction of tissues and it depends on the nature of the species, the development phase and ultrasound characteristics (intensity, frequency and duration of treatment) (Khan, 1980; Pessarakli, 2001).

Newcomer (1954) has pointed out that ultrasound has depolymerised influence of the cell product, such as DNA, and found that ultrasound has the ability to cause modifications to chromosomes in plant cells, which results with their breaking caused by vibrations. Further on, the same parts can be recombined in a regular way but if the radiation is intense enough they can change. In this same sense he adds that these are not due to local heating or cavitation, but they appear as result of the mechanical effect arising directly from ultrasonic vibration (Newcomer, 1954). Elpiner (1964) has used vibrating needles 25 kHz for treating the cells of *Nitella*. He observed mechanical changes, such as moving of the content of the cells during low amplitudes and destruction of cells during rapid and chaotic movement of liquid at high amplitudes (Elpiner, 1964).

Abhayavardhani and Bhalla (1992) have recorded various types of chromosomal aberrations in *Nigella sativa*, that have arisen as a result of ultrasound exposure. The percentage of chromosomal mutations have increased with the increase of the dosage level or the time of exposure and wave intensity (Abhayavardhani and Bhalla, 1992). Riesz and Takashi (1992) have emphasized the harmful effects of ultrasound due to the mechanical effect on the DNA molecule, the inactivation of enzymes involved in lipid peroxidation, which led to destruction and cell death.

Microwave radiation is electromagnetic radiation with a frequency between 300 MHz and 300 GHz but most of the researches are taking place at a frequency of 2.45 GHz, because it is absorbed by the water molecules in all living cells. (Aladjadjiyan, 2011). Jangid et al., (2010) have found that the treatment with microwaves on seedlings of beans (*Vigna aconitifolia* (Jancq.) Marrechal) at frequency of 2.45 GHz, the power of density of 800 W cm^{-2} and branch of 7 seconds, causes mutations. The authors have established the positive effect of microwaves on shorter branches (1, 3 or 5 seconds) (Aladjadjiyan, 2011), because the long exposure (over 60 seconds), bigger strength and different frequency of microwaves prevent the development of seedlings and appearance of many irregularities during karyokinesis.

The objectives of researchers are based on determining the impact of ultrasound and microwaves on cytogenetic activity and changes of the seedlings material on four varieties of oriental tobacco (Prilep P-156/1; Prilep P-66-9/7, Jaka JB-125/3; Dzebel Dz 38).

2. Methods

The object of researches is the seeds of tobacco harvested in 2009, mainly the three types of oriental tobacco: Prilep, Jaka and Dzebel. They were covered with the following varieties: Prilep 156/1, Prilep 66-9/7, Jaka 125/3 and Dzebel 28. The material for analysis is collected from field conditions of seed planted by the scientific tobacco Institute - Prilep.

The ultrasound treatment is performed in a thermostatically controlled ultrasonic bath - type: DU-4, Clifton (Great Britain), at a frequency of 30 to 40 kHz and output power of 300W. 5g of seed are dispersed in a glass cup with 50 mL distilled water (135 ppm total dissolved substances) and the seed is treated once at a constant temperature of 25°C for 15 minutes.

For the microwaves treatment a microwave oven - model Severin 7838 (Germany) is used, at a frequency of 10MHz, with pulsating microwaves with the power of 120-700W. All of this is conducted in a container with 20L volume and a rotating base. 5g of seed are distributed in an even layer ($d=10\text{mm}$) in a petri dish and it is treated for 15 seconds, once, with a microwave with power of 700W.

Dyeing with hematoxylin in Gomorrah. For analysis of somatic chromosomes, meristematic tissue of roots of the analysed plants is used. This material is then processed by cytological techniques of Tjio and Levan (1950), as well as the standard "squash" method by Battaglia (1995). The material is treated with cytostatic, 8-hydroxyquinoline (0.002M), for a period of 12-24 hours at a room temperature. The tips of the root, long to 1 cm, were fixed with fixative for Klard (alcohol-acetic acid ratio of 3:1). After 24-48 hours, the roots were transferred in 75% ethyl alcohol in which they were maintained for a longer period at a temperature of 4°C until its use.

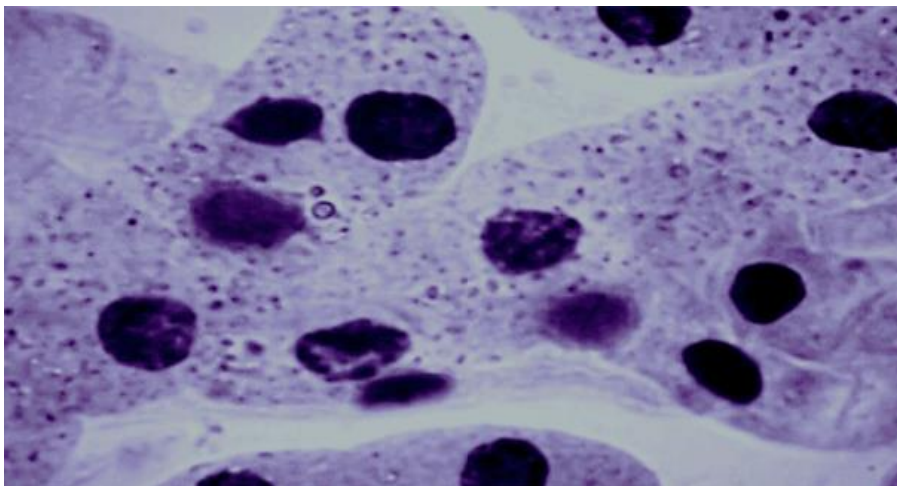
The staining of the chromosomes is made with hematoxylin in Gomorrah, by the method of Constantinov et al (1985). Before staining, the roots are hydrolyzed in 1N HCL preheated to 60°C in 15 minutes. The chromosome staining with hematoxylin by Gomorrah is done in a time of 45 minutes to an hour at 60°C. After rinsing the roots with 45° acetic acid, the isolated meristematic tissue is macerated on a glass slide with a drop of the same acid. Improved cells with well distributed metaphase chromosomes are analyzed morphologically further on. For each group analyzed mitotic index MI is calculated, which values were shown in percentages. This is based on measurements made on average 3,000 cells from three different preparations. It expresses the percentage of cell division (from prophase to telophase) of the total number of meristematic cells.

3. Results

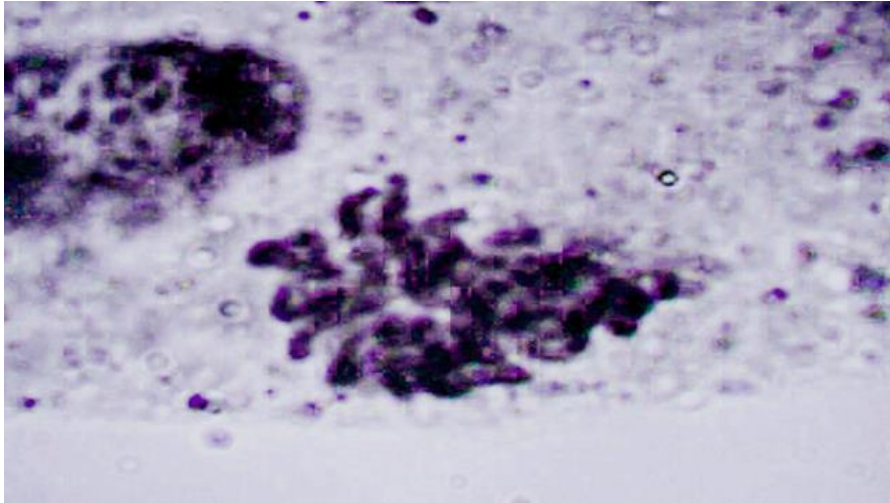
For cytological researches, on all of the previously treated seeds, the top of the root of meristematic tissue is used. Because of its use we can conclude that it was relatively well developed in four varieties of tobacco (P-156/1, P-66-9 / 7, JB- 125/3 and Dz-38). These analyses were made on the once treated seeds, with ultrasound and microwaves. Simultaneously the seeds from the control group were monitored. The general impression during the analysis, in terms of the test material and control, is that divisions in the meristematic tissue in the treated groups are present, but with a small percentage. Including the control group of plants, pointing out the existence of inhibiting factors directly or indirectly affect the cell cycle.

During the examination of mitotic cycle on *Nicotiana tabacum* L., while treated with ultrasound and microwaves, from the prepared products for microscopy, photomicrographs were also made. With their help the most common features of the mitotic cycle on *Nicotiana tabacum* L. have been presented, during the treatment with ultrasound and microwaves. The photographs can clearly provide a true image of the effect of the previously mentioned factors.

Pictures of microscopy preparations with *Nicotiana tabacum* L. cells treated with ultrasound and microwaves:

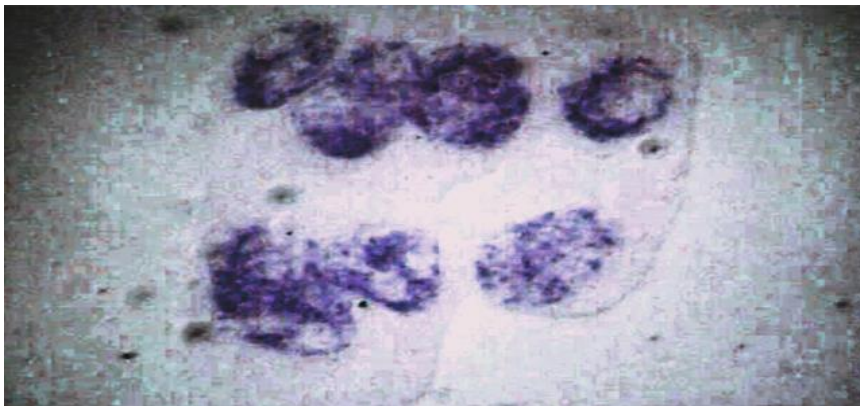


Picture 1. Meristematic interphase cells with particles in the cytoplasm - embryonic tobacco root (*Nicotiana tabacum* L.) treated with ultrasound.



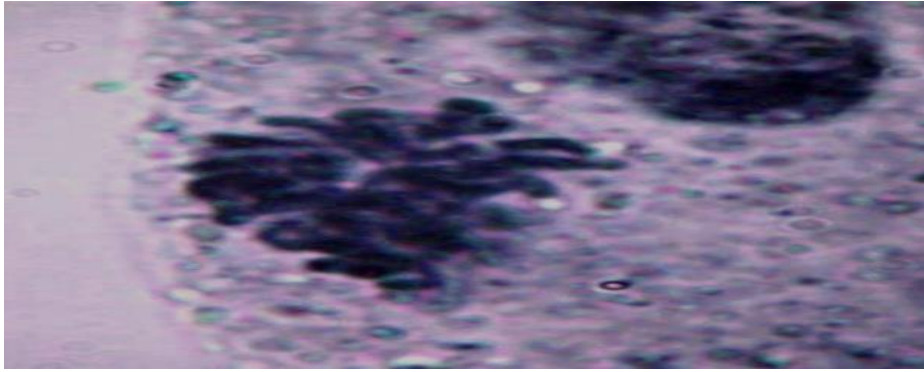
Picture 2. Late prophase with well condensed chromosomes - embryonic tobacco root (*Nicotiana tabacum* L.) treated with ultrasound.

The level of condensation and the formation of the chromosomal mass (picture 2) correspond with metaphase, but the chromosomes are clustered in a compact mass indicating the incomplete fragmentation of the nuclear membrane or the relations between the chromosomes which lead to their conglomeration (s.c. sticky chromosomes).



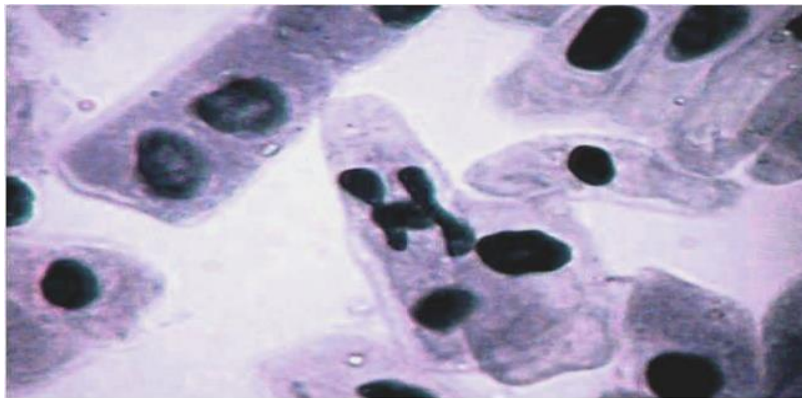
Picture 3. Binuclear cells that arise from the absence of cytokinesis in the regular process of the core dividing.

In these cells, where the conglomeration appears on several levels, the separation of chromosomes does not happen or there is an absolute absence of the partition spindle. In this process, more groups are formed, which further on form a fragmented nucleus. It can be concluded that there is a relatively small percentage on defects that point out to the conglomeration of the general chromatin mass, the presence of micronucleus in the interphase cores, binuclear core and fragmentation of cores in the larger number of cells.



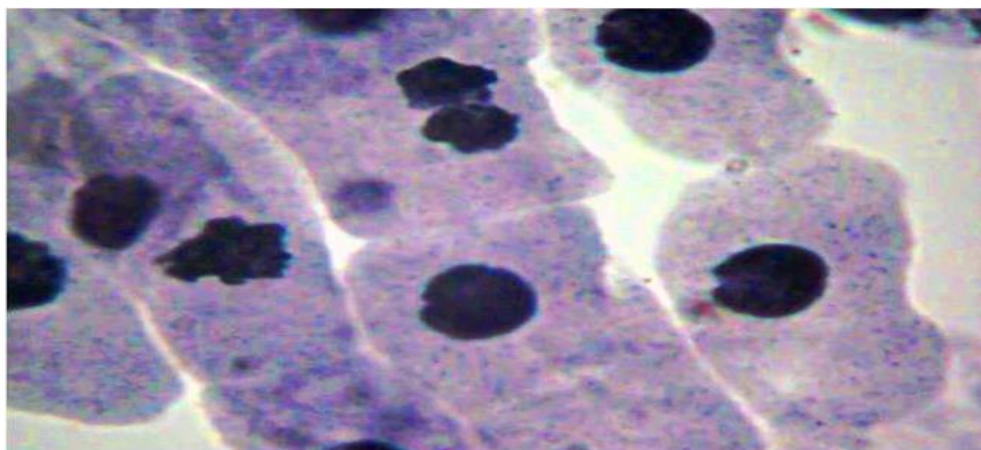
Picture 4. Embryonic root meristem in tobacco (*Nicotiana tabacum* L.) treated with ultrasound - defective cell in the late prophase.

The chromosomes are grouped in a compact mass which indicates an incomplete fragmentation of the nuclear membrane or the presence of the relation between the chromosomes that lead to their conglomeration.



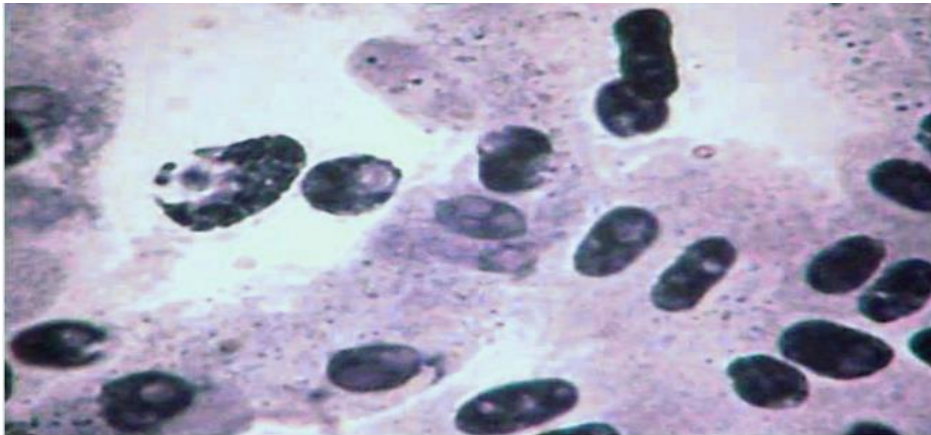
Picture 5. Embryonic root meristem in *Nicotiana tabacum* L. treated with ultrasound - irregular nucleus.

During the mitotic division cycle analysis, despite the minimal material, there has been a division recorded within all its stages. In addition there have been some irregularities noticed and we could conclude that those cells are defective. In the interphase the nucleuses of these cells have irregular shape and different sized nucleouses, but there are also micronucleouses present, that are a valid indicator of the irregularity of the process. Some of these cores are dividing amitotically.



Picture 6. Embryonic root meristem in tobacco (*Nicotiana tabacum* L.) treated with ultrasound - defective cell in telophase.

The telophase occurs when the chromosomes as monochromatid structures reach the two opposite gender of the partition spindle. Chromosomal gender groups through the process of decondensation return to a stage characteristic for the interphase. Simultaneously with the process of decondensation leads to reconstruction of the nucleus membrans around their nucleus and nucleolus. This period of reconstruction ends with cytoplasm division and it results with the formation of two new cells.



Picture 7. Embryonic root meristem in tobacco (*Nicotiana tabacum* L.) treated with microwaves.

The results from the controled and treated material of tobacco (P - 156/1, P - 66-9/7, JB - 125/3 and Dz - 38) are shown in the tables:

Tab. 1 Mass stake of the mitotic index (%) for the breed P-156/1 (control, ultrasound, microwaves)

%	Control (average value)	Ultrasound (average value)	Microwave (average value)
Mitotic index	3,9	7,1	7,3
Prophase	28	45	50,33
Prometaphase	/	0,66	/
Metaphase	1,66	0,5	1,66
Anaphase	3	12,33	14,33
Telophase	7,33	13,33	7,7
Defective cells	/	0,1	0,1

Tab. 2 Mass stake of the mitotic index (%) for the breed P-66-9/7 (control, ultrasound, microwaves)

%	Control (average value)	Ultrasound (average value)	Microwave (average value)
Mitotic index	4,1	7,4	7,5
Prophase	37,6	48	53,3
Prometaphase	1,66	0,66	/
Metaphase	/	2	1,66

Anaphase	2	10,33	17,3
Telophase	7,33	12,33	3
Defective cells	/	0,1	0,1

Tab. 3 Mass stake of the mitotic index (%) for the breed JB-125/3 (control, ultrasound, microwaves)

%	Control (average value)	Ultrasound (average value)	Microwave (average value)
Mitotic index	4,8	7,5	7,8
Prophase	35,6	53,3	48
Prometaphase	/	/	/
Metaphase	0,6	0,6	1,66
Anaphase	4	10,33	14,33
Telophase	8	10,66	14,6
Defective cells	/	0,1	/

Tab. 4 Mass stake of the mitotic index (%) for the breed Dz-38 (control, ultrasound, microwaves)

%	Control (average value)	Ultrasound (average value)	Microwave (average value)
Mitotic index	4,5	8,3	8,5
Prophase	35	50	49,3
Prometaphase	/	0,66	1
Metaphase	1,3	1	0,66
Anaphase	6	17,3	19,6
Telophase	2,4	13,3	15
Defective cells	/	0,1	/

From the obtained results from the controls the highest MI was established in JB - 125/3 (4.8 %), compared to the other controls: Dz - 38 (4.5%), P - 66-9/7 (4.1%) and P-156/1 (3.9%).

In relation to the treated groups with ultrasound, the MI is the highest in Dz- 38 (8.3%), whilst in the other breeds is: 7.5% in JB - 125/3, 7.4% in P-66-9/7 and 7.1% in P-156/1.

In the microwave treated groups the highest MI is in Dz - 38 (8.5%), compared with the other treatments with microwaves: JB - 125/3 (7.8%), P-66-9/7 (7.5%) and P-156/1 (7.3%).

The results from the MI show the differences between the controls and the treatments with microwaves, whereby the values of the results go in favor of the tested treated breeds. The most significant differences were obtained in the Dz - 38 breed, treated with microwaves in relation to the controlled group. The differences are also significant in all the remaining microwaves treated groups, and they all go in favor of the treatment with microwaves in relation to the controls.

Generally in all the treatments with physical factors (ultrasound and microwaves) an increase in the MI has been noticed, in relation to the control, especially it is the highest in the breed Dz-38 during the treatment with ultrasound and microwaves, compared to the control. Significant differences in the MI have been noticed in the treated groups from the JB

- 125/3 breed, which is higher compared to the controls. Similar results were obtained in the breeds: P - 156/1 and P - 66-9/7, where the MI is higher in the treated groups, compared to the controls.

From the presented results we can conclude that the MI indicates normal dynamics within the cell division process in the root meristem in all four breeds of tobacco (P- 156/1, P - 66-9/7, JB-125/3 and Dz - 38). The MI changes during the activity of any agent, physical or chemical, which means that is the primary response of the organisms in the modified living conditions. If we compare the values in all of the tobacco breeds we can notice that all the treated groups have higher values of mitotic index in relation to the controlled groups, which matches our expectations.

Besides the mitotic index that is used as an indicator of the mitotic activity of the root during the analysis, one of the purposes of the research is the regulation of the mitotic division of all tobacco breeds (P- 156/1, P - 66-9/7, JB-125/3 and Dz - 38).

4. Discussion

The mitotic index in the seed material of *Nicotiana tabacum* L., treated with ultrasound and microwaves, in the listed results is higher compared to non treated seed (control) that indicates a high production of meristematic cells in treated plants. This is accompanied with an intensive growth off all organs of tobacco plants that is in accordance with the morphological parameters.

The ultrasound is absorbed by the tissue, and the heat occurrence can be destructive. But if the heat can be controlled we can use it in therapeutic purposes. Non thermal effects of ultrasound often include changes in the growth, the mitotic index and occurrence of chromosomal aberrations in plant root (Carstensen et al., 1974).

The effect of 2 MHz ultrasound and different intensity levels of 1 to 20 W/cm² affect the growth rate, the formation of lateral roots and mitotic index change. High intensity and time exposure cause reduction the rate of growth, the formation of lateral roots, and increased occurrence of chromosomal anomalies, particularly in prophase and anaphase. All of these factors affect the occurrence of changes on the mitotic index in *Vicia faba* (Gregory et al., 1974). Within these results, in our researches changes in the treated groups have happened compared to the controlled ones in relation of mitotic index and an occurrence of irregularities during karyokinesis.

The impact of microwaves causes various kinds of biological changes in plants (Tanner and Romero-Sierra, 1974). Cytogenetic changes (micronucleuses, interchromosomal bridges, fragments) are determined in wheat that was treated with microwaves whereby those effects do not have thermal nature (Pavel et al., 1998). Furthermore changes have been noticed in the distribution of well-condensed chromatids in the meristematic cells exposed to low magnetic fields (Belyavskaya, 2001). In addition to these researches changes in the microwave treated groups have also happened in relation to controls that lead to increase of the mitotic index and minimal irregularities during karyokinesis in the treated groups.

Jangid et al., (2010) have determined that the treatment with microwaves on seedlings of bean (*Vigna aconitifolia* (Janq.) Marrechal) causes mutations on a frequency of 2.45 GHz, power of density of 800Wcm⁻² and time exposure of 7 seconds. The authors have determined a positive impact on microwaves on shorter branches (1.3 and 5 seconds) (Aladjadjyan, 2011). Longer exposure (over 60 seconds), bigger strength and different frequency prevent the developement of seedlings and occurrence of many irregularities during karyokinesis.

5. Conclusion

Within all treatments a mitogen and mutagen effect has been established on ultrasound and microwaves. This is expressed with an increase of the mitotic activity in the root that is pointed from the MI values in all treated groups. The highest mitotic index is established in the DZ-38 breed treated with microwaves and it was 8.5%, while the highest MI in the treated breeds with ultrasound is established in the same one with 8.3%. In relation to these two researches, the highest MI relative to the control group is established in the JB - 125/3 breed that was 4.8%.

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SOCIAL SCIENCES

TEACHERS' PERCEPTION OF THE APPLICATION OF THE BOLOGNA PRINCIPLES – FIVE YEARS LATER

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Abstract:

Improving the quality of higher education through the Bologna Process has become the priority of the universities in the Republic of Serbia in the first two decades of the 21st century. Reducing the duration of degree study and improving pass rates, increasing the competences of teachers and students, improving the quality of the teaching process through better student participation are just a few goals of changes introduced to university education. Their main attribute, not just at national but at international level as well is finding strategies and orientations that will result in a better quality of both results and outcomes, and processes leading to them.

The objective of this study, the results of which are presented in this paper, is to show how teachers see this process, their participation and problems they encountered along the way.

Keywords: *quality, university education, Bologna Process, perception, teachers.*

Serbia, together with other countries of the region, has encountered significant changes in the system of studies as part of the higher education reform introduced by the Bologna Process. Bologna reforms and new study programs had a very ambitious spectrum of goals in the regional context, such as: modulation of study programs, improving the efficiency of studies, different exam organization, increasing the professional and practical relevance of study programs, student-centered education dedicated to students' needs, introducing mechanisms of quality control, encouraging the mobility of students and teachers.

"A visible manifestation of changes in the system of higher education, both at national and international level, are strategies and orientations that lead to a better quality of both results and outcomes, and processes precipitating them" (Nikolić, 2011: 26). Improving the quality of education is the first concern of all levels of education, because no nation has a future without quality education.

According to Suzić N: "The belief that the most profitable sources of power and income are human resources has finally ripened" (*The Form and Essence of the Bologna Process*, 2009: 15). Because of this generally accepted belief, Europe seeks to create equal conditions of education for all her citizens in order to utilize human resources.

Establishing uniform standards as the foothold of the Bologna Process has introduced major changes in the systems of higher education, which gave rise to various clashing opinions and beliefs about reform goals and the procedures for their realization defined in this fashion.

Analyzing previous experiences in the implementation of the Bologna Process, some authors argue that Europe never went farther than the mere form of the Bologna Process, ignoring its essence. According to Suzić N., they managed to establish a single unified system, uniform standards (numbers of lectures, number of credit points, exams, etc.). "For three decades, Europe is systematically trying to establish a consistent form of education, but

this form is disputed from the very beginning by the most developed and prestigious universities in the world like the Sorbonne, Oxford, Cambridge, etc. They do not want to disturb a well-established system that has been tried and proven in practice. Formalization has a humane dimension as well. The objective is to create the environment in which all students and pupils can attend classes at any university in Europe. The purpose is to encourage and utilize all human resources (*The Form and Essence of the Bologna Process*, 2009: 15).

One of the reasons behind reluctance and opposition to the implementation of the Bologna Process, argues the aforementioned author, lies in the fact that "exposure to global culture leads to the loss of one's own distinct culture. Magna Charta Universitatum (1988) proposed national, state systems of education harmonized with the common standards, but independent and specific in their distinctiveness" (*The Form and Essence of the Bologna Process*, 2009: 16), which is not enough for generating a different attitude toward the creation of global culture so the fear of losing one's national culture is unfounded.

Justified or unjustified criticism is often the result of insufficient experience in the implementation of reforms initiated by the Bologna Process, or the lack of understanding of their nature.

Sometimes the opinion that this process was initiated too quickly, without systematic and comprehensive preparations, without critical distance and without checking the applicability of certain standards and principles that had been successfully implemented and work in different education systems and in a different social environment sounds justified.

Academic circles are often the source of criticism that little has been done on improving the quality of studies, that the duration of studies has not been reduced, that knowledge standards have been lowered, study programs shortened, unusual professions introduced, that the institution of exam has been disputed, diminishing its value with pre-exam obligations, etc.

Regardless of different views on the Bologna Process, problems in the implementation of its principles in practice, as well as challenging some positive developments that are evident, the opinion shared by all us that knowledge is an important developmental resource created through quality education. This is why providing quality assurance through the process of evaluation and self-evaluation is the priority of university education. Through this process, the responsibility for achieving better results is shared by all participants of the education process, simultaneously driving other activities and participants to achieve responsibility themselves.

Assuring and raising the quality of education is mostly focused on the quality of the teaching process. Changes in goal definition guide changes in the organization of teaching and, therefore, changes in the roles that the university teacher is expected to realize. His importance and influence on students is significant, which is why the manner in which communication and cooperation in learning and teaching are established is important. "Modern trends reflected in the introduction of changes in university teaching are focused on improved interaction between teachers and students, implementation of interactive teaching methods, necessity of creating the motivation for learning, all of which contributes to more successful studies and realization of education goals and outcomes. Student motivation for learning depends not only on the organization of the learning process and types of activities in which the student actively participates, but also on having a clear answer to the question for oneself – why do I learn something and is the learning content acceptable to me. The quality of student activity is regarded as the central concept when it comes to the effects of learning, and it is also the safest way to ensure the quality of education, because the quality of educational achievement is measured less with teacher activity, and more with student activity.

Reducing student's load through content and modernization of study programs, one-semester courses, better offer of elective courses and interdisciplinarity, increased number of exam dates, improving academic mobility are just a few of key elements through which the reform should result in more efficient and higher quality studies, harmonized with European trends in higher education. So far, little has been done to improve student mobility and basic mobility of teachers, especially in some scientific fields.

We shall highlight another set of questions as very important for the issue and topic at hand, and they are: Have we who work at teacher training faculties properly understood the essence of raising the quality of education; is the student really in the center of the learning process, do the current model and methods of teaching represent a rational way toward achieving education goals, or a limiting factor for the desired development of student competences, the most important of which include creative abilities, critical thinking, creativity, etc.

Does forcing students into a "mold" of pre-exam obligations and the ECTS credit system which became the only goal to some, limits the development of a set of characteristics and attributes; why the practice of registering for a course instead for a year of study cannot take off, or enroll for the next year of study with the mandatory 60 ECTS credits? Gradual approach to resolving these problems has created a bad habit of students to extort solutions advantageous to them, by pressuring faculties to provide additional exam dates and higher pass rates on the final exams.

We listed several key questions that are of great importance in achieving defined goals and level of quality.

In the analysis of the effects of reforms in higher education, attitudes and opinions of direct participants of educational, scientific and teaching activities through which the reform requirements are realized have the greatest significance. Therefore, in addition to teachers' opinions, students' opinions are also relevant, because they are in the focus of reforms. This is why we wanted to find out what thought about them, if they were satisfied with the changes introduced by the Bologna Process and their position in those changed circumstances, how actively they participated in those changes, if this new situation created a climate that encouraged orientation toward learning to a sufficient measure, etc. Implementation of the reform requirements was also studied with the same purpose, including objectives broader in scope, through smaller team research on larger and smaller samples, but also within the TEMPUS project.

We will list some that we think can help understand our research conducted at teacher training faculties in Serbia.

Within the TEMPUS project, titled CONGRAD ("Conducting Research on Graduates and Improving the ALUMNI Organization for the Purpose of Improving Strategic Management and Increasing Quality" – European Union program)²⁴¹, a survey was conducted on a sample of 980 recent graduates using an anonymous questionnaire, between March and April of 2013. The survey included students who graduated from 11 faculties of the University of Kragujevac, between 2007 and 2012. Graduates evaluated study conditions and the quality of study programs. The broader objective of this project was, among other things, to improve study programs and facilitate modernization of the teaching process and organization of study programs by collecting data and conducting a survey on the population

²⁴¹Data were borrowed from the report drafted by the analytical unit of the CONGRAD project, lead by researchers from the Belgrade Centre for Educational Policy (Predrag Lažetić, Ivana Živadinović and Vitomir Jovanović) and the Department of Sociology of the Belgrade University Faculty of Philosophy (Isidora Jarić and Ognjen Radonjić). The report was analyzed as a working paper by the academic council of the University of Kragujevac.

of recent graduates. Questions related to the evaluation of study progress, study conditions and acquired competences.

Generally speaking, students are satisfied with their chosen study programs (on a scale from 1 to 10). The highest percentage of students rated their chosen study program with 8 (median is at 7). Average university score for this question is 6,73 for the confidence interval of 95%.

In comparison to other universities in the region, students of the University of Kragujevac are more satisfied with their study program than others (average rating of other universities in the region is 6.55).

The use of modern approaches to teaching was rated 3,09 (on a scale from 1 to 5) by students, whereas teachers' professional competence was rated 3,96. Study programs related to presence of practical teaching content received the lowest rating—2,72. We determined statistically significant differences between respondents who graduated from different faculties. The satisfaction of graduates with their chosen study program was confirmed with the fact that more than a half would choose the same faculty and the same study program again. The percentage of those who would change the study program if they could is low (6% from the Faculty of Medical Sciences and 4% from the Faculty of Technical Sciences).

The survey also included questions regarding acquired competences and their significance for the chosen profession. Students assessed the lack of competences related to: mastery of knowledge related to the field of study and the scientific discipline; ability of analytical thinking; ability to adapt to new circumstances; ability to present one's ideas and report in front of an audience; ability to write reports, notes and documents; ability to work under pressure; ability of organization and planning; time management abilities; computer skills; ability to generate new ideas and solutions; ability to question one's own and other people's ideas. Graduates who studied by the Bologna System manifested a lower average lack of competences than students who studied by the pre-Bologna system. Researchers concluded that the reform of study programs integrated by the Bologna Process was obviously effective in terms of improving the generic competences of students necessary for their chosen professions.

Another survey conducted on the sample of 248 students at teacher training faculties in Serbia in the academic year 2010/2011 examined student satisfaction with the organization of teaching, quality of practical classes, quality of student performance evaluation.²⁴²

Obtained data show that students expressed satisfaction with "the skill and teaching methods employed by teaching fellows" (practical classes) – 65,42%, whereas they were less satisfied with lectures held by professors – 47,37%. They also manifested a high level of satisfaction with consultations – 50,42%, number of exam dates – 54,54%, textbooks used to prepare for exams – 48,78%, communication between teachers and students – 50,82%, compatibility of lectures and practical classes – 52,52% (Nikolić and Kundačina, 2011: 177-187).

Results of the survey conducted on a sample of 100 university teachers and associates in the Republic of Serbia in 2011 are presented in the paper "Quality of Teaching and the Bologna Process" (Ilić, 2011). Teachers and associates rated the components integral for the quality of teaching, based on specific indicators. The survey determined that just slightly more than a third of teachers and associates "utilize multimedia and realize interactive lectures that stimulate reflection, critical thinking, curiosity and creativity of students" (Ilić, 2011: 21-22). Approximately 9,9% of teachers seldom allow students to think, check and reveal new insights, thus being in the center of the teaching process.

²⁴²Additional information on this survey in the *Collection Quality of Teaching and Scientific Research and the Bologna Process*, Banja Luka, Faculty of Philosophy.

A noteworthy fact is that teachers and associates seldom introduce students to latest knowledge, instead, they stick to textbooks. Practical classes, in which teachers analyze student seminar papers, literature, offer additional explanations, etc. are organized in the traditional manner, claims 39,6% of respondents. Workshop classes, in which participation, creative and experiential learning come to the fore are rare. Reform tendencies in higher education are focused on adopting practical knowledge and developing professional skills and abilities through teaching. 56.4% of respondents think that this teaching goal is realized more successfully and to a greater extent than before. It is noted that student practice is poorly organized, that it hasn't increased in scope, that supervision is not sufficiently competent and that it is not assessed objectively.

Implementation of the higher education reform was also monitored in the field of doctoral studies at Serbian universities, after the first accreditation of study programs, by the standards of the European Higher Education Area, Salzburg and Bologna Principles²⁴³. The results indicate that there are positive effects, but a range of problems as well. A number of faculties accredited these studies, which started in 2007, using the reformed system (258 study programs at 17 universities and 119 faculties that accepted 3945 doctoral students). Around 1000 doctoral students partook in the survey, ending in 2014, covering the period of the first accreditation. By the end of this period, out of the original 1000, the number of potential PhD degree holders rose to 10000, excluding those who were allowed to choose a doctoral thesis because they already defended their magisterial thesis by the pre-Bologna program. Conclusions of these analyses showed the need for a better and more firm contact with mentors, improving the material status of doctoral students, and the need to enable doctoral students to go to foreign universities. Main objections related to the level and quality of teaching. Criteria for publishing papers in journals from the SCI list prior to defending one's doctoral thesis are very strict.

We cannot but mention another survey on the quality of the teaching process at universities in Serbia, realized by a group of researchers in 2010 on a sample of 500 university teachers²⁴⁴. The emphasis of the survey was on the changes introduced by the Bologna Process. Data obtained in this survey indicated the existence of problems related to teachers' professional and scientific competences. Teachers do not pay sufficient attention to scientific work, so only 37% of teachers had their papers published in journals of national importance in the last five years, whereas 29% of them did not have a single paper in this category published in the same five-year period (2005-2010). When it comes to SCI lists, only 24% of teachers had from one to three papers published in international journals from the SCI list, whereas one third did not have any papers published in the same category. It is similar with monographs – 44% of teachers do not have a published monograph in the last five years, and 45% do not have their own textbook. The situation is somewhat better when it comes to participation in domestic and foreign projects. Teachers pointed out the following problems: students' lack of interest and motivation for learning, lowered assessment criteria which is something they partook in as well, existence of corruption and nepotism at faculties, etc. Teachers are not certain if study programs keep up with the latest scientific developments. When it comes to student activity, they think that students are most interested in research and seminar paper presentations, whereas their motivation for participation in teaching has not changed significantly.

²⁴³Additional information in: *Doctoral Studies in Serbia* (edited by Vera Dondar et al, National Council for Higher Education, National Council for Scientific and Technological Development, Belgrade, 2014).

²⁴⁴Additional information in Jevtić et al. (2011). *Measuring the Quality of the Teaching Process at Universities*, Institute Mihailo Pupin, Belgrade.

We used a questionnaire to find out the opinion of teachers at teacher training faculties in Serbia about changes introduced by the Bologna Process. We collected data on a sample of teachers and associates from five teacher training faculties, randomly selected from the overall population of teachers and associates at teacher training faculties. The survey was conducted in 2015. Data were obtained through teachers' self-evaluation, i.e. by allowing them to diagnose the state of the implementation of the Bologna principles at faculties where they work. To some extent, this survey represented a self-evaluation of quality classified by specific segments of the change, with the purpose of providing support for the implementation of changes, improving their work conditions, and gaining insight into certain benefits and flaws. We wanted to learn if the designed changes were implemented in the teaching practice and if they were, to what extent, from teachers as their facilitators and the main executors of the reform process.

The sample included 102 teachers and associates (52,9% teachers and 46,1% associates), with 5 to 20 years of experience working at the university, where 42,2% were in the 5 to 15 years range and 41,2% between 15 and 20, 67,6% were women, 47,1% taught pedagogy, didactics, methodology or related courses, and 42,2% other courses.

When we speak of the reform of university education improved the overall quality of education and faculty operation, the greatest percentage of respondents believe that the quality of education only "partially" improved – 52,01%, and 28,4% think that the overall quality of education dropped.

Assessing student participation in teaching in relation to the period before the reform, 53,04% of respondents states that participation significantly improved, or mostly improved, whereas 39,2% think that nothing changed. Teachers expressed similar opinions when it comes to student motivation for active participation in the teaching process. Approximately 66,7% think that they are partly motivated, and 22,5% that there is no difference compared to previous periods. Some 10,8% claim that students are completely motivated. There is a minor collision with the previous question, given the percentage of motivated students, which is significant (77,5%) and students who are active in class (53,04%), regarding the area in which this motivation is manifested, or the manner in which teachers arrived at this conclusion.

Organization of teaching implies a continuity in the process of adopting certain content and learning continuity, which is in a way a preparation for the exam. How do students of teacher training faculties study? Only 12,7% of teachers believe that they study "over the course of the semester", 54,9% "during the semester and before the exam", and 22,5% of respondents think that they study "only prior to the exam".

The statement that they "sometimes" prepare for lectures is shared by 72,5% of teachers, whereas 20,6% believe that they do not prepare at all, and 6,9% think that they always prepare.

Teachers did not assess students' pre-exam obligations as a contribution to the quality of knowledge. Around 60,8% believe that they are "partially helpful", and 28,4% that they have "great significance" for improving the quality of acquired knowledge. Do we have a sufficient understanding of the essence of pre-exam obligations and how are they organized? We saw in the previously mentioned survey that students at teacher training faculties were dissatisfied with the scope of their pre-exam obligations and the manner in which they are organized. Perhaps one of the reasons behind this displeasure is the inability of some students to work independently. Some students lack the training in self-studying, because lectures and practical classes cannot cover everything. Surprisingly, 36,3% of teachers claim that pre-exam obligations are not compulsory at their faculty. About 23,5% of teachers do not see that anything changed with respect to independent work of students, but it is encouraging that 46,5% think that there has been certain progress.

A motivated student should simultaneously possess curiosity and the desire to learn, and perceive studying as a pleasure. Do students study only to gain ECTS credits, or do they care about the grade they will get for the same number of credits (and they range from 6 to 10, which speaks enough about the difference in the quality of knowledge)? About 18,6% of teachers think that students study only to get ECTS credits; 20,6% think that the "grade matters", and 48% believe that both factors matter. Surprisingly, only 1,0% of teachers think that students are motivated and that they study because they want to acquire quality knowledge for their future profession.

Experience tells us, and numerous studies confirmed that students are particularly interested in research work and independent work, so both activities are ranked highly. Participation in discussions and debates as a form of teaching that is more conducive to the development of critical skills and creativity than other forms ranked fifth.

Most teachers think that assessment criteria were lowered with the introduction of the Bologna Standard – 52,0%, whereas 37,3% that they significantly dropped, which is alarming. These results correspond with what was discussed in this paper.

Teachers estimate that teachers at their faculty are available for individual consultations with students 2 to 10 hours a week on average.

Increasing the number of one-semester courses and exams additionally burdened students, claim 32,4%, whereas 27,5% do not know, either because they do not have an attitude regarding this question, or because they are not sufficiently familiar with this segment.

Increased number of one-semester courses and enrollment requirements for the next year of study increased the number of exam dates, which "disturb the continuity of teaching" and force students to skip lectures, claim 46,1%, whereas 33,3% think that these new circumstances "do not interfere with regular activities".

The purpose of the higher education reform was to improve the technical and professional competence of students and enable a more efficient implementation of practical knowledge in their chosen career field. Opinions of future teachers and preschool teachers vary, so 34,3% of them think that there are no improvements in this field, 39,2% are undecided, and 20,6% believe that the reform introduced certain improvements in the practical implementation of acquired knowledge.

A great percentage of interviewed teachers – 42,8% claim that "the practice of student exchange and mobility" did not materialize, 20,6% are undecided because they are not sufficiently familiar with the issue, whereas 37,3% claim that this practice is non-existent at their faculty.

In contrast, 50,0% of interviewed students think that teachers are involved in the process of mobility, which, in their opinion, means realizing study program content at foreign faculties (48,5%) and study visits abroad (51,5%).

A major administrative disadvantage introduced by the reform is excessive paperwork and records that teachers are expected to keep (73,6%).

Introducing the requirements and standards for improved scientific and professional competences of teachers has instituted "the chase for credits", which are necessary if one wants to advance in profession and title, as well as participate in scientific projects, which has become the priority in relation to other activities. This opinion is shared by 74,5% of respondents. The aforementioned studies confirmed it.

Concern for the quality through the process of self-evaluation has become the priority of faculties after the reform process. The sense of responsibility for the quality has been enhanced by the introduction of external quality control. One of the questions was if this reform change inspired teachers to work with students more intensively. "Yes, significantly", claim 32,3% of teachers, 46,1% say "very little" and 18,6% say "not at all".

Conclusion

What to say in conclusion? The most appropriate conclusion would be that the comments often heard in academic circles, about the lack of understanding of the Bologna Process and requirements in higher education after the reform, are partially true. We say partially, because this is not just about the lack of understanding as the main cause of inadequate realization of the Bologna Process. We should distinguish between the essence of the Bologna Process and the way it should be, from realization and conditions for its implementation in practice. Therefore, perhaps we had understood the Bologna Process correctly, but its realization is primarily defined with social, material and human resource conditions and normative regulation of essential issues related to the conditions and main representatives of the higher education reform. Many principles of the Bologna Process cannot take off in our higher education system if they are simply and indiscriminately copied from other systems. Finally, reforms are lengthy processes difficult to implement in such a specific and inert system as education. Experiences in this field should help, but only if properly valued and analyzed.

Previous studies, often small in scale, with potential problems related to the lack of representative samples and objective evaluation criteria nevertheless highlighted issues in certain segments of higher education, therefore, they can only partially serve as feedback on the effects of designed and introduced changes. The real effects of the reform can be obtained only through the evaluation of education outcomes.

Regardless of all the limitations, the results of previous studies are an incentive for some future, comprehensive and systematic studies that can stimulate us to address weaknesses and flaws of the existing reform goals and to further improve and develop positive effects.

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REDIFINING STRUCTURE AND STRATEGY FOR DEVELOPMENT OF HIGHER EDUCATION

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Abstract

In the process of European integration, it is necessary to align the education system with the criteria and recommendations of the European Union with attention to indicators of the performance of the education system, which is defined by the EU standards. This shows the work is an integral part of a broader set of conceptual and realized the project "Redefinition structure and development strategies higher education in Serbia ", which was made in the period 2013 - 2015 and then submitted to the Parliament of Serbia, ie. Committee on Education, Science, Technological Development and the Information Society. The preliminary project is implemented with the coordination team of the central and regional working groups in Serbia and countries in the region with a total of 70 participants in the project development. Model structure of our higher education involves changes within: openness, coverage and accessibility of higher education, higher education funding, increasing the quality and efficiency of higher education, compliance and mobility study programs as well as the inspection and control activities in higher education.

Keywords: Higher Education, redefinition structure, strategy development, the pace of reform, implementation.

Idea dissemination phase

The USA conference in 1990 organized by the UNESCO on "Education for All" adopted a proclamation "World Declaration on Education for All," which has registered on several directions in the further study of the development of education. One of these directions, in the declaration defined in Section 5 refers to the education and development with an emphasis on changes and encouragement to better and higher achievements of participants in the educational process. Models of changes, which our projects envisage having two main phases: 1. phase of dissemination during which interested acquainted with the substance of new ideas to be applied (in our case, this would correspond to all our preparatory work item proposal for redefinition structure of higher education, by listing all the valid scientific reasons, the need for its implementation) and the second phase of implementation ie the process of adjusting our strategy of applying the changes (amendments). This part fits the post implementation of our proposal for redefinition structure of higher education, which takes a broader institutional social connotations, and going beyond the domain of our analysis of the potential impact. Our project with its conceptual approach, changes in the structure of higher education, the strategy involves change, "bottom up", ie a strategy in which the initiative of higher education institutions (colleges, institutes, vocational schools ...) come to the fore. This approach would suit those who believes that they are less successful strategies to improve the educational process

operating at higher levels, from policy-making, and that is characteristic reliance on outside consultants to influence and have no contact with the educational practices other than intuitive assumptions. In which category would classify our modification of the structure of higher education? Depending on the principle changes (changes) in the current educational practice talking about the four types of possible changes: adaptive, external, regulatory and structural. Our shift in this general setting refers to the type of structural changes, which is focused on changes in the organizational structure of higher education, but it does not interfere with the realization of the changing educational process. Primarily, structural and systemic changes are aimed at efficiency, rationality, educational liberalization and the acquisition of specific knowledge. Our changes within the existing structures can not be brought under a so-called model. controlled expansion. This approach changes the most convenient education systems which do not require radical changes, but the limited scale of intervention - alterations, repairs, modifications, or the introduction of new information into the existing system, ie. structure. Changes of this type have the character of conceptual modernization aimed at better achievements at higher education level. Below are some of the systematized structural changes, strategic objectives and action measures for the higher education level.

Openness, scope and availability of higher education

Secondary and higher education are the active agents of development of national identity, preservation of traditions, national and cultural specificity. For this purpose should be provided adequate resources for the strategic planning of their development. Our proposal is that in the second half, finishing the fourth year of grammar schools and secondary vocational schools should introduce compulsory education for a period of three hours per week in order to establish cooperation between secondary and higher education institutions in the form of organizing content and presentation of the program of academic and vocational studies. This is presented in addition to promotional activities need to have an educational role. Each institution has an obligation to the competent department for secondary education is delivered prepared presentation of their institution (the contents of studies, market coverage and representation of trained educational profile, etc.) For 45 minutes presentation. The presentation will be held by professors or students in their final years of study. Private higher education institutions may also submit their software presentations, which will enter the schedule of a regular high school classes, but with payment of the registration fee, which funds will be directed to a fund for the development of secondary education. On the other hand the expansion of information and development of technical sciences, causes progressive trend of reduced market demand for the most highly educated in both economic and non-economic activities. To this end, the company should create market conditions for "sustainable development" ie. real market coverage of around 20% higher population. The strategy reflected in the projections of education about 40% of highly educated population by 2020 can only be understood as "state policy" openness and accessibility of higher education but without the need for the same market. For example, in Macedonia over 90% of high school students enrolled in the study. However, this trend inevitably leads to over-saturation of the market by highly qualified staff and introducing systemic blockade of student admission to certain higher education institution which is the actuality of Higher Education of Macedonia. Also, it is extremely important to harmonize the educational profile with a market presence and needs. For example, in state schools were registered 134 occupations for which the students are educated, and which do not exist in the official code list of occupations. The existing code list of occupations dating back to 1998 but it is not harmonized with the Law on Higher Education in 2005, which is why the interest that students acquire the Bologna process is not existing.

Financing of higher education

Given that the process of education falls under the dome of a market economy it is necessary to define the policy of financing of higher education institutions with respect to the established requirements of the market and with the previously executed categorization of faculties with regard to school education profiles of economic and non-economic activities. To this end and in line with market needs of the society, agreed with the National Employment Service (the number of unemployed by each of trained educational profiles), founder ie. R. Serbia should categorize the lower and upper limit of the budget of students in each faculty. The remaining number of vacancies will be filled self-financed students whose number will determine the limit of the maximum load the number of students per teacher. In this context it is also important to determine the cost of studying at an annual level of each faculty and then at the national level to define whether educated in Serbia and the Serbian market unnecessary higher education staff (also on the free market work employing outside Serbia), and can be in any way strategic economic resource of the country. Based on previously completed categorization, higher education institutions acquire the means to carry out its activities through: 1. the founders ie. from the budget of the Republic of Serbia and in salaries, material costs of maintenance, librarian fund, scientific and professional development of employees, international cooperation, publishing, finance equipment and conditions for studying, etc. and 2 from its own resources by: tuition fees, fees for commercial and other services, donations and bequests, funds for financing scientific research and professional work, etc. Assets that are Stuc from its own resources, through tuition fees, exam requires application fee for commercial and other services, can be used to increase salaries of employees, but only for financing scientific research and professional work. Salaries of employees from its own revenues can be increased only through the provision of market services in the field of profession.

Strategy for development of higher education

The strategy of development in any field, including in the field of higher education, is primarily determined by the determination of the society to accept the proposed measures and then incorporated into its institutional system. The smallest problem is no content license deadlines and responsibilities; by 2020, to 2025, to 2030, should be implemented proposed strategic objectives, actions and measures with accompanying indicators of progress. The previous strategy of education development represent a wish list, which does not oblige anyone and do not seek responsibility for his words and unfulfilled. The main motto of the current development strategy of education, it comes to predicting what should happen tomorrow, next month and next year, and then "arguments to explain" why it did not happen. The proposed measures of structural change in the higher education system, given by us, may be with the commitment of society, the legal system to incorporate and implement for a period of two years. Indicators of progress, ie. system incorporating the proposed measures should control commission that would oversee formed a Parliamentary Committee for Education, Science and Technological Development. The composition of the commission would be composed of all socio - political and educational - correctional representatives of the following members: Teachers in higher education institutions: Teachers at state academic studies (10 representatives), teachers at private academic studies (5 representatives), teachers at state vocational studies (4 representatives) and teachers at private vocational studies (2 representatives). Students and Students at state academic studies (5 representatives) Students at private academic studies (2 representatives) Students at state vocational studies (3 representatives) and Students at private vocational studies (1 representative). Representatives

of each institute (founded by the Republic of Serbia) from natural and social sciences (one representative). Representatives of all political parties on a proportional representation system (25 representatives). Representatives of the Serbian Statistical Office, NBS, NEA and EPF (4 representatives, ie. From each institution at a time). Representatives of the Serbian Chamber of Commerce (4 representatives). Quarterly reports of that committee, within the legally defined jurisdiction, which should have the competence to initiate proceedings with a view to imposing sanctions due to unrealized goals, would be adopted by 2/3 majority.

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GENERAL AND SPECIFIC BENEFITS OF THE EDUCATIONAL PROCESS FROM THE REALIZATION OF THE TEACHER'S EDUCATIONAL RESEARCHES

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Abstract

Educational process is a complex setting of institutional and individual decisions, actions of the individuals, groups and institutions, but also a product of mutual interactions among all the mentioned elements. Such a network of influences will become useful for the teaching and learning if they are exposed to everyday, periodical and longitudinal research activities realized on the level of system, context and specific situation.

In the paper are presented the personal theoretical and experiential perceptions of the author about the general and specific benefits, mentioned in the topics. Especially, the focus will be on some general benefits such as improvement of the national politics and national curriculum, decisions on the school level and some specific benefits such as improvement of the classroom curriculum, the quality of teacher reflection, processes of learning of pupils and the teacher competences.

Key words: educational researches, teacher researcher, changes in the curriculum and educational process.

Introduction

Research activities are the primary factor for improvement of the educational processes on the macro and micro level. Improvement of the educational processes on the macro level covers the improvement of the legislation, improvement of the scientific treatment of the educational theory and practice and improvement of the institutional efficiency. Educational improvement on micro level encompasses the improvement of the teacher and student activities and roles, improvement of the realization of the curriculum, overall improvement of the classroom, etc. Having in mind the previously mentioned, in this paper we are focused on the general and specific benefits of the educational process caused by the educational researches.

Theoretical perception of the terms in the topics

Speaking about the educational systems in the Balkans, in the report of the European Commission is stated that in those systems "...has been increasingly recognised that the quality of teacher education is a crucial factor for the success of educational systems, as the quality of teaching to teachers is a necessary precondition for the quality of the education provided to pupils and students."²⁴⁵ In the same direction, but in more widely context, Velkovski and Kirandžiska conclude that "Teachers undertake not only the education of the future citizens of their country, but also support them in becoming future generations of European citizens"²⁴⁶. This is also in line with the perception of the European Commission

²⁴⁵ *Teacher Education and Training in the Western Balkans*- Final synthesis report, Warsaw: ICF GHK, P. 12

²⁴⁶ Velkovski Z. and Kirandžiska S., Basis for the Development of the National Framework of Teacher Qualifications – The Case of Macedonia, In: *TEACHING PROFESSION FOR THE 21ST CENTURY-*

presented in the following part: "The roles of teachers and schools are changing, and so are expectations about them: teachers are asked to teach in increasingly multicultural classrooms, integrate students with special needs, use ICT for teaching effectively, engage in evaluation and accountability processes, and involve parents in schools (OECD, 2009). Furthermore, a recent World Summit on Teaching noted that teachers need to help students acquire not only "the skills that are easiest to teach and easiest to test" but more importantly, ways of thinking (creativity, critical thinking, problem-solving, decision-making and learning); ways of working (communication and collaboration); tools for working (including information and communications technologies); and skills around citizenship, life and career and personal and social responsibility for success in modern democracies" (OECD 2011)."²⁴⁷ The presented description of the changing role of the teachers in a changing society stresses the need of teaching staff "... to constantly innovate and adapt; this includes having critical, evidence-based attitudes, enabling them to respond to students' outcomes, new evidence from inside and outside the classroom, and professional dialogue, in order to adapt their own practices."²⁴⁸

According to the elaboration, the changing role of the teachers can be proposed. The "new" and "changing" roles of teachers can be successfully "installed" in the teacher professional behavior by engaging into research processes. Every teacher must be aware about the efforts needed for improvement of their roles.

Another aspect of this perception of the complexity of the educational processes is the institutional and individual decisions, also the actions of the individuals, groups and institutions and the products of their mutual interactions. The teacher decision about the teaching strategy influences the processes of learning. By having the idea to organize learning in a sense of "learner-centred approach", teacher could have intention for: "...creating and providing stimulating opportunities in which each learner constructs her/his own understanding of the world by active involvement in the learning process."²⁴⁹ The intention of the teacher could not be recognized and accepted by children. That means that "...children will learn many things that are not planned for, and an understanding of the ways in which we believe learning takes place, is really an essential for those responsible for planning and implementing programmes of learning – teachers."²⁵⁰ Also, through the process of choosing the didactical concept it is not clear if the selected concepts are relevant, confidential and responsible for every pupil. As it is stated by the Charles A. Ahern and Kenton de Kirby, "While the issues related to organizing and learning are common to all students, they operated differently – with different timing and different contours – in each student *and* for the same student at different times. Thus, at a particular moment in a lecture or group presentation, more information may hurt some students' learning but help others. Therefore, a teacher cannot consistently assess with precision where the "sweet spot" lies for any individual – much less balance the individual needs of each member of the group

Advancing Teacher Professionalism for Inclusive, Quality and Relevant Education – ATEPIE (Ed: Vidović V. V. and Velkovski Z.), (2013). Belgrade: Centre for Education Policy, p. 52

²⁴⁷ COMMISSION STAFF WORKING DOCUMENT Supporting the Teaching Professions for Better Learning Outcomes Accompanying the document Communication from the Commission Rethinking Education: Investing in skills for better socio-economic outcomes, European Commission, p. 7, Retrieved March 23, 2016 form: <http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:52012SC0374>

²⁴⁸ Ibid

²⁴⁹ Rangelov Jusović R., Vizek Vidović V. and Grahovac M., Framework of teacher competences – ATEPIE approach, In: *TEACHING PROFESSION FOR THE 21ST CENTURY- Advancing Teacher Professionalism for Inclusive, Quality and Relevant Education – ATEPIE* (Ed: Vidović V. V. and Velkovski Z.), (2013). Belgrade: Centre for Education Policy, p. 24

²⁵⁰ Alan Pritchard, (2009). *Ways of Learning-Learning theories and learning styles in the classroom*, Second edition, Taylor & Francis e-Library, p. ix

simultaneously."²⁵¹ Mixing with the difficulties and dilemmas which follow the unpredictable processes of learning of teachers, the complexity of the interactions in the educational processes can be predicted, but not completely controlled.

The nature of the teacher research

Speaking about the key competences for European citizens in the knowledge society, the working commission starts with the sentence: "Key competences are a combination of knowledge, skills and attitudes appropriate to a specific context."²⁵² Following that direction, the project team in the frame of the USAID Teacher Professional and Career Development Project defines the *Teacher core professional competences and standards* for Republic of Macedonia. As it is stated, the competences are "...technically divided..." in six areas: knowledge of the subject and the educational system; teaching and learning; creating a stimulating learning environment; social and educational inclusion; communication and cooperation with the family and community, and professional development and professional cooperation"²⁵³. It looks very complex, but it is strongly focused on realization of the teaching and learning processes, as a crucial teacher activities. Discussing about *What Happens When Teachers Conduct Teacher Research*, some of the authors of the book *Teacher Research for Better Schools* present their perception to the influences of teacher research on "...student Knowledge of Teaching and Learning; ...How Teacher Researchers Teach; ...How Teacher Researchers Learn; Teacher Research and School Planning; ...Teacher Research Knowledge in Schools,"²⁵⁴ etc. Thus, they give some explanation about the topics concluding that it is important to "building a knowledge base about teacher research, providing support for teacher research, supporting the dissemination of teacher research, educating others about teacher research"²⁵⁵. The improvements and benefits of the educational system from the teacher researches can be generated on two levels: general and specific.

General benefits of the educational processes from the teacher`s researches

The teacher`s educational researches have an impact on the improvement of the national politics, improvement of the national curriculum, guiding the external evaluations and creating decisions on the school level. This means that the benefits from the teacher`s researches is seen as improved and evidence based educational legislation, open curriculum oriented to the need and expectation of all the parties in the education, improved- quality oriented external evaluation, development of school curriculum which satisfies the specific school needs and secures safety development.

Specific benefits of the educational processes from the teacher`s researches

The main and most important benefits from the teacher`s educational researches can be seen and measured through improvements of the classroom curriculum, improvement of the quality of teacher reflection, improvement of the processes of pupil`s learning and

²⁵¹C. A. Ahern and K. de Kirby, *Beyond Individual Differences: Organizing Processes, Information Overload, and Classroom Learning*, DOI 10.1007/978-1-4614-0641-9_6, © Springer Science+Business Media, LLC 2011, p. 51

²⁵²*Assessment of Key Competences in initial education and training: Policy Guidance*, Rethinking Education: Investing in skills for better socio-economic outcomes, Commission staff working document. (2012). European Commission, p. 6

²⁵³*TEACHER core competences and standards* (2016). Skopje: Macedonian Education Center, p. 8

²⁵⁴Mohr Marian M. (at all) (2004). *Teacher Research for Better Schools*, Teachers College, Columbia University, p. 29-118

²⁵⁵*Ibid*, p. 153-156

improvement of the teacher competences. The quality in creating situational and contextual planning, realization and evaluation is a priority of the teacher researcher. The step for reconstruction of the activities, measures and notes for the possible improvement and reflection on action, is a step which follows the previous one. The high priority of the teacher researcher is to achieve and develop the best ever possible conditions for every pupil to enjoy in a trip to self improvement. Individualized didactical instruction is also the product and specific benefit from the teacher's researches. The research activities of the teacher produce critical teacher, full of self-confidence and awareness for the benefits on the educational system of their research work.

Conclusion

The quality of educational system depends on the educational researches. The roles of the professional researchers, teacher researchers and stakeholder researchers are giving individual, classroom, local and national feedback about educational processes which influence high quality educational product such as: active and aware pupil, unique classroom curriculum, original and authentic school curriculum, better and improved local educational policy and appropriate and recognizable legislative. The educational research should become leading force for improvement of mutual understandings, teacher satisfaction, adequate and participative learning.

Teacher's researches are the base of bottom up approach for understanding, recognition and validation of learning and teaching processes. It gives strength to the teachers and pupils in achieving the goals, satisfies and directs their interests.

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THE NEW HUMANITIES IN POLAND THE SCIENTIFIC AND EDUCATIONAL CHALLENGES

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Abstract

The theme of the presentation will be a general poststructuralist theory of research in Poland in the field of humanities, with particular emphasis on the literary concepts. The list will include deconstructionism, feminist criticism, postcolonial discourse, geopoetics, ecocriticism etc. The multitude of new methodologies, most often transferred from Western European science, here gains realization as a result of the implementation of local cultural and literary phenomena. (Eg. Feminist criticism has a different scope than in Anglo-Saxon science, due to different social conditions). The situation of Polish humanities is therefore special, and one could describe it - depending on the perspective - as a crisis or a breakthrough. This condition, combined with the already conducted, but to a small extent accepted, thorough academic reform of universities creates new challenges for humanistic education, in all its grades provided by in the so-called Bolognese system (I, II, III). The author of the paper will focus on science and academic education, discuss their major changes and try to answer the question: to what extent are they an innovative, and to what extent a destructive factor?

Keywords: the educational system in Poland, the poststructural turn, *new humanities*

Introduction

The changes that occurred in the Polish political system after 1989 caused the process of marketization on many surfaces: in Polish economy, cultural life, and also in the Polish educational system. It became possible to establish private colleges of higher education, which soon resulted in the so-called educational boom of the '90s. Besides from the typical stationary studies, the new kind of paid extramural studies occurred. It soon became surprisingly popular among students. As a result, the college education in Poland became a mass phenomenon. It can be shown by the data given: in 1990/91 there were 390 409 students in Poland, whereas in 2001/2002 there were 1 718 747 students. What is more, in 2005/2006 there were already 1 953 832 young people attending colleges. However, due to the demographic drop and the occurrence of mass emigration, there has been a drop in the number of candidates applying to colleges. It concerned specifically humanistic studies. Nowadays, there are 1 405 133 students, 24,4 % of whom attend private colleges. It is worth noticing that 57,7% members of the student society are women, who more likely than men to resign from the scientific fields of study in favor of the humanities.

Title 1

The changes that followed the process affected every single area of Polish education, from the primary school stage to the PhD studies. They were related to the incorporation of the so-called Bologna Process into the Polish reality of that time. The Bologna Process is

dated to 1999, when 29 European signed the Bologna Declaration. The main aim of the process was to establish European Higher Education Area. The exact term of fulfilling the goals of the project was due to 2010. However, the process has not been accomplished yet. The assumptions of the Declaration are criticized more and more frequently, one reason for that being the division of the studies into two or three degrees (BA studies; 3 years – MA studies; 2 years – PhD studies; 4 years). It is quite common in Poland to claim that such a division is inefficient, especially if one concerns the humanistic fields of study.

Due to the Bologna Process, the universities and colleges had to respect the European Credit Transfer and Accumulation System (ECTS) and the Qualification Framework for European Higher Educational Area (EHEA). Therefore, the experts created the National Qualification Framework that is suitable for all cycles of education. According to the Bologna Process, the Qualification Framework is to enable the countries to compare the scores, educational results and goals that they are to fulfill during the international programs such as of Erasmus/Socrates and Erasmus Mundus. The Qualification Framework describes what the student is supposed to know in the moment of graduation (*not* in the *beginning* of the studies). What it describes is the projected educational results, which vary depending on the levels of education. The results concern different fields: actual knowledge, skills, and personal or social competences. They need to be included in the educational programs, so-called syllabuses. In Poland there is also another chamber of education, the National Commission for Accreditation (PKA), that is responsible for grading the educational level and scientific work. The team of experts is supposed to grade the universities with different certificates of quality (categories A+ to C). The grades received by PKA are later related to the financial aid offered to the universities by the government. However, there a great number of doubts among the academics raised after the Bologna Process started. A great number of them concern the new status of the PhD-degree studies. As a matter of fact, being in the third cycle of education, the PhD students need to be assessed and evaluated similarly to the programs BA or MA students. According to some experts in the humanistic studies, such an approach to the PhD studies causes the destruction of the master-student relationship, which results in the significant decrease in the quality of PhD dissertations.

Current situation of the educational system has been greatly affected by the 2011-year novelization of the famous reform, *The Higher Education Act of 2005*. The reform came to the academic world as a real "shock therapy". The radical change had its effects in all fields: research, teaching, financial aid and promotions. The vogue criticism of the reform has been manifested in numerous appeals to the government, sadly all of them being unsuccessful. The results of the reform, even more significant at the times of the demographic drop, became especially harmful for the smaller universities and humanistic faculties.

The humanistic research in Poland is financed on the basis of so-called grants, the national and European financial aid programs assigned to certain universities by the two governmental institutions, the National Assembly of Science and the National Program for the Development of the Humanities. However, the academic world finds the procedures of obtaining the grants extremely complex and problematic. As a result, the number of applications accepted by the governmental institutions is shockingly low. In connection with the governmental limitations of the financial aid to the universities, the higher education in Poland becomes pauperized. Another question here should be if the studies in Poland still are free in the face of such events.

The poor financial conditions of the universities and the decrease in the number of candidates to the humanistic studies cause the raising competition between the smaller and the larger universities. There has been a threat of closing certain faculties as well as certain private colleges of higher education. Due to this fact, the University of Warsaw created the Polish Humanities Crisis Committee. Its main goals are:

- increasing the financial support for science (from current 0,43% PKB to 1,2%),
- splitting the idea of the financial support from the number of students as unrelated
- varying the assessment criteria for the researches and the projects of two completely different fields, the humanities and the natural science
- freeing the universities from bureaucracy
- diminishing the role of grants in favor of stable financial support given to a faculty (the statistics claim that nowadays 10 per cent of researchers receive almost 90 per cent of the grants).

Never before has the academic world demanded so strongly to have their goals fulfilled by the government. In June 2015, the time of presidential and senate elections, the Polish Humanities Crisis Committee organized a spectacular protest supported by many schools and universities. The march was very appealing; so-called black parade crossed the streets of the city. Meanwhile the universities hung out black flags in front of their doors. A series of open lectures was organized in order to *teach* the government about the situation in the educational sector. The protesters aimed to highlight the difficult situation of the humanistic studies in Poland. Moreover, the Minister of Education received a letter with the demands of the universities. The protesters declared that the strikes would affect all the universities in the country. The Department of Education organized a debate that consisted of 400 members from different academic fields. Shortly after changing the leading parties in the country, the new Minister of Education asked the experts for their proposal of a new kind of a complex reform of higher education. The proposed program is to be completed in the following years.

The changes at the universities were preceded by the reforms of primary education. The most significant changes were the regulation of 1999 about obligatory middle school for the youth aged 13-16 and the regulation about the three- instead of four-year high schools. Also, a new model of matura exams was introduced. It implied that the so-called erudition should be replaced by the practical skills that should be graded. It is important to stress that, due to the reform, the primary and middle school education suffered from the cuts in the didactic program, especially in the humanistic field. The literary canon got reduced and the tests became much more popular than the open-question written assignments or essays. Moreover, the requirements of the historical program became significantly less demanding. The negative effects of the reform soon became visible, also in the academic world. Without the proper knowledge of the historical and literary processes, the students became less educated. Their main literary sources are rooted in pop culture. Young people focus rather on modern literature than on the classical works. The students are used to reading only the excerpts from the books and their knowledge of the foreign literature is rather poor. More often than not they seem unable to connect the cultural facts with the historical ones. Also, their written language skills are rather unimpressive.

Attending the universities and colleges in such a large number in the 90s' later resulted in the *keep down effect*. Egalitarianism of education became a threat to the high culture that started to be confused with its lower equivalent, popular culture. The educational boom did not bring any increase in the cultural competences, the best proof of that being the drastic drop in the number of book readers. Advanced IT communication and visualization techniques caused the traditional texts to be perceived as less and less valuable. Even the typical philological studies are likely to create the interdisciplinary programs that includes use of multimedia and high-tech ways of communication. Crossing the oral culture with the visual culture stays in connection with the overall change in education, which remains under the influence of the modern philosophy and methodology.

Due to the late and sudden reception of postmodernism and the incorporation of the Bologna Process rules, the so-called virtual internationalization of science and education

occurred in Poland. As it has been highlighted by one of the EU politicians, although many students use the European mobility programs, they usually choose the touristic destinations, since these young people seek for either entertainment or economic improvement. Also, it is widely common to call for the foreign language version of papers from the lecturers (usually it is the English version). However, the papers written by the Polish professors are rarely wanted abroad, especially if these are humanistic works. The worldwide (American) humanities and the European humanities have a great influence on the methodology and research methods, making them "trends" in science. These trends are usually called *turns* (i.e. linguistic, ethical or affective). They are quite influential to the Polish scientific fields, although they are created in a totally different academic environment.

Almost 30 years after the political changes of 1989, Polish universities came through a great number of changes. The transformation of the educational system happened in Poland just like it has happened in many other countries. However, it occurred too late here, all due to certain external factors (i.e. the economy and the EU requirements). The most important part of the transformation is the switch from the *culture of trust* to the *culture of quality*. The culture of trust, which is based on the respect for the autonomy of universities and the role of professors, was the main point of so-called Humboldt University. The switch to the modern model means basing on the rules of the market, namely the profitability and the efficiency. As a result, the management of such new universities, just like it happens in the West, is the task for the specialists in this field, the managers.

Title 2

The very idea of the university begins to change as well. The institution stops being the community for the professors and the students. Its main value is no longer the freedom of education and the independence of studies. The new university is all about the efficiency, which, unfortunately, is not easy to define and measure in the case of humanistic fields. Due to this fact humanists, who are always devoted to the ideas of freedom and selflessness of science, are the most critical group in the academic world. Those are the people who want to create *new humanistic*, socially engaged and open to the variety of discourses. According to them, the *methodological pluralism* becomes the very substitute of the academic freedom.

Nowadays such freedom is endangered by many factors and processes. Bill Readings in his famous essay *The Univeristy In Ruins* (London 1996) claimed that the crisis of the American academic world is connected with the process of globalization and the domination of the liberal economy. On the other hand, Dominic La Capra in his polemical study, *The Univeristy In Ruins?*²⁵⁶ tries to find the reasons for such a situation. As he claims, one reason might be the "postapocalyptic chaos", as he describes the postmodern culture. La Capra argues that university "always is and should be in the stage of crisis"²⁵⁷, since being chaotic, it improves its identity, namely the identity of the humanistic fields. One of the biggest threats to science, according to La Capra, is the formalization and bureaucracy of the system. The academic societies in Poland have similar views on the matter. However, they managed to convince the Ministry of Education to deregulate certain laws that limited the autonomy of the universities. The process of changes is to start in the fall of 2016.

There were 434 Polish universities and colleges of various types, including 42 public universities and 2 private ones. The most prestigious national universities are: The Jagiellonian University of Cracow, The University of Warsaw, and the University of Adam Mickiewicz in Poznan. Moreover, there is a highly appreciated SWPS University of Social

²⁵⁶ La Capra, Dominic. *The university in ruins?* [Uniwersytet w ruinie? Historia w okresie przejściowym. Doświadczenie, tożsamość, teoria krytyczna]. Kraków, 2009.

²⁵⁷ *Ibid*, p. 254.

Sciences and Humanities in Warsaw. All of the above mentioned universities include the humanistic faculties that run a variety of specializations, such as journalism, publishing, translation etc. Each faculty has different structures and educational programs. According to the national rank of academic fields, the most popular choices in the humanities are: Polish philology, neophilologies and linguistics.

Since it is not easy to describe the programs in detail, I would like to briefly summarize the changes that have occurred in the Polish humanistic after 1989. The changes were determined by two factors: the methodological turns and the administrative decisions made by the government. In other words, the most influential factor was poststructuralism, which caused the plurality of the methodologies and the Bologna Process requirements that changed the rules of the educational process in the humanities.

The poststructural turn meant deep and polemical revisions of structuralism, the dominant theory in the humanities and social science for almost 50 years. Western science did not pay much attention to it, but the USSR and the Middle Europe countries were greatly influenced by this model. The theory lasted here longer and the end of it came together with the end of the communist regime. The intense reception of western postmodernism and poststructuralism (which are *not* the same) started right after the political changes of 1989. It happened also due to the end of censorship that resulted in the great number of foreign academic texts (mainly in English and French) finally translated to Polish. In other words, the changes brought the general openness to the western culture.

There are several significant academic publisher houses that influence the changes in the Polish humanistic. An example of such a publisher may be Universitas (in Cracow) that published one of the most precious series called *Horizons of modernity* [Horyzonty nowoczesności]. The series consists of over one hundred different books written both by the Polish and the foreign authors. The texts refer to the problems of *new* humanistic, some of them being deconstructionism, cognitive science, philosophy, modern and postmodern aesthetics, feminist criticism, postcolonial criticism, geopoetic, theory of experience, anthropology of literature, hermeneutics, theory of interpretation, affective theory, memory and postmemory studies, new historiography, performative literature, comparative literature, sociology, etnolinguistics, rhetorics, visual arts, autobiography, ecocriticism, translation and many others.

This long list shows that *the new humanities* is not a clear term. It touches upon many different disciplines and applies various methodologies that come from the academic world of Western Europe and are adapted to the local world of science. The examples of such phenomena are aptly pointed out in Ryszard Nycz's books *Textual world. Poststructuralism and the knowledge of literature* [Tekstowy świat. Poststrukturalizm a wiedza o literaturze] (1993), *The language of modernism* [Język modernizmu], *Introduction to the literary history* [Prolegomena historycznoliterackie] (1997), *Literature as a trace of reality. The poetics of epiphany in the modern Polish literature* [Literatura jako trop rzeczywistości. Poetyka epifanii w nowoczesnej literaturze polskiej] (2001) and *The poetics of experience. Theory – modernity – literature* [Poetyka doświadczenia. Teoria – nowoczesność – literatura] (2012). In all his texts, Nycz tries to create the model of cultural theory of literature. Such project stresses the importance of so-called poor professionalism or, in other words, interdisciplinary (or even transdisciplinary) studies, focusing on the two opposite sides, the *interpretation* and the *case study* method. Nycz analyses his ideas basing on the actual Polish texts. Another great scientist who influenced the *new humanities* in Poland is Michał Paweł Markowski, professor of literature and philosophy, the author of many significant works, some of them being *The effect of inscription* [Efekt inskrypcji] (1997), an introductory text that explains to the Polish readers the concepts of Jacques Derrida. Another meaningful works are *Nietzsche. The philosophy of interpretation* [Nietzsche. Filozofia interpretacji] Fryderyka Nietzschego]

(1997) and the most recent *Politics of sensitivity. Introduction to humanistic* [Polityka wrażliwości. Wprowadzenie do humanistyki] (2013), an introduction to Freud's and Hegel's texts.

The major subject of research in Polish humanities is not homogeneous. It is shaped by two opposite tendencies: searching for the completely new formula and deepening and strengthening of the traditional philological-historical research. The first tendency causes an increase in the number of publications concerning modernism and modernity. The latter trend shows favor to the new techniques of communication (digitalization, publishing of the old texts, dictionaries, multimedia encyclopedias etc.). The tendencies influence and cross each other. The proponents of the so-called cultural theory discuss the vision of modernized history of literature that happens, for example, when the historians of literature try to incorporate certain new terminology and concepts to their research (for instance, in the feminist criticism). As it can be seen, the *new humanities* can be defined in many different ways, as a tool for the radical rebuilding of the discipline or as a way of modernizing the methods without even touching the funds.

The idea of *new humanities* derives from the need of raising the profile of the humanist research and educational process that occur in the neoliberal reality of politics, social life, and economy. The humanists try to defend themselves from several threats for their profession, some of the most dangerous being:

- weakening of the social prestige of a humanist
- decreasing the grants for humanistic research and education
- competing with the graduates from the scientific fields

As a result, the humanists search for the methods of proving their identity in the academic world. First, they try to put the government under pressure in order to receive more grants for research and change the criteria of assessment into more suitable for the humanities. Second, they try to change the profile of education in order to become more pragmatic and market-suitable. For instance, one of the Polish universities (in Bydgoszcz) decided to open the specialization called *the second generation humanities* (Humanities 2.0). Such a recommendation was sent to the candidates:

Study and work on the border of the two worlds!

We react to the changes of the market!

The resources and possibilities of humanistic (texts, narration, pictures, data bases) are connected with the newest technologies and media.

We occupy the online space, but we create things in the real world.

We use the ready-made applications, but we favourize the individual projects.

Both the online resources and the everyday use items are full of our information, graphics, texts, printable materials, books, games...²⁵⁸

Another example may be the experiment conducted at the University of Adam Mickiewicz in Poznan. The Faculty of Polish and Classical Philology decided to establish a new specialization of studies called ecoeducation that are based on ecocriticism. The students are to analyse the relationship between human beings and the nature or, broadly speaking, between human beings and the outside world (*oikos*), for example people and the inanimate beings. Moreover, the students of humanistic from various departments often have the chance to learn the basic rules of public relations, digital technology, cognitive science, performative literature, managing the cultural institutions, speech-language therapy and many others. Also,

the Long Life Learning model of education resulted in phenomena such as the Third Generation University (for pensioners).

Conclusion

The whole Western academic world has gone through the process of several changes. Such process depends on the country, the economy and the academic traditions. In Poland academic traditions were disturbed by the historical crises such as the loss of freedom due to the partitions and the world wars. Also, the communist ideology was extremely harmful to the academic world. Humanists in Poland have been the most critical academic. But there are also some generation gaps between them. Young researchers adapt to the international laws and requirements much easier. Moreover, they are more eager to agree to the pragmatic model of university, which often results in their getting promoted much faster. At the same time, they expect higher salaries and due to this fact many of the young scientists try to find jobs in different fields. The older generation tries to defend the academic ethos, which is based on freedom of research and teaching, the selflessness of searching for the truth and, most importantly, the independence of the universities, which means the split of the academic and the political world. New humanistic tries to prepare the academic world for the challenges that the future may bring.

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PROFESSIONAL ROLE, STATUS AND IDENTITY OF THE SCHOOL PSYCHOLOGIST IN SERBIA

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Abstract

School psychologists have been present in Serbian primary and secondary schools for more than half a century, but the latest educational guidelines announce restrictions in their numbers. The question raised is who and where would psychologically treat students and other participants of the educational process regarding the increasing needs for that type of intervention. In this paper, the professional role, status and identity of psychologists employed in schools are considered in order to gain deeper understanding of the obstacles they are facing in their work, and to create an environment for their more efficient work in the future. For these purposes, education policy, experiences from school practice, and findings of relevant research studies were analyzed. According to the education policy, a school psychologist has to participate in the improvement of the educational process using the results of his/her investigations on the students' psychological characteristics and teaching and learning problems. Research findings showed that psychologists were seen as the experts who were needed in schools and who were expected to practice clinical approach. Also, it was found that psychologists had the same expectations from themselves. Perspectives of the development of the psychologist professional identity in the context of contemporary changes in the Serbian society and changes in the educational system are discussed. The conclusions of the study have broader implications due to the fact that school psychologists are in a similar way present in schools in other Balkan countries.

Keywords: school psychologist, professional role, status, identity, Serbia.

Introduction

School psychologists have been present in primary and secondary schools in Serbia and other parts of Yugoslavia since the 1960s. The start of school year 2015-16 in Serbia was marked by the announcement about school workforce reduction which was perceived as a risk to performing jobs from the scope of work of a school psychologist. A question is raised about who will complete all the tasks of primary psychological care of students and other participants in education process bearing in mind an increase in need for that kind of intervention. The paper examines the professional role, status and identity of psychologists working in schools, in order to gain a deeper understanding of obstacles they are facing in their work, and to create an environment for their more efficient work in the future. For this purpose, education policy, experiences from school practice and findings of relevant research studies have been analyzed.

Professional role of a school psychologist

Employment of school psychologists in schools has been followed by creating programs for their operative, instructional and research work with students, teachers and parents (Đorđević, 1967; Genc & Jovanović, 1985). According to program tasks of school counseling service (Programski zadaci pedagoško-psihološke službe u školama, 1970),

school psychologists participated in improving school education by means of using results of their research of psychological characteristics of students and other issues encountered in education process. A school psychologist investigates psychological foundations of instruction and learning; researches into causes of poor academic performance and factors for objective grading; participates in school professional orientation process by examining abilities and interests of students; informs teachers about the results of his/her research; suggests how to form classes based on examinations of abilities and knowledge, and participates in student enrolment process.

Actual goals of a school psychologist work are similar to those from previous time (Pravilnik o programu svih oblika rada stručnih saradnika, 2012). A school psychologist participates in creating optimal conditions for student development and realization of education process; monitors and encourages student development; develops cooperation with student's families and helps parents in strengthening their education competences; participates in monitoring and evaluation of education process; cooperates with relevant institutions and works on his/her-own professional development. A school psychologist supports strengthening teacher competences and their professional development and participates in monitoring and evaluation of realization of general and special student achievement standards and suggests measures for their improvement, as well as supports openness of school towards educational innovations.

It is expected from school psychologist to initiate various types of research in order to improve education process and realize all his/her tasks in a school (Pravilnik o programu svih oblika rada stručnih saradnika, 2012). A school psychologist has to implement theoretical and practical knowledge in psychology in his/her work. A school psychologist participates in research conducted within school self-assessment process (by creating assessment instruments, defining the sample and qualitative analysis of the obtained results) and experiments; he/she participates in the work of teachers' council by informing teachers about the results of conducted research relevant for education process and developing teacher competences; documents conducted analyses, psychological tests, activities that is visited classes etc. Finally, school psychologist can decide what topic he/she will investigate in particular time.

In sum, the job of school psychologist has been supported by appropriate education policy which provides a solid basis for his/her work in a school. The initial differentiation of jobs of a school psychologist and a school pedagogist has changed over time, so that there are many activities that they can do interchangeably. During the 1990s, there was a recommendation according to which a school psychologist should be more oriented towards the process related to students, while a school pedagogists should be more oriented towards a process related to teachers (Pravilnik o program rada stručnih saradnika u srednjoj školi, 1993). According to the current education policy, a school psychologist is one of or the only counselor that the school has chosen, since it needs a counselor that is qualified to perform tasks from the scope of a psychologist professional role.

A school psychologist as a counselor is required to have a university degree with at least 30 ECTS credits and 6 credits for practice in the institution (Zakon o osnovama sistema obrazovanja i vaspitanja, 2009). A school counselor works with students and other participants of education process during $\frac{3}{4}$ of working hours. He/she is a member of the education council, teachers' council, pedagogical council (in a school with a dorm), and professional team for school development planning and professional team for development of school program. A school counselor of any proficiency should fulfill the following tasks: taking care about ensuring improvement of education work; monitoring realization of education process; taking care about realization of achievement goals and standards;

evaluating all results; undertaking measures for a coordinated work with both students and adults.

Professional status of a school psychologist

Current educational policy said that a school can hire a school psychologist based on the evaluation of its needs and based on the number of classes (Pravilnik o kriterijumima i standardima za finansiranje ustanove koja obavlja delatnost osnovnog obrazovanja i vaspitanje, 2015; Pravilnik o kriterijumima i standardima za finansiranje ustanove koja obavlja delatnost srednjeg obrazovanja i vaspitanje, 2015). A primary or secondary school that has between 16 and 24 classes has a right to hire either one psychologist or one pedagogist. In addition to that, most primary and secondary schools have a school psychologist or a school pedagogist, and there are more school pedagogists than school psychologists. In some schools, school psychologists work part-time as teachers and part-time as school psychologists.

Experiences from school practice showed that school psychologists completed tasks envisioned by program documents (Čordašić, 1980; Živković, 1980; Karović & Korica-Tošović, 1980; Marković, 1997; Tisinović, 1990). School psychologists participated in planning school activities, curriculum content for regular, remedial and extracurricular classes, and special educational support for some students; student work evaluation, out-of-door activities, community work, and choice of vocational education. A school psychologist also tested students at the beginning of the first grade, as well as during regular classes; identified the students who could attend additional classes and extracurricular activities; examined causes of poor academic performance of students who attended remedial classes; examined aptitudes and interests of students when it came to their choice of a secondary school and professional orientation.

However, the findings of research studies showed that a majority of school psychologists mainly was occupied with operational and instructional work, and very little with analytical work (Genc & Jovanović, 1985). The interviewed psychologists and head teachers estimated that teachers frequently showed the lack of knowledge and interest regarding the work of a school psychologist. A conclusion has been reached that school psychologists were mainly "clinically" oriented instead of being "pedagogically" oriented, that they encountered a lack of understanding and that they rarely published results of their work. The findings of another research study of teachers' and school counselors' attitudes showed that the introduction of school psychologists and school pedagogists in schools basically justified expectations and that both school counselors had a significant role in internal reform, by supporting professional development of teachers (Radoš, 1989).

The analysis of duties and competences of school psychologists has a purpose of establishing their professional role regarding their working environment, such as in a music school (Bogunović, 2006). The role of a school psychologist in a music school is specific because he/she is a mediator between a child, who is talented for music, parents, who are interested in music education and career of their child and teachers, who encourage development of musical talent. Special competences of a school psychologist who works in a music school refer to preparation of students for public performance and overcoming stage fright. Apart from that, it is often necessary to help students to adjust their music and regular school activities. Probably the most important role of a school psychologist is to help students make a decision regarding a professional career in music.

In general, the task of a school psychologist is to encourage child development and help overcome stagnation in learning and other aspects of individual development. The usual practice is to refer a child to a school psychologist, who is expected to solve the problem.

Children reluctantly visit a school psychologist, because that is visible in their micro environment, and it testifies that the child needs a help and that "something is wrong with him/her". An insight into the situation in the field discovers that school psychologists do not always have necessary resources for their work. The schools which do not have a school psychologist are in lack of that kind of service at all. The situation when a person works in several schools or when he/she works in the same school as a psychology teacher and part-time as a school psychologist, also, makes their work more difficult.

Professional identity of a school psychologist

Unfavorable working conditions for a school psychologist were noticed in a research study that was conducted three decades ago, when there were demands to increase support to school psychologists in some schools (Genc & Jovanović, 1985). Since then, significant social changes have occurred and they led to aggravation of living conditions in the country as well as education conditions within national education system (Максич & Павлович, 2013). School psychologists together with other school counselors were seen as professionals who could be of key importance for changing and harmonizing needs of all interest groups, from students to education authorities at the beginning of education reform (Đurišić-Bojanović, 2001). However, despite all changes made in education since 2001, it cannot be said that negative trends have been overcome (Maksić, 2015).

How school psychologists can contribute to overcoming current issues in education considering their professional role and the status they have? Research findings showed that psychologists were seen as the experts who were needed in schools and who were expected to practice clinical approach. Also, it was found that psychologists had the same expectations from themselves (Petrović & Dimitrijević, 2013). The findings of the research study of school psychologists' beliefs about their work showed that school psychologists emphasized individual and group counseling as a very significant task. As exclusively psychological tasks, school psychologists highlighted psychological evaluation, individual and group counseling as well as consultative services. It was concluded that the findings about school psychologist tasks are in accordance with tasks stipulated by educational policy.

The school is an educational institution where difficulties in individual development are an exception and not a rule, and a school psychologist is not supposed to cope only with them. Above all, the school requires support in learning and positive development of students starting with what a child knows and focusing on what it can achieve. Positive development is aimed at human strengths and virtues in order to ameliorate optimal functioning of the individual (Benson, Scales, Hamilton & Sesma, 2007). A school psychologist should show in school practice that his/her work differ from a work of a clinical psychologist, although clinical knowledge is useful and required for working in a school. Unrealistic expectations from a school psychologist can lead to deterioration of his/her status, therefore it is very important to clarify that a school psychologist cannot solve all problems that appear in a school. A school psychologist is not a judge, but one of the team members who work on solving a certain problem.

A school psychologist should have a recognizable scope of work which would not be only symptomatic reactions to a current problem in a school but also providing support in realizing better mutual understanding among participants in education process and individual development of a child, as well as professional development of teachers. Research work was planned since school psychologists were introduced in schools, but the lack of it is evident (Mioč, 1962; Ničković, 1967). Development of a research approach could provide continuity in dealing with certain topics, creating individual student portfolios, generalization of experiences about a certain problem, envisioning how the situation will develop, and giving recommendations for overcoming certain problems (Maksić & Đerić, in press). In the

meantime, school psychologists are required to maintain awareness of their environment for their work results and competences as well.

Development of a school psychologist professional identity requires school psychologists to constantly review their beliefs about individual development, education limits and influence of social context to school education (Gutvajn & Ševkušić, 2013). There is a need for a special professional development of school psychologists and their deeper involvement with vocational associations (Pravilnik o stalnom stručnom usavršavanju i sticanju znanja nastavnika, vaspitača i stručnih saradnika, 2012). Vocational associations of school psychologists should become institutions that more intensively support professional development of their members. A possibility for improvement of school psychologist work is in implementation of positive psychology principles, which promote health and wellbeing for all participants of education process and the school itself as an institution (Gable & Haidt, 2005; Linley & Joseph, 2004; Seligman, Steen, Park & Peterson, 2005).

Conclusion

The analysis of education policy and the results of research studies into work of school psychologists in Serbian schools indicated different obstacles they encounter. Creating conditions for their more efficient work in the future requires changes of environment as well as school psychologists themselves. Activities that will improve the status of a school psychologist in a school and education system in general refer to a greater contribution towards achieving goals of education focused on positive development of an individual. The proactive role of school psychologists implies their activities in preparing applicable action plans, more intensive promotion of results achieved by school psychologists both in a school and in wider environment, as well as better cooperation with colleagues from other schools at local, regional and national level. There is no doubt that schools need a great number of school psychologists instead of reducing their number. The conclusions of the study have broader implications due to the fact that school psychologists are in a similar way present in schools in other Balkan countries.

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ASSESSMENT OF THE IMPLEMENTATION OF CAREER DEVELOPMENT TRAINING MODEL

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Abstract

The paper presents a research of the implementation of a career development-training model for teachers and other pedagogical specialists. This training model is discussed in detail in other publications. The presented research is a part of a bigger model research including research of the theoretical model and a research of the model implementation. One of the used research method in model implementation is an expert assessment. It aims to examine the personal orientation of the training and motivation of the learners. In analyzing the results, the following criteria are used: "personal orientation of the training" and "motivating learners". Conclusions are made according to the model effectiveness.

Keywords: career development, teachers, training, expert assessment.

Introduction

At the beginning of the XXI century in terms of the dynamic changes, challenges in the labor market, globalization, development of new technologies, most people do not have well developed skills for managing their careers (Sharlanova, 2016 a). Ability to develop these competencies provide competency-based training model for career development of pedagogical specialists, founded the Australian framework of competences to manage career development (Sharlanova, 2016 b, 2016c, 2016d). This article presents an empirical study of the model application by using the method of expert assessment.

Basic parameters of the career development-training model

The structure of the careerdevelopmenttraining model of pedagogical specialists includes the following elements: 1) Goals, objectives, mission, vision, principles of the model. 2) Competency framework - objectives and expected results of the training for career development. 3) Andragogic base of the model - basic assumptions about students and learning. 4) Characteristics of the learning process. 5) Preparation and implementation of the learning process. 6) Subjects of the learning process. 7) Supportive learning environment.

The aim of the model is to facilitate future actions for planning, organizing and realization of career development training of pedagogical specialists in the country. That goal leads to the following tasks of the model: to outline specific requirements for training pedagogical specialists in career development; to outline the conditions for organizing effective learning process with educational professionals in career development; to outline the parameters of a specific career competence of pedagogical specialists related to their career development.

The mission of the model is to introduce an integrated strategy for organizing training for career development with educational specialists. The vision of the model is to create conditions for targeted career training of pedagogical specialists (functioning and improvement of their careers culture). The model is realized by application of system of

approaches to training.

The evaluation of the career development training model of pedagogical specialists includes: an expert evaluation of the theoretical model; an expert evaluation of the model application; a survey to assess the effectiveness of a career course for teachers. This article presents an expert evaluation of the model application.

Expert assessment of the model implementation

The expert assessment aims to examine the personal orientation of the training and motivation of the learners. Experts' scorecard of the model implementation is developed. The following criteria and indicators are used to analyze the results:

Criterion 1: Personal orientation of the training. Indicators: 1) Adequacy of the learning process with the competencies, needs and interests of learners (knowledge of the personality of learner). 2) Clarifying the training goals of learners and supporting learners in rationalization of their own goals. 3) Use of "motivating" strategies for teaching and learning that meet the needs of students and make learning interesting. 4) Providing appropriate and consistent support for all learners. 5) Working in partnership with students. 6) Availability of significant stimulus for students in the educational environment. 7) Effectiveness of the communication within the learning process. 8) Presence of a positive microclimate.

Criterion 2: Motivating learners. Indicators: 1) Presence of conditions learners to be in active subject position. 2) Availability of activities with practical application. 3) Presence of conditions for self-knowledge, self-assessment and self-regulation. 4) Positive evaluation (constructive criticism). 5) Motivating educational environment. 6) Stimulating curiosity among students. 7) Giving learners responsibility and choice between two or more options. 8) Making learning a fun time spent.

Results analysis of the expert evaluation of the model application

Results analysis of the expert evaluation of the model application is presented according to criteria and indicators.

Criterion: Personal orientation of the training.

According to experts, the model is implemented as a learning process oriented to learners (personality-oriented learning process). The manifestation of different indicators serves as an evidence of this process:

Indicator 1: Adequacy of the learning process with the competencies needs and interests of learners (knowledge of the learner's personality). The following show the presence of such adequacy:

- educator's awareness of the target group characteristics (expectations, needs, interests, personal characteristics);
- purposeful work of the teacher to maximize the strengths of each student and overcome weaknesses (diagnosed by SWOT - analysis);
- organization of classes (methods, activities and resources) according to previously diagnosed learning styles;
- stimulation of self-awareness and self-reflection in the context of learning activities and tasks.

Indicator 2: Clarifying the training goals of learners and supporting learners in rationalization of their own goals. In order to clarify the training goals of learners and assist them in understanding their own goals evidence:

- the teacher support in assessing the significance of what is taught;
- sharing the results of learning activities;
- assessment of performance compared to expected results in support of achieving

educational and career goals;

- encouraging students to participate in the phased negotiating goals;

Indicator 3: Use of "motivating" strategies for teaching and learning that meet the needs of students and make learning interesting. The use of "motivating" strategy is illustrated by:

- applying interactive approaches that encourage equality between participants, partnership and cooperation, creating a positive atmosphere;
- creative participation of students in role-playing games that use the varied experience of each of them;
- flexible development of new skills and attitudes by using spontaneous situations;
- special attention to the development of learning skills, changing old behavior patterns;
- feedback of students in summarizing the results of activity - they say they "learn how to learn and how to think" that makes them "more adequate to the XXI Century" and the classes are "fun", "interesting", "motivating" and "useful" experience.

Indicator 4: Providing appropriate and consistent support for all learners. The following show providing appropriate and consistent support for all learners:

- offering by the teacher of accessible information and group counseling;
- making key decisions by the students during the training;
- improving the learners' CV and portfolio and creating a personal career development plan;
- realization by the teacher targeted support and interventions.

Indicator 5: Working in partnership with students. Working in partnership with students is demonstrated by:

- enabling learners to express their views, to share personal experience;
- building a sense of belonging and promoting higher standards;
- involvement of employers, career counselors, representatives of Labor Office as partners in training.

Indicator 6: Availability of significant stimulus for students in the educational environment. The availability of significant stimulus for students in the educational environment is illustrated by:

- the organization and efficient use of space in the classroom;
- enriching educational environment with a variety of materials and attributes which are significant incentives for students related to their interests and needs;
- stimulation of cognitive, emotional and creative activity of students.

Indicator 7: Effectiveness of the communication within the learning process. Evidence of effective communication in the learning process are:

- ensuring a good communication climate;
- open communication with each participant and the whole group;
- hearing students by the teacher and manifestation of understanding, tactfulness and tolerance to their ideas, views and proposals;
- ensuring of communication through which retains the autonomy of learners and creates an opportunity for their self-affirmation and development;
- using of social skills - communication, assertiveness, conflict resolution;
- flexible combination of individual and group work.

Indicator 8: Presence of a positive microclimate. The following show the presence of a positive climate:

- establishing a climate of security, confidence, co-creation and collaboration;
- using a supportive style of interaction;

- manifestation of good faith and friendly attitude of the teacher to the student, his expression of concern, interest and tolerance to their needs and interests;
- stimulating cooperation between students, between them and the teacher;
- presence of conditions to evaluate the significance of the results achieved;
- promoting the most appropriate for the school situation and profitable for learners' management of the learning process by cleverly using their past experience;
- promoting respect to difference;
- expressing positive expectations in relationships with students regardless of their differences, faith in the effectiveness of the work of each participant;
- public statement of trust in students who have fulfilled their task well and faith in those who have some gaps;
- perception of the mistake as a chance for second attempt and commenting the success of both the whole group and each participant to recognize their capabilities.

In summary, it can be said that:

While applying the model, conditions for personal orientation were created - placing learners at the center of the learning process. Then, there is adequacy of the teaching process with the learner's competencies, needs and interests - very good knowledge of learner's personality. The purposes of training are explained and students are assisted in understanding their own purposes. "Motivating" strategies for teaching and learning that meet the needs of students and make learning interesting are used. Adequate and consistent support for all learners is provided. It works in partnership with students and there is an effective communication within the learning process. There is a positive climate and significant incentives for students in the educational environment.

Criterion2: Motivating learners. According to experts, the model is implemented as a learning process that is motivating learners. As evidence of this manifestation, serve the following indicators:

Indicator 1: Presence of conditions learners to be in active subject position. For the presence of conditions learners to be in active subject position speak:

- adaptation of curricula according to the level of professional competence, students' experience, their interests and needs;
- the involvement of students in various educational activities with a practical focus;
- guiding students towards enriching collaboration: joint search for solutions, to critical thinking, analyzing their own and of the other ideas, results, discussing, offering hypotheses;
- involvement of students in interesting work requiring creativity, expression of independence and initiative;
- providing constant feedback;
- setting clear goals and objectives, criteria for evaluation of results;
- provision of information and technical resources for their implementation, better organization of learners' work.

Indicator 2: Availability of activities with practical application. The following illustrate the availability of activities with practical applications:

- announcements by learners that activities they actively participate in are applicable and benefit them personally;
- explaining by the teacher, why and how something is used - the purpose of the activity and the expected learning outcomes are presented in this context, so from the very beginning students know what is the activity;
- making a connection with the values, interests, attitudes and objectives of learners;
- marking the connection of what is studied with life and work or other aspects of learning;

- giving examples of how they can use their knowledge and skills not only now but in the future;
- giving details by the teacher how it will be assessed the performance of learners;
- establishing links with job descriptions, the system of career development of teaching staff - requirements for junior, senior, main teacher and teacher-methodologist;
- emphasizing personal career of learners and using approaches that help students focus on their career problems, make choices, take decisions (discussions, presentations, group work, sharing and discussion in pairs).

So students feel that learning relates to who they are (self-awareness), where they want to reach (their goals) and how to get there (resources).

Indicator 3: Presence of conditions for self-knowledge, self-assessment and self-regulation. Presence of conditions for self-knowledge, self-assessment and self-regulation is shown by:

- inclusion in the training system of activities directly related to the diagnosis of values, interests, skills, personal style, the achievements of learners;
- encouraging students to self-expression by presenting and defending their ideas, solutions, best practices;
- stimulating the deployment of their own creative potential, self-affirmation and evaluating the results of their decisions and actions;
- providing opportunities for self-assessment and self-regulation in teamwork.

Indicator 4: Positive evaluation (constructive criticism). Positive evaluation (constructive criticism) is illustrated by:

- expression of positive attitude towards students by assessing the activity of each participant, his purposefulness, persistence, striving for improvement;
- assessing primarily on achievements rather than errors and mistakes;
- stimulating the benevolent assessment relations between students;
- building trust and confidence among students in an objective, fair and unambiguous assessment of their activities by explaining and arguing the individual assessments and those for the whole group;
- stimulating the need for achievement and maintenance of confidence in their own capabilities through encouragement of good jobs, showcasing the achievements of each participant and the group;
- acknowledging the success of students in which they have the feeling they are good and could deal with the job;
- creation by the teacher an environment for success by using strategies and techniques to encourage;
- presenting the expected results and their connection with small objectives to achieve during the session;
- providing opportunities for students to reflect on their progress and develop their understanding of how to accept and assimilate feedback;
- orienting the feedback to the process, activity and behavior, not on the overall personality of the learner or things that cannot be changed;
- demonstration by the teacher that students will do very well and stimulating the expression of their faith in others;
- using strategies and techniques to encourage reduction of the limiting beliefs - with the help of the group are replaced by more constructive;
- encouraging the development and enhancement of the professional learner's portfolio as a means of evaluation and career development.

Indicator 5: Motivating educational environment. Motivating educational environment is illustrated by:

- existence of positive and effective communication.
- manifestation of interest, respect, lowering the level of conflict;
- maintaining emotional comfort - in the group there is an atmosphere of security, peace, rapport and respect for the personal space, empathy;
- negotiating and implementing the rules for effective communication;
- adaptation of educational content according to their interests, needs, the level of professional competence and expectations of learners;
- stimulating constructive solutions, acquiring new professional experience;
- presentation and discussion of creative ideas and projects;
- directing students to opportunities to enhance their professional competence and the prospect of their career development;
- encouragement to use imagination - learners to think for themselves creatively and critically excluding useless criticism and negative rhetoric that discouraged;
- using positive visualization technique that helps students visualize how they can achieve anything they desire.

Indicator 6: Stimulating curiosity among students. About stimulating curiosity among learners, speak:

- guiding learners to develop skills and habits of searching for information - useful information that generates curiosity, stimulate research of different information resources.
- using drawings, aphorisms and thoughts of famous people who are "food for thought", asking questions, giving ideas or solutions to career issues;
- using of stories and parables, of which stand out messages.

Indicator 7: Giving learners more responsibility and choice between two or more options. Between two or more options attest to the provision of learners' responsibilities and choices:

- stimulating students to decide what should be their task;
- providing possibility of using the preferred style / learning styles;
- using a flexible approach in realizing activities;
- providing learners a choice with whom to work, what role to play during work in small groups (the presenter, facilitator, time and group norms keeper, observer ...), in what sequence will answer questions;
- encouraging learners before deciding to consider "for" and "against" possible consequences;
- using of "basket" for help the group in solving problem.

Indicator 8: Making learning a fun time spent. Transforming learning into a fun time spent is confirmed by:

- manifestation of sense of humor;
- laughing during role-playing games;
- giving a choice;
- presence of flowers and lighted candles on the tables during group work;
- provoking initiative and taking responsibility;
- presence of the wall of corkboard with effective communication rules;
- using pleasant surprises for students;
- Using attractive training methods: "World Café", "Six thinking hats" by Edward de Bono;
- creating conditions for physical movement - walking in the hall and talking with elected partner in exercises of values clarification and development of new attitudes;

- quickly giving feedback through various gestures.

Conclusion

Finally, it can be concluded that the model creates conditions for motivating learners. Students are placed in active subject positions. There are conditions for self-knowledge, self-evaluation and self-regulation. A positive evaluation/ constructive criticism is realized. The educational environment is positive and motivating. There is an opportunity for reflection on their own activities.

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EVALUATION IN EDUCATION - CONDITIONS, CHALLENGES AND PERSPECTIVES

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Abstract

Education as a system, process and product is constantly changing with minor or major reforms in both conceptual and the content part. In that sense changes its purpose as well. The determinations of the goals follow the direction of the educational perspective which moves toward the creation of a person with formed individual skills for critical and creative thinking, team cooperation, active communication, production and presentation of ideas. Nowadays the situations in the context of the evaluation in education be viewed in different ways. The paper analyses the educational situation in the context of the valuation especially the segment that refers to one of the methods of valuation, which is the portfolio.

Keywords: evaluation, teacher, portfolio.

Short introductory mentions

The continuous changes in education even to the level of reforms have great reflexes from every aspect. That is to say that the reforms concerning the conceptual and the content sense of education are also reflected on its aim. From that side, the formulations of the educational aims follow the direction of the education's perspective, whose direction is toward the creation of a person with formed individual skills for critical and creative writing, team work, active communication, production and presentation of ideas. Actually, the concern is the question related to the quality of education. The different understandings about the quality of education and the ways of comprehending the education in the teaching program on which these understandings are based, as well as the different models for quality conduction emphasize different indicators for the quality and different types of valuation, whether it is in the context of the aims (the differences of the aims) or the context of the actors' roles in the educational process and the valuation sphere. (Mitrović i Radulović, 2011, 259-260). If the quality is understood from a critical and postmodern positions, then the quality in education is relative and dynamic category defined by the context. (Dahlberg, Moss & Pence, 1999). Adequately, the valuation must accept these nature of the quality, which means a continuous long-term following of the real experiences so that the changes are being noted in the context of the education. In that sense are actualized the questions of who and what is being evaluated, why is it being valued, who does the valuation and how is it done. In the context of the problem about how is the valuation carried out appear many other questions concerning the suitability of the forms, the methods and the standards of valuation in education. Actually the education is also a product. This entails that the adequacy of the valuation methods is one of the key questions in that sense. Knowing the fact that various valuation methods of education are mentioned in specialized literature, our attention will be kept only on the portfolio as a valuation method with an emphasis on the teacher's portfolio.

The challenges and the perspectives in the evaluation of education, the portfolio as a method for teacher evaluation

The evaluation in education in the last few years has actualized the question of teacher evaluation. That caused the concern for teacher's portfolio and the evaluation of teacher's work. In this paper we will try to answer the questions why the teacher's work is being evaluated and how is it done through the portfolio.

The evaluation is a process of following, measuring and assessing. The following part is the part that refers to an insight into planning, the preparation and the realization of the teaching curriculum, the teacher's behaviour, the relation to the students, the innovation and creativity, an insight into the pedagogical documentation, the success and the work of the students. The part of measuring can be defined as a process of determining and contrasting the quantitative features with an established pedagogical standards as pedagogical units. There are many definitions of the measuring part. The most famous and most general is the one of Norman Kampbell, which says that: measuring is adding numbers on the appearance and the characteristics of objects according to certain rules. This definition points out the three important components of each measuring. Those are:

- To have a size, a characteristic that is being measured;
- The characteristics should be expressible in numbers with the help of a measuring instrument that has known measuring characteristics.
- The measuring should be conducted through an established rules (measuring technique).²⁵⁹

At the end we will mention a few formulations of the term of assessment which are a starting base in the answers of the questioned that were mentioned above, and are also the subject of interest in this paper. The assessment is a procedure for determining the number category or the category of value to the thing that is being assessed.²⁶⁰ If the deepest meaning of the term is followed, it can be concluded that the assessment is not a synonym to measurement, but that it includes the idea for "valuation" because it means ascribing a certain meaning of information according to Alessandrini (Alessandrini, G., 1996: 122).

If we talk more concretely, the assessment belongs in the wider function of social valuation. It can be concluded that each assessment, whether it is in a factory, a school or other institution as part of the valuation function is same as the system of valuation of that society or i.e. same as the social relations. (M. Galesa, 1996, 15).

The assessment can be understood as a perceiving process in which we have a high degree of indirect measuring, while the measurer doesn't have strictly determined measuring units. It cannot lack comparison. This means that through the comparison we determine the relation between the achievements and the aims. This is the real subject of the assessment process.

The need for greater efficiency and quality in education as well as the learning and teaching standards emphasizes the need to surpass the uniformity of valuation and assessment, and requests new forms, methods, procedures and models of assessment in different educational situations. It is important that the developed abilities are also assessed.

In consideration of the connection of the portfolio as a way of conducting the valuation process, appears the question of what term portfolio means, what is its structure, content and function.

²⁵⁹Popovski, K., Modern understandings for the examination and the assessment of the students' achievements, Skopje, „MIS“, 1996, p. 155

²⁶⁰The term assessment in Macedonian comes from asses, which means: 1. Determine the value, the price on something; 2. To evaluate proportion, quantity... of something; 3. даде мисле to give an opinion, an estimation of the value of certain art piece; 4. For student's/undergraduate's achievement. (Macedonian Dictionary II, 1965, p. 117)

The term portfolio comes from the French word *portfeull* which means a wallet, a bag or stocks. In the educational practice, the values are the teachers' products, materials, didactical resources, participation in scientific and professional conferences, the realization of open lessons, perceivable teaching situation and participation in projects. This can be simplified by saying that the portfolio is "a catalogue that can represent itself and others and show what they can do in a certain field by giving their best personal papers" (E.S.Polat, 2002).

The term "portfolio" in pedagogy comes from politics and business – it is known as a ministry wallet, and investment portfolio etc. This term exists since the time of the renaissance when it meant an album for the representation of artists and architects, who strived for a place in the Art Academy or for a participation in the building of a certain construction. In pedagogy, the broadest meaning of portfolio represents a way of recording, storing and evaluating the individual achievements of the teacher in a certain period.

The portfolio represents a carefully organized and developed collection of various materials according to a certain criteria, which gives us a picture of what the teacher, the educator or the professional collaborator knows and is able to do, and it also shows his achievements, his professional experience, views and opinions. The portfolio is in the function of: following the professional development, doing a personal promotion, applying for work, talking to the mentor, developing the career and the needs of external evaluation. From its function we can note the portfolio's structure, which consists of the following: basic data, content (a short review of everything included in the portfolio), a work biography (that contains the formal and informal education, work experience and achievements), a personal professional philosophy (a part shaped as an essay where are represented the teacher's subjective approaches and it is a representation of the basis of the teacher's job), an evaluation – in this part is contained the self-evaluation data and the external evaluation data about the work effects, and it also has a section of attachments about concrete evidence that confirm, prove, illustrate and document the data mentioned in the portfolio. The difficulties appear most often during the writing of the professional philosophy. In order to functionally compose, the teacher in this section needs to answer some of the key questions such as: how do I work/teach, what is my dominant model of teaching, what types of work do I usually use, why do I do it in that way, which are my aims, which methods do I use, how does my work reflect on the students, how does it reflect on my personal competences. Often appears the question of why does a teacher need a portfolio. There are many answers such as: to achieve the wanted aims, to adjust the teaching toward the student, the teacher and the environment, to change the plan and develop the program, to develop the teachers, to change and advance the teaching practice. All of these answers show us that the teacher's portfolio and the valuation have an informative, analytic, evaluative and correctively-innovative function. If one of these functions isn't realized, then the valuation of the teacher loses its meaning.

At the end we can conclude that the teacher's portfolio is an essential part of his professional development. It is a document which records his achievements that are reflected in his work and are a support for the promotion of the teacher himself. The portfolio is used to make a record of the ideas and the aims in the teaching process, the content and the methods of work, the efficiency of the teacher; and also to direct the way of evaluating and developing the teaching process.

Conclusion

The changes in the evaluation system put a large accent on the internal evaluation or i.e. the formative following of the educational process. The concept of internal evaluation has to be adjusted not only to the external control but to the whole internal process. In the focus of the attention are a few didactic maxims: diagnostics of the conditions, individual and

group control of the development of the current condition, a continuous learning, active participation in the informal education, advancement of the possibilities and motivation of creativity with the aim of supporting the philosophy of the educational practice. The aim is a decreased professional "momentum" and greater focus on the different forms for presentation of the professional development and the advancement in the career. The changes in the system are established through the developing and applicative projects that enable a gradual and evolutionary transformation of the classical assessment in an effective and constructive formative following, which will prepare the teacher for improving the quality of the educational process. There are various resources that are offered for motivating the development of formative following of the teachers, such as ICT (electronic portfolio) and other forms of documentation that enable archiving on one place and operating with the archived data (according to the maxims for a lifelong learning).

A key element in the formative following is the feedback that makes a restitution, and because of that the tools for formative following must be directed toward the process of continuous communication which is chronological and follows the previous one. The communication is among the teachers, the special services in the school, the school management, the Educational Inspectorate, as well as the other institutions whose role is educational, and it establishes a communicational network in the formative following program for each teacher individually.

However, it must be emphasized that the condition of education from the valuation aspect has a range of unexplained problems. Although a professional portfolio is recorded for the teachers at the school, the problem concerning the career development isn't solved. On the other hand, it is a large challenge to develop the consciousness for teacher's self-evaluation and also the popularization of other forms of professional development as participation in scientifically-specialized conferences, trainings, open days and exchange of good practices. The openness of the teacher toward the environment in different ways as being a mentor, an author of didactic materials and companion literature, and also an active participation in the summer/winter schools is a very big challenge for the teachers at our schools. It is a challenge that will considerably change the view and the conditions of the section concerning the valuation of education in the future.

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EDUCATION FOR PROSOCIAL BEHAVIOR IN ELEMENTARY SCHOOL

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Abstract

The behavior of pupils at the school is a challenge for teachers and society in general. Behavior at children develop parallel with cognitive development. Pro-social behavior is a form of moral behavior.

When a person behaves pro-social or altruistic, it means that behaves in a manner acceptable in society.

Some forms of pro-social behavior are: sharing with others, cooperation, helping, encouraging and caring for others.

In order to inform the presence of this phenomenon we conducted a research in two elementary schools, with 38 teachers and 119 pupils.

As instrument in research we have used questionnaire with 8 questions for pupils and teachers.

Key words: education, prosocial, behavior, school

Introduction

Prosocial behaviour has its roots in infancy and early childhood. To fully capture its importance it is essential to understand how it develops across ages, the factors that contribute to individual differences, its moral and value bases, the clinical aspects of low and excessive prosocial behaviour, and its relevance for schooling.

Prosocial behaviour in the form of sharing, helping, and cooperating is a hallmark of social competence throughout childhood. Of direct relevance for schooling is that prosocial behaviour has been related positively to intellectual outcomes, including classroom grades and standardized test scores(Wentzel, 2013). Displays of prosocial behaviour also have been related positively to other socially competent outcomes, including social acceptance and approval among classmates and being liked by teachers. Most scholars assume that cognitive and affective skills such as perspective taking, prosocial moral reasoning, adaptive attributional styles, perceived competence, and emotional well-being provide a psychological foundation for the development of prosocial behaviour. Individual differences such as genetic and temperament characteristics also have been noted. In addition, theoretical perspectives also propose environmental influences, to include parenting within authoritative structures and positive interactions with peers(Eisenberg, 2015). Social developmental perspectives suggest that parents who encourage perspective taking and evoke empathic responses to the distress of others are likely to promote the internalization of prosocial values in their children. In addition, proponents of a peer socialization perspective typically argue that peer relationships provide opportunities for children to learn and practice prosocial skills. Collaborative interactions with peers also are believed to motivate the development of cognitive skills that support prosocial forms of behavior(Piaget, 1965).

Results and discussion

Our investigation is done in two elementary schools in city of Gjlani ("Sadulla Brestovci" and "Vatra e diturise"). The school "Sadulla Brestovci" is located in the city Gjlani while the other school "Vatra e diturise" is located in village Livoq, nearby city Gjlani.

In these investigation participated 119 pupils (76 pupils from elementary school "Sadulla Brestovci" and 43 pupils from elementary school "Vatra e diturise"). Also in these investigation are included and teachers. Total number of teachers are 43 (23 teachers from elementary school "Sadulla Brestovci" and 20 teachers from elementary school "Vatra e diturise").

The investigation with pupils is realized through the questionnaire, which contain 8 question. The estimation is done through grades from 1 till 5.

As it show in table 1 the estimation which dominate are grades 5, is circled 396 time, while the question which is more estimated are third question (If someone is hurt do you help?) circled 69 time. Whereas the question which is less estimation is seventh question (A laugh others?) circled 11 time.

The grades 4, is second which is used from pupils (estimation it was 94). The question which is more estimated by grades 4 is second question (Will you praise friend if he has committed a good deed?) circled 19 time. While less is estimated the question 8 (If you close harassed beaten two pupils, will make the effort to share?) circled 4 time.

The grades 1, is third which is used more from pupils (estimation it was 63 time), where question 7 (A laugh others?), is dominated compared with others question. The question circled less is fourth by 2 pupils. With grades 1 is estimated only three question (4,5,7), while other question is not estimated by grades.

The grades 3, it is in position four, because it circled 33 time. Pupils more circled question sixth (Do you try to be honest and fair in game?), eight pupils. While question 1 (Do like to learn with others?) is circled by 2 pupils.

The grades 2, it is in position five, because it is circled 18 time. Fifth question (Do you share food with others?) is dominate (circled 6 time) compared with others question. While the first question is circled only 1 time.

Table 1. Results of investigation with pupils of elementary school "Sadulla Brestovci"

Question	Grades- Estimation is done through grades	1	2	3	4	5
1	Do like to learn with others?		1	2	13	59
2	Will you praise friend if he has committed a good deed?		2	6	19	49
3	If someone is hurt do you help?			3	6	69
4	If your friend asks you to help in homework will help you?	2	2	3	16	53
5	Do you share food with others?	7	6	7	17	39
6	Do you try to be honest and fair in game?			8	12	56
7	A laugh others?	54	3	1	7	11
8	If you close harassed beaten two pupils, will make the effort to share?		4		4	60
	Total	63	18	33	94	396

As it show in table 2, the grades 5, is dominate compared with other grades, is circled 204 time, while the question which is more estimated are first question (Do you like to learn

with the others?) circled 37 time. Whereas the question which is less estimation is fifth question (Do you share food with others?) circled 13 time.

The grades 4, is in second position, is circled 76 time. The question which is more estimated by 4 is fifth question (Do you share food with others?) is circled 26 time. While less is estimated the question 1 (Do like to learn with others?) circled 2 time.

The grades 1, is in third position, which is circled more from pupils (it is circled 37 time), where question 7 (A laugh others?, circled 37 time), is dominated compared with others question. The question circled less is first question, circled by 1 pupils, with grades 1.

The grades 3, it is in position four, because it circled 15 time. Pupils more circled question seventh (A laugh others?), 6 pupils. While question 6 (Do you try to be honest and fair in game?) is circled by 2 pupils.

The grades 2, it is in position five, because it circled 13 time. Third question (If someone is hurt do you help?) is dominate (circled 4 time) compared with others question. While the sixth question is circled only 1 time.

Table 2. Results of investigation with pupils of elementary school "Vatra diturise"

Question	Grades- Estimation is done through grades	1	2	3	4	5
1	Do like to learn with others?	1		3	2	37
2	Will you praise friend if he has committed a good deed?		2		7	34
3	If someone is hurt do you help?		4		4	35
4	If your friend asks you to help in homework will help you?	3		4	19	19
5	Do you share food with others?	2	2		26	13
6	Do you try to be honest and fair in game?		1	2	8	32
7	A laugh others?	31	2	6	4	
8	If you close harassed beaten two pupils, will make the effort to share?		3		6	34
	Total	37	13	15	76	204

At table 3 we presented the results of investigation with teachers of elementary schools "Sadulla Brestovci". Number of teachers is 20. Estimation of all question, with grades 5 it is higher compared with other grades, such as 4 or 3. Estimation of all question (8) with grades 5 in total is 97, while with grades 4 estimation in total is 47. With grades 3 has lower estimation 18 time. The question 1 and 8, have taken higher estimation 20, only with grades 5.

Table 3. Results of investigation with teachers of elementary school "Sadulla Brestovci"

Question	Grades- Estimation is done through grades	1	2	3	4	5
1	How you pay attention to establishing a good relationship with pupils?					20
2	Do you commends the pupils if they have committed a good deed?				4	16
3	How you use rewards to work with students?				15	5
4	Do you request the implementation written and unwritten rules class of pupils?			4	8	8
5	It is enough examples of prosocial behavior in school			6	8	6

	literature?					
6	Do you organize charity activities with pupils?			8	4	8
7	How you engage pupils to work together to solve problems?				6	14
8	Do you treat pupils equally and with respect?					20
	Total			18	45	97

At table 4 we presented the results of investigation with teachers of elementary schools "Vatra diturise". Number of teachers is 18. Estimation of all question, with grades 5 it is higher compared with other grades, such as 4 or 3. Estimation of all question (8) with grades 5 in total is 82, while with grades 4 estimation in total is 44. With grades 3 has lower estimation 18 time. The question 1 and 8, have taken higher estimation 18, only with grades 5. With grades 1 and 2 it is not estimated any activities or question. Only two question(5 and 6) during estimation used by three grades: 3,4 and 5, while other question such as : 2,3,4 and 7 is estimation by two grades : 4 and 4. First and eight question is estimated by one grades :5.

Table 4. Results of investigation with teachers of elementary school "Vatra diturise"

Question	Grades- Estimation is done through grades	1	2	3	4	5
1	How you pay attention to establishing a good relationship with pupils?					18
2	Do you commends the pupils if they have committed a good deed?				6	12
3	How you use rewards to work with students?				14	4
4	Do you request the implementation written and unwritten rules class of pupils?				6	12
5	It is enough examples of prosocial behavior in school literature?			10	4	4
6	Do you organize charity activities with pupils?			8	8	2
7	How you engage pupils to work together to solve problems?				6	12
8	Do you treat pupils equally and with respect?					18
	Total			18	44	82

Conclusions

Prosocial behaviour is a hallmark of social competence in children of all ages. However, it is clear that the developmental and socialization foundations of positive behaviour are rooted in early childhood. The importance of prosocial behaviour is supported by evidence that positive forms of behaviour are related positively to a range of psychological and emotional processes, to other socially competent outcomes, and to intellectual accomplishments in young children. Research findings also suggest that teachers and classmates have the potential to promote the development of prosocial behaviour by communicating norms and expectations for positive behaviour, creating emotionally positive classroom environments, and scaffolding the use of effective social cognitive and self-regulatory skills. However, programs specifically designed to train school personnel to do so

are rare. Studies that focus on the long-term impact of prosocial behaviour, such as those linking positive social behaviour in preschool settings to classroom behaviour and academic accomplishments in later grades also are needed.

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THE COOPERATIVE ACTIVITY OF THE TEACHER FOR THE DEVELOPMENT OF THE EDUCATIONAL PROCESS

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Abstract

The school is a complicated and complex system which means that it constantly involves working with live people and contains a number of elements and factors which are in an analogous interrelationship. The importance of the schools as educational institutions is undeniable in the development of knowledge, values and attitudes of the young people. Because of these reasons it is important to emphasize the educational function of the school.

The exercise of such tasks is performed through the educational work in schools, and the teachers have the biggest roles, they are in a direct contact with students and associates as well as the school principal who is chief and most responsible holder of the educational work through the realization of teaching contents. But his collaboration with all the subjects in the school, relatively associates and executives who participate in the realization of the educational process is essential in achieving this process. Although the roles of teachers, professional associates and the school principal are professionally detached, yet they are intertwined into each other and complement each other's work, towards the achievement of their common goals.

Cooperative activity is an irreplaceable condition to successful implementation of the educational process and is an important element for realization of the cooperation with the other teacher and principal associates as stakeholders and implementers of educational process.

The things that are most popular in the educational process are the changes required by modern education. Talk about changes that lead to modernization and updating of the school, which deriving from changes in modern society. The main goal in this aspect is improving, modernizing and upgrading the entire educational process. Major problem in achieving the educational process in that aspect of all participants in the educational process is the development and promotion of the student.

Keywords: School, teacher, school psychologist, social worker, special education teacher, collaboration, successful, implementation

One of the subjects of the interpersonal communication in the teaching process is the teacher. Actually, the teacher represents a category of educators who have been integrally qualified for the educational process through preparations and training process. (Krnjajić, S. 1983: 88)

The term teaching profession is derived from the term of teaching that denotes the most dominant part of the organized educational work at the school.

The teaching profession is characterized with the following features: scientific basis, professional qualification, professional ethics, its organization and its status in the society. (Tahkova, S 2008: 67)

The teaching profession is very humanitarian. It is a profession with expressive humanitarian orientation. There isn't a border between the professional and the personal life

in this profession. The person gives a lot of emotion, love, humanity and unselfishness in this profession (Tahkova, S 2008: 69).

One of the most thorough definitions of the personality is that of Olports, who points out that "the person is a dynamic organization of those psychological systems which determine the behaviour and the changes in behaviour of the individual (according to Dorđević, D. D. 1988: 31).

In the law for Primary education, article 86, act 1, are defined the work obligations of the teacher. The law states: "The work obligations of the primary school teachers encompasses teaching and other types of organized work with students, teaching preparation, examination and evaluation of the written tests and other things that are needed for the realization of the educational program". (Law for Primary Education, 2008: 19).

The teacher as a qualified and specialized person shapes didactically and methodically the teaching process and directs the students' development. In that sense, the flow and the quality of the teaching communication depends directly on teacher's personality, style of behaviour and the relationship with the students. (Krnjajić, S. 1983: 88)

The teacher is a person who conducts a very complicated and delicate activity, teaching or i.e. building and shaping not only the person, but also the society which is a lot more complicated than any other technological system. The shaping of the characteristics, the viewpoints, the systems and values of the students is of great social importance. (Ristevska, 1998: 51).

The teacher has to be a moral example for the students. The teacher has to act as a cooperative value of the student's viewpoint. The teacher is an example of universal characteristics on one hand and the specific educational characteristics on the other hand. The figure of the teacher is an ethic category and because of that it is insisted on the characteristic of responsibility as a criteria's value of the figure. Also the statutes and the codices of professional ethics are concerned with it. The teacher is considered responsible to perfection towards the student, the workplace and himself. (Petrova-Gjorgjeva, E. 2007: 77)

The character of the teacher is very important. He needs to be a morally built person with the best character. He needs to appear optimistic, animated, and natural and to have a clear and correct speech. (Škalko, K. 1976: 335)

We well point out some characteristics of the teaching job:

- **To work on a personal development.** In order to successfully do the tasks, beside the knowledge gained with the graduation, the teacher also needs to continuously follow the cultural and scientific development, as well as the development of new methods. This is the way towards a personal development. An everyday task is to successfully plan and prepare each lesson. Another important factor in the development process is his versatile education and the ability to answer the questions of the students without hesitation. A teacher who isn't ready for a lesson will firstly ruin his personal reputation, and then the reputation of all the school staff. The teacher needs to have a solid pedagogical and methodical preparation, which will help him to successfully transmit the knowledge. He doesn't need to consider only what he knows, but to continuously specialize himself. Also, the teacher needs to know and be able to transmit the knowledge to the students. It is not enough to have knowledge, but it's important to have the ability for transmitting that knowledge. The reason for every failure in the educational work of the teacher has to be searched for in the teacher himself and his way of work.
- **Love towards the job and the students.** The success of the teacher in the educational work depends on the love towards the job itself. This love transforms the teacher's work in creativity and art. The teacher has to know, understand and love the children. Knowing the children and the love towards them is manifested

in the way the teacher approaches and behaves towards them, how he helps in their advancement and in their health. The children spontaneously learn what is in their immediate contact.

- **The beauty of the teacher's job.** Although the teacher's job is really delicate and responsible, and it's the most noble job. The teacher dedicates his whole job and life to the education of the new generations. This work makes him happy, valued and motivates him to strive towards advancement.
- **The delicacy of the teacher's job.** The basic task of the teacher is to educate the children that were entrusted to them from their parents. The children come from different families with various inborn dispositions and characteristics gained through the education at home. They are continuously developing and under the influence of various events that cause different reactions. This compels the teacher to continuously follow the development of each student, to examine their individual abilities, to adjust their actions towards the students without losing the general educational aim, to discover the harmful influences, to develop the positive characteristics, to offer knowledge and to form cultural habits. The teacher educates the children at an age when it is the easiest to adopt good or bad habits. This job is very complicated and responsible. The teacher needs to be conscientious for that task and to be aware of its complexity and importance. The teacher might face some difficulties in his work. In that kind of a situation we notice his readiness, tactics, determination patience, skill and his creative and organizational abilities which are the abilities of a good teacher. (Pedagogic society Serbia. 1953:111)

The delicacy and the difficulty of the teachers' profession can be seen through the errors in this area that cause immense unwanted social effects. The teaching profession becomes socially responsible and has a great importance because it forms the character, the views and the system of values of young people. This means that the teacher is a person who conducts a complex and subtle activity, education or formation of not only a person, but of the society that is far more complicated and subtle than any other technological system or subject.

The teacher, as an educated person, has to know very solidly the material that he needs to transmit to others. He needs to be interested in the newest findings in that particular area, to follow them and to put them into the lessons while consciously and carefully teaching the students. Every day, he needs to search the answer to the following question: "What kind of requests should be made to each student depending on his skills and development". Also he needs to know which pedagogical resources to choose so to enable the student to understand and to develop his skills. (Tashkova, S. 2008:68)

The characteristics and the qualities of the teacher as a person are divided into four groups:

- 1) The first group encompasses the human qualities as: friendliness, humanity and politeness;
- 2) The second group concerns his specialty;
- 3) The third group consists of the pedagogically-methodical capabilities as good lecturing, explaining, objectivity and motivation;
- 4) The fourth group concerns the physical qualities as an agreeable voice, face features and physical appearance. (Miraschieva, S. 2007:66)

A number of researches and analyses have been conducted concerning the question of what kind of a person should the teacher be. Most authors agree that he needs to have the following characteristics:

- To be a person capable to establish a positive, close and warm relations with the children and the youth;
- To notice the signs of emotional, social and intellectual difficulties;
- To be a person who knows to create and maintain a certain level of communication with the students and with the parents;
- To be capable of creating an atmosphere for a free talk concerning the latest problems which are interesting to the students;
- To influence the strength of the friend relations and the life of the class as a collective;
- To be able to inspire the development of a positive motivation for learning or i.e. the satisfaction of the gained knowledge and the achieved success;
- To contribute to the development of the students' moral behavior through the educational lessons that he conducts;
- To organize extracurricular activities;
- To organize observation and research;
- To understand the problems of the school and the students and to successfully ascribe them suitable tasks in relation to their abilities;
- To have team work. (Jovanova-Mitkova, S. 2000:64)

The success of the teacher's work depends on the characteristics of the teacher himself and his skills or i.e. how he will behave and work, and what kind of results will he achieve depends on his expertise and skill.

A capable teacher in the broadest sense is one who has the knowledge, the abilities and the power for achieving results suitable of the set aims. (Popovski, K. 1998:113)

Also the most global definition of a successful teacher is a teacher who through his work by using the potential power fulfils the set aims as final effects of the educational (teaching) process who he conducts. His engagement, behaviour, the relations with the students and the psychological climate in the classroom are characteristics which help the successful teacher to surpass almost the complete list of wanted characteristics. (Popovski, K. 1998: 113)

The teacher needs to transform oneself into a planner, designer, guide and counsellor who motivates the student to learn and to independently come to conclusions. The teacher with his collaboration relation with the students will be more and more open to their problems, will show more active relation to understand their individuality, the creative approach toward their status in the teaching process and the creative approach to guide their systematics in the learning process. (Jovanova-Mitkova, S. 2000: 62)

The teachers are constantly directed toward an open collaboration in the sense of exchanging ideas, literature, information, units etc.

The teachers collectively plan, design, research and prepare the teaching material. The collective work eases the hard work for a long-term development, the initial thoughts are being confirmed and the standards for students' achievements are created. That solidarity increases the intensity and the creativity.

The mutual work offers and creates stronger integration, mutual dependency, mutual responsibility and fulfilment of the work, development and larger preparation for an active participation. (Jovanova-Mitkova, S. 2000: 61).

Nowadays, the usage of those things that the teachers consider as the newest and the most different in their work is related to the different approaches toward teaching or i.e. toward helping, directing and easing the students' learning process. (Boshevska, L. 2008: 7).

However, there isn't one definition for the person which will explain the whole complexity and variety of the teacher's personality. On the contrary, it has to be considered that the characteristics of the teacher are manifested through different types of behaviour.

This is the reason why they shouldn't be evaluated as strong categories, but as orientations derived from teacher's everyday work and behaviour. (according to Dzordzevich, D. D. 1988: 31)

The professional expertise in a given subject is undoubtedly important for any teacher, and the knowledge of psychology, sociology and pedagogy is also necessary. (Boshevska, L. 2008: 7)

Lindgren defines the roles of the teacher in the teaching process as "parts or sections of the complex behaviour that is being developed until it becomes usual or routine". He emphasizes that the teacher has many roles that depend on the characteristics of each individual teacher. He classifies those roles in the following way:

1. An educational and an administrative role: instructor, model, leader of the class, public worker;

2. Psychologically oriented role in which the teacher becomes psychological worker in the classroom, an artist in the relations to other people, social psychologist, catalyser, and clinician;

3. The role of self-expression or the roles through which he realizes some other needs such as helping other people are: a student, a parent, a controller and a person who strives toward professional safety. (Lindgren, 1976, according to Petrovich-Bjekich, 1997:93).

The teacher has a large role in the moulding of the class and the work surroundings, which derives from his position in the teaching process. In the way of establishing the relations with other people (students, teachers, school personnel, parents) he activates different instances of his personality. (Petrovich-Bjekich, 1997: 30).

He fulfills his work tasks by interactions with the students in a way which will cause an educational influence.

The active teacher has to know what, why, when and how to do something with the student so that he accomplishes his aim and they both have a clear, accomplishable and subjected aim. (Adamchevska, S. 1996: 36)

The search for an answer to these questions is essentially a cause for a deeper, more thoughtful and more subtle preparation of the teacher who needs to verify the teaching practice. (Adamchevska, S. 1996: 37)

Generally speaking, the teacher has so far seen one's role in the practice from the aspect of the reflections of his personality and activity, the work (me) – reflection (the student). The second structure of teachers are those with the philosophy of teaching interaction: motivation (me) – work (student) – mutual relation (we). (Adamchevska, S. 1996:42)

Also the part concerning his work tasks encompasses those related to the collaboration with the experts and the headmaster of the school

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THE IMPACT OF THE EDUCATIONAL VALUES OF MODERN TEACHING TOWARDS CREATIVE AND STIMULATING LEARNING ENVIRONMENT

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Abstract

Teaching is the most important activity that takes place at school. It is very complex, planned and organized process in which the students have their activity led by the skillful hand of the teacher, who acquire knowledge, skills and habits and psychological development. Teaching is consisted of two processes: the process of teaching, in which the teacher is responsible and the process of learning, in which the responsibility has the student.

One of the trends in the educational process is primarily directed towards changes in the environment for learning, as the primary factor in ensuring better knowledge. In this sense, the modern educational trends underline the importance of the learning environment, especially in such an environment that will motivate and stimulate students on research and activity in order to understand the intricacies and complexities of the world around them. From here, one of the priority issues that are raised is how to create learning environment that encourages learning and development.

For successful teaching all factors are important because teaching as a complex process could not function without any of them. In creating a positive climate for learning it is important the communication that the teacher is establishing with the student. Learning atmosphere will be positive if the communication is made in two ways, as between the teacher and the student also between all students. The atmosphere for encouraging that is promoted by the teacher with his or hers approach to the student as the rules that will he or she establish in the learning process, will encourage students to work.

With the position in the teaching process, the student prepares for various roles in society. From the first day of schooling it should be allowed participation of the student in the decision -making, with workers learning, critical thinking, development of their own interests and abilities, that are all prerequisite for mutual understanding, tolerance and cooperation in the two-way communication. Indicated requires new roles of the teacher and the student.

Keywords: *impact, educational values, modern teaching, creative and stimulating learning environment.*

Changes in education

Modern didactic and creative theories present new ways of working in education. The existing teaching, firstly stress out the school curriculum which is realized by the teacher through educational work aimed at a larger group of students with different abilities. Such education mainly leads to teaching with the teacher's lectures with minimal involvement of learners and by using teaching aids. Students are not motivated by anything to learn, because their needs for freedom in choice for the ways of learning are not satisfied, autonomy, problem solving, research and various creative activities.

It is naturally that changes occur in every domain of life. The changes also imply changes in education. Generation of students are changing and still the old forms of traditional teaching are no longer useful in the process. The new time requires modernization of the content that is learned, new curricula, new forms of teaching and way of work for

effective transfer of information and knowledge, achievement of the set goals, using modern technologies.

Teaching is an interactive process that happens in the classroom between teacher and students, and there is an activity aimed at changing of some patterns of behavior and potentials for creation. (Amides, 2012).

Modern teaching and so-called school of the future should have the task of educating creative people and for that now already imposes need for alternative learning, for problem solving and for active adjustment of experts. Learning should be seen as educational and self-educational action in the way that are achieved the highest spiritual and secular purviews, heights where it is possible to achieve general and broadest communication in which the student is a free person.

To avoid formalism, dogmatism, unilateral and stereotypes are necessarily the teaching skill and knowledge. Even if he by himself is an artist, creative and an expert on his work, he will encourage students on original thought and ideas, job autonomy, critical attitude towards the material, resourcefulness in new situations, exploring spirit and the students will have an interest in solving problems. Meaning of the modern school is the student to be raised in a way that the student will be in a position of a subject in the teaching process.

Teachers need to be aware that they must introduce changes in their planning, to include new teaching methodology on their classes, to perceive its effects, to answer the needs of informational technology. Students also must be customized to the changes in education. Students must become aware that the educational process should be constructed to possess knowledge of science, must learn skills in critical thinking and problem solving, to achieve informational and technological skills.

Creativity have discovered the creative personality, the process and the outcome and thus allowed the didactics new insights into the teaching process. In fact, the teaching has given creative features, thus introducing new term - creative teaching. Creative teaching is a new doctrine of didactics as a general theory of teaching which firstly emphasizes the personality of the student involved in heterogeneous creative processes which lead to divergent creative results.

Tendencies in contemporary conception of teaching

Unlike traditional, modern teaching is oriented towards the student and to the teacher and to application of the acquired knowledge. Students have the opportunity to work independently, in pairs or small groups by which is encouraged the mutual interaction, collaboration, opportunity for self-assessment and evaluation of classmates. Students apply the previous and new acknowledgements in solving of assigned tasks, including critical thinking and its creativity, and have the opportunity to present their results, to check and correct. Students have the opportunity to learn by participating in various projects, independent and action researches, to learn through their own experiences and to solve complex problems from the real life, but also to choose and to propose topics of their interest. Therefore, it is mostly important that all of that allows them to be involved in the process of achieving complex goals which seek inclusion in higher thinking processes to take responsibility for their own learning and to develop skills for lifelong learning.

The teacher through properly selected tasks or real problems is involving the students in work, and the teacher effectively directs the work through correct instructions, rather than transmitting the all information. The teacher is the one who is offering the necessary assistance while working, monitors their work and carries out formative assessment.

The role of the teacher is not reduced to a source of knowledge, but the teacher to manage the teaching process in which students to be more active and independent. The

teacher and students should be collaborators, because only in such a collaborative and democratic climate can be achieved the aims of teaching. And the goals of teaching does not consist only in acquiring knowledge but also the ability the same to be used, creative thinking and further to learn independently.

Creative teaching

Creative teaching- new approach to the student, which is based on the respect of his previous knowledge, needs, abilities, interests and experiences and new didactic-methodical organization that focuses on teaching which accentuate activity and respect for the student. (Adamcevska, 1997: 5)

Creative teaching is actually a creative teaching. It is characterized by high autonomy of the students in the processes of acquiring knowledge and the role of the teacher is to motivate, encourage, propose alternative procedures allows fluency of ideas and creates favorable conditions for research and for work on project tasks, and to address problem-situations into a pleasant school and non- school ambience.

According Trajkova creativity is uncommon socially valuable behavior, new approach in problem solving, discovering unusual solutions which others do not see, in short creating individualized originality. (Trajkova, 1995, 205)

Creativity is a form of knowledge. It is a manner in which the individual thinks, feels and acts. It can be learned as everything else.

Creative thinking is the most productive kind of thinking in whose essence is recognizing new connections and defining new contents that leads to results that were not previously known. Creative thinking is any thinking flow which leads to new solutions, even if they are new only to the creator. (Trajkova, 1995, 206)

In today's schools still is very less encouraged the children's creativity, as well their development opportunities. Bognar (2004) stands out the reticent of creativity in school condition, which is one of the most important tasks of modern school that must follow the children's needs and the needs of modern society in which creativity is the main handle of development. Schools need firstly to put the creativity of the student instead the current memorizing of numerous unnecessary data.

Treffind (1988) is noticing the complexity of creativity and the need that besides recognizing the creative potentials, are promoting and develop the creative productive thinking in the classroom with the introduction of "SOSO model." He points out how the creative productivity comes out from the dynamic interaction of the four components; feature, procedures, context, and outcomes. Features include characteristics that encourage creativity, the procedures are relating to the strategies and techniques that people use to create and analysis of the idea, problem solving, decision making and management of their thoughts; context includes the culture, light, dynamic situations such as the communication and cooperation of the people of the surrounding area, while the results include products and ideas that occur to the foundation of human activity. Although, many schools still think that creative teaching is viable only in certain subjects, there are schools that use creative techniques in all curricular areas.

Modern schools should encourage implementation of creative techniques in all teaching areas, and in that can help various projects, seminars, workshops in which is expressed the creativity and innovation of the student and the teacher.

Creative teacher

The basic assumption for creative work in the school is the ability of its participants for creativity. The teacher has a major role in encouraging the students to develop or limit their creative potentials. They need to become creators of the educational process, and to

provide children with an environment in which they will feel safe, free and socially accepted, students should be encouraged to take risks, and the teachers need fully to understand the creative activity, by which with their creativity should not stifle creativity of children.

In creative teaching the teacher is well familiar with the individual capabilities of each

On every meeting with the students arrives with scenarios and new teaching material

of his students with the purpose to develop his maximum opportunity on the field on which shows the greatest interest and for which is having genetic ability. Real creativity is leaving the normal procedures and craving for that to reveal the different procedures that lead to creation. Creativity may be familiar, but that does not mean that will be created.

Creative teachers know that change of their roles is inevitable and should be customized according the needs of students in various creative activities. That change begins from the current changes directed towards future needs. They are aware that in these changes might find unpredictable and unexpected difficulties. Make decisions by recognizing the close and further goals that need to be realized, approach toward their implementation and carry out the necessary adjustments so that can in alternative ways to reach the imaginary creative purpose. Matijevic (2009 p. 17) believes that "the creative teacher is always in some action of research. His work understands it as permanent research and development of new pedagogical scenarios in which will participate together with their students. "

L. Bagnar and B. Bagnar (2007) highlight that creativity of a teacher is not inherited but can be acquired and cherished, it is very strenuous activity which requires leaving the classical way of teaching, as well as a review of teaching methods, goals and means. They suggest qualitative and professional development if we want to change the school staff because the traditional way of professional training has proven ineffective and unavailable for changes. Such occasional and inconsistent professional development of teachers can serve as an information but not as an action on achieving the vision of new and qualitative schools in which significant place occupy creative and professionally competent teachers who from the school create student organization.

Creative person - indicates M.Stefanovich, "needs to realize unique style in life that is formed since early youth. That are internal needs for spontaneity, openness, experimentation and external needs that are shaped by mutual harmonizing relations between the individual and his surroundings ". According to Evelin 'Everyone has creative material with lesser or greater extent. At children it is best expressed by spontaneous creation or by primary creativity' as e quotes.

CREATIVE TEACHER

Instead of books uses professionally popular and artistic texts for creative activity of the student.
Continuously learns (formal and informal learning)
Present own methodical scenarios, materials and projects on the professional meeting.
Publish professional texts in magazines or on the web sites.
Make research (active research) check their own ideas.
Always have new ideas for mutual activities with the students.
Every foreign idea are enriching and changing.
Eager for knowledge- is interested for everything a wide range of interest.
Reviews foreign ideas on internet.
Read the newest book on the field of methodology, pedagogy and psychology.
Send professional text in magazines.
Specifically adapt the methodical scenarios for the students.
Cooperates with other creative teachers and professors, motivate brightness for studying in the schools that they are working.
Prefer active form of studying as project and research teaching, workshops or 'implementation' of the program which comprehend as an experience of the student in various creative situations.

Table 1. Characteristics of productive teacher (Maticcevik,2009,page 17)

Development of creative thinking at students

The development of creative thinking among students is an important part of their continued education. In the Republic of Macedonia the weakness of traditional teaching which until now is practiced in schools, refers to insufficient activity of students. (Teaching and learning in the 21st Century, S 34). Latest psychologically - pedagogical developments are aimed at new, various futuristic way of teaching and education. The direction of change is aimed at building of autonomous, free and creative students. The teaching approach is based on final differentiation, individualization and acceleration of teaching. (Stefanovic, S. 10-18).

The effectiveness of the educational process depends on stimulaton of the creativity at students. Creativity should be fostered through education. Teachers can not develop creative abilities at their students if their creative abilities are undiscovered or suppressed. Creative teaching and teaching creativity contain all the features of good teaching, including high motivation, high expectations, communication skills and ability to develop interest, involvement and inspiration. (Morris, 2006).

To modernize education, it requires the introduction of new, modern, creative methods, models and teaching techniques. The models of creative teaching give an opportunity to develop creativity in teaching, but also biologically - psychological, pedagogically - didactic contents by which is acting on cognitive, connotation and affective level at the student's personality which is especially important for the students.

The model requires from the student increased effort, given the fact that all difficulties almost individually can handle them (searching literature and other relevant data, analyzing , selection of data, choosing the best solution, etc.).

In the process of creative work of students they are enabled to come to new acknowledgments. The student by creation comes to new data, among them reveals their relations, requires new ways of solving problems, acquires new acknowledgements and discovers new phenomena and laws. Student by working creates, and by creating the path of its senses organizes its mental activity that leads to new discoveries, inventions, creation of artwork or original solving of tasks on specific problem situations.

The student is in such a social environment that allows optimal conditions for creative work. With well-trained and creative teacher, the student in his creation functionally connects the dimensions of the past, present and the future and also actively is oriented towards his work. Students not only will use verbal information, but most of the time will spend on experimentation, attempts, checks. Students will be raised so that not only to hold on the existing norms. In order not to lose its basis for creativity, the teacher helps the student in his creative work.

Creatively simulative learning environment

For the students need to be provided a learning environment that offers a variety of experiences, which will help them develop socially, intellectually, physically and emotionally. Student is at the center of the learning process and the teacher is the one who creates environment that reflects the perspective. From the classroom is required to adapt and to respond to the modern level of development, to offer a cozy and warm atmosphere and to prepare students who will be able to respond to the challenges that are brought with the new time. The classroom must have a strategy for achieving the goals and continually to build new capacities. But a classroom cannot rise to the level of modern, without good leadership and coordination by the teacher who encourages students and offers them a variety of resources and learning opportunities.

The teacher is the one who follows the latest trends in education and training by which should be aimed at creating a stimulating environment for learning and development. He must provide an environment that would have: good organizational structure, pleasant ambience, favorable climate and didactic and expendable material. (Burke Walsh, K). In order to create stimulating and creative environment teachers must know what is typical for children of a certain age, to know the theories of child development, to know the way and the individual learning style of each child.

It is expected to provide pleasant, safe, healthy and stimulating conditions that encourage children to learn through research and activity, conditions that give them opportunities to participate in organizing the rules of behavior, conditions in which every child feels important. It is particularly important the partnership alignment among the participants of the educational process. They jointly decide how they will design the space for learning and development and thus the child receives treatment of a partner and entity. In the encounter of the various challenges posed by the new era, the environment needs to provide opportunities that will be used in the function of the future needs of students.

Conclusion

The importance of creative and stimulating learning environment is seen in the creation of new ideas, terms and solutions that are crucial for a better and brighter future for the individual and the entire society. Without creativity, today there would not be inventions, without which we could not imagine our lives. The school should not only educate, but to raise, to develop and encourage the creative potential of all students, to develop interconnection, to motivate and to encourage, to create positive classroom and school climate, also stimulation of teachers to develop their creative potentials. Only in this way students will be productive and gladly will go to school.

Only in properly structured environment, the individual can normally develop its capabilities, to research, to learn based on their own experiences and based on his own spirit to recognize himself.

The purpose of this work is the students in a stimulating environment to motivate creativity in teaching by using creative techniques. The creativity of the student allows him to understand its creative aspects, to understand the problems in various ways, to capture the differences between creative and non creative approach, to learn to use creative techniques and personal learning.

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RESEARCH, DIDACTICS, JOB MARKET – CONCEPT OF TWO-SUBJECT STUDIES

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Abstract

The lecture concerns the concept of teaching the Polish language and culture, taking into account traditional research context in contemporary scientific practice as well as current situation on the job market. It combines two humanities in one program and involves the participation of two educational units in the teaching process (one of which being the administrator of the faculty). An important effect of such a method is mastering two subjects as the competence value of the graduate as well as good knowledge of two methodology traditions and disciplines, which influence each other. The exposure of two contexts selected that way contributes to raising the attractiveness of studies, allowing the graduate – especially a teacher – to adapt to the changing conditions of work better.

The Poznan Institute of Polish Philology has launched four such faculties recently (combined with History, Ethics, Classical philology and German philology) and the experience gained not only while working on the programs but also while teaching the first year students, allowed for these analyses and conclusions (as well as questions).

Keywords: dual studies, two-subject studies, BA, humanities.

1. Introduction. Dispersal of humanities

The Bologna system of studies has always provoked discussions, even though it has existed for a long time now and the present generation cannot imagine another model of studies. Gradation of competences, mobility, possibility of changing qualifications or specialization – these are just a few arguments given by the proponents of the two-degree studies (the most common scheme) but also mentioned by the sceptics who criticize the superficiality of short courses, not enough preparation for social roles (especially in humanities), and – quite simply – lack of time for a thorough analysis of a discipline.

Moreover, the division of studies into modules has also been discussed quite often. The value of each individual choice is definitely an asset here, as it strengthens the independence of a student, allowing for an easier and more effective adaptation, giving the possibility to build the aforementioned competences with more awareness. What follows, one can choose e.g. subjects which were created as a result of individual research of tutors, listen to lectures about the basics of a field, its history but also discover the way of the interpretation of facts by a given researcher – see the courage of his vision.

One can also choose professional or research specializations or whole blocks of classes on a given topic. Modules also include learning foreign languages and seminars. Many European countries have already adopted this way of studies.

However, the main point is whether to study at all, and then – what course to choose. And this is where we can talk about the way that higher studies are conceived – humanities,

science studies, economics, technical studies are categories of social projects (often simplified in characteristics) – rather than indicators of predispositions of candidates.

Humanities in Poland have had to struggle with the opinion which was driven by general tendency to interpret social aims rather than by the program of studies (level of difficulty) and its correlation with the dynamic development of the world. It is often commonly thought (also by university applicants) that humanities are easy, speculative and impractical. What follows is the opinion that these studies are not complicated and therefore not calling for any special talents or skills, and thus giving few job perspectives due to a large number of not enough qualified graduates.

It should also be added that the society still strongly believes that a university degree increases one's chances on a job market. This thought may be true on condition that we do not look at finishing studies as something that one either does or not. It is indeed impossible to prove that graduating from any faculty increases one's chances of getting a good job.

This point – put shortly – can be the subject of further considerations. All observations and solutions presented here refer to Polish experience – mainly connected with the Polish studies in Poznan. Since we have mentioned cooperation with other faculties (often other centres), these comments may be treated as a voice in a discussion about contemporary studies with reference to specific social-historical-economic conditions. In such case the dispersal of would mean two things – spreading across and changing place. Both interpretations of this metaphor could illustrate the situation described above.

2. Dual studies versus two-subject studies – academic mode

One way of organizing the process of higher education in Poland has recently been the division of the profiles of faculties (Bachelor and Master) into general-academic and practical. This was the consequence of earlier changes in education. The general-academic profile was strongly connected with research done by an individual. Participation in research is supposed to give students better orientation in contemporary scientific currents, introduce them into specifics of their work and (what is important) show connections between science and everyday human activity.

This profile – despite lack of unambiguous explanation – described better big university centres represented by successful specialists and their research and publications showing their great activity. The practical profile, in turn, was initially associated with bachelor studies, which coincided with the opinions of such studies as the possibility to gain competences and skills indispensable for starting a professional career. However, new research shows that the practical profile better describes studies offered by centres not so engaged in scientific research, with fewer or no research achievements – and so also higher vocational schools.

This does not mean that general-academic faculties are not practical, though such not equivalent names might have this meaning for an inexperienced recipient. The difference is about the staff, the functioning of a higher school and finally in the form of classes and the anticipated effects. A graduate of a practical faculty is to spend hours working in a given trade he chose, know ways of implementing specific solutions into everyday activity and have education aimed at quite a precise development of his professional career (e.g. cooperation of Poznan University of Technology with Volkswagen Poznan, Solaris Bus & Coach S.A. or Beiersdorf Manufacturing Poznan).

A graduate of general-academic studies must be characterized individually. Although such profile studies are determined by the research activity of a student, this does not mean that they do not provide proper basis for professional career. Students of these faculties do

have practical skills – due to the fact that project work used in general studies can pose various aims for their participants.

Solving problems, library research preceding implementation of a model and advanced social processes which influence group work are just a few of arguments supporting practicality. It is also obvious that a given university having a lot of research centres and leading specialists in many fields as well as broad interinstitutional cooperation, offers studies with high degree of practicality. It is therefore possible that the terminology is to blame for the way of perception, which is also the case with humanities.

And here appears another pair of notions in the Polish reality – dual studies and two-subject studies (crucial in this text). Duality then is the silent character here, although its role is in fact ambivalent.

The basis of dual studies is the cooperation of a faculty with an employer. It is however not an occasional or extra activity but real engagement in the studies – co-creating the syllabus and diversifying the activity of a student. A graduate of such a course usually becomes an employee of the institution or a company co-creating it. During the didactic process a student familiarizes himself with specific work positions at the same time developing his professional competences in cooperation with intellectual facilities of a university and an employer. Dual studies are therefore determined by local conditions what increases individuality of higher education didactic projects.

Two-subject studies, in turn, are another type of reaction to higher education and job market contemporary situation. It must be stressed that the discussed concept of two-subject studies refers only to Bachelors degree, which is deeply connected to the further development of a graduate's career.

The basic assumptions are as follows. Two-subject studies, so these combining two fields, two specializations or two subjects (with reference to educational terminology) in the program are aimed at people who wish to become teachers or plan to continue studies on the grounds of developed effects of education. Each time the program is written by two basic entities (e.g. two university faculties) and the classes are run by specialists from both of them. Students who want to become teachers, follow a specific program not being just a simple connection of two separate courses (as you can do two courses at the same time) but a discursive structure complementing one another.

This does not mean gaining the same competences as when doing two different courses at the same time, which is the result of a relationship often determined by common research initiatives, conferences or educational projects (in cooperation with e.g. cultural centres or schools).

3. Context versus interaction – short history of courses

a) history and society

The first attempt to create this dual-subject course was the project of a Polish and History course. As the partners – the Institute of History and the Institute of Polish Philology – have already had some experience in running courses together (Philology-History Middle European studies, which were a so-called 'macrocourse' run for a few years at AMU), the decision has been made to make this course typically for teachers. In the Polish system of education a Bachelor's degree entitles you to teach in primary schools. Having finished the course, the graduates can either continue their education on one of the courses offered by the cooperating institutes (e.g. to gain qualifications to teach in secondary schools) or start their professional career as teachers of two subjects, in this case Polish and History and Society.

The program of the course was constructed on the basis of subjects taught in both institutes. They were ordered in such a way to proceed from Antiquity (culture, literature, history) to contemporary times. Apart from two big modules of Polish-History classes the syllabus also includes the third module – classes preparing for working as a teacher. This module has been enriched in special classes, which include characteristics typical for work with 10-13-year-olds such as work with a special educational needs student, work with especially gifted student, literature for children etc. Combining History of Literature and History of Language modules with History modules allowed to expose contemporary times classes.

This refers to linguistic competences as well as e.g. information technology skills (databases, linguistic corpuses, online dictionaries). The program also includes student apprenticeship, which may adopt a lasting formula. The apprenticeship is realized in schools cooperating with both faculties. This issue and the fact of doing education projects together allows to look at these courses like at dual studies. Strict cooperation with teachers (also when preparing the program) makes students working in relatively small groups very well-acquainted with the specificity of work in a contemporary school. This also concerns the employment – it is easier to find a job having competences to teach two subjects. What is important – these competences have been acquired thanks to the method of interdisciplinary interaction and not two separate or consecutive courses.

b) ethics

Another attempt to create a two-subject course was a project of Polish-Philosophy studies, also for teachers, giving the graduate the competences to teach Polish and Ethics. Cooperation of the Institute of Polish Philology with the Institute of Philosophy has also had long research tradition, excluding didactics (apart from philosophy classes included in the programs of all degrees of Polish studies). This is an even better example of creating general-academic studies, the program of which was created thanks to intensive research, conference and publication activity. Interestingly, the Philosophy institute co-workers started to talk about these courses as of dual-studies – in accordance with their interpretation though contrary to official terminology.

Ethics has been (till now less popular) alternative to Religious Education. Having analyzed the program of these studies one can only wish it was an obligatory school subject. Undoubtedly, the unique group of these two-subject studies graduates will successfully realize the assumptions of this subject, being able to combine it with the ability of the critical analysis of the texts of culture.

Project of these BA studies inspired the creators to consider opening Polish-Philosophy MA studies. It has been justified by the fact that very often Polish philology students choose Philosophy as the second faculty, participating in science clubs or combining these two disciplines in their diploma papers.

These two examples show that two-subject studies are a clear reaction to research or popularization practice of these faculties as well as a thorough analysis of a job market. One should not forget about the role of these faculties in shaping the competences of the future generation of graduates. Thus, two-subject studies are a sign of care for the quality of humanities reflection to come.

c) Ancient culture

In this group of courses Latin-Polish studies, run in cooperation with the Institute of Classical Philology, are chamber but equally important project. The structure of program – together with the Polish language module – Greek and Roman Antiquity, Latin, mythology classes as well as widely perceived reception of ancient motives in contemporary world

classes. Although these studies do not give competences to teach two subjects (since Latin is not included in primary school curriculum) they do constitute an important place for MA degree (Latin is taught in some secondary schools) and a valuable intensification of the Polish studies part of the program.

d) German-speaking countries culture

The latest initiative of the Poznań Institute of Polish Philology is the course run in cooperation with the Institute of German Philology – Polish-German studies. In this case – just as the previous ones – common research and popularization activity gave rise to educational activity. It is worth emphasizing that the initiative of creating these BA studies was formed thanks to experience gained while running MA studies "Poles and Germans in Europe" (about it: Poles and Germans in Europe – an educational project and an area of study). These studies prepare graduates on the one hand for work as teachers or translators and, on the other, for international studies run by two European universities.

e) continuation?

The observed effects of two-subject studies allow us to consider the combinations of other disciplines. This means the use of research practice and the main activity of faculties as well as stimulating job market needs. To do this, opinions of potential employers knowing the nuances of current law are used. That is the real value of general-academic studies which, in reference to BA studies, does not lack practical activity. There is of course the possibility to create studies incorporating also other European languages (according to the model of cultural studies) as well as studies combining Polish studies with computer linguistics or sociology (connected especially to new media).

4. Humanities and the job market – the need for revision (intellectual fluctuations)

Humanities do not submit to job market, so modern courses ought to refer to brave intellectual projects, lasting discussions, they should combine practice with exploration and hypothesis with experiment. The dynamics of reception in the process of reading texts of culture or experiencing changes in the languages is so intense that we cannot rely only on commonly used models in professional practice. This is where the idea of studies preparing for further choices, decisions or forms of activity stems from. Therefore, two-subject studies are not a simple extension of major discipline contexts but an interaction of two disciplines, which gives new possibilities of research activity or a professional career.

5. Conclusions.

Summing up the above deliberations.

a) reference to research

Two-subject studies are the main effect of renowned universities research – common initiatives, research projects and traditions gives solid basis to general-academic studies. Practice indispensable for BA studies is motivated by research – it aids the teacher's adaptation process and guarantees a more effective self-development. Emphasizing the link with current scientific research gives students a wider perspective and a constant need for critical knowledge gain.

b) proportions between facultative and obligatory modules

It seems that in the case of two-subject studies a free choice of facultative modules (without any suggestions) brings less profits than in the case of MA studies. Therefore,

gradation of not only competence but also free choice of modules should be considered. It is clearly seen in the case of PhD studies, the program of which is highly individualized.

c) integrity of practice – interinstitutional projects

BA studies practical activity ought to be an integral part of the program. However, a stronger relationship with institutions is worth considering (e.g. schools, cultural centres, local administrative units), thanks to which common organization of cultural projects (preferable cyclical), educational projects and innovations (university classes) will be possible. This aspect of two-subject studies is congruent with the rules of dual studies, although the partner does not file a direct request for the graduates.

d) constant development

Two-subject studies undoubtedly prove the creativity of academic environment. It is one of the ways for spreading the discussion about the role of humanities, and so verifying its social role. Constant development of such kind of academic projects anticipates to a certain degree future discussions about the forms and methods of teaching not only on a university level but also – as a consequence – on every stage of education.

Two facts are worth mentioning at the end. Firstly, more and more institutions wish to cooperate with the faculty of Polish and Classical Philology on common cultural and educational projects or various kinds of social innovations. Secondly, this year's report by the faculty of Social Studies shows that long-lasting unemployment among the graduates of the faculty of Polish and Classical Philology does not exist.

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THE TEACHING PROFESSION AND BEGINNER TEACHERS

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Abstract

The inclusion of the young teachers in the profession is determined as a phase when an individual becomes a professional teacher from a student teacher. The goal of this reform in the teaching profession is to establish the bases of a program for admission of the young teachers. The training of the mentors is essential for the realization of such reform. In many researches, there are different phases in the professional development of the teachers. In the course of the development we may distinguish the following phases: *pre-professional phase*, *phase of pedagogical internship*, *phase of development in the profession*. The role of the mentors is of great importance in the teaching profession, and they perform the following roles: observers, instructors, analysts, assessors. Many researches distinguish different phases in the professional development of the teachers. We may distinguish the following phases in the course of development: pre-professional phase; phase of pedagogical internship; phase of development in the profession. A mentor needs to be viewed as a "capable counselor". In this process we mention four roles of the mentor: 1. Observer; 2. Instructor; 3. Analyst; 4. Assessor.

Key words: young teachers, mentors, mentorship, pedagogical internship, phases of development, concept of mentorship, roles of a mentor

The majority of the young teachers experience the first year of their working experience as problematic and stressing. They do not feel sufficiently ready for their work as teachers and for their transformation from the preliminary training (at the university) in the profession of a teacher. Often, this seems to be constant facing with problems for the young teachers, which they cannot solve as a result of their lack of experience and their inadequate training.

In the most of the European countries, the systematic involvement in the profession of the young teachers was a neglected area in education, including the training of the teachers, although the number of young teachers who left this profession in the first three years was relatively high.

It is not only the fault of politicians for the lack of interest of the young teachers for the teaching profession. If we make another insight into the schools, we will realize that nothing is done by them for the involvement and inclusion of the young teachers, as well as the lack of any systematic program for finding a solution to this problem. When joining this profession, young teachers realize that they will need to improve themselves individually. They rarely find support or help from colleagues or the management of the school. Even if they find support, it is not sufficient compared to what they need to do. This occurs because most of the young teachers spend most of their time isolated from their colleagues and as a consequence, young teachers do not get advice and constant support from the teachers with more experience. Besides this, the young teachers, since day one, have all the responsibilities like the ones of their colleagues with more experience and they are required by the students, parents, colleagues and management of the school to act according to all the school rules and

norms. Some of the young teachers do not succeed in the realization of the previously mentioned demands and leave work in the first three years. Therefore, we can say that the involvement of the young teachers is not yet part of the culture and the working practice in many schools.

A goal of the reform in this phase of the teaching profession is to establish the bases of a program for admission of the young teachers. This means focusing on the development of a system for teacher beginners, the goal being their professional development, which is based on the principle of the relation – mentor –young teacher, intern. The educational reform considers this program as a vital part of the efficient management and development of the teaching staff.

The training of the mentors is essential for the realization of such a reform. For this goal, the further explanation will focus on the needed authority of the mentors and will pay attention to the peculiarities of the professional development of the teachers in several elements.

The concept of inclusion of the young teachers in the profession

The inclusion of the young teachers in the profession is determined as a phase when a person becomes a professional teacher from a teacher student. The process of becoming a teacher has a developmental nature and also, the inclusion of the young teachers in the profession needs to be understood as a continuous developmental process of the expertise of the young teachers.

Many researches distinguish different phases in the professional development of the teachers. We may distinguish the following phases in the course of development:

Pre-professional phase. This is a period of forming and training which thrives towards development of the beginning skills of the teacher. This phase occurs at university.

Phase of pedagogical internship. This is the period of the first year in the working relation, which has for its goal, support of the teacher for existence in the new conditions and support for starting the development of the professional identity and the numerous processes adequate to the profession.

Phase of development in the profession. This in general, is the period between the second and the seventh year of the working experience, which focuses on the help which is given to the teacher for widening and expanding the basic knowledge and the range of activities.

First professional phase

Phase of re-orientation towards oneself and the profession. This period is often determined as a crisis in the middle of the career.

Second professional phase

Phase of rest. This corresponds to the period before going to retirement.

The inclusion in the profession deals with the second and third phase in the process of professional development, phases which follow the first phase of forming and beginner training. A good start will, undoubtedly influence the skills and the will of the teacher to make positive changes.

Concept of mentoring

Today we can find a vast number of published works and documents which deal with the mentor and mentorship. Different views can be found in them regarding the term mentorship. Most of these views consider mentorship as a method for applying the practical knowledge of the teacher who is being trained. However, it is considered that mentorship is a reciprocal relation between the mentor and the young teacher being trained.

Mentors aside from being qualified teachers with great abilities for managing the class, experts in their subject and the methodology related to their subject, need to have personal characteristics such as: flexibility, openness, to be good listeners, to reflect, to be creative, to give advice and to be assistants.

The people responsible to perform the role of a mentor need to fulfill many pre-conditions. First, *the basic pre-knowledge*. The mentor needs to understand the nature of the process of the professional development of the young teachers, the nature of the issues which they deal with and the reasons for these problems, i.e. the mentor needs to have a clear perception of the essence of the process for professional teaching of the young teachers. Second, *basis for interhuman abilities*. The mentor needs to have a wide range of interhuman behaviors, needs to know how they influence the teacher during the internship and what types of behavior are adequate in certain situations. Third, the mentor needs to possess *a line of technical abilities* such as: giving advice, observing, making analysis, giving instructions and assessing.

From the previously mentioned, it is clear that the mentors need to be chosen carefully. Not all teachers fulfill the previously mentioned conditions nor do they have capacities for their fulfillment. After their choice, they still need training in order to be capable to perform the role of a mentor.

Basic knowledge of the mentor

The basic knowledge of the mentor covers three elements:

1. Knowledge and vision for the process of professional development of the teachers in general and especially of the young teachers.
2. Knowledge and vision of the nature of the issues which young teachers face, how these problems can arise, and how they progress over time in the process of work, as well as knowing strategies for helping young teachers to handle these problems.
3. Knowing how to integrate theory and practice. Young teachers need to have clear vision related to the process of teaching based on practice.

Professional development of young teachers. The professional development of the teacher is not a simple and spontaneous process, but complex cooperation among the teachers and the various environments which they participate in. This process, which cannot be imagined separately from the context of the environment, has the following characteristics:

- Professional teaching is based on the continuous reflecting of the teacher on his everyday experience in a particular context.
- Professional teaching is a process that lasts for a lifetime. The teachers constantly face situations and new challenges, which are created from the opportunity for teaching.
- Professional teaching does not occur isolated, but in the frames of a particular school. As a consequence, the professional development of the teacher and the teaching staff are connected in an invisible way. This means that the development of the teacher also depends on the level of performance of the functions of the school management.

Teachers are often called reflective practitioners, and their professional teaching is motivated mainly by facing new phenomena, the discontent in their everyday experience, or the experience of inconsistencies in the knowledge. Regarding the changes of the teaching staff or the teaching program, there are three consecutive phases in the teaching process of the teacher: *phase of orientation, phase of reorganization and phase of integration*. For the mentors it is important to know what kind of questions and issues the young teachers will face in the course of the mentorship.

Basic technical abilities of the mentor

Before we discuss the abilities which a mentor needs to possess, we need to analyze various aspects of the role of the mentor. The determination of the role of a mentor can be done as a counselor. The goal of the mentor is to help the young teachers in the course of the internship in order to develop their professional identity and to acquire the needed knowledge and abilities. This is why, a mentor needs to be viewed as a "capable counselor". In this process we mention four roles of the mentor:

1. Observer
2. Instructor
3. Analyst
4. Assessor

The role of the mentor as a counselor. If we analyze the role of the mentor as a counselor, we can distinguish four aspects:

- Creating open and certain relations between the mentor and the teacher intern;
- Helping the young for grasping the essence and the origin of the issues which they face and helping them to find the solutions;
- Encouraging the young teachers in order to have clear concepts and views regarding the profession;
- Assisting the young teachers in the use of adequate strategies for facing problematic and stress situations.

The role of the mentor as an observer. Nowadays, the role of the mentor is strongly supported as an observer and the principle of observation of the class by the mentor. In order to realize this part of the role, the mentor needs to be capable of:

- Determining what will be observed in a consultation with the intern teacher;
- Collecting and saving data
- Analyzing and reporting data.

The role of the mentor as an analyst. Since not all analysis performed by mentors depend on their observation, other methods may be used for gathering data, such as: questionnaires for the students and discussion about the education. In this role, the mentor needs to develop the following characteristics:

- Discussion about the realization of the classes;
- Helping the young to analyze their behavior;
- Mutual discussion for solving issues which the young teacher faces.

The mentor in the role of an instructor. Many young teachers wait to get certain information from the mentor, information which they will use to solve the issues they face. This is why it is important for the mentor to give:

- knowledge, ideas and examples to the young teachers which relate to their needs;
- help to the young teachers in order to analyze their ideas and behavior in the classroom;
- support for reflection and self-assessment

The mentor in the role of an assessor. At the end of each discussion regarding a realized and observed class, the process and the product need to be evaluated. This is why the mentor needs to have the following abilities:

- communication with the young intern teacher;
- collecting and interpreting the evaluated data;
- evaluation and report.

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A THEMATIC REVIEW OF STUDIES INTO THE EFFECTIVENESS OF SCIENTIFIC INQUIRY ON PROBLEM SOLVING SKILLS: NEEDS, AIMS, METHODS, GENERAL KNOWLEDGE CLAIMS AND IMPLICATIONS

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Abstract

Over the last two decades, inquiry-based learning has increasingly been very appeal for science education. Problem solving strategy acts as an important part of scientific inquiry and/or inquiry-based learning. A review and synthesis of scientific inquiry studies with problem-solving strategy will serve to provide invaluable knowledge for science educators, teachers, curriculum developers, and policy makers. Hence, the purpose of the study is to evaluate the studies into the effectiveness of scientific inquiry on problem solving skills. In looking for the related literature review, the authors entered the keywords 'scientific inquiry', 'science inquiry', 'problem based learning', 'problem solving', 'problem solving skills' and 'science education' in the following well-known databases: Academic Search Complete, Education Research Complete, Education Resources Information Center: ERIC, Springer LINK, Taylor and Francis, Wiley Inter Science Journals, Science Direct Journals, PROQUEST Dissertations and Theses Full Text, Royal Society of Chemistry, Sage Premier, Web of Science, National Database, Google Scholar, ULAKBIM and Higher Education Council's Thesis Database. A thematic matrix (i.e. needs, aims, methodologies, general knowledge claims and implications) to present the results was used. This review reports that the scientific inquiry studies with problem-solving strategy positively influence on dependent variables (i.e. student attitude, self-efficacy, motivation and achievement). Also, the review deduces that teaching interventions under investigation improve students' problem solving skills, questioning abilities and science process skills.

Keywords: Science Education, Scientific Inquiry, Problem Solving Skills, Thematic Review

Introduction

Over the last two decades, inquiry-based learning is increasingly important for science education (Levy et al.2013). Descriptions of inquiry are often about type of activities which in scientist engage during investigation (Pedersen and Irby, 2013), as in this definition taken from the National Research Council [NRC] (1996):

Inquiry is a multifaceted activity that involves making observations; posing questions; examining books and other sources of information to see what is already known; planning investigations; reviewing what is already known in light of experimental evidence; using tools to gather, analyze, and interpret data; proposing answers, explanations, and predictions; and communicating the results. Inquiry requires identification of assumptions, use of critical and logical thinking, and consideration of alternative explanations (p.23).

Inquiry learning in science education encourages students' questioning, generating hypothesis, investigation, finding solutions and scientific thinking abilities (Gillies et al., 2012; Yeh, Jen and Hsu, 2012). Problem based learning is a student-centered method

(Etherington, 2011) and suit the intentions and goals with the scientific inquiry (Baker, 2002). Students engage in explorations and analyses of data in problem based learning (Silver, Duncan and Chinn, 2007). In problem based learning, students confront to real-life scenario or problems that needs a solution (Etherington, 2011). Problem based learning use authentic problems or questions like inquiry learning (Silver, Duncan and Chinn, 2007).

Problem based learning and scientific inquiry have similar structure of analyzing, questioning, constructing hypothesis, analyzing findings and reporting the results (Etherington, 2011). According to this, Etherington (2011) pointed out that the problem based learning and the scientific method of inquiry are well-matched approaches to adopt for an open-ended inquiry science program (p.38). So there is a need to undertake a thematic review of the problem based scientific inquiry studies, focusing on their needs, aims, methodologies, general knowledge claims and implications. The purpose of this paper is to evaluate the problem based scientific inquiry. To achieve this, we were guided by the following analytical framework:

1. What are the educational needs of the problem based scientific inquiry studies in science education?
2. What are the aims of the problem based scientific inquiry studies in science education?
3. What are the methodologies of the problem based scientific inquiry studies in science education?
4. What are the general knowledge claims of problem based scientific inquiry studies in science education?
5. What kinds of implications for problem based scientific inquiry studies have been suggested in scientific inquiry studies in science education?

Significance of This Review Study

A review and synthesis of the problem based scientific inquiry studies is needed and this review will serve to provide useful knowledge for science education researchers, teachers, curriculum developers, and policy makers. An examination of the needs and aims of each study under investigation reveal general trend and lack of literature. Teacher may easily use the methodologies and approaches into their classroom practice. Summarizing general knowledge claims and implications will keep the teachers informed on applying the scientific inquiry in classroom practice. Further, this study will guide future researchers towards on unexplored areas for further research.

Methodology

Based on the research question for evaluating the problem based scientific inquiry studies, the authors adapted the subsequent matrix developed by Çalık, Ayas and Ebenezer (2005), by Ünal, Çalık, Ayas and Coll (2006), by Kurnaz and Çalık (2009) and by Ültay and Çalık (2012): needs, aims, research methodologies (sample and data collection), general knowledge claims and implications for teaching and learning. Using this thematic matrix, each scientific inquiry studies were described. Thus, general trends of each study were clearly apparent. Further, the similarities and differences were obvious since the unique features of each study were clear. In looking for the scientific inquiry on problem solving skills studies, the authors entered the keywords 'scientific inquiry', 'science inquiry', 'problem based learning', 'problem solving', 'problem solving skills' and 'science education' in the following databases: Academic Search Complete, Education Research Complete, Education Resources Information Center: ERIC, Springer LINK (ANKOS), Taylor and Francis (EKUAL), Wiley Inter Science Journals, Science Direct Journals, PROQUEST Dissertations and Theses Full Text, Royal Society of Chemistry, Sage Premier, Web of Science, National

Database, Google Scholar, ULAKBIM Turkish, Databases of National Thesis Center. Finally, based on research that has been undertaken using scientific inquiry on problem solving studies as a setting, we identified 241 studies about scientific inquiry. Therefore, this paper is restricted with the only the problem based scientific inquiry experimental studies in secondary science education (5th grade - 8th grade) from 2000 to 2014. So, we defined 38 problem based scientific inquiry studies and presented them as follows in regard to the matrix.

Results and Discussion

Needs of the Studies Under Investigation

According to research, ten studies pointed out to need investigating the effect of a teaching intervention on development of scientific inquiry skills. Balım et al. (2008) explored the effect of concept cartoons on grade 7 students' scientific inquiry skills. According to Balım et al. (2008) this visual tool (concept cartoon) provide students to participate in learning process and to help them learn in a more concrete way to learn meaningful by creating a discussion environment is of great importance. Baker (2002) pointed out the use of GIS (Geographic Information System) technology as an instructional support for scientific inquiry and problem based learning and can foster complex cognitive activities of by students using sophisticated computer applications and data, all situated in an authentic environment for learning. Trumbull (2005) examined development of inquiry dimensions of curriculum materials Classroom Feeder Watch (CFW) to provide students with authentic opportunities to conduct science inquiry. Williams et al. (2014) pointed out that measurable evidence is needed to convince educators of the positive impact of robotics activities on curricular goals. So their study evaluated the impact of a robotics summer camp on students' physics content knowledge and scientific inquiry skills.

Seven studies pointed out importance of creating a rich problem based/inquiry curriculum or learning environment for scientific inquiry and problem based learning approach. Gutwill and Allen (2012) argued that skill building may bridge the formal and informal worlds of science education by using the strengths of science museums to meet a significant need in schools. In their research, they promoted the idea of inquiry learning in field trips. Robinson et al. (2014) expressed that a rich problem based/inquiry curriculum is one of the key features to develop the science talent of students and an inquiry science curriculum provides students with opportunities to solve real-world problems. For this, they examined the impact of a STEM (Science, Technology, Engineering, and Mathematics) intervention on students' science learning, science process skills, and content and concept knowledge.

Five studies emphasized that teachers' professional development is needed to use inquiry/problem based teaching intervention effectively in their classroom. Gillies et al. (2014) pointed out that teachers still struggle to use higher level, open-ended questions when interacting with their students. According to Gillies et al. (2014), teachers intervention in providing guidance in how to ask questions during small group discussions appears to be critical to help students engage in higher-level thinking, problem solving and learning, and those teachers need to be provided with tools to enable this to happen. Smith (2014) pointed out that teachers should utilize a variety of inquiry-based teaching methodologies when teaching science. So teachers need to be provided with opportunities to develop their conceptual and pedagogical knowledge of inquiry-based approaches to science for their professional development.

Five of the studies attempted to improve students' scientific inquiry skills. Lee and Butler (2003) pointed out that students' inquiry requires a lot of guidance and students need to be involved in the culture where scientific inquiry is possible. Gillies et al. (2012)

expressed that questioning is an important part of the inquiry process for the students and there is a need to investigate the effects of students in specific, strategic and meta-cognitive questioning approaches on students' discourse and scientific inquiry skills. Marx et al. (2004) and Harmer and Cates (2007) stressed that the effect of the problem based scientific inquiry on students learning should be taken into account. Also, there is a need to define the influence of scientific inquiry on students' learning styles and scientific process skills (Wing and So, 2003; Tuan et al. 2005). Buck et al. (2009) pointed out to eliminate the gender differences by using inquiry science teaching is needed for girls' success in science education. Smith (2014) expressed that there is no one description of what inquiry-based instructional practices include. Explanations of the type of inquiry used in each inquiry-based study are needed to recognize which one is the best to carry out. Six of the studies under investigation pointed out that there is limited study and there is need to eliminate the gap about scientific inquiry/problem based scientific inquiry in the literature.

Discussion for Needs Addressed by the Studies Under Investigation

The studies under investigation have showed that there is a need to determine and enhance learners' scientific inquiry skills. To achieve this, problem based/inquiry curriculum, learning environment and teaching intervention is needed. Also teachers' professional development is key factor for successful scientific inquiry in science education. Students' scientific inquiry abilities may be seen as an important component for success.

Aims of the Studies Under Investigation

Half of the studies under investigation determined the impact of problem based scientific inquiry teaching intervention and fifteen studies focused on the influence of teaching intervention on scientific inquiry skills. Seven of the studies tried to define the effect of scientific inquiry on students' questioning, problem solving and science process skills. Four studies concentrated on analyzing students' scientific inquiry skills while three of the studies emphasized to highlight the influence of problem based / problem solving on scientific inquiry. Only one of the studies tried to determine the impact of self-regulation on students' problem solving skills.

Discussion for Aims of the Studies Under Investigation

Six sub-groups have arisen for aims problem based scientific inquiry studies as the impact of scientific inquiry and problem solving on some variables (n:19), the effect of teaching interventions on scientific inquiry (n:15), the impact of scientific inquiry (n:7), analyzing students' scientific inquiry skills (n:4), the impact of problem based learning/problem solving on scientific inquiry (n:3) and the effect of some variables on problem based learning/problem solving (n:1). There is a need more study to realize students' conceptual change what and how teachers should apply problem based scientific inquiry teaching intervention in their classroom. Questioning and problem solving are very significant for enhancing scientific inquiry skills. These activities provide students' actively participation during science education. Also teachers' scientific inquiry should be investigated, but limited studies conducted about this issue (Houseal, 2010; Smith, 2014).

Methodologies of the Problem Based Scientific Inquiry Studies

The following section presents sample groups and results of data collection methods which used by studies under investigation.

Data Collection Tools

Multiple methods are generally used to reach the purpose of triangulating data (Çalık et al., 2005; Ünal et al., 2006; Kurnaz and Çalık, 2009; Ültay and Çalık, 2012). Twelve studies used three or more methods, seventeen studies used two methods and other nine

studies used only one method to collect data. Now data collection methods of the studies used will be explained below.

Interviews

Thirteen studies used interview sessions as data collection tool. Most of them preferred using semi-structured interviews. Because it helps to get more detailed answers and allows asking any other questions. Williams et al. (2014) conducted group interview with all facilitators at the end of the day and conducted individual interviews with four facilitators after the robotics summer camp to understand their experiences and their perception of students' learning toward the scientific inquiry process for problem solving.

Observations

As data collection tools, eleven studies used observation sessions to determine what happen in classrooms. Gillies et al. (2014) used observation methods to analyze students' verbal behavior and categorized as interactive behaviors, helping behaviors, questioning behaviors and problem-solving behaviors during inquiry based science unit. Harmer and Cates (2007) used participant observation in order to facilitate firsthand data in their study. The first author served as a participant-observer. She observed students and teachers over the four-week period, noting their interests, frustrations, comments and request and documented daily events occurring in the classroom during the four weeks of the study. Also researchers videotaped classroom activities during implementation of the inquiry.

Paper and Pencil Surveys

Writing

Wing and So (2003) used student's written work to examine the scope of process skills they performed and their understanding of scientific ideas. They preferred this data collection tool because to get useful information about subject matters when students asked to describe their observations, predictions and plans, and how they carried them out.

Questionnaire

Most of the studies under investigation utilized questionnaires in five subgroups: Likert-type questions, open-ended questions, multiple choice questions, short answers questions and yes-no type questions. There are seventeen studies using Likert-type questions, ten studies using open-ended questions, ten studies using multiple choice questions, five studies using short answer questions and only one study using yes-no type question. Balım, İnel and Evrekli (2008) and Evrekli, İnel and Balım (2011) exploited Likert-type questions to define students' inquiry learning skills perceptions. Robinson et al. (2014) utilized open-ended questions to measure students' understanding of selected content topic in science. Ketelhut (2007) measured prior science knowledge of students on pre-intervention assessment by using multiple choice questions on biology and scientific inquiry.

Problem Scenario (Writing and Students Discourse)

Eight studies used writing on a problem scenario while nine studies used students' discourse on a problem scenario as a data collection tool. Gillies et al.(2012) used reasoning and problem solving task which consisted complex, real-life problems to test students thinking capacity and received answers in writing format. Also Keselman et al. (2007) utilized writing activities which gives opportunities to students to work on a realistic problem scenario.

Sample Groups

Twenty-four studies selected grade 6 students as sample groups whereas twelve studies selected grade eight students as sample groups. Eighteen studies conducted with grade 5 and grade 7 students. Only one study selected science teacher candidates, doctoral students in a science program and teacher educators as sample group besides grade 6 to 8 students in their research.

Discussion for Methodologies of the Studies Under Investigation

Most of the studies used paper-pencil survey especially likert-type questionnaire and open-ended questions. To administer and analyze is easy for Likert-type Questionnaire (Ültay and Çalık, 2012). Open-ended questions are useful to probe students' idea or knowledge. Observation gives opportunities to see about what students are doing to researchers while interview gives valuable data about why students are doing. Problem scenario can be used for real-life or authentic problems. It can be applied in two ways: students' writing or students' discourse.

General Knowledge Claims of the Studies Under Investigation

Students' Understanding

Taking into consideration the general knowledge claims of the studies, problem based scientific inquiry not only facilitate learning (Marx et al., 2004; Gillies et al., 2011; Gillies et al., 2012), but also improve students' achievement (Coşar, 2013), science content knowledge (Howard et al., 2001; Keselman et al., 2007; Williams and Ma, 2007; Buxton, 2010; Robinson et al., 2014) and scientific understanding (Wing and So, 2004) and have positive effect on science concept (Smith, 2014; Robinson et al., 2014; Williams and Linn, 2003). Wing and So (2003) found that students scientific understanding and scientific process improved during inquiry-based learning. Likewise Marx et al.(2004) reported that inquiry based science have positive impact on students' achievements.

Students' Abilities

Majority of the studies under investigation claimed that problem based scientific inquiry have positive effect on students' abilities such as scientific process skills (Baker and White, 2003; Wing and So, 2004; Robinson et al., 2014), problem solving skills (Howard et al., 2000; Howard et al., 2001; Tuan et al.,2005; Harmer and Cates, 2007; Williams and Ma, 2007; Gillies et al., 2011; Gillies et al., 2012; Gillies et al., 2014) scientific inquiry skills (Williams and Ma, 2007; Mila et al., 2011), questioning skills (Hakkarainen and Sintonen, 2002; Gillies et al., 2014), critical thinking (Coşar, 2013) and nature of science beliefs (Tuan et al., 2005; Kremer et al., 2013). Gillies et al. (2011) founded that students' explanatory responses, reasoning, problem solving and learning were enhanced during cooperative inquiry-based science. Kremer et al.(2014) claimed that there is a positive correlations between inquiry skills and nature of science beliefs.

Students' Attitudes

Some of the problem based scientific inquiry studies reported that problem based and/or scientific inquiry teaching interventions have significant effect on students' attitude toward technology and science (Baker and White, 2003; Tuan et al., 2005; Ketelhut, 2006; Coşar, 2013), motivation (Tuan et al., 2005), self-efficacy (Baker and White, 2003; Tuan et al., 2005; Ketelhut ; 2006), and self-fulfillment (Tuan et al., 2005). Baker and White (2003) founded that problem based teaching intervention has positively affected students' technology attitudes and self-efficacy. On the contrary, Evrekli et al. (2011) reported that there is no significant effect of concept cartoons and mind maps on students' achievement, attitude, motivation and inquiry learning skills perceptions.

Discussion for General Knowledge Claims of the Problem-Based Scientific Inquiry Studies

The problem based scientific inquiry studies have noted that problem based and/or scientific inquiries have positive effect to develop students' attitudes science and technology. When students have positive attitude, they participate willingly activities in science education. Also the studies have noted that science lessons are more effective when students engage mentally. Problem solving is very significant skill to solve real-life or authentic problem and this skill can be improved during problem based scientific inquiry. Problem based scientific inquiry has positive impact on students' achievements. Scientific inquiry is quite successful to develop scientific inquiry skills, nature of science beliefs, critical thinking,

questioning skills, and problem solving skills. These skills are more important in science education.

Implication for Practice in Problem Based Scientific Inquiry Studies

Trumbull et al. (2005) pointed out three recommendations: (a) *integrate into materials content knowledge about birds and about inquiry to enable teachers and students to successfully plan and conduct bird issues*, (b) *provide discipline-specific models for conducting inquiry*, and (c) *assess outcomes mindful of broad rather than narrow definitions of inquiry to better reflect the standards* (p.893). Robinson et al. (2014) suggested that provide students' actively participation in classroom activities, students need inquiry based, problem-centered experiences. Note taking, writing and/or diagram making, concept cartoons, mind maps can be used to support learners' inquiry skills (Bahm et al., 2008; Garcia-Mila et al., 2011). Likewise, research based curriculum materials can bring inquiry into classroom and provide useful tools for learning for teachers and students (Krajcik et al., 2007). Some studies suggested model that can be used as a tool for problem based/scientific inquiry teaching (Hakkarainen and Sintonen, 2002; Williams and Ma, 2007; Hung et al., 2012). Williams et al. (2014) stressed the importance of robotic programs on scientific inquiry and suggested using this robotics programs in lessons, tutorials and examples to support scientific inquiry and acquisition of content knowledge.

Implication for Future Research in Problem Based Scientific Inquiry Studies

Keselman et al. (2007) argued that by situating real-life problems in the context can provide deep understanding health concepts and supporting critical reasoning skills. Kremer et al. (2014) suggested that further research should address the effectiveness of biological contexts and inquiry approaches in order to identify the specific fruitfulness of biology contexts and inquiry approaches for the combined instruction of NOS(nature of science) and inquiry process (p.7). According to Tuan et al. 2005, future research can investigate in an open inquiry situation whether students with different learning styles have motivation toward science. Also, there is a need investigating to better understand the interaction between scientific inquiry and self-efficacy and thus eventually science learning outcomes with a larger sample (Ketelhut, 2007). Besides further studies need to develop effective strategies to train facilitators on scientific inquiry skills and to understand how learners develop scientific inquiry skills over time and what support they need to develop the skills (Williams et al. 2014). Some studies under investigation suggested defining the effect of some materials and models on scientific inquiry skills by future research (Evrekli et al., 2011; Pedersen and Irby, 2014; Harmer and Cates, 2007). Finally, teacher training in technology and pedagogy is important and necessary for students' development and should be considered (Baker and White, 2003).

Implication for Curriculum Developers in Problem Based Scientific Inquiry Studies

Trumbull et al. (2005) pointed out that evaluation protocols for assessment of inquiry outcomes are necessary. Evrekli et al. (2011) argued that including concept cartoons and mind maps in science and technology curricula and textbooks will be useful. Wing and So (2004) suggested to further research how the curriculum can best utilize their model of children's scientific understanding and scientific process skills to support and extend children's science learning.

Implication for In-Service Training in Problem Based Scientific Inquiry Studies

Wing and So (2004) reported three crucial ingredients for teachers to implement inquiry in the classroom: *Teachers must understand the nature of scientific inquiry; they*

must have a sufficient understanding of the structure of their particular disciplines; and they must become skilled teaching techniques of inquiry (p.193-194). As reported studies under investigation, teachers need professional development to identify and cultivate students' talents in problem based scientific inquiry teaching (Robinson et al., 2014; Smith, 2014). Also teachers should be informed about methods and/or approaches to improve students' achievements and motivations (Çoşar, 2013). Evrekli et al. (2011) suggested organizing workshops to inform in-service teachers on how to employ concept cartoons and mind maps in the classroom

Discussion for Implications Suggested by the Problem-Based Scientific Inquiry Studies

This review suggested that future studies should use measurement and assessment tools such as writing, problem solving scenario, mind map, concept cartoon to probe students' understanding deeply and engage learners mentally. More studies should be carried out to establish the relationship between the effectiveness of the scientific inquiry and students' attitudes, self-efficacy and motivation toward science.

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IMPORTANCE OF STEM TEACHERS' NETWORKING FOR THE SUCCESS OF EUROPEAN PROJECTS

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Abstract

The number of STEM teachers from Macedonia who participate in STEM related networking events aimed to enhance their professional development within the field and held within the framework of European projects has increased. There are different models of networking for teachers: online networking and face to face networking. Face to face networking can be a one day event or a longer event held in the span of several days. During networking events, teachers collaborate together in formal and non-formal ways and create professional communities, which are related to education issues in general and to STEM content in particular.

In this study, we checked the views of 34 teachers and interviewed 10 teachers from Macedonia that had previous experience where they shared their views with others during such networking events and have already contributed a lot to the success of the European projects mentioned before.

Most of the teachers have positive opinions about the networking events and claim that these kind of events contribute not only to their personal interest in teaching STEM subjects, but also to their professional development. In addition, the interviewed teachers mentioned how these networking events contributed to the development of their personal skills such as self-confidence and communication.

However, teachers considered face to face networking events to be more effective than web-based events. We found that these networking events contributed to the success of European projects, because teachers who participate in these networking events feel more involved in the project. They meet colleagues from different European countries, share ideas and experiences one with others and build a joint platform that is based on the common wish to succeed in the completion of a special project together with their students.

Key words: networking, collaboration, STEM teachers, EU projects

Introduction

During the last decades networking events in the professional world have become very common. This is also the case within the teaching profession. One definition of networking is that it is an important tool for professional development and career management. Many think that a teacher's career has very limited possibilities; however, networking events can help teachers promote themselves in personal and professional ways. Teachers can contribute to others and be affected by their peers in a way that will open their horizons to a new world of experience and possibilities. The definition of "networking" can be considered as a human capital that includes individuals. There is a connection between

individuals that has three steps: acquaintance, accessibility and barter. Networking allows accessibility to resources such as: information, influence and support. The teaching profession is known as a lonely one. Most of the time, the teacher is by himself/herself in a class of twenty to thirty teenagers as a "lonely wolf". Of course, at school there are breaks, but they are too short for a real networking process and most of the time, teachers are so busy at school with their duties that they don't have the time or the will for meeting with their colleges.

European STEM projects can be considered as an excellent platform for these kind of events. Networking events that refer to these projects usually happen out of school. Teachers can choose by themselves in which project or event they are going to participate thus ensuring their emotional availability for these kind of events. Also, networking events of European STEM projects are content oriented, so teachers can meet many colleagues from their own field. Gatt (2009) in their article "Networking School Teachers to Promote Better Practice in the Teaching of Science across Europe", claim that regularly teachers do not have the opportunity to share and collaborate on projects with other education professionals, as their daily routine confines them to their school premises. The engagement of support using coaching, mentoring and networking activities may assist in the transfer of teacher learning to pupil learning, resulting in greater impact within the classroom experience of pupils and the increased potential to raise standards and attainment (see Joyce & Showers, 1988; Oldroyd & Hall, 1988; Wallace, 1996; Swafford, 1998; Rhodes & Houghton-Hill, 2000). The potential benefits of coaching, mentoring and peer-networking activities within schools stem from the requirement for close partnership between colleagues within an environment of trust, safety, support and mutual respect (see Ponzio, 1987; Tharp & Gallimore, 1988; WestBurnham & O'Sullivan, 1998, Harris, 2000, 2001; Thompson, 2001). In this study we collected the views of tea group of teachers from Macedonia about the influence of teachers' networking on success of European projects. According to the survey results most of the interviewed teachers have been working for more than 11 years in educational system as STEM teachers and educators. In order to collect the data, we used a Google form questionnaire with questions based on a Likkert scale (with 1 = disagree; 5 = agree). We also carried out interviews with STEM teachers during face to face events.

2. Outcomes from the surveys and interview

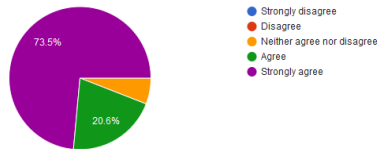
We asked teachers their impressions regarding the following statements:

1. I think that networking meetings contribute to my interest in teaching STEM subject.
2. I think that networking meetings contribute to my professional promotion.
3. Networking meetings with my colleges increases the amount of ideas that I can share with my colleagues and that my colleagues share with me.
4. There is no difference for me between networking meetings and online meetings with my colleagues.
5. Contribution of networking meetings is equal to contribution of online meeting to the progress of the project.
6. By regularly networking, and pushing yourself to talk to people you don't know, it will help increase your confidence
7. Networking is a great opportunity to exchange best practice knowledge.
8. Is your networking experience reflect positive on other projects/activities in your school.

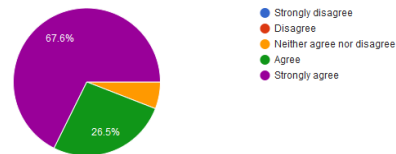
In their answers teachers agree that networking events have an impact on their professional development and their personal skills as well as self-confidence and communication. However, networking face to face events have a greater impact on teachers than an online event.

In the following figures we show the average responses from the teachers to the previous 8 statements.

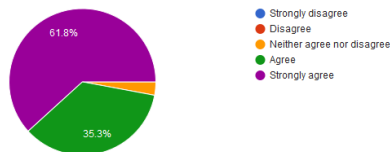
3. I think that networking meetings contribute to my interest in teaching STEM subject
(34 responses)



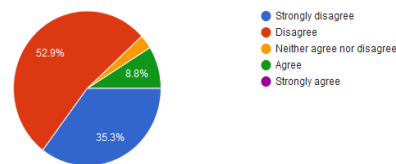
4. I think that networking meetings contribute to my professional promotion
(34 responses)



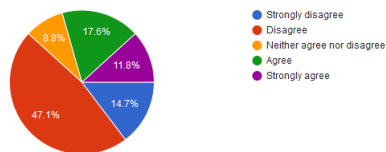
5. Networking meetings with my colleges increases the amount of ideas that I can share with my colleagues and that my colleagues share with me
(34 responses)



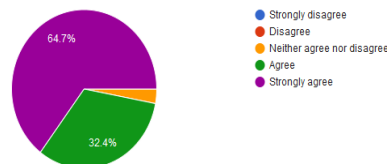
6. There is no difference for me between networking meetings and online meetings with my colleagues
(34 responses)



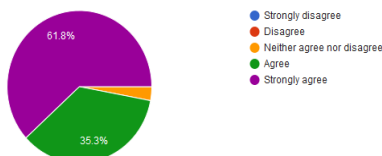
7. Contribution of networking meetings is equal to contribution of online meeting to the progress of the project
(34 responses)



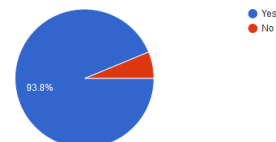
8. By regularly networking, and pushing yourself to talk to people you don't know, it will help increase your confidence
(34 responses)



9. Networking is a great opportunity to exchange best practice knowledge.
(34 responses)



10. Is your networking experience reflect positive on other projects/activities in your school
(32 responses)



In their answers teachers agreed that networking events contribute to success of European STEM projects. They attribute this kind of contribution into two categories, personal and professional.

From the interviews, we provide here a selection of teachers' statements about personal contribution of networking events:

- “international friendship making possibility”
- “teaching tolerance, understanding different point of views”

- "It's a great way to meet like-minded people, get new motivation and energy, share ideas, set up new contacts etc. "
- "networking is a chance to share not only expertise but also a way to team work. Several time during a networking event I had the chance to plan new lessons, projects or I could improve my skills because of the interaction/help/input of some colleague. Online meetings are good, but they are more content oriented... During networking meetings you can also find synergies with colleagues that come, in my opinion, only when you're able to go over contents. I appreciate very much also when a colleague share something in which he/her is expert, because I believe that he could already test and validate that lesson/methodology, tip..."
- "Good friendship between teachers is also a way to fortify the network because we know that we can trust and on a colleague and refer to him/her if necessary (and this is something that is impossible to achieve through online meetings!)"
- "I like it! It is interesting for my job, for myself. Great ideas! New friends who have similar interests." "Opportunity to share my knowledge and to learn a lot from others. Not only about education, but also about their lives, countries, societies... then with this face to face meetings I am growing as a person, and it makes me a better human being and thus a better teacher."

In their answers some teachers mention important social skills such as friendship and team work, skills that were demonstrated during networking events and contribute to their professional skills and work in European projects.

Social networking is as important for teachers as it is for others. There are a number of ways that one can take advantage of networking: sharing ideas, possible partnership with other schools, possibility of future professional development, getting information. Sometimes the most important things to know and recognize, happened at the non-formal meetings that are an integral part of every networking event.

The teachers' statements about the professional contribution of networking events are:

- "Networking helps to focus. It is important to get information, how to increase the success of STEM-activities. You can hear from others with lots of experiences, which activities will work and which not. In addition to that it empowers to create new activities, which can be shared with teachers all over Europe. That's great."
- "Makes me think about education globally. I feel like the part of something bigger than only leading my students through the curriculum requirements. By sharing and working with other educators I can not only widen my view of the world but also feel how enriching the working with other people is, and so I am even more motivated to help my students develop working in groups skills. And I constantly remind myself how it feels to learn new things from others, so I do understand the process of my students development better."
- "The chance to open new fields of thinking, exchange new and different ideas learning new concepts and develop new skills such as the use of English."
- "Networking helps share ideas and keeps me motivated as a professional."
- "Working within a community of practice, sharing ideas, learning with and from others. Creating professional opportunities within the group."

Most of the teachers in their answers trough the survey and interviews offered very similar answer that combine two categories and refer both to personal and professional benefits and contribution of networking events to success of European projects.

The most mentioned international projects/funds/ among the teachers were Scientix, Go-lab, Globe program, Erasmus + and European Schoolnet as well.

Scientix is a great "umbrella" for a large number of European STEM projects. These projects have a lot of networking events, online events and face to face events as meetings,

workshops, summer schools and academies. Many teachers from European countries participate in these events. Most of the teachers are experienced teachers who are willing to increase their interest in teaching STEM subjects, add diversity to their professional skills and knowledge. Also, teachers who participate in these events are open mind to a different cultures and ideas. The combination of personal and professional skills demonstrated during networking these events, makes these events contribute to success of European STEM project. The main stakeholders of Scientix are teachers, researchers and project managers in STEM education, and policymakers. Each of these groups can benefit from Scientix activities and events.

The Go-Lab Project (Global Online Science Labs for Inquiry Learning at School) opens up online science laboratories (remote and virtual labs) for the large-scale use in school education. The overall aim of the project is to encourage young people aged from 10 to 18 to engage in science topics, acquire scientific inquiry skills, and experience the culture of doing science by undertaking active guided experimentation. To achieve this aim, the Go-Lab project creates the Go-Lab Portal allowing science teachers finding online labs and inquiry learning applications appropriate for their class, combining these in Inquiry Learning Spaces (ILSs) supporting particular lesson scenarios, and sharing the ILSs with their students. Using the ILSs, the students receive the opportunity to perform personalized scientific experiments with online labs in a structured learning environment.

European Schoolnet is a network of European Ministries of Education. As a not-for-profit organisation, they aim to bring innovation in teaching and learning to our key stakeholders: ministries of Education, schools, teachers, researchers, and industry partners. Since its founding in 1997, European Schoolnet has used its links with education ministries to help schools make effective use of educational technologies, equipping both teachers and pupils with the skills to achieve in the knowledge society. European Schoolnet provides both Ministries and schools with: information and services relating to the innovative use of educational technology; outreach campaigns on specific educational topics such as maths, science and technology; and research activities. Thousands of schools are engaged in our various pilot projects and studies, testing new learning activities and technologies in the classroom, and exploring the use of new pedagogical tools in teaching STEM (science, technology, engineering and maths). They identify and develop learning resources in various languages that teachers across Europe can use in their teaching, provide peer-to-peer online communities where teachers can exchange ideas and share resources, as well as offering various training opportunities online and offline.

The Global Learning and Observations to Benefit the Environment (GLOBE) Program is an international science and education program that provides students and the public worldwide with the opportunity to participate in data collection and the scientific process, and contribute meaningfully to our understanding of the Earth system and global environment. Announced by the U.S. Government on Earth Day in 1994, GLOBE launched its worldwide implementation in 1995. GLOBE provides grade level-appropriate, interdisciplinary activities and investigations about the atmosphere, biosphere, hydrosphere, and soil/pedosphere, which have been developed by the scientific community and validated by teachers. GLOBE connects students, teachers, scientists, and citizens from different parts of the world to conduct real, hands-on science about their local environment and put in a global perspective.

The Erasmus Programme is an European Union student exchange program offering university students the possibility of studying or working abroad in another European country for a period between three and twelve months. The name of the program refers to Dutch Renaissance humanist and theologian Desiderius Erasmus of Rotterdam, the Netherlands. He

studied at several European universities and described the education as a chance for modern people.

The Erasmus Programme was established in 1987 and since 2007 the Erasmus project is part of The Lifelong Learning Program. Few years ago the Erasmus programme was incorporated, together with a number of other independent programs, into the Socrates Programme. From January 2014, the EU initiated the 'Erasmus + programme. Erasmus+ supports transnational partnerships among education, training and youth institutions and organizations to foster cooperation and bridge the worlds of education and work in order to tackle the skills gaps among the students and teachers in Europe. It supports national efforts to modernise education, training and youth systems.

Conclusion

In this study, most of the teachers mention greater contribution of face to face events, than online events. More than two decades ago, online communication became popular in education. A major need in distance education is that of providing human communication and interaction as well as well-designed learning materials. Thus communications technologies, particularly computer-based communication, or what might be called 'networking', have gradually become established as part of the delivery infrastructure of distance education (Duning et al,1993) However, Magid., Tal & Kalli (2011) in their study with students claimed that "life interaction" between students in out-school learning activities, more interest students than online interaction with their peers. Apparently, going back in time, today not only students, but teachers prefer face to face human interaction which contains personal skills that affect professional skills and knowledge. Meetings remotely, are necessary but cannot be a substitute for face to face human interaction. Each project is only the beginning of the emergence of a new project, every encounter is the possibility of finding new project partners.

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Links:

www.globe.gov

www.scientix.eu

www.eun.eu

www.golabz.eu

www.ec.europa.eu

POLES AND GERMANS IN EUROPE – AN EDUCATIONAL PROJECT AND AN AREA OF STUDY

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Abstract

The paper presents the concepts of the international master's degree run jointly by The Adam Mickiewicz University in Poznan (Poland) and The Kiel University (Christian-Albrechts Universität zu Kiel, Germany). The author describes the faculty's origins, ideas and perspectives in the context of the interdisciplinary research that concerns the multilateral and often difficult relationship between Poland and Germany over the centuries. The main theme of the paper is a consideration of the belief that international projects, both educational and scientific, are being conducted in today's Europe, giving the continent a chance to overcome its crisis.

Keywords: Europe, Poles, Germans, education, double, degree.

1. Introduction

The Poles and Germans in Europe course has been running for three years now and already has its first graduates. The course has been created as a result of cooperation between slavists from Kiel and Poznan. The cooperation was initiated in spring of 2001 by a visiting German slavist professor, Norbert Nuebler. His visit opened a completely new chapter in the history of the international relations between the two Institutes. It was his idea to create the 'Poles and Germans in Europe' course, which was formulated in 2002 as a B.A. degree course.

2. In spite of the history

From the beginning a close scientific and organisational collaboration between The Institute of Slavic Studies in Kiel and The Faculty of Polish and Classical Philology in Poznan was envisioned. It was also intended that a semester exchange of students be initiated to enable them to gain a dual education and a degree from two universities.

The beginnings were difficult. The project predated Poland's membership of the European Union and the lack of legislative foundations to run the new international studies course did not bode well for the creation of the course.

The time period in question was not an easy time for our German colleagues either. The Kiel Slavic studies were going through tough moments dealing with problems that were typical for this discipline.

Only at the end of the previous decade did the environment become more favourable. A brave concept was launched to transform the Kiel Slavic Studies into a modern centre of Polish and Czech Studies. Russian studies had dominated in the past, and it was hoped that the new centre would lead not only towards stabilisation of employment but that it would also ensure the Institute of Slavic Studies at The University of Kiel a great position amongst other academic centres in Germany. Inviting Michael Duering to be a professor of Polish and Russian literature provided the impulse to establish of the new studies.

From the perspective of the Polish studies in Poznan, the most important factors that were bringing us closer to the concept of the joint Poznan-Kiel studies were:

- A dynamically evolving, especially during the last decade, segment of specialised courses at the Institute of Polish Philology that were exceeding the traditional canon of Polish studies and favouring an interdisciplinary model of education.
- The increasing mobility of academic staff and the students at the Institute of Polish Philology, which was conditioning their international research and educational projects.
- Legislative changes to the Polish laws on higher education.

However, the most important factor that determined our constant enthusiasm for the project was a continually developing academic cooperation between two Institutes and an emerging educational integration. Polish philologists from Poznan, both linguists and literary scholars had their lectures at the Institute of Slavic Studies in Kiel. Lectors from Poznan paid a significant role in the Polish education of the Kiel students. It was their initiative to create cyclical events such as "Posener Tage in Kiel" and "The Days of Kiel in Poznan" accompanied by students workshops and the annual "Slavistische Studentenkonferenz" taking place in Kiel. The high Polish proficiency of the Kiel students allowed the running of courses on such important pieces of poetry as *Dziady* by Adam Mickiewicz as well as the poetry of influential and demanding writers such as Norwid and Miłosz. It was also possible to start discussions on Polish film and its key directors – Konwicki and Wajda.

This fragmentary outline of the initiatives taken by the Poznan precursors had its equivalent in the activities strengthening Polish cooperation that were taken up by the scholars from Kiel. Prof. Neubler's comparative lectures on the linguistics revolving around fundamental issues have already become legendary. It is worth mentioning his renowned talk on *What is a sentence? (Czym jest zdanie?)* and his famous piece on linguistic typography that discusses the Slavic roots of names in the land of Schlezwik-Holsztyn that was originally located in the North-West of today's Germany.

In 2002 Prof. Armin Knigge gave a talk on the motive of exile in Polish and German literature and initiated a series of lectures on linguistics. Dr Anja Tippner focused in her lectures on the issues of literary biography in the light of Polish, Czech and German contexts. Also, many years have already passed since Prof. Michael Duering started his regular seminars taking place every March in Collegium Maius at the University of Adam Mickiewicz. In his talks he concentrates mainly on Polish science fiction literature and the issues of poetic translation.

A literary conference (*The Image of Russia in Polish Literature*, April 2010– *Obraz Rosji w literaturze polskiej*) as well as a linguistic one (*The Challenges of Slavic Languages' Normalisation*, May 2010 – *Problemy normalizacji języków słowiańskich*) became a kind of a platform that allowed the integration of scholars from both of the Institutes.

While creating the joint studies we thought that the Polish accession to the European Union in 2004 had taken the relationship of Poland and Germany to a completely new dimension. After many years of tensions between neighbouring countries, attention moved to the crucial questions surrounding the role that Poles and Germans have (and had) in Europe. Those questions were also being asked at periodical conferences organised both at the Institute of Polish Philology (UAM) and the Institute of Slavic Studies at the University of Kiel. In 2012 the first part of the *Polen und Deutsche in Europa* conference took place in Kiel resulting in a publication (*Polen und Deutsche in Europa. Polacy i Niemcy w Europie. Beiträge zur internationalen Konferenz, 25. und 26. Oktober 2012, Kiel*, red. M. Düring, K.

Trybuś, Peter Lang 2014). In 2015 the second part of the conference was held in Poznan – a publication that will present the outcome of that event is currently in preparation.

The idea of our joint studies entails an interdisciplinary character of research. Amongst participants that are being invited to take part in our conferences are German and Polish scholars, historicists, lawyers and political scientists. The diversity of academic perspectives is supposed to ensure a wider recognition (a theoretical and a more pragmatic one) of the complex Polish-German relations in Europe. It encompasses cultural research as well as linguistic, literary, historic, legal, and political science approaches. Key moments in history are the main points of reference – starting with the Partitions of Poland in the eighteenth century, through to the Nazi Occupation and the post-Cold War era and ending with the building of a bridge of cooperation and understanding during the last twenty years. The "Poles and Germans in Europe" course includes mutual projects in the field of education and science that are being taken by scholars from Poznan and Kiel. Its long term objective is to reverse the spectacularly negative trends that appeared in the history of neighbouring Poles and Germans.

3. Programme of the studies

Intercultural studies on Poles and Germans in Europe with their methodology and the role that they may play in the cultural and political integration of Poland and Germany, are included in the area of study. The studies familiarise students with the problems of Polish-German relations, putting an emphasis on the role of language, literature and the history of both countries. The methodology of the course is drawn from the achievements of different humanistic disciplines (Polish studies, German philology, history) that are significant from the point of view of today's Polish-German relations in the fields of culture, education and politics.

There is also a place for the disciplines of sociology (the law, political sciences) in the programme of studies. This does not change in any significant way the coherency of the whole programme – the social science modules do not exceed 20 percent of ECTS points from the general number of 120 points that allow students to graduate.

The aim of the studies is included in the development strategy of the University in Poznan for the years 2009-2019 and in the strategy of the University of Kiel. Both of them plan the intensification of international cooperation programmes and pro-European initiatives. Therefore the new course aims to attempt to strengthen and broaden the relations linking the two universities.

The idea of the "Poles and Germans in Europe" course has been planned as an interdisciplinary curriculum that will be run in close relationship with the University of Kiel, based upon two analogous programmes.

The fruitful cooperation with the University of Kiel allows students from Poznan to spend a part of their studies in Kiel (for one semester), making use of the existing scholarship programmes. The same rules concern the students in Kiel, who will be able to continue their education at the University in Poznan for half a year.

The students will receive two diplomas (*double degree*) – one from each university – as a result of completing one semester at the partner university. All the requirements concerned with acquiring a double degree are defined in the annex to the agreement of The University in Poznan and The University in Kiel (*ANNEX NO. 4 to the Cooperation Agreement from August 16, 1984, between Adam-Mickiewicz-University, Poznań (Poland), and Christian-Albrechts-Universität zu Kiel, Kiel (Germany)*).

The programme of the "Poles and Germans in Europe" course was approved by the board of the Faculty of Polish and Classical Philology at the University in Poznan (May

2012) after being appraised by the two Institutes that are participating in the implementation of the course. In June 2012, the senate of the University in Poznan approved the course

4. A chance for Europe

The "Poles and Germans in Europe" course should offer students an in-depth humanistic education as well as a wider diverse knowledge of language, the history of Poland and Germany and their cultural contexts, depending on choice of a M.A. tutorial at one of three Institutes at the University in Poznan (Institute of Polish Philology, Institute of History and Institute of German Philology).

The second level of study will allow students to select particular components of the programme freely. This will enhance their position as graduates when looking for a job in the future.

One of the objectives of the course is to gain knowledge (presented from a European perspective and including various academic disciplines) on the Polish-German relations that were intensified after Poland's accession to the European Union in 2004. The aim of the course is to educate students and enable them to work in the area of Polish-German relations – especially in an academic environment as well as in culture and politics.

The responsibility for the coordination of studies lies with the Institute of Polish Philology at the University in Poznan and the Institute of Slavic Studies at the University in Kiel. Its professors are based at The Institute of Polish Philology, Institute of History, Institute of German Philology, The Faculty of Law and the Faculty of Political Sciences and Journalism at the University in Poznan. The process of teaching makes use of the existing resources of the University in Poznan that are being adjusted to the specific requirements of the "Poles and Germans in Europe" course.

Graduates of the "Poles and Germans in Europe" course will receive an academic title of master of intercultural Polish-German relations.

The master's degree course of "Poles and Germans in Europe" aims to educate a young academic workforce that after graduation will be able to take the third level of the course as well as work in the field of growing relations between Poland and Germany, especially in the areas of culture, economy, law, and politics. The main emphasis has to be put on the potential employment possibilities in the European media, culture, politics and economy. Graduates from the course will find work at the organisations that are promoting German culture in Poland and the Polish culture in Germany as well as foundations that are supporting Polish-German relations.

The goal of the authors that created the course is to enhance education, allowing students to plan their professional and academic paths in a responsible and creative way. The ability to choose a master's degree seminar from one of the three institutes as well as an interdisciplinary programme of education, gives to all of its participants a chance to gain skills that are crucial to their future work.

The organisational entities at the University in Poznan that are responsible for running the course (Institute of Polish Philology, Institute of History, Institute of German Philology) commit themselves to giving students a chance to make up for deficiencies of skills and knowledge in case this is necessary after having completing the first level of the course. The modules that enable students to acquire all the necessary competencies are being run as a part of the first level courses at the Polish philology, history, and German philology studies.

Conclusion

The international studies have not been as broadly represented in the former offer of the higher education in Poland. The main advantages of the innovative course are:

An international character of the studies that are run at the universities in Poznan and Kiel and give an opportunity to acquire two diplomas (graduating from the second level of the "Poles and Germans in Europe" course at the University in Poznan and the University in Kiel).

An interdisciplinary process of education that favours individual interests, aspirations and the educational needs of students.

A perspective of acquiring education that meets the needs of future employers in the field of broadly defined Polish-German relations.

An involvement of the professors who represent different humanistic and social sciences that are included in the international project of education.

We would like the course to follow the modern trends of European higher education and at the same time reflect the different histories and memories of two different nations. We are guided by the thoughts of German philosopher Hans-Georg Gadamer who claimed that the main strength of Europe is that "it had to meet more countries than others and live with others, even when the others were really different". Today, in light of the great crises facing the European community, such as the rise of nationalism in many regions of the continent – the tolerance of other nations and cultures is a prerequisite for the existence of peace and human dignity.

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THE PROBLEMS THAT FOREIGN STUDENTS FACE IN PERIOD OF LEARNING TURKISH

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Abstract

The foreign students getting education in Turkey to learn Turkish go through various troubles in social, cultural, financial and academical fields during this period. The aim of this study is to obtain the opinions of the foreign students about the troubles in the process of learning Turkish. The objective of this study was to obtain the foreign students views on the problems encountered in the learning Turkish process. The exemplification of there search consists of pupils in the Trakya University Language Learning and Teaching Practices and Research Center, in Edirne. The data of there search was gathered with the help of semi-structured interview'. Descriptive Analysis method was used to analyse the data. Findings were compared in discussion groups in field literature and various suggestions were included.

Keywords: Turkish education, foreign students, problems.

1.INTRODUCTION

1.1.Problem

Language is a skill which regulates the lives of people, takes them nationalization line by keeping them together and provides thinking, making sense and transferring the ones which are made sense. Within this context, language is the creator and reflector of individual and communal living(Göçer and Moğul, 2011). That Turkey has an important place in terms of geopolitics, is in an extensive geography and has always been in interaction with other nations throughout the history has led Turkish language to be more important. This situation reveals the importance and necessity of teaching Turkish to the foreign students (Yılmaz and Arslan, 2014).

The target group of teaching Turkish can be divided into four groups as the Turkish in Turkey, the bilinguals, people who have Turkish ancestors, and foreigners. The Turkish in Turkey, among these, is the target group who are citizens of Republic of Turkey and study in Turkey. The bilinguals are the group which is constituted by people who live in another community, have a confusion between the language and culture of the country where they live and Turkish language and culture although they are Turkish citizens and their mother tongue is Turkish, and are obliged to use two languages dependent on the situation. Another target group of teaching Turkish is people who live out of the Turkish geography but have Turkish ancestors. People who have Turkish ancestors are the ones living in their own countries out of Turkey borders, under the sovereignty of their own or another countries. Another student mass who wants to learn Turkish is the foreigners. These are people who don't know Turkish but are interested in it, and aren't familiar with the Turkish thinking world and living style (Duman, 2003). There are various institutions for performing teaching Turkish to foreigners with international and national studies. These institutions are academies, institutions, associations, foundations, colleges, culture centers, private courses, embassies, Turcology centers, TÖMER centers established in university centers and Yunus Emre Turkish Culture Centers established by Yunus Emre Institutions (Coşkun vd., 2012).

Students who come from different geographies to our country to learn Turkish have various problems in social, cultural, economical and academic fields during this period. The most effective way to solve these problems without wasting time is to apply student opinions.

There has been a need to do this study since determining the problems which foreign students encounter while learning Turkish makes solving these problems most effectively, cultural unity and period of learning Turkish easy.

1.2. Aim

General aim of the study is to determine the problems which foreign students encounter during learning Turkish period.

Within the scope of the general aim of the study, it has been tried to find answers to these questions:

- 1) What are the social and cultural problems which foreign students encounter during the period of learning Turkish?
- 2) What are the economical problems which foreign students encounter during the period of learning Turkish?
- 3) What are the academic problems which foreign students encounter during the period of learning Turkish?

1.3. Premises

In this study, It has been assumed that

- Students who joined the study answer the interview questions objectively and correctly and
- .Questions on the interview form served to acquire data which is suitable with their aims.

1.4. Limitations

This study is limited with the students who study

- at the summer school period of 2015 and 2016, and
- at Trakya University Language Education and Training Implementation and Research Center.

2. METHOD

2.1. Study Model

This study is a quantitative study which has been figured with situational study. The most fundamental feature of a quantitative study is that one or some cases are investigated deeply. Namely, factors of a situation (atmosphere, individuals, cases, periods, etc...) are searched with an integrated approach, and how they affect the related case and how they are affected by the related case are focused (Yıldırım and Şimşek, 2013: 83). In this study, opinions of foreign students about what kind of difficulties they have during the period of learning Turkish have been focused.

2.2. Participants

In this study, easily accessible situation sampling of purposive sampling methods was used. The researcher takes the ones which are the most suitable for his aim with samples in a purposive sampling (Balçı, 2011: 102). Participants are foreign students in the period of learning Turkish. These students who study Turcology in their countries came to Turkey to learn Turkish for two months. These countries are Albania, Croatia, Poland, Russia and India.

Totally 9 students, 4 women from Albania, 1 man from Croatia, 1 woman and 1 man from Poland, 1 man from Russia, 1 man from India, constitute the sampling of the study.

2.3. Data Collection Tool and Collecting Data

Study data has been obtained with the semi- structure interview form created by the researcher to reveal the opinions of foreign students who are in the period of learning Turkish about problems they encounter. In the study, totally 9 questions which are under 3 titles as sociocultural, economic and academic problems and 3 questions from each title were asked to the students. Interview with 3 foreign students was utilized to prepare the questions and body of the literature. Prepared questions broached to a lecturer from department of school teaching and correction were made in accordance with feedback and the questions were put into final form. Questions were asked to the students vocally during face to face interview. Even if the interview is recorded, the researcher should take notes in case recorders break down. For this reason, while performing interview, the researcher both took important notes and used recorder to record data(Creswell, 2014).

2.4. Data Analysis

Descriptive analysis was utilized for analyzing the data obtained from semi-structured interview form used at the study. According to this approach, obtained data are summarized and interpreted according to the themes determined beforehand. The aim of this kind of analysis is to present obtained data to the reader in an organized and interpreted way. In the first phase, under which themes obtained data would be organized was determined. In the second phase, obtained data were edited on computer. In the edited data were defined and supported with direct quotations. In the last phase, by coding the participants, views of the participants were presented with direct quotations according to these codes. For example, AK1, AK2, AK3, AK4 codes were used for females coming from Albania, PE code was used for the male, PK code was used for the female coming from Poland, HE code was used for the male coming from India, HIE code was used for the male coming from Croatia, RE code was used for the male coming from Russia(Yıldırım and Şimşek, 2013).

3. FINDINGS

Indicated data collection tools were implemented to the students who study at summer school of Trakya University Language Education and Training Implementation and Research Center and assessed in the study about problems which foreign students encounter during the period of learning Turkish.

3.1. Findings related to Semi Structured Interview

Analysis of interviews for receiving opinions about the problems that foreign students encounter during the period of learning Turkish was included in this section of the study. Obtained data from interview results were investigated under three main themes as "social and cultural problems which foreign students encounter during the period of learning Turkish", "economical problems which foreign students encounter during the period of learning Turkish" and "academic problems which foreign students encounter during the period of learning Turkish". There are detailed explanations relating to each theme below.

3.1.1. Finding related to Social and Cultural Problems which Foreign Students Encounter during the Period of Learning Turkish

Interviewed students have indicated that there are differences between Turkish culture and their own cultures and these differences sometimes cause some kinds of problems in their lives. AK1 and AK2 indicated that "*Our cuisine is different, our food is not fatty or spicy as*

here", HIE indicated that *"we have soup at almost every meal. "* HE indicated that *"bread is different. I haven't eaten any bread here for 3 weeks. "* PE indicated that *"we have nearly same food at every meal, it would be better to eat different foods. "* PK indicated that *"Desserts are more beautiful than meal. My favorite dessert is baklava."* In the matter of clothes, AK3 told that *"male and female clothes in Turkey are nice but we don't wear as colorful or bloomy clothes as you do."* PK and PE told that *"we prefer dark color clothes and simple clothes so it seems to me that here clothes are very colorful."* MK4 told that *"I sometimes get annoyed of glances of people."* HE told that *"clothes of people where I live are more closed."* In the matter of social problems, MK3 answered that *"we cannot find entertainment place as we hope."* PK answered that *"it caught my attention that there are mainly men at existing places."*, and answered that *"I don't feel myself left out but sometimes people ask much some question such as where I come from or whether I am married or not."* as a response of the question how people in Turkey behave them. As a response of the question about relation of friendship, PE told that *"I want to pal up with people who have same features as me so I have difficulty in finding friends."*, HE told that *"I want to pal up with people who have being good people features."*, HIE told that *"I don't have lots of friends since I have difficulty in communication."*, MK1, MK2, MK3 and MK4 told that *"I want to have friends who speak Turkish to improve my Turkish but I generally talk to my friends coming from Albania."*

3.1.2. Finding related to Economical Problems which Foreign Students Encounter during the Period of Learning Turkish

PK and PE, who think that they have enough monthly income to meet their expenses in Edirne, think that Edirne cheaper than the other cities where they visited before in Turkey and their own countries. PE told that *"here clothes are cheap but we buy more qualified clothes by spending much on our clothes."* PE told that *"Restaurants, fruit and vegetables in Edirne are cheaper than Warsaw."* Among the students who do not pay for accommodation, MK told that *"There are some technical problems with the bathroom of the youth hostel where we stay."* Since students have not had any health problems, they have not paid any for health spending.

3.1.3. Finding related to Academic Problems which Foreign Students Encounter during the Period of Learning Turkish

Among the students who study Turcology in their countries and love Turkish, PK emphasized that her love for Turkish derives from her family by telling *"there are a lot of people in my family who study Turcology; for example my grandfather, he studied Turcology."* PE, who tells that history of Turkey and its strategic importance are effective for them to learn Turkish, explains that *"Turkey is very interesting country because European and Asian cultures combine here. In 18th century, relationships between Turkey and Poland were very intense. During that time, while people living in Europe were quite modern, we were conventional like people in Turkey. This is an interesting situation for me."* MK told: *"I love Turkish very much so I decided to learn Turkish."*

HE, who had wanted to study at the department of Arabic but studied Turkish for a month and then decided to study Turcology, mention the problems which he encountered while learning Turkish that *"Turkish is very different from the languages that we know; it is a language which has different grammar, affixes and palatal harmony. I want to use the grammar like a scientist while speaking, I don't want to speak corrupted Turkish. I have great difficulty in writing, I think I need more practice."* Among the students who find the activities in class, AK told *"We have trouble in classes performed mainly on grammar, we want listening and speaking activities to be performed much."* HK, who answered the

question "what would you like to change if you had a chance to change something that you are not pleased at school or in environment? as "I do not want to leave Turkey at the end of the summer school" indicated that they need more time to learn Turkish.

4. RESULT, DISCUSSION and SUGGESTIONS

In this section, results of analysis of data obtained from the study and suggestions for implementation are dealt with.

Result

Findings about the questions of the study are included here respectively.

1. Findings related to the question: ' What are the social and cultural problems that foreign students encounter during the period of learning Turkish?'

Students explained that they have difficulty in getting used to eating Turkish food, they cannot find entertainment places as they think, there are mainly males at the present entertainment places, Turkish people behave them very well but they sometimes ask too many questions, they have difficulty in finding friends who speak Turkish so they cannot improve their speaking skills.

Güvender and Özkan (2015) aim at identifying their study, which is to determine international student profile of the border cities Kırklareli and Edirne, under 3 main topics as their social life,academical life and life itself.In this study of ours, which we reach similar results, it's expressed that students,socially,are happy with their lecturers and friends, spend their extra-curricular times with their Turkish and foreign friends,mostly have problem understanding the language. Similarly,from the study Güleç and İnce (2013), following results are acquired: Whether students from Turkish and related communities or foreign students don't have big troubles with basic daily activities like catering, entertainment and socializing; the actual problems are not understanding the way of entertainment and problems about socializing.

2. Findings related to the question: "What are the economic problems that foreign students encounter during the period of learning Turkish?"

Students explained that they do not pay any for accommodation as they stay at Trakya University youth hostel, they have difficulty in finding clothes suitable for their budget but they think that clothes in their own countries are more qualified, eating is cheap, male hair-dressing is expensive.

In his study, Alyılmaz vd. (2014), unlike our study,points out that economical problems stand out when problems of Kirgiz students in Turkey are considered and Kiroğlu (2010) states that most of the foreign students have economical problems.

3. Findings related to the question: "What are the academic problems that foreign students encounter during the period of learning Turkish?"

Students explained that they have problems about speaking English more fluently, the prefer to be performed activities which are mainly for speaking skill, they have difficulty in learning different grammar and affixes of Turkish, they have difficulty in writing and they need to spend much time in Turkey to learn Turkish.

Yılmaz (2015), in his study, states that 90.1% of the students have difficulty in listening, 92.7% in speaking,13.7% in reading and 9.5% in writing skill. 92.7% of the students' having difficulty in speaking skill shows that similar results to our study are acquired.

Suggestions

Suggestions below have developed because of the findings obtained from the study result:

- During the lessons, there should be activities to combine the students from different nations, even if students talk to each other, they should be encouraged to speak Turkish during and after classes.
- There should be speaking classes apart from speaking lesson and students should speak Turkish with their foreign friends and Turkish friends out of the school who are available to attend at the determined time and on the determined days.
- While social activities for knowing the Turkish culture are performed, Turkish students who are in Edirne during summer time should be provided to attend these activities.
- While preparing the meal list, opinions of the students should be taken into consideration, there should be a sensitivity about food varieties.
- Keeping a diary should be suggested to improve writing skills of students and to make permanent their experiences during the period of learning Turkish.

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SOCIOLOGICAL ASPECTS OF THE DRUG ABUSE WITH HIGH SCHOOL POPULATION IN REPUBLIC OF MACEDONIA

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Abstract

Despite the numerous global progress processes which characterize our everyday life, numerous deviant phenomena have become more prevalent and an obstacle for the development and prosperity of the societies. The most serious deviations hovering above humanity today are drug addiction, drug abuse, illicit drug trafficking and everything else connected with drugs.

Since the spread of drug abuse, even our country and especially the high school population as most critical and respectively – the most threatened category, have not been spared.

Numerous sociological research studies and publications define drug abuse as a criminogenic and socio-pathological phenomenon, and especially when it comes to high school students. Revealing certain conditions of social and sociological sphere which would give appropriate guidance to intensify the process of dealing with the appearance and spread of drug abuse among high school students in R. Macedonia encompasses the very motive and objective of the research made and presented in this paper.

Key words: *drug addiction, drug abuse, high school population, sociological aspects.*

Introduction

The stance taken in this research has been twofold: first – to produce a paper which sublimates all of the phenomena and consequences proceeding from the drug abuse and addiction, with all its repercussions arising especially with the high school population, and second – to determine the elemental social welfare and socialization aspects of the phenomenon. In support of this stance – regarding the former fact, practice has shown that it is the high school population which is a category at the highest risk and most affected²⁶¹ from numerous aspects (this qualification is also supported with the results of the research conducted for the purpose of this paper: over 70% of the surveyed drug addicts, mainly the ones registered in drug addiction treatment centers and controlled with methadone, have stated that their first contact with drugs occurred in their years of high school education), whereas regarding the latter, the social welfare and socialization aspects of the phenomenon, may prove to be a solid starting point for intensifying the process of socially synchronized, multidisciplinary and integrated coping with the phenomenon.

261 Buĥakoski, Stefan: *Prevenција od zloupotreba na drogata*, Ohrid, 1995

The data showing that in the Republic of Macedonia there are over 30 000 drug addicts, out of which two thirds are 15 to 30 years of age, are more than disturbing. The criminal and offense records in the Macedonian Police are not less alarming either; they speak of individuals registered and caught to be using or dealing drugs most of whom high school students or young people not older than 27 years of age. However, the most terrifying data of all is that the number of young people who have died due to overdose, long-time drug abuse or use of "dirty drugs" has gone up to 113 over the past eight years²⁶². In addition, the above stated facts become even graver with the new records of the first-contact-with-drugs age lowering down to the age of 10, as the results of our research have shown.

Aspects of the Researched Phenomenon of Drug Addiction with High School Students in R. Macedonia

The main part of the research was conducted with a total number of 240 students of various high schools in R. Macedonia: SOU "Kiro Burnaz", t. Kumanovo; SOU "Dimitar Vlahov", t. Strumica; SOEU "Arsenij Jovkov, c. Skopje; SSOU "Moša Pijade", t. Tetovo; SOU "Kočo Racin", t. Veles; EMUC "Sv. Naum Ohridski", t. Ohrid; SOU "Kočo Racin", t. Sveti Nikole, and SOU "Taki Daskalo", t. Bitola.

The surveyed high school students (240 i.e. 139 male and 101 female) at the age of 15 to 19, had a written questionnaire with 21 questions to answer. The random sample of surveyed students included attendants of year one, year two, year three, and year four in the above listed high schools, as well as 46 students under treatment in three drug addiction prevention and treatment centers, so called *methadone centers*, in Skopje, Bitola, and Kavadarci respectively. The survey also encompassed 54 teachers, pedagogues, and psychologists employed in the stated high schools in R. Macedonia. The survey was extended to 16 health care workers and other relevant employees in the *Drug Addiction Prevention & Treatment Center* of Bitola Clinical Hospital, in the *Methadone Center* of the Psychiatric Ward of the City Hospital "8-mi Septemvri" in Skopje, and in the *Methadone Center* of the Municipal Hospital of Kavadarci: three doctors specialists in drug addiction treatment, five nurses, three psychologists, three social workers, and two psychiatrists.

Research Results

According to the results of the research conducted by means of survey questionnaires, monitoring and scale grading of responders' stands, and multilevel analysis of the data collected²⁶³, out of 240 surveyed students, from eight high schools in the republic, 28 stated that they had already had experience with drugs. It means that 12 % of the surveyed had tried drugs at least once in their life. Out of those who had tried drugs at least once in their life, 9 answered that they had tried *Marihuana*, 9 answered that they had tried *Cocaine* aside from *Marihuana*, 2 answered that they had tried *Methadone*, 4 answered that they had tried *Heroine*, and 12 (5% of this group) admitted to have become addicted to drugs. Out of the a/m 28 students, who answered that they had tried drugs, 25 are male and 3 are female. At the time of the survey, 1 of them was a fifteen-year-old, 3 were aged sixteen, 5 were seventeen, 9 were eighteen, and 10 were nineteen years old. Out of the a/m 28 students, who answered that they had tried drugs, 4 answered that the first time they had tried drugs was at their age of sixteen, 17 answered that the first time they had tried drugs was at their age of seventeen, 2 – at their age of eighteen, 4 – at their age of 19, and 1 at the age of 15.

²⁶²Sektor za kriminalističko razuznavanje I analiza pri MVR na RM: *Godišen izveštaj za 2011 godina*, Skopje, 2012

²⁶³Smilevski Cvetko: *Metodologija na istraživanje Idel, zošto i što se istražuva*, Univerzitet „Sv. Kliment Ohridski“, Pedagoški fakultet, Bitola, 2004

The largest number of those who answered that they had tried drugs, that is, a total of 17, stated that they had never talked with their parents on the drugs topic. Out of those who answered to have tried drugs, 7 stated that they rarely talked with their parents on the said topic, and only 4 of them wrote that they frequently talked with their parents on the said topic.

Among those who answered that they had tried drugs, the dominant category is of students who come from urban areas (23 in total i.e. 85%) unlike to the category of students who come from rural areas.

With regard to the ethnic configuration of the surveyed students who answered that they had tried drugs the results showed 21 of Macedonian nationality, 2 of Albanian nationality, and 5 of other ethnic minorities.

The research results have also shown that those who answered that they had tried drugs were predominantly students of poor school achievements. Namely, in the time of the survey, out of 28 none of the students had excellent (A) or very good (B) general school achievements, 6 had had good (C) GSA the year before, 17 stated that they had completed the year before with adequate (D) GSA whereas 5 had had inadequate (E/F) GSA.

The analysis of the answers given by the surveyed employees in the methadone centers shows high number of negative answer regarding the parents' concern about their children's treatment; the parents whose children are undergoing a treatment for drug addiction are never or rarely interested in the progress of their child's treatment.

Most of those who answered that they had tried drugs – 16 in total, stated that their parents were divorced, 2 circled the offered answer "other", and only 10 stated they lived with both parents. The highest number – 24, of those who answered that they had tried drugs and that they lived with one parent or with both parents, 14 answered that neither of their parents was employed, 6 answered one of their parents was employed, and only 4 of this group answered that both of their parents were employed. This parents' employment picture is quite a contrast to the one gained with the answers from the other 212 surveyed students who stated that they had never tried drugs: out of 202 questionnaire responders who stated they lived with one of their parents or with both, in the time of the survey, 96 had a family life with both parents employed, 76 with one parent employed, and only 30 of the whole group of 202 lived a life with neither of their parents employed.

Out of the a/m 28 surveyed students, who answered that they had tried drugs, 5 answered that at least one of their parents was with no education at all, 18 stated to have at least one of the parents with only primary education completed, and 5 stated to have at least one of the parents with completed secondary education. None of these 28 responders stated to have at least one parent with any kind of higher education degree.

Out of the a/m 28 surveyed students 20 responders stated that the family monthly income was below 10.000 denars (about 150€), 6 stated that their family monthly income was between 10.000 и 20.000 denars (150€ and 300€), whereas only 2 of this group answered that their family monthly income was over 20.000 (more than 300€).

With regard to the questions on parents' employment and on family monthly income the situation is diametrically opposite to the group of surveyed students who answered that they had never tried drugs.

Analysis of the Social Welfare Aspects of the Research

The research has shown that the fast changes of social life style and dynamics and parents' lack of ability/possibility to devote enough time to their children intensify the impact of the negative factors over the phenomenon researched, that is, *the inadequate parental care – especially in their adolescent years, as well as the lack of possibility or wish on their behalf to talk with their children about drugs and the risks and consequences of their use,*

result in intensified occurrence of the phenomenon. As social circumstances have been continuously undergoing more dynamic changes, people have less time and analogously less possibility to devote themselves to their family and the family obligations, especially when it comes to building children's character and navigating them to the right course of life. This situation is strikingly common in families with parents who are employed or socially engaged, and thus have no time for adequate and regular care for their children though it is almost a bare necessity – especially in the time of their adolescence when they are most fragile and responsive to negative influences lurking in the world outside²⁶⁴.

The research has also shown that *those high school students who have already tried drugs are mostly students with poor school achievements, with a family background of misbalanced or disordered relationship between the parents, i.e. families of divorced parents, most of them at low educational level, and in most cases struck by unemployment or coping with very low and insufficient monthly incomes.*

In addition, the results have highlighted that – *being the ones with the most significant and influential role in the upbringing of their children and navigating them away from trying drugs, parents still ought to turn on their perceiving mind, cultivate their observing eye, and pay more attention regarding the contextual drug abuse situations in which their children may indulge; on the other hand, high school teachers are increasingly becoming more attentive, spending more time than before in educating the children and in alarming them of the risks and danger of using drugs. However, according to the results obtained, it is a striking fact that all of the efforts mentioned afore are still insufficient and that more intensive communication and interaction with children are a must for solving the issue*²⁶⁵.

Conclusion

Having in mind the afore stated facts, the conclusion does inevitably and completely support the general hypothesis which has spurred this research: *The stronger the impact of each of the external factors separately but also integrated, coordinated, well-balanced and purposefully combined, the weaker the phenomenon of high school drug abuse becomes in Republic of Macedonia.*

All things considered, it is the multidisciplinary system of external factors, consisting of integrity, inclusiveness and purposefulness in the measure taken with united, institutionally accordant, highly well-coordinated, mutually supportive actions of the family, the school, the community, the nongovernment sector, the scientific and specialists medical care institutions, the mass communication and culture media, and police prevention engagement, that has notably decreased the number of drug addicts over the past several years in the Republic of Macedonia, along with the number of registered high school drug addicts.

Given these points, it is a fact that this solid analytical perception of the social welfare and social phenomenology of drug-addiction and drug-abuse occurrence with high school children in Republic of Macedonia can definitely be a firm starting point for intensified coping with this problem, i.e. for its alleviation and constraint.

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THE LEGACY OF ANTIQUITY IN THE CONTEMPORARY LEADERSHIP

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Abstract

The aim of this paper is to analyse and compare the leadership concepts, practices and development of models from ancient times to contemporary environment. Special attention will be paid to the timeless characteristics of leaders, main characteristics of the ancient leaders, the models developed and practiced, influence of circumstances, as well as the recognizable key elements of those models present in contemporary leadership models in a global environment.

The other part of this paper will be focused on investigating the impact of ancient roots and elements on contemporary leadership concepts. The idea is to analyse the core ancient leadership models, and to determine their influence on contemporary models of leadership in various forms of organizations and entities. Taking into consideration the forceful quality of Cicero's definition that *historia vitae magistra* we get to the one of the strongest practical and applicable benefits from the knowledge of antiquity.

Keywords: contemporary leadership, ancient leadership.

Introduction

This paper aims to investigate the ancient roots of leadership, and its influence on the development of leader's profiles in contemporary organisational environment.

In modern society and modern organizations, leadership is closely related with the management and performance. Effective management is closely linked with tangible results and outcomes; the leader's success and effectiveness are too often measured by partial tangible measures that do not take into account the intangible human dimension of organisational performance.

Leadership, by its nature, has always been linked to the people, groups and/or teams. It is impossible to become a "solo" leader, there must be follower/s or subordinate/s, that the leader would motivate, inspire, coordinate, and, above all - lead to the realisation of his/her vision. So the leaders are surrounded and followed by people.

The fact is that intangible measures of effective management and leadership are not favorised in modern societies to the extent that tangible measures are. There are leaders that are primarily task-oriented, and requirements for maximizing the organisational effectiveness often favorise methods and techniques that put human resources in unfavorable positions. Steve Jobs, for example, as a contemporary manager and an influential leader, did belong in this category, very often being criticized for putting people under large pressure, in order to unconditionally achieve tasks and organisational goals.

On the other hand, there are leaders that are mainly people-oriented, which does not imply that they are ineffective, but that they take people in serious consideration while

attempting to achieve organisational goals. This approach is primarily oriented towards human relations, and treats people as a main intangible asset of organizations. Leaders of this type pay special attention to the motivation of subordinates, coworkers and all human resources in organizations, and consider their satisfaction as a prerequisite for maximizing the organisational performance in a long run. Contemporary organisational performance management systems tend to incorporate key performance indicators for various perspectives, and human resources perspective is one of the most important variables that need to be taken in consideration.

These opposite approaches towards measurement of success/effectiveness of the leadership are steel striving for dominance, from ancient times to the modern eras, and that standpoint became a great challenge for the authors of this paper.

Heritage from antiquity, whether found in the books from the ancient authors or perceived and recognized in modern models of the leaders is really tremendous. Therefore, the first part of the paper focuses on and extracts only the crucial idea being the most important factor for good leadership – the virtue.

Being aware that the pure virtue is divine characteristic unattainable to the human beings the ancient Greeks articulated their aspiration towards the ideal virtue according to the human measure. "Kata metron", "Gnothi seauton", "Chrysea mesotes" - are reflection on the ancient Greek ethos.

Roman practical ethos, eager to arrange meticulously the lands and the state, had the virtue in its base, but substantially different than the one of ancient Greeks: "Imperare nescit, qui parere non novit.", "Sibi imperare maximum imperium est, sibi servire, gravissima servitus".

The virtue is the timeless element and milestone of the leadership architecture, common for the mankind from the antiquity up to this digital time, even though it is presented in many ways and enriched with many other names.

1. Anthropological roots of contemporary leadership – echoes from the ancient eras

The antiquity has built a complete world, provided numberless famous personalities in many spheres having one word as the centric point upon which the worldview has been built – the *virtue* (arete/virtus).

Arete/virtus noted many emanations and transformations through the historical cycle, but the core remained same and its role was price worthy in the timeless architecture of the leader.

The Hellens were fully aware that the perfect virtue is unachievable by the human beings, but simultaneously they provided ideal concept of pure virtue.

One "graphic" presentation of the ideal virtuous personality can be read in the Ode written by Simonides of Ceos, dedicated to the Thessalian tyrannos Skopas:²⁶⁶

"Very difficult thing is a man to become good, with hands, feet and mind, *tetragon* (quadrilateral), faultlessly built!"

These Simonides's verses reflect the philosophic and poetic depth, seemingly easy seeable and enigmatically endlessly deep visions on the virtue.

Ancient contemplative passion invents arithmetic essences and geometric forms in the micro cosmos – the human being - and all this is shaped through philosophic and poetic filter having the virtue as a measure²⁶⁷.

²⁶⁶ Simonides of Ceos, a Greek lyric poet, c. 556 – 468 BC

In the fixed quadrilateral incorporates perfectly the circle; four angles of the quadrilateral present four essential virtues: bravery, righteousness, prudence and temperance; in the center, where the diagonals intersect the mind exists.

Raised hands tend to celestial, Uranian, divine spaces; desire, aspiration and ambition to come as much as closely to the ideal of virtue, while the feet are planted firmly on the ground, as symbolism pointing towards striving for strength and preservation of human built world. Man constantly strives to divine, and tries to build, defend and protect his world from the meaninglessness or from escaping caprices of necessity.

Human being cannot be perfect, but having the good and evil intermingled, he may strive towards the prevalence of the good. Human being put in the constantly changeable world could be said that he is facing a constant agon (another cardinal idea in the Hellenic world present and intertwined in the quotidian activities of the Hellenes, it is "part" of their worldview).

Achieving virtue is Plato's ethic ideal having its base on the knowledge; the virtue is knowledge which is essential for acquiring the ultimate good – eudaimonia. The ideal of good cannot be embodied in an individual only, but simultaneously in the community i.e. in the state. Therefore, everyone in the community should tend to the ideal of virtue, everyone in its profession; philosophers should possess virtue grounded on knowledge, soldiers on bravery.²⁶⁸

Aristoteles enriched the virtue including the action (energeia) which lead to eudaimonia. The golden mean (aurea mediocritas, chrysea mesotes) is the ultimate tendency of mortals.²⁶⁹ On anthropologic level is good neither too much nor too less, because exaggeration leads to error, deficiency to rebuke. The bravery is a golden mean between the timidity and boldness, dignity is on the top and left and right are the vulgarity (absence of noble behaviour) and meticulousity. Golden mean in terms of honor and dishonesty is generosity, hyperbolic behavior is vanity and a lack of mean is cowardice.

Many ancient prominent figures incorporated the concepts of virtues in their behaviour, so many of them were remembered by the history and also many of them created/changed the course of the historical cycles.

Starting from the mythological hero Achilles, through prudent Athenian law-maker and sage Solon, leaders-warriors Themistocles and Pericles, the statesman Aristides the Just who was ostracized due to his incredible righteousness (extreme pure virtues are not human category, but divine ones, they belong to the gods).

Unlike the contemplative Hellenic leaders, tending to balance the spirit and the body in almost ideal harmony, the descendents of Mars, the Romans were proactive, their practical spirit created an ideal of community/organization.

Roman ideal of virtues has been thoroughly described by Titus Livius²⁷⁰ in his spectacular historical book *Ab Urbe condita*, illustrated with many examples of highly and less highly leaders.²⁷¹

Virtues enumerated by Titus Livius are externally manifested by the persons, but they stem from strongly built characters which at the same time were affected by the external

²⁶⁷ Колева, Симонидовиот тетрагон или антрополошка симетрија како совршенство на суштествувањето, *Жива Антика, Посебни изданија*, Скопје, 1991, 115-119.

²⁶⁸ Plato, *The State*, VII.

²⁶⁹ Аристотел, *Никомахова етика*, кн. VI, Скопје, (превод и предговор Е. Колева).

²⁷⁰ Titus Livius, ancient Roman historiographer (59BC – 17 AD) wrote the spectacular and splendid historical book *Ab Urbe condita* (*History from the Foundation of Rome*) in 142 books.

²⁷¹ Example(s) is one of the essential terms in Livy's history, in line with Roman thought: "Exempla utiliora sunt quam praecepta" (Examples are more useful than advice.).

circumstances. Roman virtues are immanent category of the original Roman spirit, they held long until the luxury, greed immigrated in the country causing other vices that eroded pure Roman essence. Pure original Roman virtues manifested in the Roman socium were honest poverty, modesty and, especially, discipline. These virtues, in particular, leaders decorated with them, become paradigms for many generations. Famous Roman dictator, Lucius Quinctius Cincinnatus, the sole hope for rescue of the Roman state from the attacks of the neighboring Sabellian tribes was digging his garden when Roman legati came to notify him that he had been appointed for a dictator.²⁷² In addition of his poverty, Cincinnatus was very modest.

Roman disciplined leaders were proudly accepting when the consul insignia have been taken by the dictator due to inadequateness. And this was accepted as virtue instead of degradation as it was in the case of the consul Lucius Minucius²⁷³ which meant that everyone should calmly obey to better command.

Another virtue arising from the well-incorporated personality is *auctoritas* (authority). *Auctoritas*²⁷⁴, have the people as an aura that springs from the deeds they have done, the merit they did for the community. Only virtuous figures, the ones with strong personal architecture could possess the authority and generate fruits which are verification and qualification of the person to become a good example; the good example, always has to be followed.

As the history cycle turns Roman society moves away from the Roman ideal of virtue becoming more and more eroded by negative impacts offering now more examples that should not be followed, but rather avoided.

In the period of late Roman Empire, ancient ideal of virtue started fading. Changes occurred in its semantic field; some aspects were outdated and replaced with others. Ancient virtues after long transformation through the history start shining with fullness and life in Christianity.

Christianity, apart of revolutionary worldview that all human beings are same and equal, brought very substantial, or rather fundamental change in the perception of the ancient virtues prudence, justice and temperance, courage adding the faith, hope and love. In the most famous leaders and emperors of that time, we could see the reflection of the mentioned christian virtues.

2. Understanding Leadership Continuum and Contemporary Leadership Styles

Having elaborated the main antique roots of contemporary leadership, in the following text they are being analysed and compared with contemporary leadership styles and patterns, in order to determine their influence on contemporary leadership, implemented in various forms of organizations and entities. As described, through the history, various styles of leadership were practiced, depending on the societal circumstances and a relative importance given to the welfare of the human beings; from extremely authoritarian to highly democratic styles characterised by dedicating significant attention to the integrity of human beings. Ironically, in contemporary era, many neo-authoritarian leadership models were introduced in different parts of the world, depending on the social environment. That had significant influence on the styles of 20th century organisational leaders worldwide.

Leadership styles theory explains to a greater extent how the leaders actually use the authority to coordinate and manage the subordinates in the organizations and/or communities, but, very important – how do they combine the authority with the scope of freedom of their

²⁷² T. Livius, *Ab Urbe condita*, III, 20.

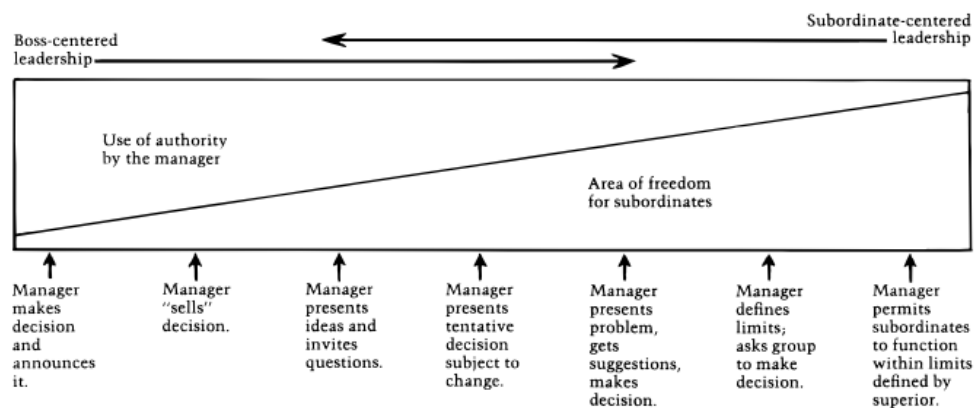
²⁷³ T. Livius, *Ab Urbe condita*, III, 26.

²⁷⁴ *Auctoritas* is a term from the Roman law that has been intensively used in other spheres in the period of Octavianus Augustus. In the semiotic of this period, especially, is emphasized its root link with *augeo*, *augurium* and *augustus*.

subordinates. It is a universal model that could describe the leadership styles not only in contemporary environment, but also in other historical periods.

Back in the 1950s, Robert Tannenbaum and Warren H Schmidt significantly contributed to the theory of leadership styles, by proposing the universal model of a “*leadership continuum*”, describing the seven stages of use of managerial authority, combined with certain level of subordinate freedom in the same time²⁷⁵. Various leadership styles are described as a function of different combinations of the continuum extremes – use of authority and the area of freedom.

EXHIBIT I Continuum of Leadership Behavior



Source: Tannenbaum Robert, Schmidt , (1958) How to choose a leadership pattern, Harvard Business Review, Mar/Apr vol 36 no 2 ²⁷⁶

Modern leadership styles in creative organizations are mainly characterized by large scope of freedom delegated to subordinates, because the other types of leaders, that prefer stronger control and supervision of their subordinates are less likely to be successful in a contemporary environment.

Contemporary leadership, according to the eminent author Gareth Johnes, is “*non-hierarchical concept*”. He also states that in a contemporary globalised environment, it is impossible to manage and be successful business leader without followers, and “followers in these ‘empowered’ times are hard to find”²⁷⁷.

The managerial leadership styles implemented in modern organisational contemporary environment are of vital importance in terms of affirmative engagement of human resources, on order to increase their motivation, inspiration, satisfaction at work, and implicitly, strengthen their organisational commitment and dedication, leading to maximized individual performance.

As more advanced leadership model in terms of decreasing the use of managerial authority, and increase the freedom and participation of subordinates, the concept of *transformational leadership* was promoted by James McGregor Burns in 1978, defined as “a process in which leaders and followers help each other to advance to a higher level of morale and motivation”. The ultimate objective of transformational leadership is *to transform*

²⁷⁵Understanding Leadership Styles <http://www.managers.org.uk/~media/Files/PDF/Civil%20Service/CHK-256.pdf>

²⁷⁶ Robert Tannenbaum, Warren H Schmidt, How to choose a leadership pattern, Harvard Business Review, Mar/Apr 1958 vol 36 no 2, pp. 95-101

²⁷⁷Goffee Robert, Johnes Gareth, Why should anyone be led by you?, Harvard Business Review, Harvard Business School Publishing Corporation, September 2000, reprint R0050

followers into leaders. The leader in this model uses the referent power to a great extent, and the use of coercive and legitimate power types are minimized. Trait theory, as one of the first theories about the contemporary leadership styles, that defined the characteristics of effective leaders was relatively soon replaced by more advanced theories, because the practice indicated that it was not clear what effective leaders had exactly in common²⁷⁸. *Charismatic leadership*, another phenomenon of 20th century, also did not offer a complete model that would integrate all the variables for a leader to be effective, successful, ethical, moral and trustworthy in the same time.

Thus, a very important concept of leadership, seriously dedicated to personal characteristics of the leader, has emerged – “a *value based leadership*”²⁷⁹. The leader must be persuasive in terms of possessing the integrity of ethical, trustworthy, and moral person. In order to emphasize the leader’s reference power, the set of core values of the leader has to be recognizable and strongly emphasized, so that he/she would persuade the people in possessing all the attributes required to be referred to as a *value based leader*.

Conclusion

Having presented all the findings and conclusions, many dilemmas remain open, in terms of (de)volution of leadership styles through the history. It is fascinating how the attribute - *effective* leader, in a contemporary environment is being replaced by softer attributes such as *ethical, inspiring, trustworthy* etc, immanent for ancient civilizations. Most of contemporary models abandon the use of coercive leadership power, and pay attention to other sources of managerial power, such as reference power, expert power etc, in order to motivate and inspire the people at lower hierarchical levels.

Contemporary leadership is characterized by a renaissance of fundamental antique leadership models and universal concepts of leading, power, success, but also trust, ethics, respect, inspiration, satisfaction, loyalty - all immanent for ancient Rome and other progressive ancient cultures of that time.

The general conclusion is that even most sophisticated leadership theories and model of the contemporary societies, are steel striving to get closer to the values of the ancient Roman and Greek leadership philosophy, and the antique understanding of the human being as a micro universe.

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THE EDUCATION AND MANAGERIAL CHALLENGES ACROSS TIME AND SPACE

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Abstract

This scientific paper presents the comparative studies of long-term research in Macedonia and developing countries in the field of managerial education. Education is the base for gaining competencies which are used by future managers for successful leading companies. This research covers all kinds of formal and informal education. All data are processed with statistical program SPSS and on the best way with numerical indicators is shown, the defined methodology as an indicator of a phenomenon. The results and discussion of the questionnaire will be presented in two parts. The first part will be a graphical representation of the identified indicators (survey questions) in all subjects, i.e. each area separately. The second part will be showing statistical processing of the identified indicators determined by gender and work experience. The recommendations and conclusions of the educational systems of these countries can use for their development.

Keywords: *education, managerial challenges.*

Introduction

This paper is based on research of educational needs as a basis for design education. Education is a complex social element. Higher education is a major link between the economy and the need for a competent workforce. The birth of BAS and building professional management education in Macedonia is based on serious scientific previous studies in the world and in the country.

This paper shows part of fundamental scientific research in which results are obtained as common and special competencies of operations managers in Macedonian companies. And according to them are created study programs in BAS. Results of this research can be used:

The directors, management teams in organizations and operations managers;

Educational institutions, research institutes, researchers and consultants;

Undergraduate and graduate studies of operations management;

The modern complex business and managerial problems can be effectively tackled only by effective teamwork. The primary goal of the team work during the studies is to create competencies and valuable attitude for the practice of team teaching in daily management practice - learning the different skills and experiences, different styles and different interests of participants in each team as one of the key disciplines to develop company as a learning organization.

Under this model to develop management competencies in BAS practice different learning strategies: role-playing, case studies, computed simulations and strategic scenarios.

1. Model of managerial education

The model of this institution based on the theory of competence of operations and strategic managers. The concept of competence or competency ('competence' generally refers to functional areas and 'competency' to behavioural areas but usage is inconsistent, as shown below) dominated the management strategy literature of the 1990s, which emphasized 'core competence' as a key organizational resource that could be exploited to gain competitive

advantage (e.g. Campbell and Sommers Luchs, 1997; Mitrani *et al*, 1992; Nadler and Tushman, 1999). Hamel and Prahalad (1994) defined core competence as 'the collective learning in the organisation, especially how to co-ordinate diverse production skills and integrate multiple streams of technologies' (Prahalad and Hamel, 1990: 82). From the perspective of a resource-based theory of the firm, sustained competitive advantage is seen as deriving from a firm's internal resources if these can add value, are unique or rare, are difficult for competitors to imitate and are non-substitutable (Cappelli and Crocker-Hefter, 1996; Ellestrom, 1992; Foss and Knudsen, 1996). The virtue of the core competence approach is that it 'recognises the complex interaction of people, skills and technologies that drives firm performance and addresses the importance of learning and path dependency in its evolution' (Scarborough, 1998: 229).

It is paradoxical that, while management strategists were emphasizing competences that are unique and firm-specific, the HRD literature was more concerned with developing highly transferable generic competences that are required for most jobs or particular occupations or job roles (Levy-Leboyer, 1996; Stasz, 1997). There is an inherent tension between the strategy and HRD approaches. If concentrating on core competences that are 'distinctive and specific to each individual organisation' is what gives competitive advantage (Bergenhenegouwen *et al.*, 1996), the scope for generic competence frameworks is limited; as Thompson *et al.* (1996) note, rigid adherence to a generic list for managers of a small firm may undermine the very things that have led to its current success.

BAS is the only tertiary education institution in Macedonia with an accredited program for professional studies in Operations Management. For the first time, future supervisors have access to relevant professional tertiary education. Students can choose to specialize in one of three sub-profiles, carefully chosen to reflect the most in-demand professions in the country: entrepreneur, sales agent, and business secretary. The chosen sub-profile is indicated in the diploma addendum which lists the relevant coursework. BAS offers the only accredited professional management studies in Macedonia. BAS is the only Macedonian institution of higher learning to offer a perfect balance between core and elective courses: 50:50. Thus, students are more flexible in designing a course of learning that meets their needs and interests.

The field practice at BAS is unique because it takes place throughout the studies, and not only during the summer. Students attend classroom instruction four days a week and on the fifth day they participate in the field practice at a BAS partner organization.

The teaching staff at the Academy is hired using an extended and in-depth selection process, which includes a practical verification of their instructional and training skills.

Class size at BAS is limited to 18 in order to provide for optimal group dynamic, while still enabling instructors to direct their personal attention to individual students and support their preferred learning styles. The administrative work at the Academy is largely paperless, which reduces students' administrative expenditures.

The Academy provides its students with free electronic instructional materials, opportunities for part-time study, distance learning and credit transfer with other institutions of higher learning.

The key feature of the Academy's approach to instruction is individual sinergizing: individual instruction tailored to the needs of the specific student. This type of studies has been developed to meet the needs of students who are already running their own businesses which makes it difficult for them to participate in the regular, full-time program.

Analysis and interpretation of survey results

All data are processed with statistical program SPSS and on the best way with numerical indicators is shown, the defined methodology as an indicator of a phenomenon.

In order to realize our research which aims to assess the common and specific competencies of operations managers in Macedonia, 224 were surveyed, from which- 40 top managers, 104 - operations managers and 80 - line managers (supervisors, controllers, people in-charge) who are directly responsible and competent to respond to their superiors (operations managers) and who are potential neutralizers of the possible occurrence of socially desirable answers / biased responses by top management. Operations managers are found mostly in the organization with over 30 employees.

The questions were practically distributed in two parts, one of which relates to the competencies that need to have managers and the second relating to the requirements to meet operations managers to carry out their duties.

Table 1: Scale in survey questions

COMPETENCES	REQUIREMENTS		
Statement	assess	statement	assess
Never	1	not relevant	1
Rare	2	useful	2
Often	3	necessary	3
Always	4	crucial	4

The results and discussion of the questionnaire will be presented in two parts. The first part will be a graphical representation of the identified indicators (survey questions) in all subjects , i.e. each area separately. The second part will be showing statistical processing of the identified indicators determined by gender and work experience, as well as the connection of competence requirements of managers. Levels of statements made by the assessment scales in survey questions.

From the above parameters of the survey, following profile operations managers in Macedonia is formed:

PROFILE OF OPERATIONS MANAGER IN COMPANIES IN MACEDONIA

Gender: Male-production activities (from 10: 7 male, 3 female)

Age: 41-50

Working experience: 11-15 years

Working experience as operations manager : 6- 10 years

Education: Faculty, 26% High school (21 - 80 surveyed)

Competencies (mutual and separate)

Requirements (knowledge, skills, capability, working style)

Determining the differences between competence requirements and management levels (top, operations, line) – Uni-variate analysis of variance (ANOVA)

From the inspection in Table. 2, based on the applied univariate analysis (ANOVA) of variance, it can be concluded statistically significant difference at 0.05 level between the three levels of management (top, operational and line managers) in the research:

Table 2: Differences in competencies between levels of management (top, operations and line)

ANOVA	Levels of management	Sum of Squares	df	Mean Square	F	Sig.	
	top	BetweenGroups	2,528	2	1,264	62,430	,000
a. comp.	operations	Within Groups	4,475	221	,020		
	line	Total	7,004	223			
	top	Between Groups	6,749	2	3,375	80,572	,000
b. comp.	operations	Within Groups	9,256	221	,042		
	line	Total	16,006	223			
	top	Between Groups	,250	2	,125	5,552	,004
v. comp.	operations	Within Groups	4,970	221	,022		
	line	Total	5,220	223			

a. *Competencies required to execute the tasks*, differences between the three levels of management of the significance of the coefficient $F(2, 221) = 62.43$, and $p = .000$ (Sig. = .000).

b. *Competencies required to execute the work activities*, differences between the three levels of management of the significance of the coefficient $F(2, 221) = 80.57$, and $p = .000$ (Sig. = .000).

c. *Competencies required in the context of work*, differences between the three levels of management of the significance of the coefficient $F(2, 221) = 5.55$, and $p = .004$ (Sig. = .004).

From the inspection of Table 2 and schematic representation (Chart 1.) you can see the differences of the means at levels of managing (*Top managers, Mean = 3.63; Operations managers, Mean = 3.92 and Line managers, Mean = 3.79*) and the ratio of a. Competencies required to execute the tasks.

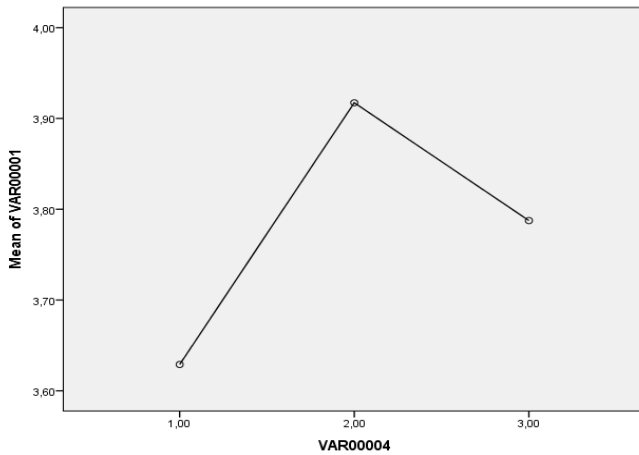


Chart 1. Competencies required to execute the tasks - differences between top, operations and line managers

Table 3: Differences in arithmetic levels of management

a) competencies	N	Subset for alpha = 0.05		
		1	2	3
1.top managers	40	3,63		
3. line managers	80		3,79	
2.operations managers	104			3,92

From the inspection of Table 3 and schematic representation (Chart 2) you can see the differences of the means at levels managing (*Top managers, Mean = 3.47; Operations managers, Mean = 3.91 and Line managers, Mean = 3.66*) in the ratio of b. Competencies required to execute the work activities.

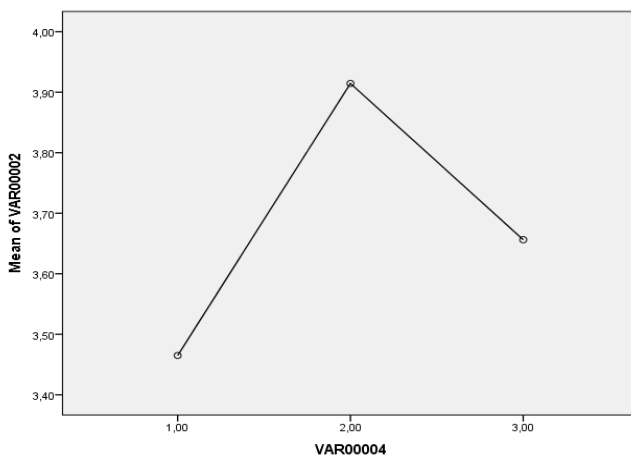


Chart. 2. Competencies required to execute the work activities - differences between top, operations and line managers

From the inspection of Table 4 and schematic representation (Chart 3) we can see the differences of the means at levels managing (*Top managers, Mean = 3.57; Operations managers, Mean = 3.49 and Line managers, Mean = 3.49*) in the ratio of c. Competencies required in the context of work.

Table 4: Differences in arithmetic levels of managing

б) competencies	N	Subset for alpha = 0.05		
		1	2	3
top managers	40	3,47		
line managers	80		3,66	
operations managers	104			3,91

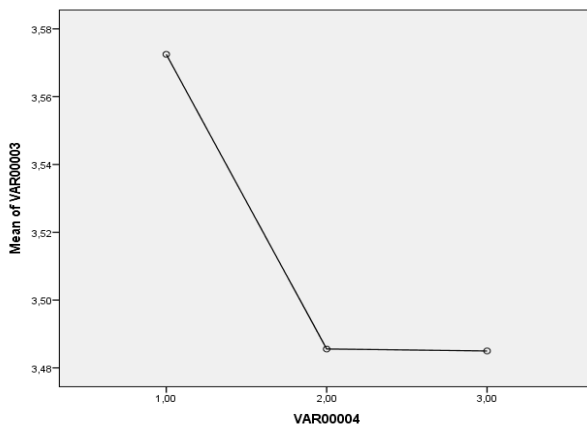


Chart. 3. Competencies required in the context of work

Table 5: The differences of the means at levels of managing

Г) competencies	N	Subset for alpha = 0.05		
		1	2	3
3. line managers	80	3,49		
2. operations managers	104		3,49	
1. top managers	40			3,57

Conclusion

Competences of manager are combination of personality, knowledge, skills and abilities. There are following indicators: ability for analyzing, organizing ability, ability to plan, to inspire others, ambition to realize, knowledgeable with economy, understanding society, ability to teach others, ability to gather and perform information, ability to solve problems and make decisions, ability to influence others. Unsatisfactory results in more organizations in the world, among other things, are due to inadequate management of human resources in terms of competencies and behaviors necessary for the efficient operation and effective implementation of organizational strategy. The main disadvantage of organizations in our region is the lack of a functioning system for operational management. The subject of the research is to define the impact of competence as an important factor for

the successful execution of professional and operational functions in the relevant operational areas in organizations. For earning these competencies BAS realize following model of practical teaching:

The student field practice (SFP) is an integral and ongoing aspect of the undergraduate study programs at BAS. It is realized in four cycles.

First cycle: Situating--Student Practice--Partnering Organization--Market (Clients).

This cycle is realized during the first semester, at which time students learn about:

The core competencies of the partnering organization;

The key clients and end users of the company's products or services;

The key suppliers; and

The history, organizational structure, policies and regulations of the partnering organization.

Second Cycle: Orientation in the future profession. This cycle is realized during the second semester, at which time students learn about:

Business processes of the partnering organization, and how they pertain to the student's chosen profession;

Roles and responsibilities for given job positions; and

Organizational communication in the partnering organization.

During this cycle students provide support to employees who perform tasks required by the students' selected job profiles.

Third Cycle: Participation in professional work. This cycle is realized during the third and fourth semester and involves:

Independent performance of supporting activities for a given job position;

Performance of job tasks supported by the student's mentor;

Performance of job tasks under the mentor's supervision; and

Learning about the work of the internal suppliers and clients.

Fourth Cycle: Performance of professional job tasks. This cycle is realized during the month-long practice in the course of the third, fourth, fifth and sixth semesters and involves:

Joint performance of job tasks with the student's mentor;

Performance of professional tasks under the mentor's supervision; and

Taking over some professional tasks for which the student has been trained and received authorization.

The first and second cycle of the SFP are realized in day-long visits to small and medium enterprises or other organizations. In the course of the following semesters, each student spends one day each week on SFP, and during the fourth cycle students spend one month each at their respective companies. During their SFP, students keep a work journal which becomes a part of their student file. Through theoretical instruction and practical work at partnering companies, BAS plots out the road towards a successful career for its students. We prepare them to become successful professional managers who can respond to the challenges faced in the contemporary business world.

While still studying and covering the material, BAS students have the opportunity to apply what they are learning by working in successful Macedonian companies. Thus, they develop their resume, engage in business networking and gain experience for their future careers as professional managers. BAS is concerned with its students' future and business experience. It is for this reason that we created our Career Center, run by Academy staff with great experience in human resources management. The goal of the Center is to provide professional direction to students based upon their performance, skills and competencies.

Courses offered at the Academy are based upon a program adapted to current European and global standards, and contain materials useful for further developing the student experience. Students are not only developed as professionals in the areas of

operations and strategic management, but also as individuals who have a deep understanding of business culture and behavior.

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THE PRINCIPLES OF ETHICAL LEADERSHIP

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Abstract

Human interest about the ethics of leaders goes back to ancient times. Historical notes are full of descriptions of good and bad leaders, good and bad led nations, strong and weak presidents. Despite the huge number of biographical notes on great leaders and their morale, there is a small number of studies related to the basics of ethics leaders. Even in the literature in the field of management, which is primarily designed for practice, there is a small number of books intended for ethics leaders. The leadership includes values and the person who wants to be a leader can not be a good leader without being aware of his own values. Considering the fact that leadership has a moral dimension, leaders need to be aware of the way that ethics shape their leadership.

This paper reviews the ethics of leadership, tries to answer the question why ethics is key for leadership and present the five principles of ethical leadership: respect, helpfulness, fairness, honesty and unity.

Key words: ethics, leadership, leaders, followers.

INTRODUCTION

At the beginning we should ask the question what is leadership? The literature found numerous definitions of leadership. For example „Leadership is the art of getting someone else to do something you want because he wants to do it”. Dwight D. Eisenhower. In essence, leadership is a process of directing the activities of others to achieve a common goal; It possesses a moral dimension that differs from other types of exercise of influence, such as coercion or despotic control. Leadership encompasses values, including respect for others, fairness and community building. It is a process that can not be implemented, if we don't know on which values it is based. When we influence of others, first we need to know our own values and ethics.

1. The importance of ethics for the leadership

The development of ethics starts from Plato and Aristotle. The word ethics comes from the Greek word ethos which means custom, behavior or character. Ethics deals with values and morals that the individual or society consider as valuable, desirable and adequate. Besides ethics deals with the morality of the individual and its motives.

As it is stated in the theory of the leadership, it is a process in which leader affects others to achieve a common goal. The impact as a dimension of leadership implies that the leader exercised influence over the followers. Fostering changes in other means a big burden of ethical responsibility. Keep in mind that leaders have more power and control than the

followers, they also have a greater responsibility in taking care of the way that leadership influences on their followers.

Ethics has a crucial importance for the leadership. Leaders participate in the establishment of organizational values. Every leader has a certain philosophy and point of view. „Every leader has an agenda, an array of beliefs, proposals, values, ideas and issues which wants to be set on the table "(Gini, 1998, p.36). Values that leaders promote have a significant influence on the organizational values that they represent. It means that leaders play a major role in the establishment of ethics in the organization.

Finally, ethics is central in the leadership due to the process of influence, the need followers to participate in the achievement of the common goals and the impact of leaders over the values of the organization.

2. The principles of ethical leadership

In this part of the text are discussed five principles of ethical leader that may be considered from Aristotle until now. The importance of these principles is discussed in several disciplines (biomedical ethics, work ethics, psychotherapy and education for leaders).

Although not total, these principles provide a foundation for the development of a healthy, but ethical leadership: respect, service, fairness, honesty and unity.

Figure 1. The principles of ethical leaders



2.1 Ethical Leaders show respect for others

The philosopher Immanuel Kant (1724-1804) claimed that our duties is to treat others with respect. To succeed in this, we should treat others as human beings, rather than a means to achieve the objectives. As Beauchamp and Bowie stated „we should treat everyone like an

individual who has own goals and make his own decisions, but never as a means to achieve someone else goals" (1988, p.37). In addition they suggest that the attitude towards others as human beings requires to behave with respect towards their decisions and values, because if it is not done, it would mean that we present a threat for them and treat them as a means of achieving our personal goals.

The leaders who respect others allow them to be what they are, with all their creative aspirations and desires. They treat others with awareness of their absolute value and value their individual characteristics.

Respect implies faith in the ideas of others and respect for others as individuals worthy of respect. Sometimes it can mean that the leader should deduct to others. As Burns (1978) said leaders should take care for others by becoming more aware of their personal needs, values and goals, thus it will help them to align with its own.

Respect for others is a kind of ethical category that is similar, but more complex from the one that parents teach their children while they are small. Respect means that the leader carefully listens to his followers, he is compassionate and tolerant when someone says the opposite view of his. His attitude towards followers should confirm their beliefs, attitudes and values. When the leader expresses respect for followers, they feel responsible for the work they perform. In short, the leader needs to respect others and to treat them as dignified human beings.

2.2. Ethical leaders serve others

The principle of service is an example of altruism. Leaders who serve others are altruistic; In their plans they put the benefit of the followers on the first place. In the workplace, altruistic service can be seen in activities such as mentoring, delegation and empowerment of teams and expression of belonging.

In the last decade of the 20century, the literature highlights the principle that propagates the service of others. It is evident in the work of many theorists. They all claimed that caring for others is the cornerstone of moral guidance. Senge, in his famous works for organizational learning (1990) also emphasizes the importance of serving others. Senge argues that one of the important tasks of the leader in the organizations is serving the organizational vision. Effective leaders consider their own vision as an important part of something greater than themselves, as a part of the organization and the wider community.

In short, the idea on which is based this principle is the need to contribute in the realization of the common good. Applying this principle, ethical leaders must be prepared to look at the followers and in their leadership to put the interests of others to the fore and act in a way that will bring benefit to others.

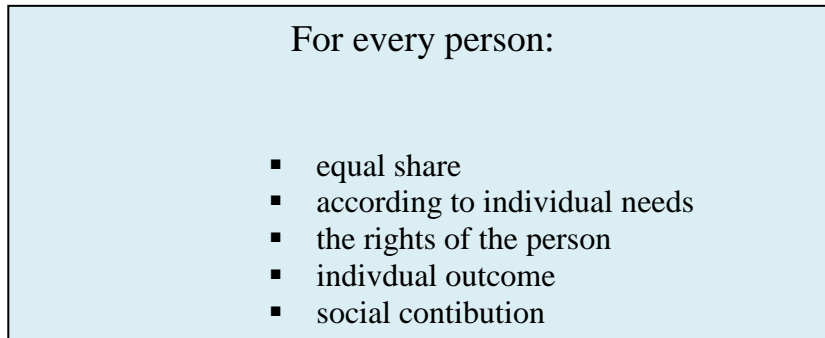
2.3. Ethical leaders are fair - minded

Ethical leaders are dealing the issues of honesty and fairness. One of their main priorities is to treat all followers equally. Justice requires the issue of fairness to be placed in the center of every decision. As a rule, neither person should have special treatment or receive special attention except when it is required by specific circumstances. When individuals are treated differently, the reasons must be clearly presented, logical and based on rational moral values.

Rawls (1971) argues that issues of fairness should be dealt by all individuals who work together in promotion of a common interest. It is similar to the golden rule: Treat others as you want to be treated. If we expect others to be fair, then we should treat others correctly. The question of fairness becomes problematic when goods and resources are limited, so there is often a competition for limited resources.

Beauchamp & Bowie (1988) point out several principles which usually serve as guidance for leaders for the equitable distribution of income and responsibilities in the organization (Figure 2). Although not total, these principles indicate the reasons why leaders choose a certain way in organization distribution. In the certain situation, the leader can apply a principle or a combination of several principles in relation to his followers.

Figure 2: Principles of equitable distribution



When we were children, we have often heard from adults the phrase: „Don't cheat". Being good means that we should always speak the truth. The same applies for leaders: a good leader must be an honest leader. The importance of honesty can be clearly understood when it is observed its opposite-insincerity. Dishonesty is the kind of chatting, a way of distorting reality. It can have many side effects, and the first is that it causes mistrust. When leaders are not sincere, others do not trust them. People lose faith in leaders and in what they advocate; respect to the leaders starts slowly to disappear. As a result, the influence of the leader is reduced because the group doesn't believe him anymore.

Dalla Costa, in his book *The Ethical imperative* clearly states that being honest means much more than not to use lies and deceit. For organizational leaders, honesty implies the following: „Do not promise what you can not fill out, do not represent falsely, do not hide behind false excuses, do not avoid liabilities, do not avoid responsibility, do not accept that the struggle for survival in any work liberate us from responsibility to respect the dignity and humanity of others". Moreover, Dallas Costa suggests that for the organization it is very important to recognize the need for honesty and reward it.

2.5. Ethical leaders build community

Leadership is defined as a process of exercising influence on others in order to accomplish a common goal or purpose of the organization. It contains a clear notion of ethical dimension because it refers to a common goal. Common goal requires the leader and followers to reach agreement on the direction of the group.

The concern for the common good means that leaders should not impose their own will to others. They must strive about the purposes for which achieve consensus.

Rost (1991) made a step forward by suggesting that ethical leadership must pay attention to social values. Therefore he wanted to point out that leaders need to look beyond their own or commonly established goals. They should conform to the objectives and benefits of the community. Ethical leaders are focused to the wider community and to the establishment of comprehensive and higher moral purposes. All our individual and group goals are limited by the common good and the public interest. We should pay attention on

how changes proposed by the leaders and their followers will affect the entire organization, community and society. Ethical guide takes care for the common good in the higher sense.

Conclusion

Ethics plays a central role in the leadership. Considering that leadership implies pursuance of influence and leaders often have more power than the followers they have a huge moral responsibility about the way on which they affect people. Leaders should comprise followers in achieving common goals, and on this account the followers and their ideas should be considered with respect and dignity. Leaders also play an important role in the establishment of ethical climate in their organizations, so this role requires from leader to be especially attentive to the values and ideals that he promotes.

This paper points out that reasonable and ethical leadership has its roots in respect, serving others, fairness, honesty and unity.

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THE PRINCIPAL'S ROLE IN THE CREATION OF ADEQUATE SCHOOL CLIMATE

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Abstract

The adaption to the new requirements imposed by contemporary lifestyle is a true challenge for each school aiming to be awarded the attribute of a modern one. Our firm stand is that modern schools can only be the ones that have managed to create conditions and possibilities adequate for developing appropriate democratic climate of the educational process in which all of the students will be able to put into practice their knowledge, skills, and competences. It is exactly in those conditions of adequate school climate that not only appropriate behavior and enjoyment in the work and the accomplishments are provided but a full commitment to the fulfillment of the set goals as well. Thus, the metaphor for the school climate as a vital organ of the school – the everliving educational organism, is not used by chance at all. On the grounds of this outstanding significance of the school climate and its impact on the educational process, the focus of this research paper is on giving its clear definition as well as clarification of the role of the school manager in its creation.

Keywords: school climate, principal, behavior, school achievements / accomplishments

Introduction

The experiences so far do confirm that school climate and school culture are complex phenomena which model the overall school life, thus significantly influencing both the quality and the efficiency of the teaching-and-learning activities. Unlike the school culture which is difficult to establish and change due to its foundation stone made of traditions, values, beliefs, and presuppositions, the school climate, which largely rests upon perceptions, is more flexible and easier to modify and adapt. With this research paper, we strive not only to highlight the significance of the school climate and its effect on the quality of the educational process, but to shed some more light on the importance of the role that the school principal plays in its creation. It is the immense importance of the school culture that makes the creation of school climate a true challenge for any school principal. With their own behavior they are both personally and directly responsible for promoting corresponding presuppositions which would turn the school environment and setting into a space in which all those participating in the educational process would find themselves motivated to use and demonstrate their knowledge, skills, and competences. Only highly motivated participants in the educational process correspondingly united and navigated by an adequately competent school principal, can create a just, safe, appealing, and high-quality school climate within their school. Further on, in this paper, we also present the insight our research has provided us with into the characteristics that a principal has to have to successfully create a corresponding school climate.

The concept of school climate

It is a generally known fact that in the course of its development, each institution aims at improvements of its performance in order to provide the adequate prerequisites for success. Therefore, the search for empirically confirmed concept of successful performance of a modern institution has become regular in its occurrence. Many of those established concepts lead to the conclusion that it is the work climate within the institution, in this case – the school climate – in the form of individual awareness and attitude towards the various organizational entities, which presents the important factor for the success of the school. In line with the said, the fact that a large number of theoreticians are engaged in establishing a definition of the concept school climate comes subsequently. Most of them regard the school climate as an established school ambience which reflects how participants of the educational process feel and behave. This means that – in comparison to the school culture, the school climate is a narrower category, more directed towards subjective reactions of all its participants, usually manifested through a number of features:

- Students, staff members and parents feel – and are – safe, included and accepted.
- All members of the school community demonstrate respect, fairness and kindness in their interactions, and build healthy relationships that are free from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community; for example, by speaking up about issues such as bullying.
- Students, principals, staff members, parents and community members engage in open and ongoing dialogue. All partners are actively engaged.
- Principles of equity and inclusive education are embedded across the curriculum. Strategies for bullying prevention and intervention and awareness-raising are reinforced for students and staff.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.²⁸⁰

When charting our research, we started from what we regarded as a highly acceptable definition: [t]he school climate is a relatively lasting quality school environment which navigates the behavior of its members on the grounds of producing a joint perception of conduct at school, and which is under the influence of the formal organization, informal organization, participants' characteristics, and management of schools.²⁸¹ This very definition leads to the exceptionally significant element of school climate, i.e. the founding stone of this research of ours – the role of the management in the creation of the school climate.

²⁸⁰Ontario Ministry of Education, Safe and Accepting School- Promoting a Positive School Climate, Retrieved 20.05.2016 from web page: <http://www.edu.gov.on.ca/eng/parents/climate.html>

²⁸¹Domović Vlatka, Školsko ozračje i učinkovitost škole, Učiteljski fakultet, Zagreb, Pula, 4. – 6. listopada 2010. Retrieved 15.05.2016 from web page http://www.smb.hr/libraries/0000/1183/%C5%A0kolsko_ozra%C4%8Dje_i_uspje%C5%A1nost_%C5%A1kol_e_-_Domovi%C4%87.pdf

Factors of school climate

Those theoreticians who attend to this issue find organizational climate as one of the factors of organizational culture. Therefore, school climate can be approached as a whole of four constituting factors:

1. the material-and-technical facilities factor;
2. the financial factor;
3. the school staff factor;
4. the organizational structure as a factor.

The material-and-technical facilities factor refers to what the school campus offers: buildings, premises, equipment, and their connectedness and functionality in the creation of a supportive and pleasant work ambience.

The financial factor is an important tool in the design of positive school climate, and it refers to establishing and realization of systems of values and awards, solid financial foundation grid for the successful work of the school, possibilities for enhancements, and other financially conditioned activities.

The school staff organization, i.e. staff factor, is a highly significant segment of a school climate. It addresses a rather important question: Who are we to work with towards achieving the set goals? Good familiarity with the functional goals of education emphasizes the importance of careful staff selection even more.

The school structure has an immense influence on the organizational climate. It mainly relates to the formal system of accountability and relations which control, coordinate, and motivate the employees to work together collaboratively in order to fulfill the organizational goals. In fact, that structure influences individual behavior at work is becoming increasingly obvious worldwide.

The importance of pointing out these factors lies in their interrelatedness and mutual conditionality, along with the highly definite role that the leaders, i.e., the principals have in their realization. It is, thus, not a random conclusion that the school climate is a specific phenomenon which is firmly linked to the very management style employed by the principals on the basis of the values, characteristics, quality, skills, actions and priorities established/they establish/promote. This certainly leads to the next conclusion i.e. that the school climate does not depend on the educational institutions' tasks and goals only, but on the policy pursued by the principal of the educational institution as well. The approach in the implementation of that policy would be considered wise if the principal bears in mind the fact that the school climate policy neither begins nor ends with his/her leadership. When the principal keeps providing conditions for its continual implementation, it is reasonably well enough to say that his/her role in the development of sound school climate is positive. Turning back – to a new starting point, would be regarded as a negative characteristic of the principal as it would take all members i.e. teaching-and-learning participants of the respective school to unnecessary waste of energy, disappointment, and regression. Therefore, it is the principal who is accountable for the school climate – either when it leads to progress or when it leads to regression.

The principal and the creation of school climate

Generally speaking, the school climate and its elements – particularly its establishment and harmonization, are autonomous though variable categories which largely depend on the principal's skills and abilities to set realistic and achievable goals instead of impossible, remote and inaccessible ones. The creation of school climate requires

commitment, creativity, inventiveness, openness, imagination, broad-mindedness, decisiveness, enthusiasm, and above all – love for the educational work in school.

Being the main link in the school climate chain, the principal is given the power to utilize his/her skills and competences for its establishment, maintenance, and improvements. When depicting the principals's skills and competences in seeking acceptable answers to his/her dilemmas and adequate solutions for building school climate, a question often arises as to whether the principal will choose the gentle, smooth and fine tuning of the school climate or the ear-splitting announcement of changes, the latter of which is quite common for the technocratic style and always yielding short term results.

In addition, school executives are bound to be deeply aware of the fact that no school can successfully pursue its educational goals if adequately designed school climate and culture have not been designed for they are the very prerequisites for a successful organization and realization of the educational process.

The daily practice shows that there is no unique, perfect formula for establishing those. Each educational institution has to seek and choose the best possible mode. This search should be a continual process and a never-ending one in the pursuit of the desired quality and successful fulfillment and safeguard of interests, beliefs, and hopes.

The school climate as a complex phenomenon reflecting the work and life in a school rests upon certain principles:

- Provision of the realization of the set goals
- Equal rights to resources access and use
- Equal employment of staff's skills and competences

As the ones held most accountable for the goal achievement, school principals have to be exceptionally careful and responsible when giving promises, and not mere followers of issued orders which have greatly been marginalized in the modern human relations at work.

When talking about educational institutions, which are open, dynamic, and artificial systems, we can easily conclude that – by character, they are designed for satisfying the needs of the public, in this case presented by students as education consumers. Therefore, it is evident that these institutions have to place their focus on their clients i.e. education consumers.

Upon the fact that the educational process includes other participants aside from its consumers – the students, there are other highly significant aspects to be taken into consideration when creating a favourable and supportive school climate:

- modes of intercommunication;
- modes of solving conflict occurrences
- decision-making participation of employees, education consumers, and wider community members.

Principal's skills necessary for creating a positive school climate

Towards successful work of any school, each school principal should command certain skills and competences when modeling a favourable school climate:

- adequate assessment and determination of priorities in the realization of the set goals;
- knowledge of what is necessarily required to expect from the employees;
- capability to design a consistent system of credits, rewards, and disciplinary steps;
- good knowledge of the limitations and range of possibilities in the process of decision-making;
- ethical, visionary, psychological, communicative traits

Though all of the listed skills and competences of a principal are quite significant in the design of a positive school climate, our decisive stance is that the last listed traits – the ethical, visionary, psychological, and the communicative ones, are to be pointed out as the ones of utmost importance.

The **ethical attitude** towards all participants in the teaching-and-learning process is a significant component of the principal's positive school climate design. It means that under no circumstances or pressure should the principal act beyond justice, fairness, and law, as such conduct would certainly be perceived as politeness in the service of some kind of bureaucratic tyranny, which would certainly result in mistrust with the decision-makers, and consequently in regression of the organizational climate. The avoidance to comply with laws and regulations leads to chaos, the chaos to rage, and the rage to protests. Unfortunately, a much worse outcome may proceed in the form of disengagedness which would spur the feeling of being inadequate and helpless.

If the principal is a conceited and patronizing person, he/she would lack the sense of professionalism or ethical norms. The target participants in the educational process are the students, and – for a successful work with students, an adequate ethical conduct is undoubtedly a necessity. The core of the principal's ethical conduct is putting efforts into overcoming stereotypes, prejudices, fixed ideas, insinuations, and illusions in order to gain genuine and reasonable insights.

However, the school ethical norms refer to the other participants of the educational process, i.e. to the educational consumers, as well. They have to be taught that they also need to comply with the ethical norms. The fact that the educational institutions have been founded for their needs does not entitle them to their rights only, but to the obligations and expectations that they also have to equally respect.

In order to cherish the ethical aspect, it is good if the principals of the schools and all the other participants in the educational process have established a certain code of conduct to comply with. In many schools ethical norms encompass aesthetics – not only of conduct, but of clothing style, rhetoric, and gestures, as well. In addition, none of the employees should venture into a non-professional behavior in any direction, especially not into inappropriate communication.

Another important component of ethics is the truth which – when at hand, always prevents and refutes the backstabbing, gossiping and rumours of the 'hearsay' type. Another way to avoid those hearsays is transparency in decision-making, whereas discussing one's private life is considered extremely inappropriate.

The **visionary features** that a principal should have are directly related to the positive school climate design. It means that he/she will have to be able to predict future events and to know how to make a wise selection from the abundance of opportunities on the one side and the wishes on the other, and to choose the most realistic to fulfill, without getting distracted in-between or feeling poised. He/she should be aware that there is no absolute truth on any issue, i.e. that there are more truths at the same time; in fact, as many as differences, but when integrated into a pattern of thought and sound argumentation, they conform to the civilization values at the universal level and create new perspectives. The vision is something that is beyond the ongoing reality and a category based both on empirical experience and acquired knowledge, so it has the power to model the world of the future, the world of intention, i.e. the world of prospects for the processes which are to follow.

Principal's **psychological adaptability** is also an important element in the establishment of the school climate. He/She is always put to the test of time and checked by the colleagues. It is this adaptability of the principal which should help him/her when having to solve complex issues and problems, for basically, there are no such issues and so difficult ones that could not be resolved. Thus, he creates an environment which harmonizes all of the

opposites and extremes, creating a place of unity, not separation, and establishing a philosophy of success, development, efficiency and effectiveness.

Considering the generally accepted conclusion that without communication there can be no society, nor can social structures be established and maintained, it is clear that every school principal who tends to be a successful creator of a climate has to possess corresponding **communication competences and skills**. Although there are several references about the etymology of the word communication, generally it comes/originates from the Latin word communicationem (nominative – communicatio), noun of action from the past participle stem of communicare "to share, divide out; communicate, impart, inform; join, unite, participate in". It means that the principal has to know to communicate well in order to be successful in his/her talks, negotiations, making agreements, discussions, arguments, presentations, and advising. Therefore, he/she must have corresponding competences and skills such as good command of the standard language – both orally and in writing; knowledge of all oral and written forms of verbal communication; knowledge of the usage of the language and of the semantics of words; and skill in articulate/eloquent speech delivery. However, aside from the importance of the linguistic i.e. verbal form of communication in the adequate school climate design, another element that it largely depends on is the principal's command of the so-called nonverbal paralinguistic communication. These are gestures; eye contact with the interlocutors; the manner of greeting; body language in expressing emotions, character, attitude, viewpoints; and listening styles and clothing.

Conclusion

From the points discussed in this paper, two important conclusions corresponding with our paper subject can be drawn.

The first relates to the emphasis placed on the importance of the school climate as a significant factor in meeting the social, emotional, moral and physical needs of students, as well as of the rest of the participants in the educational process. Namely, the necessity underlined in this regard is the need to pay particular attention both to the creation and the maintenance of a positive and stimulating school climate because it is the creation of a pleasant ambience in which the character building along with the educational process can be successfully realized and thus enable successful educational improvement, students' deviant behavior reduction, and establishment of interactive collaboration of the school not only with the family and the local community, but with communities and institutions farther and wider.

The second conclusion highlights the special role that the school principal has in the creation and maintenance of such positive school climate. It is, therefore, the principal's role which is the key to the high level of unity, collaboration, and togetherness in the achievement of the organizational goals in which each individual's interests, beliefs and values are incorporated. It is of essential importance that professional relations among the employees are established and that the principal employs the corresponding forms of communication and motivation of the employees. Only a school principal with a refined sense of the good and the beauty, with a great love for the profession, and highly-developed observational and perceiving skills can successfully resolve daily problems, and navigate the school activities towards achievement of the desired goals.

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INTERLINKING EDUCATION, INNOVATION AND ENTREPRENEURSHIP

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Abstract

Generating a critical mass of entrepreneurs oriented to high levels of growth depends on the quality of education provided and the presence of an environment that encourages innovation. Three interconnected areas provide possibilities for mutually beneficial synergies through the flow of ideas and wealth, which could generate high level of dynamism. These are: Education (especially, quality vocational training and skill development), Innovation (generating commercial value through new and improved ideas) and Entrepreneurship. Together, these are the cornerstones of inclusive and sustainable growth.

Education is indispensable for skill development and fundamental to entrepreneurship and innovation. The ability to innovate and generate commercially valuable new products and processes can only take place in environments that encourage experimentation and value addition. Innovation catalyzes entrepreneurship by providing ideas that can be converted into wealth (through goods and services). Innovation helps reveal market opportunities for entrepreneurship to develop and flourish. An entrepreneurial culture drives creation of wealth from knowledge and generates impetus for further innovation. Entrepreneurship, in turn, helps generate new jobs in the economy, and creates a culture of independence, risk-taking and confidence, more so amongst the emerging educated groups. A dynamic entrepreneurial environment is supported by a vibrant academic culture with innovation linking the two as a generator of new ideas and opportunities.

Key words: *entrepreneurship, education, innovation, entrepreneurial environment, economic growth*

INTRODUCTION

Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives (*European Commission, 2006*). The capacity of an economy to successfully compete and grow depends on balancing the stock of enterprises through encouraging more start-ups and managing business transfers. Research shows that there is a positive correlation between entrepreneurship and economic growth, particularly in high-income countries (*Global Entrepreneurship Monitor, 2004*). Countries exhibiting a greater increase in entrepreneurship rates tend to exhibit greater subsequent decreases in unemployment rates (*Audretsch, 2003*). Developing generic attributes and skills that are the foundations of entrepreneurship is complemented by imparting more specific knowledge about business according to the level of education. Entrepreneurship creates new companies and jobs, opens up new markets, and nurtures new skills and capabilities (*European Commission, 2013*). Entrepreneurship and innovation are increasingly recognized as important drivers of economic growth, productivity and employment, and as a key aspect of economic dynamism (*UNCTAD, 2011*).

Three interconnected areas provide possibilities for mutually beneficial synergies through the flow of ideas and wealth, which could generate high level of dynamism. These are: Education (including quality vocational training-skill development), Innovation (generating commercial value through new and improved ideas) and Entrepreneurship.

IMPORTANCE OF THE EDUCATION FOR ENTREPRENEURIAL LEARNING

Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and world. It improves the quality of their lives and leads to a broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances (*Ozturk, 2001*). In addition it plays a very crucial role in securing economic and social progress and improving income distribution. In this respect, the nature and role of education in catalyzing Entrepreneurship, especially in the highly skilled and knowledge-driven sectors is a topic requiring special attention. One major determinant for growth of the entrepreneurship is the availability of adequate number of skilled human resources, people who can take advantage of the opportunities provided by a growing economy at the local, national and global levels.

As per the Recommendation of the European Parliament and of the Council regarding **key competences** for lifelong learning, a sense of initiative and entrepreneurship is one of the eight key competences. In the same document there are also definitions of essential knowledge, skills and attitudes related to this competence (*European Parliament, 2006*):

- Necessary **knowledge** includes the ability to identify available opportunities for personal, professional and/or business activities, including "bigger picture" issues that provide the context in which people live and work.
- **Skills** relate to proactive project management (involving, for example the ability to plan, organise, manage, lead and delegate, analyse, communicate, evaluate and record), effective representation and negotiation, and the ability to work both as an individual and collaboratively in teams.
- An **entrepreneurial attitude** is characterised by initiative, pro-activity, independence and innovation in personal and social life, as much as at work. It also includes motivation and determination to meet objectives, whether personal goals or aims held in common with others, including at work.

Nurturing entrepreneurial spirit and ensuring positive environments that support entrepreneurship therefore becomes a main responsibility is on the overall educational system. The latest findings from research conducted by the European Commission suggested that those who went through entrepreneurial programmes and activities display more entrepreneurial attitudes and intentions, get a job earlier after finishing their studies, can innovate more even as employees in a firm, and start more companies (*EIM Business & Policy Research, 2012*). However, as attitudes and cultural references take shape at an early age, the education systems can greatly contribute to successfully addressing the entrepreneurial challenge. Therefore, while recognising that the entrepreneurship competence should be acquired throughout **lifelong learning**, entrepreneurial learning focuses on education from **primary school to university**, including also **secondary level vocational education** (initial vocational training) and **technical institutions of tertiary level**.

ENTREPRENEURIAL LEARNING AS A KEY COMPETENCE

The theory and practice shows us that entrepreneurs can be made. But, an important question is how they can be made on a strategic basis, and how formal, non-formal and

informal education can help in creating great entrepreneurs, in order to ensure long-term sustainable economic development and prosperity of the country. Entrepreneurial learning can be defined as a process in which the society will create entrepreneurial persons, not only new business owners, but persons with knowledge and working habits for the future, persons willing to change the world for the better, persons that will contribute to society and bring back to the society that enables them to become what they become (*European Training Foundation, 2014*).

At a general level, the multi-dimensional nature of the required entrepreneurial skills originates in education and involves a combination of critical (objective, analytical and logical) as well as creative and empathetic (lateral, imaginative and emotional) thinking (*Kirby, 2003; Sarasvathy, 2007*). Imparting such skills is a process, which starts right from the school stage.

Entrepreneurship in framework curricula for schools

Including explicit objectives in curricula, together with guidelines for putting them into practice, provides a more solid basis for entrepreneurship education.²⁸² Entrepreneurship competence is developed in both formal and non-formal education (e.g. youth work and various forms of participation in society). Entrepreneurship and self-employment as objectives of learning are found more frequently in vocational secondary education.

Entrepreneurship in primary education (pupils below the age of 14)

As for all competences leading to better management of one's own life, the foundations are laid in the early years of education. At primary level, nurturing qualities such as creativity and a spirit of initiative helps develop entrepreneurial attitudes. This is best done through active learning based on children's natural curiosity. In addition, learning about society should also include early knowledge of and contact with the world of work and business, and an understanding of the role of entrepreneurs in the community. Entrepreneurial learning at this stage will develop pupil's: Self-confidence Creativity, Team work skills, Responsibility, Resilience and Flexibility, Courage to explore and experiment with different things, Decision making and problems solving skills, Social skills, Collaboration and communication skills, Awareness about local community, Skills to use different type of technology.

Entrepreneurship in secondary education (from the age of 14)

Secondary education should raise students' awareness of self-employment and entrepreneurship as options for their future career. Entrepreneurial mindsets and skills can best be promoted through learning by doing and experiencing entrepreneurship in practice, by means of practical projects and activities. Entrepreneurial learning at this stage will need to equip students with skills related to: Concept development, Problem solving, Decision making, Network building, Discovering opportunities, Practical work and simulation of the innovation process or real-life working conditions, Knowledge of founding start-up, Economics knowledge, Financial literacy, Marketing and selling knowledge, Importance of planning, Importance of flexibility.

Entrepreneurship in high and professional education

Universities and technical institutes should integrate entrepreneurship as an important part of the curriculum, spread across different subjects, and require or encourage students to take entrepreneurship courses. In university studies, entrepreneurship education provides specific training on how to start and run a business, and encourages and supports business ideas from students. However, critical aspects of higher education include *professional*

²⁸²Framework curricula for school education can be a national or a regional responsibility

education, Vocational Education and Training (VET) and skill development. Combining entrepreneurial mindsets and competence with excellence in scientific and technical studies should enable students and researchers to better commercialize their ideas and new technologies developed (*European Commission, 2012*). Entrepreneurial learning at this stage will need to build on existing skills and abilities in order to support the development of skills related to: Knowledge about national and global changes and trends, Industry knowledge, Environmental theory, Resources utilisation, Productivity, Identification and evaluation of business opportunities, Developing business models and preparing business plans, Implementation of developed business plans and starting real-life company.

INNOVATION AND ENTERPRENEURSHIP IN THE EDUCATIONAL SYSTEM

Innovations, the creation of new and improved products and new production methods that increase efficiency, are the driving force for economic growth. In the global race today, "the only way ahead for companies is to innovate" (*Govindarajan, 2007*). Innovation is a process highly related to entrepreneurship as (*Drucker, 1985*) said "innovation is the specific instrument of entrepreneurship... the act that endows resources with a new capacity to create wealth." Innovation has emerged as one of the drivers of economic growth, and is a factor in increasing competitiveness, profitability and market share as well as reduced costs.

Entrepreneur education is critical for successful innovation (*Vicens & Grullón, 2011*). The education system must be capable of delivering students that are able to be innovative at the workplace. Thus, it is in the form of increased skill development and improved composition of different kinds of skills, education can improve the innovation capacity of the economy.

Systemic approach to innovation could be more appropriate to the needs of developing countries. Education and research institutions, as producers, repositories and diffusers of knowledge and technology, play a central role in such systems. In addition to developing skills required in the 21 century, entrepreneurship education policies and programmes can contribute to generating jobs, and fostering innovation and poverty reduction through the empowerment of marginalized members of the community (*UNCTAD, 2011*). Education policies, therefore, are crucial in order to materialize the potential contribution of entrepreneurship and of innovation to social and economic development.

Skills and competencies for innovation

- In order to improve the application of acquired science and technology -related knowledge and skills in the economy, curriculums would need to emphasize the *importance of science and technology* both as a creative input to the development of goods and services, and in its role in enterprise management, primarily through the *application of information technology*.

- Economics and business curriculums would underscore the value of acquiring quantitative skills and competencies and applying these in entrepreneurship. *Factual observation, gathering and organizing data, developing indicators and analysing them to determine options for action* – whether these relate to a firm's market environment or its internal workings – are vital for its success.

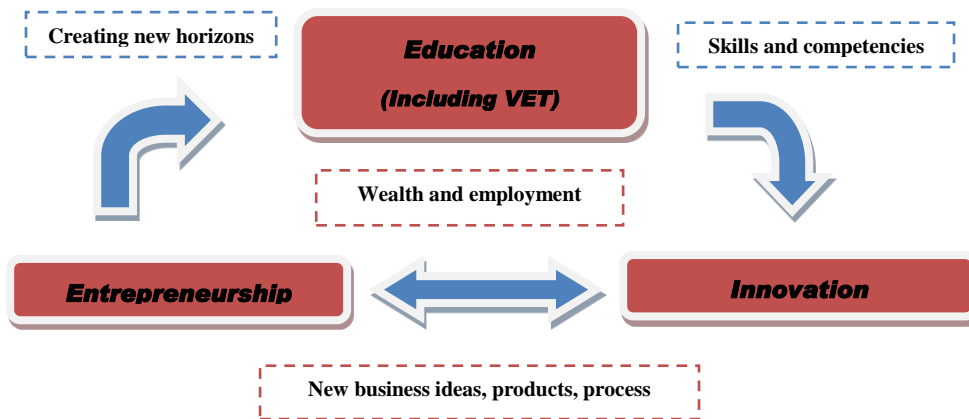
- Entrepreneurship education develops skills in creativity, opportunity identification, problem-solving, self-efficacy and leadership. In addition, *science, technology, engineering and maths (STEM)* are critical for developing the innovative breakthroughs of the future, but are losing popularity with young people. More must be done to ensure that both entrepreneurial and technology-based skills training are provided to students at all levels of the education process.

- Entrepreneurship education will also need to introduce a diversity of management skills related to innovation. These issues may include skills related to *product development, employee management and training, marketing, and public relations.*

- As government regulations and commercial law have an impact on the commercial outcome of a firm, entrepreneurs need appropriate knowledge and *skills to understand their legal and regulatory environment*, and to have the confidence to delegate their concerns to legal experts and implement their advice.

Figure 1 presents interconnection between entrepreneurship, education and innovation as three cornerstones of inclusive and sustainable growth.

Figure 1: Synergies between entrepreneurship, education and innovation



BUILDING SUSTAINABLE ENTREPRENEURIAL AND INNOVATIONS LEARNING ENVIRONMENT – RECOMMENDATIONS FOR CONCRETE ACTIONS

Implementation of the entrepreneurial learning strategy requires a strong commitment from policy makers and educators. To encourage entrepreneurial behavior, a supportive environment is needed. There is a need to formulate more systematic approaches to entrepreneurship education and to enhance the role of education in creating a more entrepreneurial culture in all countries, so they need to make large-scale improvements in related areas including:

- ***Building strong awareness between the all citizens, regardless their age, religion or nationality that entrepreneurship can be learned, and entrepreneurs can be made.*** Policy makers and educational workers also need to be aware about the importance of entrepreneurial learning in creating welfare for the benefit of society in general.
- ***Creating flexible curriculum especially in the fields related to entrepreneurial learning*** with the connection of other learning subjects in formal, non-formal and informal education.
- ***Practically oriented programs to ease the entrepreneurial learning in formal education*** - because learning about entrepreneurship and innovation in formal education is more complex than other subjects. The process of entrepreneurial learning requires the implementation of significant changes to many established/traditional education techniques and methods. The programs related to entrepreneurial learning will need to be more practically oriented with more participative methods, based on real working life and methods modeling or imitating real entrepreneurial experiences as closely as possible.
- Implementation of the best entrepreneurial learning practices require ***development of appropriate/aligned monitoring, measurement and feedback tools*** in order to ensure

that measurement of the results are covered through relevant activities related to entrepreneurial learning.

- ***Entrepreneurial teachers are the key for the effective entrepreneurial learning strategy.*** The focus will need to be on improving competencies, ensuring the development of sustainable networks of teacher trainers, who will be responsible for developing and sharing new teaching techniques related to entrepreneurial learning, and enabling continuous entrepreneurial learning.
- ***Business plan competitions*** are an effective way to expose students to investors. The presence of ***incubators and science parks*** also clearly signals universities' commitment, through the practical supply of service.
- Within business studies at undergraduate and graduate level (including MBAs), courses should have a greater ***focus on aspects such as setting up a business, managing the growth phase*** of an SME and ensuring continuous innovation.
- Special attention should be paid to ***systematically integrating entrepreneurship training in scientific and technical studies*** and within technical institutions in order to better enable spin-offs and innovative start-ups, and as a means to help researchers to acquire entrepreneurial skills.
- ***Curricula for schools at all levels should explicitly include entrepreneurship as an objective of education***, accompanied by implementation guidelines.
- ***Cooperation between educational establishments and the local community, especially businesses***, should be encouraged. Involvement in formal and non-formal education should be seen by firms as an investment and as an aspect of their corporate social responsibility.

CONCLUSIONS

Education has been recognized as an essential agent of social change and development in any society of any country. It is indispensable for skill development and fundamental to Entrepreneurship and Innovation. Innovation catalyzes Entrepreneurship by providing ideas that can be converted into wealth (through goods and services). Innovation helps reveal market opportunities for Entrepreneurship to develop and flourish. An entrepreneurial culture drives creation of wealth from knowledge and generates impetus for further innovation. Entrepreneurship, in turn, helps generate new jobs in the economy, and creates a culture of independence, risk-taking and confidence, more so amongst the emerging educated groups. A dynamic entrepreneurial environment is supported by a vibrant academic culture with innovation linking the two as a generator of new ideas and opportunities.

More efforts should be given to the implementation of 21st century skills and practices in the curricula so can: provide schools and universities with the knowledge, abilities, and skills required for successful entrepreneurship and to participate in the innovation and business; introduce the technology and market knowledge needed to accelerate innovation and entrepreneurship; and improve the competitiveness and promote entrepreneurship and innovation. Entrepreneurship and innovation also should address the lifelong learning process, as well as critical links between primary, secondary, higher and vocational education.

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PRECONDITIONS FOR DEVELOPING ENTREPRENEURIAL SCHOOLS

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Abstract

Creating entrepreneurial schools is about changing the system to allow people to manage, teach and learn creatively, developing and using their own entrepreneurial skills and competences across the education experience. This goes beyond student-centred learning, moving to create schools which enable learners to understand the world beyond school, to see how they can use their talents within it, to achieve their potential in life. The entrepreneurial school requires a level of freedom and flexibility that is not found in all educational systems. Allowing schools the freedom to proactively and reactively respond to their local environments, the redefinition of the teacher as a facilitator of learning not a conduit to knowledge, and the ability to personalize learning to the needs of the individual student. The Entrepreneurial School then, is a place where the different actors - from the principal, to students, to staff and parents – experience sufficient ownership and autonomy that they too have the motivation, resilience and energy to drive their own learning and projects. This paper aims to provide a clear rationale to support the development of entrepreneurial schools at system level, providing insight into the why and how of taking this forward. The author analyzes current European/World best practices on the topic and develops conclusions and recommendations adapted on the Macedonian educational system and environment.

Keywords: entrepreneurial school, entrepreneurship education, entrepreneurial learning, entrepreneurship.

Introduction

The development of the entrepreneurial capacity of European citizens and organisations has been one of the key policy objectives for the EU and Member States for many years. There is a growing awareness (and not only in the EU member states, but worldwide) that entrepreneurial skills, knowledge and attitudes can be learned and in turn lead to the widespread development of entrepreneurial mindsets and culture, which benefit individuals and society as a whole.

Now more than ever we need innovation, new solutions, creative approaches and new ways of operating. We are in uncharted territory and need people in all sectors and at all ages who can 'think out of the box' to identify and pursue opportunities in new and paradigm-changing ways ...Entrepreneurship is a process that results in creativity, innovation and growth (World Economic Forum).

And almost all practitioners and academics agree that the economic growth, prosperity and employability begin at school classrooms. An education that is essential not only to shape the mind-sets of young people but also to provide the skills and knowledge that

are central to developing an entrepreneurial culture. Dynamic economies will require a greater number of young people who are capable and inspired to become entrepreneurs, starting their own businesses. Therefore, the reforming of the educational systems to become more entrepreneurial is the key for societies to meet the challenges they face. Entrepreneurship education isn't general business or economic studies. The aim is to promote creativity, innovations and self-employment (European Commission, 2009).

This paper, in the first part, gave an overview in development of entrepreneurship education and entrepreneurial learning in the Europe in the last 10-15 years. In the second part of the paper the preconditions for development of an entrepreneurial school are presented. Paper ends with several recommendations for developing stronger entrepreneurial learning system in the Republic of Macedonia that are based on the strong entrepreneurial school.

Why entrepreneurship education and systems for entrepreneurial learning?

At the beginning of 2010 the European Commission adopted most important document for the future of united Europe – "EUROPE2020 - A strategy for smart, sustainable and inclusive growth (European Commission, 2010)". Europe 2020 puts forward three mutually reinforcing priorities:

- Smart growth: developing an economy based on knowledge and innovation.
- Sustainable growth: promoting a more resource efficient, greener and more competitive economy.
- Inclusive growth: fostering a high-employment economy delivering social and territorial cohesion.

The Commission developed seven flagship initiatives to catalyse progress under each priority theme. Among the Flagship Initiative: "Innovation Union" two of the objectives were:

- To promote knowledge partnerships and **strengthen links between education, business, research and innovation**, and to promote entrepreneurship by supporting Young Innovative Companies.
- To ensure a sufficient supply of science, mathematics and engineering graduates and **to focus school curricula on creativity, innovation, and entrepreneurship**.

However, even before adoption of EU2020 Strategy numbers of initiatives were focused on individual's ability to turn ideas into action; on supporting kids and students' creativity, innovation and risk taking.

One of the most important initiatives that promote entrepreneurship education (in 2006) become The **Oslo Agenda for Entrepreneurship Education in Europe** that aims to step up progress in promoting entrepreneurial mindset in society, systematically and with effective actions (European Commission, 2006, a). Important part of the agenda is providing concrete proposals that can be adapted by stakeholders according to the local context. In the same year the Recommendation of the European Parliament and of the Council of 18 December 2006 regarding **key competences for lifelong learning** includes **a sense of initiative and entrepreneurship** as one of the eight key competences (European Commission, 2006, b).

Other important documents that promote and/or evaluate entrepreneurial education and learning are:

- *Rethinking Education* (Investing in skills for better socio-economic outcomes), where one of the challenges in member states that need to be addressed is building skills for the 21st century that can be achieved through entrepreneurial learning (European Commission, 2012);

- Latest *EU report for Entrepreneurship Education* was published in February 2016. The Report starts with the statement that "Entrepreneurship education is essential not only to shape the mind-sets of young people but also to provide the skills, knowledge and attitudes that are central to developing an entrepreneurial culture;"
- In June 2016 "*EntreComp: The Entrepreneurship Competence Framework*" was published by European Commission. EntreComp framework is set to become a reference de facto for any initiative aiming to foster entrepreneurial capacity of European citizens. It consists of 3 interrelated and interconnected competence areas: "Ideas and opportunities", "Resources" and "Into action". Each of the areas is made up of 5 competences, which, together, constitute the building blocks of entrepreneurship as a competence.

It can be concluded that in the last 10-15 years enterprise education and entrepreneurial studies have been strongly promoted and in some European countries included by legislation in the national curricula. Entrepreneurship has developed as 'arguably the most potent economic force the world has ever experienced'. Entrepreneurship is more complex process than it can be described in different educational curricula, because different situations based on the industry, market, country culture and other will require different approaches in practicing entrepreneurship. Many educational subjects currently used at all educational levels use simple task environment of the training laboratory where all students can test same problems at once. But, the typical problem-solving situation faced by entrepreneurs is characterized with high level of uncertainty, poorly defined goals, much more unknowns, much larger pressure, and much higher load of information that not guarantee that classical educational process that was previously defined will give right output for creation of new generation of entrepreneurs. Therefore, **traditional pedagogical and psychology research related to teaching and learning processes are not directly applicable to entrepreneurial learning.**

Hansemark states that traditional education is marked as only a transformation of knowledge and abilities, while entrepreneurship education, in contrast, is held up as the model for changing attitudes and motives. Entrepreneurship and entrepreneurship education, beside evident advantages, like promoting business start-ups, has also a wider market potential. The "art" side of entrepreneurship can be mainly learned in the business environment through inductive, practical and social experience. Because of that one of the biggest challenges when we talk about formal and informal education is **to support the entrepreneurial process**, even in the classroom setting. In such a circumstances, traditional approaches to teaching may, in fact, inhibit the development of the requisite entrepreneurial behaviour.

Entrepreneurship education as both a teaching topic and as a way of teaching is relatively new, and whilst it is a topic acknowledged to be of great importance for the economy, there are no standard ways of delivering it. Instead, best practice in teaching and learning is being identified by the educators themselves and shared amongst the educator community. These approaches are a fundamental shift away from traditional educational practice and management, requiring **new ways of school environment, teacher management, curriculum delivery and resource allocation.**

New school environment is intended to enhance teachers' current practice and to assist them to stimulate their ideas for establishing **entrepreneurial classroom environments** - so both teachers and students could experience its multifaceted successes. In addition to this, the **development of an entrepreneurial mindset among teaching staff and administration** is also crucial for the success of the overall process. The ultimate goal is to facilitate an educational experience which inspires students to achieve, enables them to see

where their learning can take them, and connects them to the opportunities that are shaping the future of the country. OECD, in their 2014 Capacity Building Seminar: “Promoting Entrepreneurial Education in Schools”, state: “Key enablers and barriers lie in **teaching and learning environments**. Lack of time, learning materials and financial resources, the fear of teachers and parents of ‘commercialism’, **rigid institutional frameworks**, and challenges to assess learning outcomes of entrepreneurial education are some of the challenges practitioners are encountering”.

“Introducing entrepreneurship education into different levels of formal education involves a **large number of actors at different levels**. Understanding the diverse and multi-layered nature of education is important with regard to the operation of the system. Figure 1 depicts the field of entrepreneurship education as a multi-layered system in which students that are expected to engage in entrepreneurial projects and business enterprise establishment. This consists of two different stages: firstly, from the goal-setting in the education system, starting from EU strategies and national curricula, to the altered daily teaching work of all teachers, and, secondly, from the teaching to the altered behaviour of the students in the years to come (OECD, 2015)”.

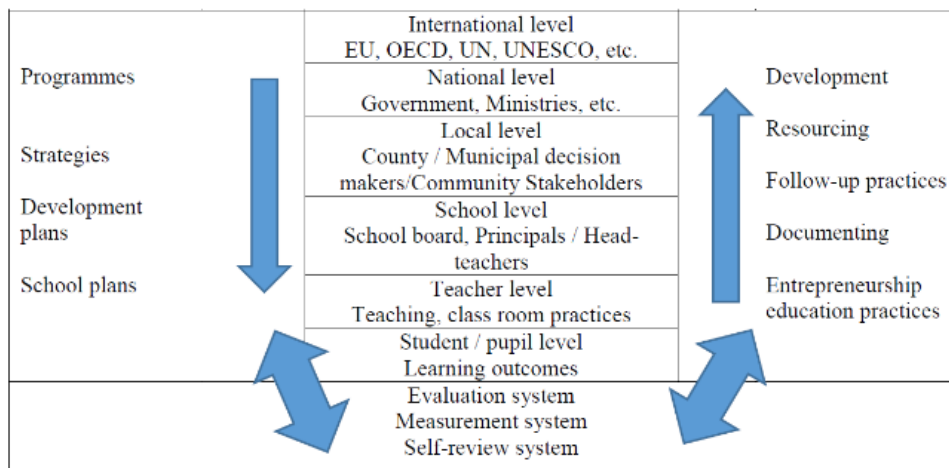


Figure 1. Entrepreneurship education as a multi-layered system

Above mentioned statements argued that in order to develop sound entrepreneurship education and entrepreneurial learning ecosystem that will “produce” entrepreneurially literate young generation, open-minded and innovation driven youth, it is necessary all stakeholders, all parts and links within the ecosystem must play their roles (figure 2). Education and training are one of the basic building blocks of this ecosystem. And **the school is the environment where entrepreneurial learning is happening**.

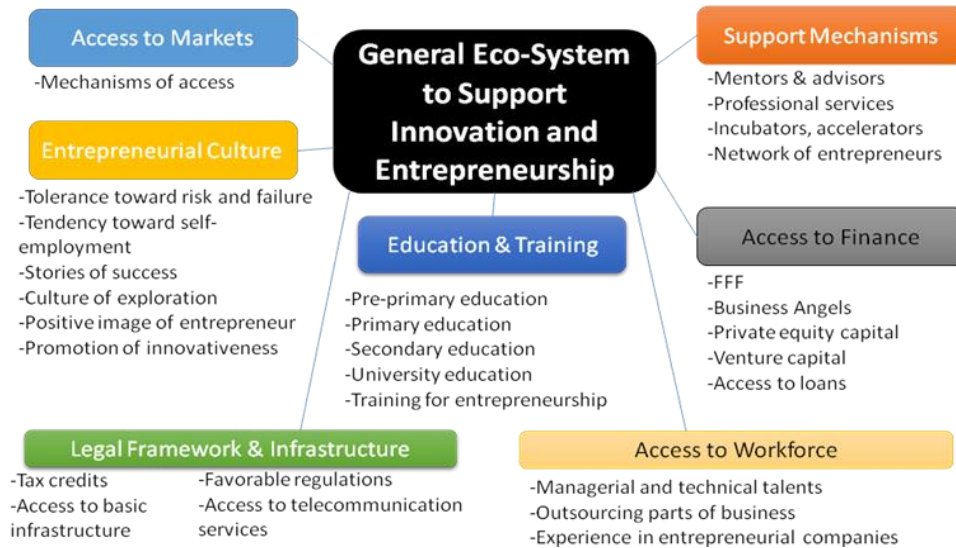


Figure 2. General eco-system that support development of innovation and entrepreneurship in the country (on national, regional and local level)

How to build an entrepreneurial school?

Developing or strengthening “The Entrepreneurial School” may seem like a big undertaking. In order to make the process feel more manageable, the starting point is to look at four broad elements that contribute to “The Entrepreneurial School”. These elements should be recognizable for any school and should help you focus on taking action to start, accelerate or innovate a development journey towards “The Entrepreneurial School”.

The Entrepreneurial School is a place where the different actors - from the principal, to students, to staff, parents and other stakeholders – experience sufficient ownership and autonomy that they too have the motivation, resilience and energy to drive their own learning and projects.

Viewed in this way, being entrepreneurial can be understood in its broadest possible sense, not simply as a person who starts and grows businesses (though that is one possible outcome of being entrepreneurial), but also as the sort of person you are, and the sorts of ways you approach thinking and doing.

Therefore in order to develop “The Entrepreneurial School”, we should focus on four key elements:

1) Creation of detailed strategy for development of the entrepreneurial schools:

It is very important all school stakeholders to understand entrepreneurial strategy of the school, its vision and mission. For “The Entrepreneurial School” a **strategy** should be:

- a process to develop dialogue around the values and philosophy that help a change to be made,
- an opportunity to engage people,
- a way of planning what resources and commitments will be needed,
- a commitment to acting.

2) Development of syllabi and curricula based on the entrepreneurial learning principles:

With aim The Entrepreneurial School to “produce” students that are creative and have entrepreneurial spirit, courses entrepreneurship and innovation should be embedded in the syllabi from early stages. Curricula for all other subjects should incorporate objectives and

actions that will foster creative thinking and development of entrepreneurial mindset. During the design of curricula focus should be on experiential learning, research activities, problem solving cases from real life, etc.

3) Business and other stakeholder engagement in school day-to-day operations and activities

"The Entrepreneurial School" has managed to remove the invisible, but impenetrable bubble which separates schools from 'real' life and the world of work and business. The engagement of external stakeholders is a crucial element in this process. 'Externals' is shorthand for a range of people from the world of work and business and the community, it might include:

- Employers and business of all types and sizes (sole traders, small/medium sized enterprises, entrepreneurs, corporations);
- Social entrepreneurs and community groups;
- People working in the third or public sector;
- Members of the wider community who can add value to entrepreneurial learning and students experiences.

4) Support of teachers career development that will allow them larger autonomy and flexibility in the teaching process (creative implementation of curricula).

"The Entrepreneurial School" should have specific career development system for teachers. This system will enable entrepreneurial teachers that "... Has a passion for teaching. They are inspirational, open-minded and confident, flexible and responsible– but also, from time to time, rule breakers. They listen well, can harness and sell ideas and can work with student – and action- orientated. They are team players and have a good network. They seek to close the gap between education and economy and include external experts in their teaching; focusing on real-life experiences. They always refer to the economic aspect of a topic; and business-related subjects play an important role in their classes – across the disciplines. They follow a flexible and adaptable study plan and prefer interdisciplinary, project-based learning; using training material rather than textbooks. They put emphasis on group processes and interactions; and understand the classroom sometimes is a 'clashroom', giving room for diversity– a diversity of opinions, answers and solutions and the reflection about the learning process. An entrepreneurial teacher is more of a coach than someone who lectures. They support the individual learning process of students and the development of personal competences. (European Commission, 2013 b)".

Developing of "The Entrepreneurial School", what means development of entrepreneurial learning and culture, should be viewed in the same way as any other whole school improvement – it's a long game, something that requires time, effort and resources, and something that should be frequently reviewed, refined and improved.

Conclusion

It is obvious that developed economies worldwide are looking on the entrepreneurship as a powerful tool for decreasing unemployment and poverty and to ensure sustainable economic development of their countries. To achieve these objectives, countries need entrepreneurially literate citizens. In 2014 Republic of Macedonia adopted its National Strategy for Entrepreneurial Learning 2014-2020. Within the strategy, numbers of measures are suggested in order to "*give our young people the ability to think positively, to look for opportunities to make things happen, to have the self-confidence to achieve their goals, and to use their talents to build a better society (economically and socially)*".

One of the steps for creating entrepreneurial society is development of the entrepreneurial schools. This can be achieved by:

- 1) Creation of detailed strategy for development of the entrepreneurial schools;
- 2) Development of syllabi and curricula based on the entrepreneurial learning principles;
- 3) Business and other stakeholder engagement in school day-to-day operations and activities;
- 4) Support of teachers career development that will allow them larger autonomy and flexibility in the teaching process (creative implementation of curricula).

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DEVELOPING "THE SCALE OF CLASSROOM MANAGEMENT SKILLS"

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Abstract

In general sense, management is using sources of organization voluminously to reach the common goals of the participant of the organization. Classroom management is using the sources of the classroom participant (student, teacher, schoolmanagement) to be successful. Success at education may be reached if teacher, with the status of classroom manager, can perform management processes effectively.

The most important factor at success at education is teacher's level of classroom management skills. Classroom management skills cannot be dissociated from general management skills. Processes such as planning, coordination, organization, communication, making decisions, and prize-reward are also necessary for classroom management. Teacher's success at these processes will also determine his success at the teaching conducting with his students.

The study was conducted with 788 students chosen randomly from Trakya University 2015-2016 spring semester Faculty of Education all 4th grade students, and Pedagogical Formation Program Students. "The scale of classroom management skills", prepared by the researcher, has been used as a means of data collection. The scale consists of 33 questions with 4 degrees.

Varimax rotated exploratory factor analysis has been used as scale development statistics to ascertain sub-dimensions. For each sub-dimension internal consistency has been determined by item-total correlation coefficient and item-remainder correlation coefficient. Similarly, t-test has been applied between upper and lower quartiles to ascertain the power of discrimination. Cronbach and Rulon coefficient for scale and sub-dimensions have been calculated to determine the reliability. As a result of the statistical operations, it has been proved that the scale consisting of 4 positive, 2 negative attitudes, totally 6 sub dimensions, is valid, reliable, and usable.

Keywords: classroom management, developing scale, validity, reliability, skill

Introduction

In general sense, management is using sources of organization voluminously to reach the common goals of the participant of the organization. Classroom management is using the sources of the classroom participant (student, teacher, schoolmanagement) to be successful. Success at education may be reached if teacher, with the status of classroom manager, can perform management processes effectively. The most important factor at success at education is teacher's level of classroom management skills. Classroom management skills cannot be dissociated from general management skills. Processes such as planning, coordination, organization, communication, making decisions, and prize-reward are also necessary for classroom management. Teacher's success at these processes will also determine his success at the teaching conducting with his students.

Method

The study was conducted with 788 students chosen randomly from Trakya University 2015-2016 spring semester Faculty of Education all 4th grade students, and Pedagogical Formation Program Students. "The scale of classroom management skills", prepared by the researcher, has been used as a means of data collection. The scale consists of 33 questions with 4 degrees.

Varimax rotated exploratory factor analysis has been used as scale development statistics to ascertain sub-dimensions. For each sub-dimension internal consistency has been determined by item-total correlation coefficient and item-remainder correlation coefficient. Similarly, t-test has been applied between upper and lower quartiles to ascertain the power of discrimination. Cronbach and Rulon coefficient for scale and sub-dimensions have been calculated to determine the reliability. As a result of the statistical operations, it has been proved that the scale consisting of 4 positive, 2 negative attitudes, totally 6 subdimensions, is valid, reliable, and usable.

Results

Exploratory factor analysis has been used to determine the construct validation of the scale. The suitability of the data for factor analysis has been assessed with KMO and Bartlett tests and it has been detected that they are statistically appropriate (Table 1).

Table 1. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0,918
Bartlett's Test of Sphericity	Approx. Chi-Square	9251,959
	df	528
	Sig.	0,000

6 extraction has been formed where components whose eigenvalues above 1 to be selected. Principal component analysis has been used as an extraction method. 6 components explain 52,690% of the total variance cumulatively (Table 2).

Table 2. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8,740	26,484	26,484	8,740	26,484	26,484	3,679	11,149	11,149
2	3,360	10,183	36,667	3,360	10,183	36,667	3,627	10,991	22,140
3	1,677	5,082	41,749	1,677	5,082	41,749	3,256	9,867	32,007
4	1,366	4,140	45,889	1,366	4,140	45,889	2,944	8,920	40,927
5	1,186	3,594	49,482	1,186	3,594	49,482	2,718	8,238	49,164
6	1,059	3,208	52,690	1,059	3,208	52,690	1,163	3,526	52,690
7	,999	3,029	55,719						

Factors and the items they contain have been identified according to varimax rotated factor analysis. It has been ascertained that the scale has 6 factors. (Appendix Table 3). The factors determined by factor analysis, including positive and negative skills and their meanings are as follows; Table 4)

Table 4. Factors

F1	Positive	Surprise reward	Surprise reward behaviors that will please the students
F2	Positive	Regular reward	Behaviors that will reward the students according to a system with certain rules.
F3	Positive	Encouragement	Behaviors that are incentive and encouraging
F4	Negative	Punishment	Behaviors that are punitive and preventive
F5	Negative	Arbitrary reward-punishment	Behaviors that are indeterminate to reward or punish when, who and why
F6	Positive	Respect in criticism	Not behaving disrespectfully while criticizing or punishing the students

Item-total correlation and item remainder coefficients have been calculated to determine internal consistency between dimensions. $r_{it} = 0.837$, and $\alpha = 0.731$ have been found in order to question the relation between total factors and the sum of the scale. According to these analyses, it was seen that there is an internal consistency between all factors and the sum of the scale (Table 5).

Table 5. The Analysis Of Internal Consistency Between Dimensions

Factors	Item-total correlation coefficient			Item-remainder correlation coefficient		
	r_{it}	df	p	r_{ir}	df	p
F1	0,754	786	$p < .01$	0,582	786	$p < .01$
F2	0,907	786	$p < .01$	0,722	786	$p < .01$
F3	0,868	786	$p < .01$	0,699	786	$p < .01$
F4	0,115	786	*	-0,267	786	$p < .01$
F5	0,047	786	*	-0,328	786	$p < .01$
F6	0,361	786	$p < .01$	0,282	786	$p < .01$
	r_{it}			r_{ir}		
	0,837			0,731		

For each factor internal consistency has been determined by item-total correlation coefficient and item-remainder correlation coefficient, r_{it} , α coefficients. According to these analyses, it was seen that there is an internal consistency between all items and their factors. (Appendix Table 6-10).

t- Test has been used to analyze the difference between upper and lower quartiles to determine people with high level skills and low level skills. According to results, it was seen that all factors are suitable to distinguish low and high skills levels (Table 11).

Table 11. Discriminant coefficients for Subscales

Factor	Upper Quadrille			Lower Quadrille			Comparison			
	n	Mean	Std.dev.	n	Mean	Std.dev.	t	df	p	
F1	213	2,590	0,587	213	1,572	0,395	20,950	424	p<.01	0,000
F2	213	3,177	0,467	213	2,241	0,493	20,084	424	p<.01	0,000
F3	213	3,047	0,533	213	2,039	0,490	20,292	424	p<.01	0,000
F4	213	1,641	0,556	213	1,546	0,472	1,906	424	p<.05	0,028
F5	213	1,832	0,649	213	1,734	0,533	1,689	424	p<.05	0,046
F6	213	3,146	0,870	213	1,615	0,715	19,786	424	p<.01	0,000

t- test has been used to ascertain discrimination power of high and low level skills for everyone. According to results it was seen that all items are suitable for distinguishing between people with high and low level skills (Table 12-16).

As a result of the all statistical analyses it has been decided that the scale consisting 6 factors and 33 items is valid, reliable, and useable. 24th items should be assessed reverse, all the other items should be valued straight. In positive content factors (F1, F2, F3, F6) high score indicates positive classroom management skills. In negative content factors (F4, F5) low score indicates positive classroom management skills.

THE SCALE OF CLASSROOM MANAGEMENT SKILLS

Below some expressions are given related to one teacher's classroom management skills. Answer the expressions below sincerely by putting **X** only one of the options according to the conformity degree of you. Do not answer if you are indecisive, or do not have any idea.

		Never	Rarely	Mostly	Always
1)	He makes fun of us.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2)	He shouts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3)	He provides my friends know my success, too.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4)	He exhibits successful studies on local boards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5)	He praises success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6)	He is encouraging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7)	He is punitive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8)	He praises work and effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9)	He does not criticize or give penalty in a group of friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10)	He insults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11)	He states in which case he will reward at first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12)	He determines the rules at first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13)	He humiliates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14)	It is not certain when or how he will react.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15)	It is not that certain what he rewards or what he punishes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16)	What he thinks as reward is not meaningful for us.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17)	His rewards are not even related with our successes, he acts randomly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18)	He is rewarding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19)	His criterion for reward is success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20)	His criterion for reward is work and effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21)	His rewarding is arbitrary; he gives award to whom he wants and when he wants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22)	His rewards are encouraging to study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23)	He gives award in the public with everyone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24)	He rewards only with sayings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25)	His awards are surprising and pleasant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26)	He does not grudge his praises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27)	He is incentive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28)	He gives concrete rewards (pencils, books, tops etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29)	He rewards success over the standard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30)	He loves surprise rewards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31)	He rewards in surprise times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32)	He threatens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33)	He gives awards surely that he promised to give.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix

Table 3. Rotated Component Matrix^a

Items	Factor	Component					
		1	2	3	4	5	6
i1	4	-,119	-,134	-,153	,622	,189	,005
i2	4	-,084	-,003	-,049	,734	,037	-,181
i3	3	,304	,105	,636	,024	,048	,003
i4	3	,349	,019	,564	,022	-,054	-,146
i5	3	,073	,217	,788	-,018	-,012	,061
i6	3	,139	,289	,636	-,212	-,210	,114
i7	4	,093	-,031	,138	,556	,177	-,111
i8	3	-,026	,248	,648	-,074	-,192	,151
i9	6	,099	,091	,161	-,130	-,148	,711
i10	4	-,090	-,058	-,116	,689	,149	,180
i11	2	,120	,488	,319	,009	-,228	-,083
i12	2	-,028	,478	,181	-,095	-,131	-,180
i13	4	,002	-,164	-,118	,696	,243	,080
i14	5	-,150	,049	-,083	,204	,612	-,187
i15	5	-,067	-,100	-,090	,218	,684	-,141
i16	5	-,084	-,162	-,076	,196	,681	-,077
i17	5	-,027	-,153	-,151	,239	,710	,105
i18	2	,369	,496	,320	-,011	-,148	,059
i19	2	,136	,721	,024	-,059	-,074	,088
i20	2	,123	,688	,082	-,152	-,008	,275
i21	5	,090	-,185	-,027	,222	,496	,337
i22	2	,416	,500	,263	-,121	-,155	,128
i23	2	,434	,509	,179	-,047	,049	-,125
i24	1	-,388	,238	,051	,169	,353	,223
i25	1	,704	,248	,207	-,094	-,097	,096
i26	3	,333	,428	,457	-,205	-,169	,142
i27	3	,329	,401	,434	-,112	-,118	,109
i28	1	,695	,104	,169	-,014	-,056	-,121
i29	2	,399	,457	,213	,002	,007	-,017
i30	1	,783	,259	,129	-,043	-,095	,174
i31	1	,769	,213	,102	-,032	-,013	,158
i32	4	-,064	-,072	,030	,521	,300	-,086
i33	2	,296	,506	,235	-,169	-,061	-,034

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 8 iterations

Table 6. Internal Consistency Analysis For Factor 1

Item	Item-total correlation coefficient			Item-remainder correlation coefficient		
	rit	df	p	rir	df	p
i24	0,488	785	p<.01	0,223	785	p<.05
i25	0,792	785	p<.01	0,641	785	p<.01
i28	0,718	785	p<.01	0,543	785	p<.01

i30	0,831	786	p<.01	0,706	786	p<.01
i31	0,800	786	p<.01	0,666	786	p<.01
	rulon			croanbach		
	0,810			0,774		

Table 7. Internal Consistency Analysis For Factor 2

Item	Item-total correlation coefficient			Item-remainder correlation coefficient		
	rit	df	p	rir	df	p
i11	0,624	786	p<.01	0,501	786	p<.01
i12	0,495	784	p<.01	0,366	784	p<.01
i18	0,698	786	p<.01	0,604	786	p<.01
i19	0,661	786	p<.01	0,555	786	p<.01
i20	0,654	786	p<.01	0,547	786	p<.01
i22	0,730	785	p<.01	0,629	785	p<.01
i23	0,690	785	p<.01	0,570	785	p<.01
i29	0,634	786	p<.01	0,512	786	p<.01
i33	0,670	784	p<.01	0,541	784	p<.01
	rulon			croanbach		
	0,846			0,831		

Table 8. Internal Consistency Analysis For Factor 3

Item	Item-total correlation coefficient			Item-remainder correlation coefficient		
	rit	df	p	rir	df	p
i3	0,657	785	p<.01	0,517	785	p<.01
i4	0,613	786	p<.01	0,443	786	p<.01
i5	0,749	785	p<.01	0,640	785	p<.01
i6	0,756	786	p<.01	0,647	786	p<.01
i8	0,672	786	p<.01	0,542	786	p<.01
i26	0,753	786	p<.01	0,640	786	p<.01
i27	0,706	786	p<.01	0,574	786	p<.01
	rulon			croanbach		
	0,826			0,826		

Table 9. Internal Consistency Analysis For Factor 4

Item	Item-total correlation coefficient			Item-remainder correlation coefficient		
	rit	df	p	rir	df	p
i1	0,668	786	p<.01	0,518	786	p<.01
i2	0,685	785	p<.01	0,527	785	p<.01
i7	0,588	786	p<.01	0,388	786	p<.01
i10	0,686	786	p<.01	0,520	786	p<.01
i13	0,740	786	p<.01	0,594	786	p<.01
i32	0,673	784	p<.01	0,450	784	p<.01
	rulon			croanbach		
	0,786			0,754		

Table 10. Internal Consistency Analysis For Factor 5

Item	Item-total correlation coefficient			Item-remainder correlation coefficient		
	rit	df	p	rir	df	p
i14	0,669	786	p<.01	0,460	786	p<.01
i15	0,748	786	p<.01	0,576	786	p<.01
i16	0,715	786	p<.01	0,531	786	p<.01
i17	0,774	786	p<.01	0,614	786	p<.01
i21	0,615	783	p<.01	0,373	783	p<.01
	rulon			croanbach		
	0,800			0,745		

Table 12. Discriminant Coefficients For Factor 1

Item	Upper Quadrille			Lower Quadrille			Comparison			
	n	Mean	Std.dev.	n	Mean	Std.dev.	t	df	p	
i24	213	3,089	0,811	212	1,849	0,713	16,712	423	p<.01	0,000
i25	213	2,962	0,719	212	1,208	0,418	30,694	423	p<.01	0,000
i28	213	2,568	0,869	213	1,075	0,281	23,786	424	p<.01	0,000
i30	213	2,836	0,769	213	1,094	0,308	30,626	424	p<.01	0,000
i31	213	2,714	0,763	213	1,089	0,286	29,019	424	p<.01	0,000

Table 13. Discriminant Coefficients For Factor 2

Item	Upper Quadrille			Lower Quadrille			Comparison			
	n	Mean	Std.dev	n	Mean	Std.dev	t	df	p	
i11	213	3,282	0,730	213	1,930	0,812	18,020	424	p<.01	0,000
i12	213	3,657	0,583	212	2,656	0,908	13,497	423	p<.01	0,000
i18	213	3,108	0,695	213	1,709	0,558	22,851	424	p<.01	0,000
i19	213	3,502	0,588	213	2,150	0,822	19,484	424	p<.01	0,000
i20	213	3,615	0,593	213	2,310	0,823	18,741	424	p<.01	0,000
i22	213	3,408	0,705	213	1,704	0,681	25,306	424	p<.01	0,000
i23	213	3,263	0,775	213	1,573	0,673	23,973	424	p<.01	0,000
i29	213	3,169	0,707	213	1,676	0,729	21,409	424	p<.01	0,000
i33	213	3,624	0,651	212	1,915	0,935	21,805	423	p<.01	0,000

Table 14. Discriminant Coefficients For Factor 3

Item	Upper Quadrille			Lower Quadrille			Comparison			
	n	Mean	Std.dev	n	Mean	Std.dev	t	df	p	
i3	213	2,939	0,772	212	1,538	0,587	21,027	423	p<.01	0,00 0
i4	213	2,709	0,895	213	1,216	0,514	21,053	424	p<.01	0,00 0
i5	213	3,502	0,588	212	1,929	0,623	26,704	423	p<.01	0,00 0
i6	213	3,549	0,569	213	1,939	0,638	27,426	424	p<.01	0,00 0
i8	213	3,620	0,584	213	2,244	0,769	20,751	424	p<.01	0,00 0
i26	213	3,329	0,697	213	1,714	0,643	24,805	424	p<.01	0,00 0
i27	213	3,286	0,719	213	1,742	0,640	23,370	424	p<.01	0,00 0

Table 15. Discriminant Coefficients For Factor 4

Item	Upper Quadrille			Lower Quadrille			Comparison			
	n	Mean	Std.dev	n	Mean	Std.dev	t	df	p	
i1	213	2,094	0,714	213	1,047	0,212	20,463	424	p<.01	0,00 0
i2	213	2,362	0,677	213	1,146	0,353	23,182	424	p<.01	0,00 0
i7	213	2,291	0,752	213	1,225	0,419	18,024	424	p<.01	0,00 0
i10	213	2,174	0,785	213	1,009	0,097	21,439	424	p<.01	0,00 0
i13	213	2,254	0,790	213	1,019	0,136	22,427	424	p<.01	0,00 0
i32	213	2,437	0,902	212	1,047	0,213	21,834	423	p<.01	0,00 0

Table 16. Discriminant Coefficients For Factor 5

Item	Upper Quadrille			Lower Quadrille			Comparison			
	n	Mean	Std.dev	n	Mean	Std.dev	t	df	p	
i14	213	2,840	0,785	213	1,484	0,537	20,772	424	p<.01	0,00 0
i15	213	2,676	0,785	213	1,160	0,367	25,478	424	p<.01	0,00 0
i16	213	2,587	0,823	213	1,207	0,439	21,540	424	p<.01	0,00 0
i17	213	2,498	0,899	213	1,038	0,191	23,139	424	p<.01	0,00 0

										0
i21	213	2,408	0,980	211	1,118	0,338	18,113	422	p<.01	0,00 0

MANAGING PROJECT RISK IN UNSTABLE ENVIRONMENTS

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Abstract

Managing project risks is usually based on estimated impact and probability of an event that, if happen, would influence time, cost, scope, quality or benefits of a project. Authors analyse the problem of using this approach to risk management in the environments where either probability or impact, or both, are hard to estimate due to the unstable external conditions. Authors also discuss different approaches and their limitations in quantifying costs associated to risks.

Keywords: Project risk management, unstable environment, risk costs, project time, cost, scope, quality, benefits.

Introduction

In the introduction we would like to define the term *risk*. Most common definition found in the Project Management literature is that the risk is "an uncertain event or set of events that, should it occur, will have an effect on the achievement of objectives. A risk is measured by the combination of the **probability** of a perceived threat or opportunity occurring and the magnitude of its **impact** on objectives" where:

- "**Threat**" is used to describe an uncertain event that could have a negative impact on objectives
- "**Opportunity**" is used to describe an uncertain event that could have a favourable impact on objectives

Risk Management is applied throughout the project lifecycle and must be visible, repeatable, consistent, and should be used to support decision making. An effective Risk Register can provide a project an overview of its risk "exposure" –i.e. the extent of the risk borne by the project at a given point in time.

The best case scenario for having less risk-prone projects and, consequently, fewer surprises during its execution is to involve those who will be responsible for implementing the project as soon as possible in the process of project planning. Unrealistic objectives and uncertain environment are one of the primary causes for not achieving project success and alignment between the business development phase and its actual implementation. In the situation of uncertain environments, approach of quantifying value of risks based on impact and probability might not be appropriate due to high inaccuracy of the estimates. Much better approach used in practice is to identify the risks by categories based on their nature, expected time of happening, level (does it affect all or just part of the project), These risk can then be analysed using different methods that we will mention later and then put in one of the pre-set impact and probability category, usually high, medium or low.

Categorising Risk

Most common categorization of risk by their nature and factors that influence existence of these risk are given bellow:

Implementation risks related to the ability to implement project in accordance with the planned time, cost and quality. These risks may be identified in engagements that:

- Involve complicated implementation arrangements (e.g. multiple partners with overlapping responsibilities)
 - Engage partners that work together for the first time etc.
- **Reputational, Mandate or Ethical** risks including:
 - Potential ethical concerns
- **Security risks** (e.g. injury or death to personnel)
- **Fraud risks** including:
 - Partnering with a dubious entity.
 - Partnering or collaborating with partners where there is an indication that they have been involved in manipulation of financial statements, misappropriation of assets or corruption
- Dubious or unclear origin of funds
 - **Financial risks** or significant financial engagements whereby:
 - If the total engagement is larger than predefined percentage of the annual turnover of defined in absolute figures.
 - If the engagement is going to meet revenue/cost recovery requirements etc.
- **Environmental risks** – if the project pose significant risk of the environmental
- **Societal risks** (for example, violation of human rights, discrimination, failure to consider gender equality and diversity in projects, conflicts and any other related risk)
- **Legal risks**(e.g. no general termination rights for UNOPS in the agreement, third party claims, and UN privileges and immunities being jeopardized)

Risk management and projects live cycle

High level risks are identified in opportunity and pre-engagement stage and detail risk identification should start at initiation stage. In uncertain environment adequate Risk Management Strategy needs to be adopted that will enable the a) identification and b) assessment of risks in order to successfully address them during the Implementation stage. For complex projects, risk management strategy document will help in documenting the robust risk management process undertaken.

Identification of Risks

When identifying risks in unstable environments, it is critical to first examine the context of the project and later identify individual risks within that context. Risk identification should concentrate on events that might affect the realization of project outputs – specifically if they will impact cost, timescales, and quality of the deliverables, or the utility of the final product after project is closed. During the identification as many relevant stakeholders as possible should be invited so that inputs from all involved can be collected. Special attention has to be paid for sustainability and resilience related risks to the project.

Most common tools and techniques for risk identification in unstable environments are shown below:

<i>Technique</i>	<i>Description</i>
<i>Brainstorming</i>	Rapid generation of ideas from a wide audience. It should include most members of the project team and stakeholder sessions should also be considered. It can provide a good overview of the risk landscape
<i>Interviews</i>	Interviews should be considered where key individual’s feedback is required or there is some concern that

Expert judgment	individual’s will not be comfortable speaking in public sphere due to perhaps social or cultural reasons Experts are asked for their feedback. For instance, the design review process acts as an expert review on the project and will identify potential risks to implementing the project as currently designed
Risk Breakdown Structure (RBS)	A breakdown of external and internal risks, relevant categories and subcategories for ease of reference. This can also be considered as a “prompt list” to ensure you have considered the most common pitfalls recorded before. RBS is normally done for two kinds of risk events: <ul style="list-style-type: none"> • Internal RBS: areas of risk that are under organization’s control • External RBS: areas of risk that are outside of your control
Stakeholder Analysis	It is easier to understand risks by getting an understanding and analysing the expectations and perceptions of stakeholders on the project
Root-Cause Analysis	Trying to understand the underlying reasons why something is the way it is. Like the stakeholder analysis, looking at the root of the issue can help a project manager better understand the expectations of stakeholders once the project is complete and align the outputs to this.

Choosing a technique for risk identification

This will depend on the level of instability of the project environment as well as the context of the project and its stakeholders. Often a brainstorming session will be sufficient, provided that the session participants are engaged and can contribute through expertise and/or experience. When those involved in risk identification may have any sort of difficulty providing information in a group session, interviews should be utilised, though this will require additional investment and resources, besides taking more time.). It is the role of the Project / Programme Manager or the risk identification session facilitator to analyse the situation and the participants involved to decide on which technique or combination of techniques suits best.

When identifying risks, as many relevant stakeholders as possible should be invited so that you will be able to collect input from all involved. Additionally, for risk management in unstable environments, if at all possible, it is advisable to conduct separate sessions for identifying threats and opportunities. By doing so, it can help increase the focus on the intended objectives.

Other Sources

Lessons Learned from previous projects –Lessons Learned logs for similar projects or programmes are good base for identifying and analysing risk. All projects should produce an End Project Report and identify lessons learned through analysis of the closed risk register. Ideally risks that could impact other projects should be identified and shared within the organization as common knowledge resource as to avoid them in future or learn successful approaches on mitigation.

Risk Breakdown Structure (RBS) – the standardised Risk Register includes a breakdown of external and internal risks, relevant categories and commonly found in these

companies projects and programmes for ease of reference. Examples of the current Risk Breakdown

Assessment of Risks

Risk assessment is done in order to better understand individual threats and opportunities, as well as to prioritise those that will require closer attention and resources. Qualitative and quantitative measures, or a combination of both, are used to assess risks. Quantitative risk assessment is used if the risk is numerically measurable whereas qualitative analysis relies more on the experience and knowledge of individuals. In the unstable environments more emphasis is given on qualitative measures since quantitative risk assessment can be inaccurate and/or highly expensive.

A qualitative assessment is usually applied using a pre-defined scale called a Probability and Impact Matrix. In quantitative measures the assessment is done by multiplying the probability of occurrence by the impact that risk would have on the project’s objectives. In addition to this, the time in which the risk is thought to occur, or its proximity, is also taken into account.

Impact

Impact is the result of a particular threat or opportunity occurring and it is measured in terms of both cost and schedule.

Cost is defined as the associated expense of remedying the threat if it were to materialise.

Instead of determining exact impact on costs, in unstable environments it is usually much easier to group risks by intervals as shown bellow.

Costs		
Scale	Score	Description
Very low:	1	Insignificant increase
Low:	2	Cost increase < 10%
Medium:	3	Cost increase between 10 – 20%
High :	4	Cost increase between 20 – 40%
Very High:	5	Cost increase > 40%

Pre-defined scale – Costs

Schedule refers to the current duration of the project and the impact of a threat materialising would have this duration. Similar risk categorization for projects in unstable environments could be used as shown below.

Schedule		
Scale	Score	Description
Very low:	1	Insignificant increase
Low:	2	Time increase < 5%
Medium:	3	Time increase between 5 – 10%
High:	4	Time increase between 10 – 20%
Very High:	5	Time increase > 20%

Pre-defined scale – Schedule

Probability

The probability is evaluated likelihood of a particular threat or opportunity actually happening. This is the most difficult estimate to make in the unstable environments and

because of that also requires interval clarification. Below is one example of categorising risks by probability.

Probability		
Scale	Score	Description
Very high	5	More than 70%
High	4	50%-70%
Medium:	3	30%-50%
Low	2	10%-30%
Very Low:	1	Less than 10%

Pre-defined scale – Schedule

Proximity

Proximity reflects the fact that risks will occur at particular times and the severity of their impact will vary according to when they occur. Proximity categories could be:

Proximity		
Scale	Internal score	Description
Immediate	5	Within one month
Short Term	4	More than one month but within this quarter (stage)
Medium Term	3	Outside of stage but within next 12 months
Long Term:	2	12 - 24 months away
Very Long Term:	1	More than 24 months away

Pre-defined scale – Proximity

Risk Management Strategy

Since the risks change during the project implementation, and this is especially true for the projects implemented in unstable environments it is important to have a systematic approach to risk management in order to successfully mitigate risk. Risk management strategy documents the procedure that will be used, tools and techniques, reporting and escalation mechanism, set indicators for early warning, determine risk tolerance and potential risk budget. For the unstable environments it is of key importance that these risk management strategies provide mechanisms for fast risk identification, assessment and implementation of mitigation measures.

Risk response

The primary objective of risk response is to prepare management responses using the Risk Response Categories for each of the identified threats and opportunities in order to reduce or remove the threat (or to maximize the opportunity). This should leave the project prepared with an action plan should any risk be realised and should be included in each Stage Plan.

Planned risk response could be summarized in following categories:

- **Accept:** the organisation decides that it will take the chance of the risk occurring and if it does it will impact objectives.
- **Reduce (only for threats):** diminish the probability and/or impact of a threat.
- **Avoid (only for threats):** the elimination of a threat by removing its cause in order to be certain it will not occur.

- Transfer (only for threats): a third party takes on responsibility for an aspect of the risk.
- Enhance (only for opportunity): increase the probability and/or impact of an opportunity.
- Exploit (only for opportunity): implementing the cause of an opportunity in order to make it certain.
- Share: a method in which the risk is distributed among several participants

Risk tolerance and early warning indicator

In unstable environment special emphasis is on continuity of risk monitoring. Risks should be monitored throughout the project and risk tolerance level should be reviewed whenever a new risk is identified.

Risk tolerance is the threshold levels of risk exposure passed on the project's risk appetite, that when exceeded triggers an action. Where tolerances have been established and risk exposure is predicted to or indeed already has exceeded such tolerances, the risk becomes an issue. The project manager, in that case, must presents a number of options on both if and how the project should proceed in light of a major risk occurring.

Early Warning Indicators (EWI)

In order to minimise likelihood and/or impact of treats and maximize the same factors for opportunities is useful to have some form of regular feedback to indicate if we are doing well, mediocre or badly in relation to the objectives and where to focus our attention and limited resources to resolve problems and optimise on opportunities.

An EWI can be used as a trigger to focus attention on a particular area that will affect the project. In the case of negative consequences this will give time to make a recovery plan before the full impact of a situation derails the project completely.

External events can be a good source of EWI's. For instance, if another relevant project is experiencing increased costs it can be an EWI for analysing the possible cost related risks.

Conclusion

Managing project risks in unstable environment is highly challenging task that relies more on qualitative assessments and previous experience than on the exact data collected. This puts emphasis on establishing and implementing adequate risk management strategy that will ensure timely and reparative risk identification, risk assessment, risk response planning and implementation.

Main obstacle in quantifying the value of risk in unstable environments is lack of accurate estimates of risk likelihood and impact. One of the factors for this are high costs of data collection that needs to be collected fast and monitored regularly. However, with new trends of lowering the cost for data collection and analysis using information technology and development of adequate data driven analytic and predictive models it is expected that project risk management in unstable environment will be based more on data driven decision making.

Currently, in order to avoid as much project risk as possible, generally recognized and proven causes and factors of increased risks must be minimised and mitigation measures put in place from the beginning of the project including engaging project manager and relevant project team members from the early stages of project planning onwards.

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MULTIPLE CRITERIA ASSESSMENT OF SOIL REINFORCEMENT APPLICATION BY MOORA METHODS

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Abstract

Nowadays, the increase in need for building lands and the decrease in available places with proper foundation soil characteristics made it necessary to construct engineering buildings on soils, which need improvement. Consequently, though not desired, the areas that have poor foundation soil characteristics are put into service. Many criteria are considered during selection of reinforcement method of the land, which is decided to have soil reinforcement. While the selection criteria are determined, both qualitative and quantitative criteria should be assessed together. In this study, the selection of soil reinforcement method that will be used for the soil that needs to be reinforced was performed by MOORA approach, which is a multiple criteria decision method. Within the scope of this approach, ranking orders obtained by making calculations based on both Ratio Analysis and Reference Point Theory were compared. By using this approach, a numerical solution is utilised in selection of soil improvement method and a significant easiness was provided to make a decision.

Keywords: *Soil Improvement Methods, Multiple Criteria Decision, MOORA Method*

1. Introduction

Soil improvement methods, which are one of the most important subjects of civil engineering, provide many application options. The main purpose in soil improvement is to fill up the gaps inside the soil by mechanical means, to fill up the soil gaps by mixtures of several compositions, to decrease the underground water level or decrease the water content of soil to reinforce the current soil by using several elements [1]. With the developing technology, the soil improvement methods provide qualified, safe and economical solutions to application areas. The important thing is to provide adequate application with the correct technology. On-site soil improvement methods, which are commonly used in recent years, are as follows;

1. Injection
2. Jet-grouting
3. Bored Piles
4. Stone Columns

Injection: This method is the process of injecting a liquid that has additives to inside of soil, which is with low strength and carriage capacity. So, the carriage capacity and impermeability of the soil is brought to the desired standards.

Jet-grouting: It is the process of drilling until the depth where improvement will be made and by making cement-water injection at high pressure (300-600 bar) from fine spray nozzles into the soil by using jet-grout equipment, to form soil-cement (soilcrete) columns according to on-site soil conditions and pressure.

Bored Piles: These are the piles made for making the firm soil carry the building load in low carriage capacity soils. These piles are drilling piles and the method depends on the status of the land, the soil structure, the diameter and depth of the pile. For bored piles the hole diameter can be between 50 cm and 250 cm.

Stone Columns: In general, they are used in soft or moderately soft soils. Their function is to carry the loads on the soil together with the soil. They contribute both in increasing the carriage power and also decreasing the settlements and also they work as vertical drain and accelerate the settlement. They are recommended against liquefaction in loose, fine soil grounds. Stone columns are composed by filling up of holes opened by vibrofloat with crushed or gravel aggregates having grain diameters between 20-75 mm.

The engineer, who will make the design in soil improvement, makes decisions among the alternatives by considering many criteria in the application area. In the process of making a selection among alternatives, he/she must consider many factors at the same time. [2] Multiple criteria decision problems can be defined as problems for which best alternative is chosen from the possible solutions where more than one criteria are optimized. The decision process should be analytically assessed due to reasons such as competition, cost and complication of relationships that increase by time.[3]

The method to be selected should provide strength, cost, time, applicability, transportability, labour force and equipment criteria in an optimum manner. In selection of soil improvement method, by using MOORA method, which is one of the multiple criteria decision techniques, decision analysis is made by making calculations based on both Ratio Analysis and Reference Point Theory.

2. Purpose and Methods

In this study, it was desired to reach the most optimum result by making decision analysis with Moora method, which is a multicriteria decision method in soil improvement methods. Secondly, the cost of a reinforced soil was obtained according to the soil survey report. With the obtained information, analytical decision-making analysis was applied with Moora method.

3. Findings

In this study, in building settlement area of AmasyaSabuncuoğluState Hospital, Additional Block Building with 200 Inpatient Bed Capacity, it was aimed to transfer the horizontal and seismic load effects that are transferred from upper building to the base of the building in a safe manner by considering the soil characteristics. For determination of its strength against a possible earthquake, piled plate-raft foundation survey studies were conducted and the results are assessed below. Dominant soil pulse period (T_0) values calculated in project area were found between 0,26sec-0,58sec. Mean value can be taken as 0,50sec. For spectrum characteristic periods applications, it was calculated that; $T_a = T_0 / 1,5 = 0,26$ sec and $T_b = T_0 \cdot 1,5 = 0,58$ sec. Also, these spectrum characteristic periods are close to $T_a = 0,15$ sec, $T_b = 0,60$ sec range of Z3 soil class, which is specified in earthquake-resistant buildings regulation. According to Turkish Earthquake Regulation (Regulation about buildings to be constructed in seismic zones, 2007), the calculated soil group in general was found as soil group C ($V_s > 400$ m/sec).

The information about soil survey report of the land that will have soil improvement is given in Table 1.

Table 1: Information About Soil Survey

Soil Group	C	
Local Soil Class	Z3	
Spectrum Characteristic Periods	T_a	T_b
	0,15sec	0,60sec
Regional Earthquake Degree	1	
Maximum Acceleration	0,4g	

Building Importance Coefficient	1,5
Coefficient of Soil Reaction	3000 tonnes/ m3
Underground Water Status	NOT PRESENT

3.1. MOORAMulti-Objective Optimization On The Basis Of Ratio Analysis Method

MOORA (Multi-Objective Optimization on the basis of Ratio Analysis) method is a process to concurrently optimize multi-objective or multi-qualified two or more conflicting qualifications or objectives under particular limitations. MOORA method starts with the decision matrix given in Equation 1, which shows the performance of different alternatives related with several qualifications or objectives [4,5]

$$X = \begin{bmatrix} X_{11} & X_{12} & \dots & \dots & X_{1n} \\ X_{21} & X_{22} & \dots & \dots & X_{2n} \\ \dots & \dots & \dots & \dots & \dots \\ \dots & \dots & \dots & \dots & \dots \\ X_{m1} & X_{m2} & \dots & \dots & X_{mn} \end{bmatrix} \quad (1.)$$

In this decision matrix,

i= alternative

j= qualification or objective

m = total number of alternatives

n = total number of qualifications or objectives

xij=Performance measurement value of i. alternative in respect of j. objective.

Then, normalization process is performed. Methods used for normalization are vector normalization shown in Equation 2 and linear normalization provided in Equation 3 [6].

$$r_{ij} = \frac{X_{ij}}{\sqrt{\sum_{i=1}^m X_{ij}^2}}, i=1, 2, \dots, m; j=1, 2, \dots, n. \quad (2.)$$

$$r_{ij} = \frac{X_{ij}}{\sum_{i=1}^m X_{ij}}, i=1, 2, \dots, m; j=1, 2, \dots, n. \quad (3.)$$

This operation gives the performance measurement value in respect of j. objective of i. alternative which is shown as xij. Here, the xijvalue is a unitlessnumber, which is between [0,1] range and represents the normalized performance of i. alternative in respect of j objective or quantity. For multiple objective optimizations, this normalized performance values (for useful qualifications) are added to maximization status and subtracted from minimization status (for unuseful qualifications) and a single value is obtained for each alternative. In this case, the optimization problem is formed such as given in equation 4 [6]

$$y_i = \sum_{j=1}^g X_{ij}^* - \sum_{j=g+1}^n X_{ij}^* \quad (4.)$$

In this equation,
 n = The maximum qualification or objective number to be added
 $n-g$ = The minimum qualification or objective number to be added
 y_i = Normalized value related with i . alternative in respect of all qualifications or objectives.

3.2. Reference Point Theory

In reference point theory, additional to ratio method, for each criterion, reference points (r_j s) are determined; if the purpose is maximization, then maximum points, if the purpose is minimization, then the minimum points are determined. Distance of these determined points from each of x_{ij}^* are found. That means;

$$r_j - x_{ij}^* \quad (5.)$$

operation is made and written as a matrix. Here;

$i = 1, 2, \dots, m$ number of alternatives,
 $j = 1, 2, \dots, n$ number of criteria,
 x_{ij}^* , normalized value of i . alternative in j . criterion,
 r_j , reference point of j . criterion.

"Tchebycheff Min-MaxMetric Operation" given in Equation 6 is applied to the formed matrix.

$$P_i = \text{Min}_i (\text{Max}_j | r_j - x_{ij}^* |) \quad (6.)$$

So, ranking order is established [7,8,9]

4. Application

For the soil that would be improved based on the soil survey report, a soil improvement method that would be decided according to the Mooramethod, which is one of the multi-criteria decision methods, will be selected. Both Ratio Analysis based and Reference Point Theory based calculations are made and obtained ranking orders are assessed and a selection is made. After required investigations are made, the criteria that would be searched for in soil improvement methods are determined as follows;

K1: Strength: The soil in the soil improvement method to be applied should have a strength, which can bear the load from the building that would be constructed over it. The highest scores represent the buildings with better strength.

K2: Cost: Approximate cost calculation of each application is obtained and scores are given accordingly. The one with lowest score represents the application with low cost.

K3: Time: Application time of each method is calculated and scores are given for the calculated time. The application with minimum time will be selected.

K4: Ease of application: The easier application of soil improvement method would effect the cost and time. The method with highest ease of usage according to the methods that are scored will be selected.

K5: Equipment and Labour Force: The number of equipment and labour force that would be used in application area will effect the cost and thus, the method with the lowest score according to the scored methods will be selected.

K6: Transportability: The ease of transportation of the equipment that will be used in the soil improvement method will be an advantage. The one with highest score will be selected.

According to assessment principles, it would be the reason to choose for three of the criteria to get the highest score, whereas for three of the criteria to get the lowest score. Each of the criteria is assessed with equal weights. According to these data, the methods, criteria and the scores of each method based on particular criteria are shown in Table 2.

Table 2: Methods to be put in ranking order and values of criteria with these methods

	K1	K2	K3	K4	K5	K6
	Strength	Cost	Time	Ease of Application	Equipment of and Labour Force	Transportability
Bored Pile	10	8	8	6	7	8
Injection	8	7	7	10	4	6
Jet-grouting	9	7	7	10	5	7
Stone Columns	8	6	7	8	6	5

Values given in Table 2 are normalized by using expression (2). Values obtained as a result of this process are as given in Table 3. Also, the criteria that are desired to be maximum and minimum are specified in this table.

Table 3: Values after normalization process

	max	min	min	max	min	max
	Strength	Cost	Time	Ease of Application	Equipment of and Labour Force	Transportability
Bored Pile	0,568880	0,568535	0,550743	0,346410	0,623610	0,6064784
Injection	0,455104	0,497468	0,48190	0,577350	0,356348	0,4548588
Jet-grouting	0,511992	0,497468	0,48190	0,577350	0,445435	0,5306686
Stone Columns	0,455104	0,426401	0,48190	0,461880	0,534522	0,6064784

By using the values in Table 3, y_i^* value is calculated with the help of formula (4) and ranking order is made according to the Ratio Method. Table 4 shows the results of this calculation.

Table 4: y_i^* values and ranking order

	y_i^*	Ratio Method rank
Bored Pile	-0,22112	4

Injection	0,15159	3
Jet- grouting	0,19520	1
Stone Columns	0,08063	2

To make ranking order by using Reference Point Approach, reference points from values at Table 3 were determined. These values are given at the bottom line of Table 5.

Table 5: Calculation of reference points

	max	min	min	max	min	max
	Strength	Cost	Time	Ease Application	of Equipment and Labour Force	Transportability
Bored Pile	0,56888	0,568535	0,55074	0,346410	0,62361	0,606478
Injection	0,455104	0,497468	0,48190	0,577350	0,356348	0,454858
Jet- grouting	0,511992	0,497468	0,48190	0,577350	0,445435	0,530668
Stone Columns	0,455104	0,426401	0,48190	0,461880	0,534522	0,606478
Reference Points	0,56888	0,426401	0,48190	0,577350	0,356348	0,606478

Calculations were made with these values by applying expression (6). These calculation values are given in Table 6.

Table 6. Calculations made by using expression (6)

	max	min	min	max	min	max
	Strength	Cost	Time	Ease Application	of Equipment and Labour Force	Transportability
Bored Pile	0	0,142134	0,068843	0,230940	0,267261	0
Injection	0,113776	0,071067	0	0	0	0,151619
Jet- grouting	0,568880	0,426401	0,481900	0,577350	0,356348	0,606478
Stone Columns	0,113776	0	0	0,115470	0,178174	0

Maximum values of the obtained data and ranking order obtained according to Reference Point Theory are given in Table 7.

Table 7. Ranking order based on Reference Point Approach

	Maximum Values	Rank
Bored Pile	0,267261	2
Injection	0,151620	4
Jet- grouting	0,606478	1
Stone Columns	0,178174	3

So, ranking order was made according to two different approaches of MOORA method. According to both methods, "Jet-Grouting" was determined to be the best option. Consequently, the option at the first rank in both approaches was preferred in the improvement method of the mentioned land.

5. Conclusion

Nowadays, the increase in need for building lands and the decrease in available places with proper foundation soil characteristics made it necessary to construct engineering buildings on soils, which need improvement. In growing and developing cities, the number of new planned places, industrial zones and large areas that would meet the needs for plants making integrated production decrease with each passing day. Consequently, though not desired, the areas that have poor foundation soil characteristics are put into service. The settlements established on poor soil have brought up many engineering problems with them. New methods and techniques are developed and started to be applied about the subject to solve these issues.

Many criteria are considered during selection of reinforcement method of the land, which is decided to have soil reinforcement. While the selection criteria are determined, both qualitative and quantitative criteria should be assessed together.

In this study, the selection of soil reinforcement method that will be used for the soil that needs to be reinforced was performed by MOORA approach, which is a multiple criteria decision method. Within the scope of this approach, ranking orders obtained by making calculations based on both Ratio Analysis and Reference Point Theory were compared. By using this approach, a numerical solution is utilised in selection of soil improvement method and a significant easiness was provided to make a decision.

According to the calculations made, based on both Ratio Analysis and Reference point theory, "Jet-Grouting", the soil improvement method at the first rank, is determined as the best option.

Many application options are available in infrastructure systems applied in geotechnical branch. It is necessary to choose the most fast and accurate one among these applications. Multiple criteria decision methods will direct the designer/the decision maker to make the correct decision rapidly as a result of performed numerical analysis. With this study, it is demonstrated that for areas in which such decisions would be made, multiple criteria decision methods can be utilised.

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EFFECT OF DIFFERENT SEISMIC ZONES ON ROUGH BUILDING COST

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Abstract

The existence of countries located in seismic belt due to their geographical regions makes it a requirement to produce designs and solutions based on the earthquake regulations and reinforced concrete standards in the design of the constructed buildings. The main purpose in the design of earthquake-resistant buildings is to provide life safety by preventing constructional collapse failures. In this study, the change in carrier system cost of eight-storey reinforced concrete building based on seismic zones was investigated. A reinforced concrete building that was over a soil class that has specific geotechnical and geological characteristics was taken into account and static and reinforced concrete designs were made for four different types of seismic zones according to Turkish Earthquake Regulation. As a result of each solution, by finding out concrete, iron and mould quantities, the cost changes according to seismic zones were investigated. The findings indicate that there is a linear correlation between the degree of the seismic zone and the building costs

Keywords: *Seismic Zones, Building Cost, Rough Construction Costs.*

1. Introduction

Earthquake is a natural disaster which produces extremely large destructions for buildings, results with material and moral damages and paralyzes both economical and social life. Presence of large part of Turkey in earthquake belt and the earthquakes experienced in recent years has made it obligatory to make developments in building design. The main purpose in the design of earthquake-resistant buildings is to provide life safety by preventing constructional collapse failures [1]. The most important determinant element in making earthquake-resistant buildings is earthquake regulations [2]. During the lifetime of a building; it should have no damage in low-intensity earthquakes that may occur for several times, and also its carrier system should have no damage in medium-intensity earthquakes, the carrier system might have damage but the building should never have collapse failure in high-intensity earthquakes. The investigations carried out on damaged or collapsed buildings show that the damages or collapse are based on several reasons. It is revealed that, in general, the reasons of the damages are due to the lack of knowledge, unperformed necessary soil surveys, insufficient or missing construction of building geometry and carrier system.

Earthquake forces that may apply to the buildings change due to the soil class, regional earthquake accelerations and building type [1]. In the earthquake calculation of buildings and building-type constructions, total seismic load that would act on the building depends not only on the seismic zone and local soil class but also on the mass and period of the building [3]. As the expected intensity of earthquake would be different from each other according to the seismic zones and local soil class, the earthquake load that would act on the building would also be different. So, the size of elements and/or equipment that forms the carrier system of the building, and therefore the cost of the carrier system would change.

In a study, in which the effect of soil classes and seismic zones on a building's horizontal forces were examined, there were found a 22% change between Z1 and Z2 soil classes. In the same study, there were found 33% difference between 1st and 2nd seismic

zones. [5]. Also in cost changes of a single project according to seismic zones, there were found a 14% change between 1st and 4th seismic zones [6].

Currently, as the computers provide great easiness in statistical data analysis, this allows advanced cost estimate models to be used. Among these, simple and multiple regression methods that investigates the relationship between variables that effect the cost, the simulation methods based on modelling of the system and artificial intelligence approaches that provide making decisions in interaction with the user can be mentioned[7].

As a result of a study, between 1st and 4th seismic zones, it was observed that the increase ratio in only carrier system cost of reinforced concrete buildings was 14%. According to this, if it were considered that the ratio of rough building in total cost is about 40%, it is revealed that a 16% increase occurred in carrier system would only increase the total cost of the building from 5% to 7% [6].

The cost difference between making a building resistant to earthquakes or not, composes a small ratio such as 4-8% of the total cost of the building. It is possible to say that tending towards saving money from size and equipment of carrier system elements in order to decrease a cost, which has such a small percentage in total building cost, would not help anything but would put the building in a danger in respect of earthquake safety [8].

2. Purpose and Method

In this study, by keeping the soil classes constant, a house type, reinforced concrete building was modelled according to four different seismic zones, and its static and reinforced concrete calculations were made. As specified in Turkish Earthquake Regulation, The Effective Ground Acceleration Coefficient A_0 was taken as 0.40 in first-degree seismic zone, $A_0=0,30$ in second degree seismic zone, $A_0=0,20$ in third-degree seismic zone and $A_0=0,10$ in fourth degree seismic zone and modal analysis was performed by using mode combination method. By the introduction of 36 different load combinations and taking eccentricity as 0.05, the carrier elements were designed. By obtaining equipment, concrete and mould quantities for sized buildings, the changes in rough building costs in different seismic zones were found. The different seismic zones are effective in building designs and the answer for the question about what ratio of this is reflected to the cost was searched. It was aimed to find out the relationship between seismic zones and rough building costs.

Utilised Model and Its Characteristics

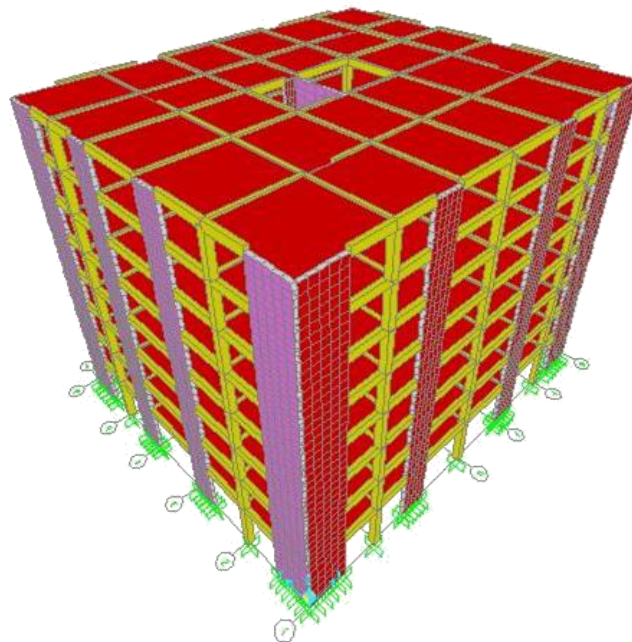
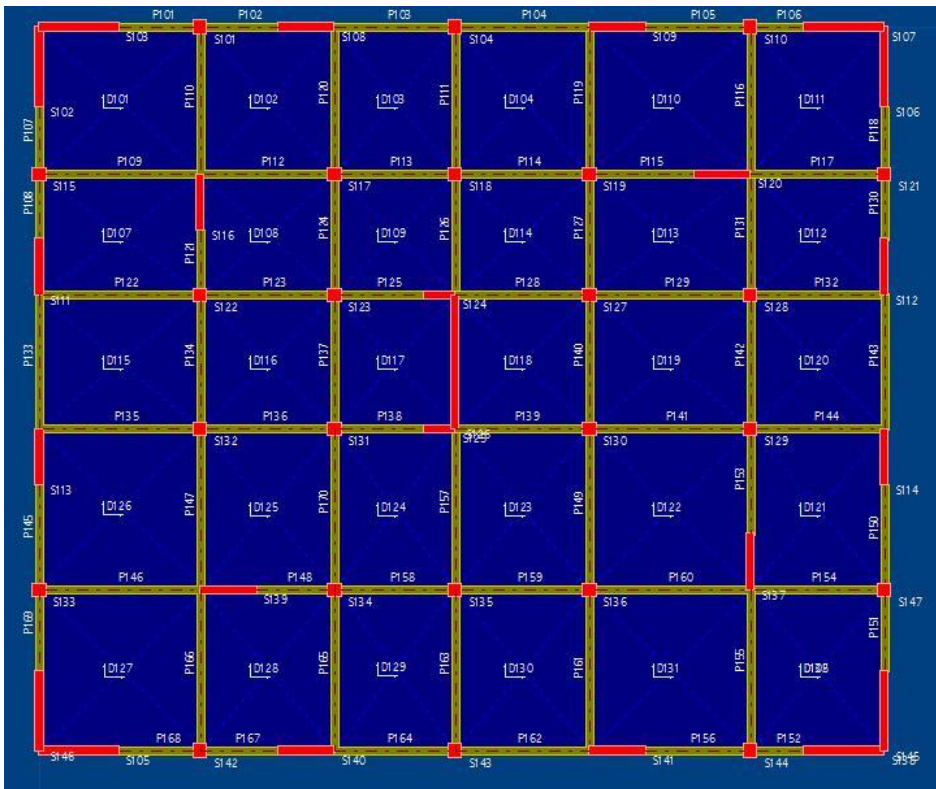


Figure 1. Mould plan of the building

The introduction information of the building model for which the mould plan is provided in Figure 1 are given as follows:

Building Type: House (Apartment)

Storey number: 8

Storey height: It was taken as 4 meters in ground floor, 3.1 meters in normal floors

Concrete Class: C35 (BS35)
 Steel Class: Flooring and stirrups
 S420
 Seismic Zone: 1, 2, 3 and 4
 Soil class: Z2 (Ta=0,15 and Tb=0,40 sec.)
 σ_z , safety: 30tonnes/m²
 Flooring thickness: Normal storey flooring hf=16cm,
 Flooring Loads: Constant load at normal floor g=5,5kN/m² ,moving load q=2
 kN/m² Roof load : 1kn/m²
 Wall Loads: Inner wall:
 1/2T
 Dimensions of Beam:
 30/60 cm
 Dimensions of Column: 50/50 increased as analysis result is
 insufficient.
 Building importance coefficient: I=1
 Seismic load attenuation coefficient: R=7
 A₀value was taken from earthquake regulation for each seismic zone and used as
 different.

Figure 2. 8-storey building model

3. Findings

Summary of quantities for designs made for four different seismic zones and their estimate values are presented in Table 1.

Table 1. Summary of quantities and estimate values

Seismic Zone	Quantities		Unit Price (TL)	Cost (TL)	Total (TL)
1 st Region	Mould (m2)	16457,795	5	82288,975	743632,1
	Concrete (m3)	2100,038	135	283505,13	
	Iron (Tonnes)	209,91	1800	377838	
2 nd Region	Mould (m2)	15795,971	5	78979,855	713909,3
	Concrete (m3)	2016,0505	135	272166,8175	
	Iron (Tonnes)	201,5348	1800	362762,64	
3 rd Region	Mould (m2)	15467,984	5	77339392	699054,6
	Concrete (m3)	1974,0568	135	266497,668	
	Iron (Tonnes)	197,3178	1800	355172,04	
4 th Region	Mould (m2)	14150,189	5	70750,945	639493,1
	Concrete (m3)	1806,1233	135	243826,6455	

	Iron (Tonnes)	180,5086	1800	324915,48	
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When the calculated cost values are examined, it is understood that there is a 16% difference between rough building costs of buildings designed for first and fourth-degree seismic zones; and the costs are reduced when earthquake risk is reduced. The graphical demonstration of these cost data is given in Figure 3.

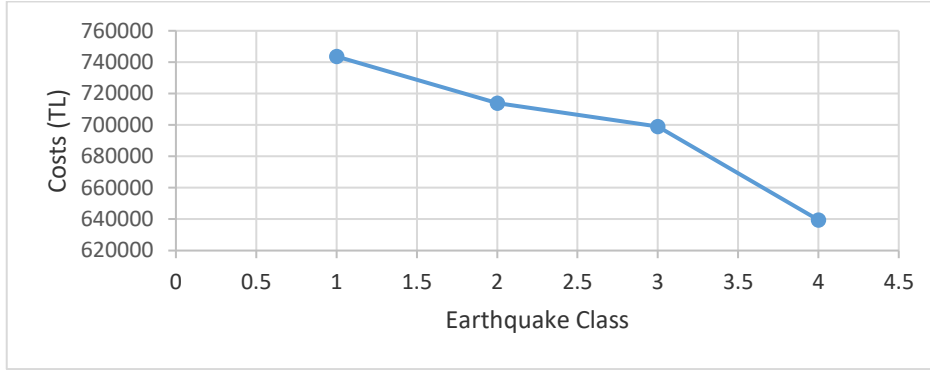


Figure 3. Cost- Seismic Zone Change

Here, a remarkable finding is that in third-degree seismic zone there were found a cost, which is a little higher than the expected cost value. The cost reduction between third and fourth degree of seismic zones has a sharper slope.

4. Conclusion

When the study results were analysed, the maximum cost was from first-degree seismic zone. The minimum cost was found in fourth-degree seismic zone. The data has demonstrated that there is a change close to linear between the seismic zone and rough building cost. So, it is understood that in cases where the same building was constructed in four different seismic zones, the maximum cost would be for 1st degree seismic zone. As a result of the study, for an eight-storey house building, it was determined that a cost change of about 16% in rough building costs between first and fourth degree seismic zones would be considered.

Study findings have parallels with previously performed investigations. As the earthquake risk decreases the rough building cost decrease too, and this decrease reflects to the total cost with a lower ratio.

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INTERCULTURAL SENSITIVITY OF FUTURE TEACHERS - THE BASIS OF INTERCULTURAL EDUCATION

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Abstract

Processes of globalization and mass migration in contemporary society further increases existing school multiculturalism. For that reason teachers' intercultural sensitivity becomes important and necessary condition for quality work with students.

The aim of this paper is to highlight the need for development of intercultural sensitivity and therefore achievement of intercultural competence of future teachers in the process of professional preparation in order to meet the requirements of modern school.

In this paper before presenting the results of previous research on achieved teachers' intercultural sensitivity level in Serbia (Petrović & Zlatković, 2009; Petrović, Leutwyler, Zlatković, Mantel & Dimitrijević, 2013), author described Milton Bennett's (Bennett, 1993) developmental model of intercultural sensitivity and Hamer's modification of Bennett's model (Hammer, 2009). On the other side the research results on current representation of intercultural education in initial future teachers education in Serbia are presented (Zlatković & Petrović, 2016).

Author considers the fulfillment of conditions which create a presumption of professional competence of future teachers to work in multicultural classes in the context of the presented results of established intercultural sensitivity level of future teachers and representation of intercultural education in their academic preparation. Those results indicate that teachers are at the some stage of ethnocentrism on the intercultural sensitivity dimension (denial, defense, minimization). On the other hand, it is noted that the academic preparation of future teachers isn't significantly directed towards the development of intercultural competence (intercultural education as a school subject is present only on some faculties that educate teachers). Based on these results author concludes that the concept of academic education of future teachers is not oriented enough towards the development of professional competencies which are conditioned by intense changes in contemporary society. If we assume that the teacher with a higher level of intercultural sensitivity would respond more adequately to cultural differences in a multicultural classes, then the development of this competency is important task of initial education of future teachers.

Keywords: intercultural sensitivity, intercultural competence, intercultural education, future teachers.

Introduction

Schools have always been a meeting place of intellectual, gender, social, cultural diversities. Today, in a time of increasing migration and general globalization, the cultural diversities in the school context are more expressive, therefore there is an expressive need for future generation to prepare themselves for the realization of various relationships with the members of other cultures. Pedagogic principles in the approach to cultural diversities have been modified, on the one hand under the influence of objective circumstances, and on the

other hand, under the influence of the changed paradigm in education. Earlier orientation towards denial diversity has been changed by orientation towards recognition of diversity. The cultural diversities in the school context, starting from the basic principles of successful learning, is necessary to recognize and admit it at the same time, it is also necessary to promote cultural integration and overall development of all students. Intercultural education, in that context, takes significant role and becomes a field of numerous theoretical and empirical considerations.

Intercultural education according to Oullet (Oullet, 1991, T-Kit Intercultural learning, 2005) should promote and develop: better understanding the cultures in a modern society, enlarged ability of communication among people from different cultures, more flexible attitude towards cultural diversities in society, larger people's willingness to involve in a social interaction with people of other cultural origin and recognition the basic characteristics of human nature as something in common, as well. In that manner the basic aim of intercultural education is to promote and develop capacities of those who learn for mutual interaction and communication with the world that surrounds them.

Considering that the school and formal education are significant power than can influence to quality of human and social capital which is accomplished during the education, then the focus of intercultural education is justified. The activity holder and immediate performer of the process is again a teacher who, in order to face success and respond to request, has to own adequate professional preparation that can provide him/her necessary professional competences.

European and national standards, guidelines and prognoses of competences which student and European citizen of 21st century need, present the starting base in defining professional preparation (Vizek-Vidovic, 2009). Common European principles in formulation of national polices in teacher's education has contributed to defining the crucial competences which the teachers should acquire in their education via three general categories: operation with information, technology and knowledge; working with people, both working in community and for community (Common European Principles for Teacher Competences and Qualifications, 2005, according to Domovic, 2009). Intercultural sensitivity is a characteristic that is a starting base of, and a good assumption, developing teacher's intercultural competences, therefore and the ability for working with people, both working in community and for community. So, the assumption of successful realization of teacher's role, focused on student's preparation for life and work in a modern multicultural world, is the intercultural competences of teacher himself/herself.

The aim of this work is to draw attention to necessity for developing intercultural sensitivity and reaching intercultural competences of future teachers in process of professional preparation in order to response to demands of modern schools. To analyze this matter, first of all, it was necessary to demonstrate theoretic model of intercultural sensitivity, associating with earlier researching results of achieved level of intercultural sensitivity of future and current teachers, and to check orientation of curriculum studies for future education of teachers (who are going to teach in the lower grades in a primary school) as well, towards their intercultural competences. Among numerous developing models of intercultural sensitivity we separate the Milton Bennett's model (Bennett, 1993) and Hammer's modification of Bennett's model (Hammer, 2009).

Bennett's Developmental Model of Intercultural Sensitivity

According to Bennett's model people become intercultural sensitive and more competent thanks to changing the quality of somebody's own intercultural experience. Intercultural sensitivity goes through several stages, from ethnocentrism to ethno relativism. For ethnocentric stage it is typical for people to see their own culture as a reference point in

relation to other cultures, while people who are in some stage of ethno relativism are able to put own culture in context to other cultures (Petrovic, 2014). Ethnocentric orientation can be manifested as avoidance of cultural diversities, either through denial their presence (denial stage) or through effort to defense from them (defense stage) or through denial their importance (minimalism stage). On the other hand, ethno relativistic aspect is focused to differences, whether it presents their acceptance (acceptance stage) or adaptation the prospects in order to make differences (adaptation stage), or integration of all cultural differences to experience and determine its own identity (integration stage). Benet also distinguishes three main stages of ethnocentrism and three basic stages of ethno relativism, and within each of them a few more mid stages.

In order to face the problems in the educational context that is associated with the stages of intercultural sensitivity of its participants, both students and teachers, we will separate the crucial determinants of each stage. For the individuals who are in the *denial stage* it is characteristic that their own mindset sees as the only possible understanding of reality, they deny that there are other individuals with different view of the world (Bennett, 2003, page 63). Those individuals grew up mainly in a culturally homogeneous environments and had limited contact with people outside their own cultural group (mid-stage isolation) and they consider that for a society it is better if members of one culture does not come into contact with members of other cultural groups (mid-stage separation). In the process of developing intercultural sensitivity, people in this stage need to be directed towards recognizing the simple case of the existence of cultural differences (for example eating, ethnic clothing, jewelry, etc.).

People who are at the *defense stage* are able to perceive some cultural differences but their valuation is negative and polarized ("we-they"). The differences are perceived as a threat and that's why people don't accept, but fight against them. There are three mid stages of defense, the first stage is the superiority, when the positive characteristics of own culture are exaggerated, the second stage is underestimate, when other cultures are treated as inferior ones and the third stage is the rotation into opposite, in which other cultures are perceived as superior ones and own culture origin is humiliation. In the process of developing intercultural sensitivity, it is important that people who are in the stage of defense recognize and accept that beside cultural differences, there are cultural similarities too, a good approach is reading novels by authors from other cultures, watching foreign films, but also to learn the theories of intercultural communication. On stage of minimization, the final stage of ethnocentrism, people perceive cultural differences on a more sophisticated level than in the previous stage and recognize the humanity in all people.

However, they tend to diminish, minimize it by presenting their standpoint that all people are the same and the elements of their own cultural view are seen as the universal ones (everyone else wants to be like us). The cultural differences can be inferior to the prevailing similarity of the human biological nature (mid stage- physical universalism) or spiritual nature (mid-stage -transcendental universalism). The problem of this stage is that the idea of universal values is usually based on their own value system - "we are all children of one God, but my God" (Bennett, 2004).

Accepting differences is the first of three stages of ethno relativism where the individual accepts cultural differences as normal and desirable. Others are perceived as different, but equally human. The guiding principle of this stage is that no culture itself is better nor worse than others, but there is an awareness of the fact that all cultures aren't equally complex. Acceptance of cultural differences doesn't automatically mean agreement and liking.

There are two mid-stages within the acceptance of differences, behavioral relativism means that the person is aware that behavior patterns vary from culture to culture, and that

they change depending on the cultural context. Other mid-stage, the valued relativism, and means accepting that people from other cultures don't necessarily share the same cultural values and objectives, that the concepts of good and evil are in fact valuable orientation and can vary regarding to the position that cultural groups take. In order to move from the current to the next stage it is necessary for the individual to develop cultural empathy, the most convenient way to do so is staying and living in another culture (Nunez et al, 2007). In the adaptation stage the individuals consciously trying to imagine how people from other cultures think about certain things, and if necessary, change their frame of reference, i.e. mindset and therefore a change of behavior comes. People at this stage can effectively communicate and interact with people from different cultures and change behavior, in order to acclimatize to new conditions. Thereby, they feel comfortable both in their primary and also in different cultures. Bennett describes the two mid stages of adaptation; the mid stage of empathy implies the ability to understand others by being "in their shoes", i.e. take their angle of view. Other mid-stage, pluralism, means that the person has adopted various mindsets, to possess multiple cultural frameworks, which requires a long living in different cultural contexts.

At the last stage, *the integration stage*, the individual is different cultural mindsets integrated into one unique mindset and everywhere feels like home. The first mid-stage, called cultural evaluation, presents the ability to assess the given situation using different cultural frames of reference, while the second mid-stage, constructive marginality, belonging to certain cultural groups for an individual has no longer such significance, because he/she experience himself/ herself as a person in constant development. People, but it can be said and society, are distinguished by its ability to recognize and accept cultural differences. For a person can be said that he / she is intercultural sensitive only when he/she is able to observe other cultures from their frame of reference, rather than from his/her own.

Modification of Bennett's model of intercultural sensitivity, based on empirical research, has made Hammer (Hammer, 2009). Hammer's model of intercultural sensitivity has five stages. According to him the first two stages, denial and polarization (defense), are ethnocentric mindset, and the last two stages, acceptance and adaptation are ethno relativistic mindset. Minimizing is the transition stage between the ethnocentric and ethno relativistic mindset. He also believes that the stage of integration is not the final stage in the development of intercultural sensitivity, but presents a special dimension that refers to the experience of cultural identity, i.e. it shows how a person defines his/ her identity in relation to culture in which he/she belongs to and how much the belonging is an important aspect of his/her identity.

What is intercultural sensitivity of teachers in Serbia?

The achieved level of intercultural sensitivity of teachers in Serbia was shown by the results of two surveys. In the first survey of intercultural sensitivity of students of Teacher Training Faculty (Petrovic & Zlatkovic, 2009) adapted versions of the intercultural sensitivity scale by Chen and Starosta (Chen & Starosta) was used. The main objective of this survey was to determine how students of Teacher Training Faculty evaluate their own intercultural sensitivity. Additionally, it was tested which variables can be considered as predictors of intercultural sensitivity. 192 students from Teacher Training faculty in Vranje participated in the survey. The results showed that the students generally assess their level of intercultural sensitivity as high (58.7%) or very high (36%). Score on a scale of intercultural sensitivity in the survey had a status of criterion variable. For potential predictors of intercultural sensitivity 12 variables were selected, which were considered that can affect on the level of development and manifestation of intercultural sensitivity: sex, years of study, parents' education, place of birth, growing up in a multiethnic environment, residence in the multinational environment, travelling to abroad, contact with other cultures, friends from

other cultures, communication in a foreign language, travel shows and travel books, and foreign music. The connection of selected predictor variables with intercultural sensitivity was tested by the method of regression analysis. It was found that significant predictors of intercultural sensitivity are years of study that the student attends, contacts with people from other cultures and sex. On a scale of intercultural sensitivity higher scores had students of the final year of study, the students who had contact with people from other cultures and the female students. The lack of predictive value of other variables can be questioned because of their unequal distribution of categories (for example, only 9.4% of fathers examinees have primary education) or their lack of specificity. Thereby, staying and growing up in a multinational environment doesn't automatically mean making contacts with members of different cultures, while travelling in a foreign country doesn't have to be an expression of personal interests and preferences but material capabilities. Finding that final-year students have a higher level of intercultural sensitivity can indicate to a contribution to the study programme of the development of this dimension. Finally, the high self-assessment of intercultural sensitivity of the Teacher Training Faculty students can be questioned at least for two reasons, the first one draws attention to the problem of understanding the "other cultures", it is possible that the students under this term understand only the culture they close and kindred to. The second one indicates on the self-assessment scales there is at risk of giving socially desirable answers. In the second survey, conducted in Switzerland and Serbia, the teachers' beliefs were tested regarding intercultural education, i.e. different aspects of working in multicultural classes, as well as the connection between those beliefs and the stages in the development of intercultural sensitivity in which teachers are (Leutwyer et al., 2014; Petrovic et al., 2013). One of the practical goals of this research was to separate, in the school context, prototypical teachers' reactions that meet the characteristics of the stage of development of intercultural sensitivity according to Bennett model (Bennett, 1986).

The survey was conducted in accordance with the principles of qualitative methodology, the semi-structured thoroughly interview and the hypothetical critical incident from the school situation was used. The analysis content of the interview and the answers to problem situation, with the help of software Maxqda, indicated on the existence of tendencies in the perception of cultural diversities in accordance with the presumption of Bennett's developmental model of intercultural sensitivity and within the school context. The first significant result of this survey is that the teachers indicated ethnocentric intercultural sensitivity. The teachers who were on the denial stage indicated the indifferent attitude towards cultural differences and they paid attention only when they violate the established school routine. The teachers who were on at the polarization stage observed cultural differences in the school context as a threat to the emergence of conflicts. They believe that students, the minority communities members are strongly influenced by their cultural group whose norms of behavior and values favor, sometimes neglecting the demands of school. On the minimize stage examinees emphasize the importance of educational student's achievement and evaluation of education in all cultures, i.e. focus on the similarities rather than the differences between students. Based on the scores on the Inventory of intercultural development there weren't examinees of any stage of ethno relativism (Leutwyer et al., 2014; Petrović et al., 2013).

Intercultural education of future teachers in Serbia

Forming of intercultural competence of teachers can be realized through the process of formal and informal education (Pajak-Wazne, 2013). In the encouraging section of developing intercultural competences the practice of informal education is highly developed and leads to implementation of theoretical assumptions and research results in relation to the formal, academic education (Petrović, 2014)

The two crucial features of intercultural training are the focus on the achievement of specific aims and short-term education, and that's why the intercultural trainings differ from the intercultural education (Brislin & Horvath, 1997). On the other hand, the intercultural education is systemic and long-term educational interventions.

Starting from the importance of Intercultural sensitivity of teachers and established level of its development based on the samples in presented researches, we analyzed the representation of intercultural education at Faculties where the professional preparation of future teachers in Serbia is realized (Sombor, Belgrade, Uzice, Jagodina, Vranje and Leposavic) within the curriculum in the previous (2007/8) and the current accreditation (2014/15). The analysis indicated to insufficient orientation of curriculum at the Faculties that educate teachers in Serbia towards intercultural education. In the previous accreditation (2007/8) only at one Faculty (Jagodina), within curriculum, the realization of optional subject is specified, which is titled as the Intercultural Education. In the new accreditation cycle Intercultural education appears as an optional subject in the basic studies at the Teacher Training in Vranje and in the master studies at the Faculty of Education in Sombor. Due to the lack of explicit orientation of Faculty towards intercultural education for future teachers analysis within this research was focused on subjects that partly incorporate intercultural content.

The differences among the Faculties were established by the number of subjects in which the intercultural contents are represented (from 7 to 11 subjects per Faculty), by their belonging to scientific field (7 subjects in the field of Social Sciences and Education Psychology field; 2 subjects in Teaching Methods field) by the nature and purpose (the most general-educated, at least professional-applied) by scoring values (from 2 to 7 ECTS ECTS per subjects).

If one bears in mind that in the context of the subjects that are isolated because of their orientation towards intercultural education only part of their content deals with the topics from this area, then it is even more obvious that their representation is insufficient. On the other hand, how the adoption of the content can contribute to the acquisition of basic knowledge, without considering the adequate connection of contents, goals and methods we cannot talk about achieving expected outcomes of intercultural competence of future teachers.

Conclusion

By implementation of adapted versions of intercultural sensitivity scale of Chen and Starosta (Chen & Starosta) it was found that the students' self-assessment on this dimension is very positive. The result can be put in doubt due to assumption that students under the term "other cultures" considered only culture they are close and kindred to, and they gave socially desirable answers. In an indirect way, these results may indicate that students give importance to intercultural education in the context of their professional implementation, i.e. the positive self-assessment can be seen as their tendency of owning intercultural sensitivity and competence.

The results from the second survey (Leutwyer et al., 2014; Petrovic et al., 2013) indicated that an objective image of teachers' intercultural sensitivity hasn't reached significant levels. The teachers have expressed ethnocentric intercultural sensitivity, and depending on the stage of reached intercultural sensitivity they viewed different aspects of works in multicultural classes in ways that don't support the principles of modern education. Obviously ethnocentric stages don't provide realization of declarative adoptive principles of quality education for all students. The analysis results of representation of intercultural education in the curriculum at the Teacher Training Faculties at the undergraduate studies indicate on a need to enlarge Faculty orientation towards essential achievement of

intercultural competence of future teachers. Meeting the cultural differences in the context of some subjects, although it is a starting point, it is not enough. The professional preparation of future teachers, if oriented towards intercultural competence, as an important outcome, should contain all the elements of a well-formed class that will make this outcome more significant. The question of the scope and quality of the implementation of intercultural education in the process of initial professional preparation of future teachers in Serbia is an issue that is open both for new research and for consideration of specific measures to improve this area.

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PURPOSE AND BENEFIT OF INTERCULTURAL EDUCATION IN MACEDONIAN SOCIETY

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Abstract:

In this paper I will briefly outline the objectives and the positive benefits of intercultural education in the educational system of the country. Starting from the basic commitment to multiculturalism and the current multicultural education to the contemporary need for interaction, and therefore the actualization and realization of a new situation, a new movement - interculturalism and intercultural education. Today more than ever, we are faced daily with global issues, the world is increasingly felt need expressed mutual communication, which forces us to be more open and willing acceptance of other cultures. That intercultural education is one which should contribute to personal growth and success in every sense of the word, building figures that are complete with all the necessary knowledge, skills to face the challenges. Intercultural education is an approach to teaching that is based on democratic values that promote cultural pluralism in culturally diversified societies. The intercultural dimension of education is particularly important in multicultural societies, such as Macedonian society in which coexistence of people of different cultures have deep historical roots. Indeed, education should be what will be directed to the development of intercultural skills, values and attitudes of all participants in the educational process, enabling thus finding the optimal ratio between cultural diversity and social cohesion.

Key words: Culture, multiculturalism, intercultural education, interaction

Introduction

Firstly, before I start explaining the aims and the benefits of intercultural education in the Macedonian society, I would like to differentiate the key terminology used in this paper. It concerns a very important educational process that isn't carried out easily, but it is full of limitations and problems.

In order to be able to understand what the intercultural education really is, we will start by the basic term of culture. Many authors of sociology or culture sociology textbooks have mentioned Creber-Culhom who have confirmed the existence of 257 different definitions of culture, which points out to the fact that there are many definitions of culture in sociological and the anthropological literature. The term comes from the Latin term "cultis" which means cultivation. The culture in its essence is a social phenomenon and represents a system of values, procedures and behaviour standards. It is a term that represents the society or the group in its own characteristic framework, or i.e. the individual integration and materialisation of the values and the knowledge in the society. Thomas S. Eliot defined the term culture as a way of life for group of people that live on a certain territory. The type of clothes, the habits and traditions for marriage, family life, for working and creating, for the religious traditions, the free time etc. The treatment of the importance of culture always leads us thinking about the relations and the interactions among cultures. The cultural differences that we note among people enable us to become aware for the existence of a culture, or that it cannot be understood as a singular term, but only as a plural.

We are aware that the modern world is characterised with variety and multiculturalism, but the decreased perception of the variability effects on an international and intercultural part is of a great importance. The world has become global and the peoples are in an increased economic, scientific, cultural and politic interdependence. Most of the countries around the world are culturally heterogeneous. This variety implies a series of questions that can be the subject of an argument.

The multiculturalism was determined by Fowers & Richardson in 1996 as a socio-intellectual movement that understands the variety as a basic characteristic and principle and seeks equality among all cultural groups. The aim of this movement is to increase the dignity, the rights and the acknowledgement of the different groups. This is a liberal and idealistic movement that expands the idea for an individual uniqueness of the cultural groups.

There are many definitions of the term multiculturalism: from broader, one-sided to national or international. The broad determinations are based on the fact that the multiculturalism includes many characteristics related to the identity: race, religion, sex, language, physical appearance, socio-economic status, geographic site, nationality, way of life etc.

Multiculturalism dismisses the concept of assimilation – a full integration of the peoples in society, an identification to the dominant culture and institutions. It dismisses the idea of cultural equity and cultural separatism on one hand, but on the other hand represents the multiculturalism as a simple and passive description of social variety. It only tells us that a certain society is diverse in every sense: national, ethnic, religious and social. It doesn't explain the relations among people who live beside each other in a society.

The term interculturalism denotes the dynamic and interactive relations among cultures. In other words In other words, the multiculturalism describes the situation in a society as diverse, and at the same time implies the interaction among the cultures that can be noted from the term itself. This term can be understood as a dynamic process of the flow of information among people from different cultures in a society. In order to gain the epithet "a dynamic process", this terms denotes mutual respect and understanding that couldn't be achieved without a constructive dialogue.

Naturally, the term multiculturalism appears as a sign of interculturalism and refers to the cultural content of the population on a certain territory or i.e. the mutual life of the people who belong to different cultures. The actualization and the popularization of multiculturalism prepares the basis for the actualization and popularization of the term interculturalism. Because of this, it is interpreted as a supposition and a condition for acting over interculturalism. Hereinafter, the multiculturalism is a descriptively analytic and historically sociological category that has a statistic and quantity dimension expressed in the existence of the various cultures on a certain territory. The term interculturalism is defined as the relation between the subjects from different cultures that resulted in the appearance of the terms of intercultural communication, intercultural intercourse and intercultural dialogue. The term of interculturalism itself is described and experienced as a process that strives for qualitative changes in the social relations in a multicultural environment.

What represents the multicultural and what the intercultural education?

The fact that a large number of ethnic communities live in our country and are characterized with different cultural model, different religion and language implies the question concerning the characteristics of the Macedonian society in that sense, or i.e. concerning the characteristics of multiculturalism and interculturalism and their specifications.

The segregation in the educational system has been more or less openly supported with the aim to escape the conflicts among the members of different ethnic groups. However,

the result of this separation were the deepened differences and the enclosure in a private terrain.

Having in mind the characteristics of the Macedonian society, the currently implied question is what kind of education is needed or how should the educational institutions be reconstructed, so that the members of the educational process could gain knowledge, skills and views needed for the efficient functioning in a culturally and an ethnically different environment, regardless of their belonging to the majority or the ethnic community.

If we keep in mind the multiethnic and multicultural content of the Macedonian society, the multicultural education should enable the possibility of obtaining knowledge of the ethno-cultural and historic legacy of your own as well as of other communities.

The multicultural education is the only thing that can offer surpassing of the unknown as a precondition for the nursing and the existence of the ethnic conflicts. Learning about the ethno-cultural and the historic legacy of the ethnic communities during the educational process can contribute to fulfill the need for an identity of the members from the major ethnic community. This aim can be achieved only by ascribing the appropriate meaning of the culture of other ethnic communities, and by offering the requested respect of the members of the ethnic community toward themselves and their ethnic community. The multicultural approach in education can help obtain the need for safety by obtaining more quality communication among the members of the ethnic community. It is expected that the communication decreases the negative feelings toward the members of the other ethnic communities and to discover the ethnic stereotypes. This will not only help to perceive the specific characteristics of different cultures, but it also opens the possibility to note the mutual characteristics of the cultural traditions. This will fulfill the need for an identity and safety, and it will also fulfill the need for unity. Dr. James A. Banks specifies 5 positive dimensions of the multicultural education:

- 1. The integration of content** is done by representing the different cultures, communities, religions and other social groups through the changes in the teaching curriculum. This means that the teachers who teach different subjects can find ways to incorporate different cultural elements in their subjects. These possibilities are present in some subjects. For example the language teachers, the art teachers and the teachers of other social subjects can find a range of possibilities for the representation of different cultures, compared to a teacher of physics where the only possibility would probably be the representation of some famous physicist from another ethnic community.
- 2. The process of constructing the knowledge** prepares the students to become more critical of the way the knowledge is represented. For example, the scientific racism or the Eurocentric view of the "discovery" of America. This chiefly means that the students with the help of the teachers are prepared to research the different cultural perspectives, and with that to understand the different cultures. In this way, by the construction of the knowledge, the children will understand better what the scientists wanted to say with the phrase "Western civilization", which hides many presuppositions and values. They read and think critically.
- 3. The decrease of the prejudices** – it describes lessons and activities which the teachers teach and conduct so that they accept the positive picture of ethnic communities and to approve the intergroup relations. This is mostly because of the fact that the prejudices are easily transmitted from adults to children, and the role of the teacher is to be sensitive to the reality that prejudices exist.
- 4. The pedagogy of equity** refers to the modification of the teaching style of teachers and their approach toward the study and the academic achievements of all students regardless of their membership. The teachers help in students' personal achievements,

if they change their style of knowledge transfer. For example, for the Math teacher it is not very important to represent a significant mathematician from another culture, as it is important for that teacher to adapt the style and the teaching techniques by understanding that a member of certain ethnic community can learn the multiplication table better when in a group. This means that by increasing the pedagogy repertoire, the teacher increases the range of the group of students.

- 5. The encouragement of the school culture** describes a situation in which are researched the school culture and the organization of the teaching staff, with the aim of reconstructing the institutional practices and to create a better approach for its students. This dimension speaks more of equity in a broader sense, the unreasonable and the unconscious racism, for example when choosing a class president, a student that belongs to multiculturalism is always over voted regardless of student's ambitions and desires to become a president. This discouragement is an example of negative culture and negative practice.

Banks ascribes an equal importance to all of the five dimensions.

In our Macedonian society, this educational practice can be hard to realize.

The intercultural education is a process that requests to know ourselves and our culture, so that we are capable of understanding other cultures. In this sense, the intercultural education is a big challenge which means that the hard process for a constructive dialogue with other cultures is a way of learning about ourselves, the good and bad sides of the beliefs, and with that to open the door to others by presupposing a larger benefit.

The intercultural education and upbringing is a kind of education that accepts, esteems and supports the variety and the diversity, or the diversity in all areas of the human life. This kind of education makes the students more sensitive to the idea that the people have naturally developed a different type of life, habits, traditions, values and view on the world. At the same time, they understand that these variety makes us richer and because of that, it should be celebrated. This concept strives for the promotion of equity in the power to oppose injustice and discrimination.

The intercultural education according to Uele²⁸³ strives for the promotion and the development of: **(1)** better understanding of the culture in the modern society, **(2)** the ability to communicate with people that belong to different cultures, **(3)** flexible attitude toward the cultural variety of a society, **(4)** larger readiness of the people to include themselves in a social interaction with people from different cultural origins, as well as the recognition of the basic human characteristics that are mutual to all people.

The multicultural education means that through learning of other cultures, it aims to enable the acceptance or at least the tolerance toward the other cultures²⁸⁴. On the other hand, **the intercultural education** aims to surpass the passive coexistence and to create a developed and sustainable way for a mutual life in a multicultural society. It is done by creating understanding, mutual respect among the groups from different cultures, and at the same time by providing a mutual possibilities for fight against discrimination²⁸⁵.

The intercultural education is an approach toward a study based on democratic values which affirm the cultural pluralism in the culturally diverse societies in a dependable world.

The difference between both terms is in the active and the passive treatment of the culture diversity. The one concept only promoted, while the other creates possibilities for an

²⁸³Ouellet, F. (1991) L'Education interculturelle – essays sur conteu de la formation des maitres. Paris: Editions L'Hartmattan – Превземено од: Mrse S., Petrovic D. Gosovic R. Jerotojevic M, (2007) Interkulturalno Obrazovanje i Razumevanje. Beograd: Grupa Most. Str. 5.

²⁸⁴Mrse S., Petrovic D. Gosovic R. Jerotojevic M, (2007) Interkulturalno Obrazovanje i Razumevanje. Beograd: Grupa Most. Str. 5.

²⁸⁵Исто

active interaction through increasing the awareness for the real needs and benefits of interculturalism. The intercultural education presupposes that there are skills and knowledge among the people, which motivate curiosity for learning about other cultures, and with that the readiness for a mutual respect is also being motivated.

Intercultural competence. From the definition of an intercultural education, it can be concluded that for a good intercultural education you need to have an intercultural competences which are defined as: and ability to recognize and use the cultural differences as a learning resource (Berthoin – Atal and Friedman, 2003). The key elements of an intercultural competence are: **(1)** being aware of yourself as a complex creature, **(2)** being aware of the influence of culture over our way of thinking and behaving, **(3)** an ability to engage others and ourselves in a research of the suppositions that influence our behavior, **(4)** an openness to test the different views, ways of thinking and solving the problems²⁸⁶.

In education, our country has dedicated a special attention to the strategy for an integrated education. The literal meaning of term "integrated" is connecting the different cultures based on positive moral concepts. In order to integrate the cultures they need to know, respect and understand each other. In 2009 under the leadership of OBSE and the High Commissar for human rights Knut Vollebaek was created the Strategy of an integrated education in our country. Its aim was to find a way to integrate the educational system of all the communities that live in Macedonian society. The strategy was a result of the need for a segregation process of the school system, which led to difficulties for better understanding among the younger generation. The official document is named as: Steps toward an integrated education in the Educational system of Macedonian society. It contains four leading statutes: **(1)** promotion of the integration through mutual activities, **(2)** learning a language, **(3)** teaching curriculum and textbooks, **(4)** qualification of the teachers, leading the schools in the context of decentralization. Since the start of the introduction of the strategy as part of the educational system in the Macedonian society, it faced difficulties. Until the end of 2013, it was worked upon almost all of the thematic contents of the strategy, but it was worked less on the teaching curriculum and the textbooks, especially those that are related to the past, and those that produce most of the stereotypes – history. The focus was on the learning of the language of other communities, but that process also suffered many difficulties during its realization. The major problem is seen in that the Albanians don't accept that concept, because the strategy imposes learning the language of majority since the beginning of the educational process of the communities from the minority, and it is also the reason why our language is considered only as a facultative language for the Macedonian majority. In addition, the strategy was felt as an imposed process, and not as something that derives from the need for a multicultural society as the Macedonian, or as something that strengthens the intercultural character of our country.

The four components of the Strategy are based on the three principles of UNESCO for an Intercultural education²⁸⁷:

(1) The intercultural education respects the cultural identity of the one that studies it, through the rule for a culturally suitable and responsible education for all.

(2) The intercultural education obtains each student with the knowledge of the culture, the behaviour and the skills needed for a complete and active participation in society.

(3) The intercultural education provides each student with the knowledge of the culture, the behaviour and the skills which enable them to contribute to the respect, the

²⁸⁶Mrse S., Petrovic D. Gosovic R. Jerotojevic M, (2007) Interkulturalno Obrazovanje i Razumevanje. Beograd: Grupa Most. Str. 5.

²⁸⁷ UNESCO (2006), Guidelines on Intercultural Education. Str. 32

understanding and the solidarity among individuals, ethnic, social, cultural and religious groups and nations.

The benefits and the aims from an intercultural education

It is a fact that with the help of science and technology, we are more aware of a world as a global village, also that Europe becomes more open and that we are not able to be competitive on the labour market by ourselves. All of that makes us use the mobility of knowledge and the skills in the global framework not only for a personal advancement, but also for a personal success and better position in society. This is the meaning of education nowadays. On one hand it helps the personal development, and on the other hand it helps us satisfy the basic human need for belonging to a certain group.

As the world faces global problems, strengthens the need for a mutual communication, which makes us be more open toward the acceptance of other cultures with the aim of achieving the cognitive and emotional needs. In this way, we not only contribute to the personal development and personal success, but we also reach the aim of creating ourselves as persons in the full meaning of the word. A person that is complete, filled with knowledge and skills, and ready to face challenges. Those persons that understood the integration strengthens their wisdom, their advancement, knowledge, skills and emotions. Its aim is not only to find a good and a well-paid job, but to develop a successful human being in a full sense of the word. This is actually the goal of education. Furthermore, the idea of an integrated education is not only to find a way of creating a smart person, but also how to create a good person. It is not enough to give people only knowledge, but it is necessary to help them convert that knowledge in real wisdom. The integrated education doesn't differentiate between the school and the society, the studying and life, nor the knowledge and the good nature. The benefits, which are as hard to realize as the aims, are the following:

1. To increase productivity, because in the modern world exists a range of resources that help realize one same task and with that is promoted the cognitive and the moral development of all people;
2. It increases the skills for a creative solving of problems, by looking them from various perspectives and seeking a solution;
3. It increases the positive interpersonal relations by achieving the common aims for respect, value and dedication toward equity between the intellectual and the educational institutions;
4. It decreases the stereotypes and the prejudices through a direct contact and interaction between the different individuals;
5. It restores the social vitality through enriching it with different cultures and it motivates the development in its broader sense and with a sophisticated view of the world;
6. It strengthens and nourishes the following values in a society: peace, tolerance, non-violence, mutual respect etc.
7. It makes us aware of being complex beings that know how much influence the culture has over our behavior toward others.
8. It eases the access toward the mutual resources and possibilities,
9. It increases the mobility, and with that our understanding of the world and also it increases the ability to come across new knowledge and skills, a new job. It increases competence.
10. It gives us the possibility to reach the needed information more easily, and to easily filter what we need and what we don't need from that information. In that way, instead of losing time and become nervous during the search for the needed information, we use the one in our reach because of our understanding and our acceptance of other cultures,

11. It increases creativity, innovation and with that the equilibrium of a society. There isn't a blockage in an economic, social, cultural and political context.

12. It nourishes peace, tolerance and understanding, and with that the ability to prosper in science, technology and all of the other spheres of life. Instead of concentrating on the destruction of the achieved, it gives us the possibility to use the achievements for greater success on a personal, professional and social level.

13. It contributes to the economic development and prosperity of a society. By strengthening the sensitivity of other cultures, we expand the range of possibilities and advantages that can be used in the free economics.

Conclusion

The contribution of the international organizations in the field of intercultural education are enormous, but the institutions from the central and the local authorities should create policies and programs with the aim of enabling a positive interaction among the students from different ethnic groups. However, the question whether we can talk about the aims and the benefits of the intercultural education in our educational system remains open. Actually, I can sadly confirm that it is realized with difficulty, it is more worked on and analysed theoretically, while its practical realization that also faces difficulties is neglected as any other reform in the educational system. Although the final aim is positive and clear, and it would be productive and progressive for our multi-ethnic, multicultural and multi-confessional society, and that aim is the creation of a complete successful and good person, who is socially active and who not only understands culturalism, but it also accepts it and lives it in its full sense. The strengthening of the intercultural awareness, the decrease of the prejudices and all of the forms of discrimination, as well as the development of the social skills are the ways through which the intercultural education will help the citizens of the Macedonian society to become aware and conscious of our belonging. What are the real barriers and **difficulties** that interculturalism faces in the Macedonian society and what is needed for the complete revival of interculturalism will be the subject of the analyses in another paper.

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DIDACTIC STRATEGIES FOR APPLICATION OF INTERCULTURALISM IN WORKING WITH PRESCHOOL CHILDREN

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1. Interculturalism as part of the educational work

The intercultural emerges as a phenomenon requires multilateral treatment. In the pedagogic process as a segment, the intercultural plays an exceptional role. Through the intercultural in the pedagogic process establishment of ties, relationships, relations and interactions among different cultures and cultural achievements is facilitated. To enable the intercultural to function in the pedagogic process as a complex multifunctional and multifactor segment, it is necessary to regulate it in curricular terms. Accordingly, the intercultural should be determined and interpreted in the curricula of adequate level of education. Curricular regulation assumes bilateral treatment of the intercultural as an integral part of the contents of part of the curricula (from the aspect of interpretation of the essence of the intercultural notion), and an intercultural connection and merging of all syllabus contents elements considered as a whole.

2. Opportunities for integration of interculturalism

The curricula for preschool teachers' education also ought to comprise the intercultural from several aspects. One of them is the connection of the intercultural with the cooperation of school with the broader community. Namely, this type of cooperation should facilitate the intercultural, which basically will mean creating conditions for instigation of ties, relationships, relations and interactions among different subjects.

Contemporary preschool institution has the willingness, ability and need to communicate with part of community through direct self-evaluation of its own values, structures, relations and action strategies. In fact, it is the part of community which has a mutual impact on the preschool institution on a certain basis. The most productive way of bringing effects of those impacts about is the *dialogue* between preschool institution and its surroundings. Since each real dialogue happens in the mutual adaptation as a result of an interaction, such relationship is expected both by the preschool institution and society.

3. Types and Ways of Cooperation

The cooperation of the preschool institution with community is realised at several levels: Cooperation with parents of children; Cooperation with institutions involved in organisation, development and evaluation of educational system on local and state level; Cooperation with expert institutions; Cooperation with institutions, organisations, associations, societies, forms of various labour activities - symbolically or explicitly contingent upon curricular contents.

Every level implies adequate reasons, ways and forms of cooperation and co-action. The following elaboration points out significant elements of the cooperation levels given above.

a) Cooperation with parents of children

This type of cooperation facilitates an approach to the intercultural and its acceptance as a possibility for providing contact ability with different types of families and family

structures, primarily from the aspect of cultural endurance phenomenon. At that, the children who are direct consumers of the intercultural gains are in the foreground.

The cooperation with parents is continually changing and perfecting, in parallel with the changes which occur in: family social status, its internal structure, relations among family members and child's position in it. The teacher's activity with parents can be summarised in the following forms of cooperation:

- Collective informative-consultative meetings with the objective:
 - *familiarising parents* (if found necessary) with peculiarities of children's/pupils' development stage and age psycho-physical features;
 - *introducing parents into upbringing and education* - through their familiarising with the organisation, structure and contents of the curriculum and extra-curricular activities;
 - *introducing parents into physiognomy and structure of the educational group* in terms of its general educational configuration and, if needed, their immediate *involvement* in the educational process;
 - *realisation of current issues lectures*, which would prompt raising of parents' pedagogic culture;
 - *periodical information* on current state in the educational group.
- Group informative-advisory meetings with groups of parents in view of:
 - their children's participation into situation which caused certain *problems* in school and the broader community;
 - their children's participation in some *activity with positive connotation*;
 - their children's expression of the same or similar features or reactions (independently of one another) to the same *intellectual or other challenge*;
- Individual meetings with parents whose children show:
 - *exceptional giftedness* and success in certain area of interest;
 - elements of *deviant behaviour, educational negligence* or some other form of unregulated conduct directed to themselves or others;
 - *unsatisfactory success* in learning the curricular units;
 - *inadequate fitting* into overall atmosphere;
- Visiting child's home - it becomes current issue when there is a need for:
 - becoming familiar with child's living conditions;
 - meeting child or his parent in their "natural" environment;
 - long absence from preschool institution.

b) Cooperation with institutions, bodies and divisions involved in organisation, development and evaluation of educational system at local and state level

Cooperation at this level can also contribute to realisation of the intercultural. The most outstanding example in this sense is curricula composing, which are a product of team work. Namely, curricula determine the intercultural explicitly and implicitly.

- The extent and the form of connection with this type of institutions determines the efficacy and quality of part of schooling that refers to school organisation, affirmation in the broader community, permanent teacher's advance and the like. The opportunities for common projects broaden the intellectual capacities of all parties involved. These institutions include:

- Ministry of Development and Science of the Republic of Macedonia;
- Education Development Bureau
- Pedagogic Council.

c) Cooperation with expert institutions

Cooperation with expert institutions is a type of cooperation that facilitates continuity in the entire educational system from the aspect of conception and development of educational values. It is in the interest of the intercultural that this cooperation facilitates consolidation among the different educational levels in establishing the ties, relationships, relations and interactions of various cultures, cultural achievements and considerations in culture-communication relation.

The nature of this cooperation involves contacts, meetings, sharing experience and ideas with:

- Remaining *educational levels*;
- *Centres for educational advice*;
- *Special primary schools and Institutions for upbringing and education of children with developmental difficulties* - as a result of the increasingly frequent *inclusion* permanent contacts with this type of schools and institutions are necessary;
- *Acting body of pedagogues and psychologists.*

d) Cooperation with institutions, organisations, associations, societies, various forms of labour activities - symbolically or explicitly contingent upon curricular contents.

The intercultural as a process which has a specific course, in specific circumstances, yielding specific results, has existence possibilities in this type of cooperation as well. Especially significant is the cooperation with cultural institutions, wherewith the basic communicational norms are adapted, with, in and through culture, which is of exceptional value for the intercultural in general.

Cooperation of this type influences child's intellectual development, since they are immediately involved in the cooperation. We can define this cooperation through contacts, meetings and activities with:

- cultural institutions in the immediate and broader community;
- economic and no economic activities;
- production process;
- sports clubs and associations;
- non-governmental organisations;
- state institutions of special societal interest etc.

4. The importance of cooperation for the intercultural

The importance of cooperation of the preschool institution with the broader community for the intercultural can be comprehended through the following states and evidence:

- The cooperation facilitates *moving* of different cultural entities *towards each other*;
- The cooperation facilitates *studying* of different cultural entities;

- The cooperation contributes to *tightening* of ties and relations among different cultures;
- The cooperation tends to *coexistence and tolerance* among subjects which are different in terms of the level and contents of their cultural development.

Summary

The intercultural represents a phenomenon which should be treated multilaterally. In the pedagogic process the intercultural is of exceptional value because it should be determined and interpreted in the curricula of an adequate educational level. Within pedagogical process we identify the connection between the intercultural and the cooperation of preschool institution with the broader community. This type of cooperation should facilitate the intercultural which in its turn will incite developing ties, relationships, relations and interactions among different subjects.

The cooperation of the preschool institution with the broader community is realised at several levels: cooperation with child' parents; cooperation with institutions involved with organisation, development and evaluation of educational system at local and state level; cooperation with expert institutions; cooperation with institutions, organisations, associations, societies, various forms of labour activities - symbolically or explicitly contingent upon curricular contents.

The significance of cooperation elaborated for the intercultural is primarily seen through the possibility of drawing closer and studying different cultural entities, as well as through tightening of ties and relationships among different cultures, and co-existence and tolerance among them.

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CROSS-CULTURAL COMMUNICATION SKILL AS ONE OF THE KEY COMPETENCIES IN EDUCATION

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Abstract:

The paper deals with the main features of cross-cultural communication skills to be acquired through schooling for a modern individual to be able to establish personal and institutional links and networks, necessary for functioning in a modern world. Irrespective of contextual differences within and between countries, nearly all education institutions worldwide are engaged in international activities and are seeking to expand them. Engaging with the world is now considered part of the very definition of quality in education and research. Apart from assuming the process of transferring signals/messages between a sender and a receiver through various methods (written words, spoken words, nonverbal cues) communication is also the mechanism we use to establish and modify relationships and a soft (transferable) skill directly linked with self-representation. The paper considers a variety of communication features, including, presenting, listening, motivating and supporting persuading and negotiation, giving and accepting criticism, gathering information, hedging, body language... Furthermore, the elements of intercultural competence, as a significant aspect of cross cultural communication skills are also discussed in the paper: attitudes (curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own), knowledge (of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction), skills of interpreting and relating (ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own), critical cultural awareness/political education (an ability to evaluate critically, skills of discovery and interaction and the ability to compare and contrast with one's own culture. Finally, communication skills are seen as culture-specific "ways of speaking": to be a competent speaker includes knowing how to speak in culturally appropriate ways to different people about different things in different settings.

Key words: intercultural communication skills, education.

Introduction

It has almost become a cliché to claim that in order to be adjusted to the demands of contemporary world it is necessary to acquire certain communication skills. Contemporary pedagogic literature deals with the issue and it is not a rare case to come across the terms which, at first sight, seem to be interchangeable: multicultural, intercultural, cross-cultural, trans-cultural... In spite of the fact that they all describe the settings where people of different nations live side by side either literally or through computer-mediated contacts, there is a slight, but significant difference between the terms. In order to discuss cross-cultural communication skills, it is necessary to delineate between the notions of multicultural, intercultural and cross-cultural.

Multicultural generally implies more or less independent coexistence of different cultures, while intercultural refers to interdependently interwoven cultures in contact, promoting knowledge and understanding of other cultures and establishment of positive relations of exchange and mutual enrichment through various cultural components within one community. In terms of communication, in order to understand intercultural, it is useful to turn to its counter term, i.e. intracultural. While *intracultural* communication describes communication between at least two people who are from the same culture or have culturally similar backgrounds, *intercultural* communication describes communication between at least two people who are different in significant ways culturally.

Similarly, cross-cultural refers to cultural peculiarities existing across cultures, while trans-cultural means beyond the boundaries of any culture, but a shared cultural trait, having once been adopted as, in a sense, general one. Thus, intercultural differs from cross-cultural. While intercultural communication deals with the interaction between at least two people, cross-cultural communication describes the comparison of communication styles across cultures. In their book *Intercultural Competence: Interpersonal Communication across Cultures*, Myron and Koester (1993) define intercultural communication in as "a symbolic, interpretative, transactional, contextual process," which implies the engagement of culturally-different people. On the other hand, they define cross-cultural communication as "the study of a particular idea or concept within many cultures...in order to compare one culture to another.... Whereas intercultural communication involves interactions among people from different cultures, cross-cultural communication involves a comparison of interactions among people from the same culture to those from another culture."

Cross-cultural and intercultural skills as key competences to be acquired through education

Regardless of terminological differences, a fact remains that nowadays people belonging to different nations and cultures live together in so many ways (literary, through electronic information exchange, in education, travelling, business contacts...) and are to benefit from their multicultural settings, creating synergy from intercultural relations and dialogue. Consequently, the field of education has faced a new challenge: to create conditions for education for democratic citizenship in an international context. Having in mind all the above stated, it seems that for the context of education, cross-cultural communication skill are more appropriate aim, since it is not always possible to establish intercultural communication in education, while it is pretty inviting to study a particular idea or concept within many cultures in order to compare one culture to another and gain insights into differences and similarities between cultures.

Broader community has recognized the need to arrange intercultural education at institutional level. It is necessary for cross-cultural communication skills to be acquired through schooling for a modern individual to be able to establish personal and institutional links and networks, necessary for functioning in a modern world. Irrespective of contextual differences within and between countries, nearly all education institutions worldwide are engaged in international activities and are seeking to expand them. Engaging with the world is now considered part of the very definition of quality in education and research. So, there are international agreements, conventions and recommendations offered by UNESCO, Council of Europe and European Union which are to be built into national curricula of individual countries, guiding school children to understand 'foreignness' and dissimilarities in societies. Thus the multinational states, European Union members, have legislations regulating intercultural approach in education, recommending that all education, at any level, in any subject, should be carried out in intercultural perspective. Thus, according to a recent UNESCO document (UNESCO, 2013), intercultural competences are abilities to adeptly

navigate complex environments marked by a growing diversity of peoples, cultures and lifestyles, in other terms, abilities to perform *effectively and appropriately when interacting with others who are linguistically and culturally different from oneself*. Schools are a central place to nurture such skills and abilities, as was underlined by UNESCO in a previous publication, *Guidelines on Intercultural Education*. Nevertheless, given their relevance for social and political life, the scope of intercultural competences is much wider than formal education. They have to reach out to a new generation of cybercitizens, notably young men and women who have unimagined opportunities for global conversations. This idea was further developed in the UNESCO *World Report Investing in Cultural Diversity and Intercultural Dialogue* (UNESCO, 2009, as cited by UNESCO 2013): "it is a new kind of literacy, on a par with the importance of reading and writing skills or numeracy: cultural literacy has become the lifeline for today's world, a fundamental resource for harnessing the multiple venues education can take (from family and tradition to the media, both old and new, and to informal groups and activities) and an indispensable tool for transcending the clash of ignorance. It can be seen as part of a broad toolkit of worldviews, attitudes and competences that young people acquire for their lifelong journey." As a consequence, it is beyond dispute that we are dealing with a rather complex phenomenon, going far beyond institutional teaching and learning and permeating life as a whole. On the other hand, if certain positive attitudes are established during schooling, it will be easier to nurture and develop them further throughout life.

Concept of culture and foreign language

Even though all the above mentioned documents have been advocated for building intercultural communication skills in curricula as a whole, it is rather a complex task. It seems that foreign language, especially English, is a favourable subject within any school system to initiate and nurture intercultural education. It is beyond dispute that the English language is a necessary means for opening up possibilities of intercultural exchange and acquisition of cross-cultural skills. Consequently, foreign language teaching is an excellent frame for promoting cultural sensitivity of modern individuals. Having in mind that culture is at the heart of language learning, it is impossible to separate it from foreign language learning. In the teaching of English language, the foreign culture approach has given place to intercultural approach, to be in the future replaced by transcultural approach. In the interactive relation existing between the English language and other languages of the world, the norm of the native speaker is now open to dispute, to be replaced by the intercultural speaker, i.e. the one who acts as a mediator between two cultures, interprets and understands other perspectives, as well as questions what is taken for granted in the own society. Consequently, intercultural communicative competence has become a desirable outcome of English language learning in schools. However, English language is learnt in various contexts. In schools in Serbia it is usually taught by non-native speakers and the mother tongue of the learners is mostly Serbian (of course, they might be bilingual speakers of, for example, Serbian and Romani, or Serbian and Romanian, Hungarian, Slovakian...). While, on the one hand, non-native language have the advantage of having learned the language the way their learners do, on the other hand, many of them feel inadequate when teaching an everyday culture they are not familiar with. They can be afraid that they will fall into the stereotypes promoted by the textbook or mainstream attitudes towards the culture they teach about. Therefore, it seems that it is better to think of developing in our students intercultural and cross-cultural competence, rather than teaching "culture". The development of cross-cultural competence could be motivated by observation, comparison, insights into similarities and differences, analysis, contrasting between oneself and the other, balancing and thinking through.

It was assumed in the past that language teachers are supposed to teach language, while culture is reserved for the professors of literature. Nowadays, the importance and place of culture in foreign language study has become recognized and culture remains a hotly debated issue, having in mind the complexity of the notion of culture in general, regardless of whether we are talking about culture with a big C or with a small c. This becomes obvious if we turn to culturally determined concepts, and it seems that certain notions which are recognized as generally accepted and universal, permeating majority of human languages are also culturally determined. Take, for example, the idea of happiness. Namely, language researchers have been warning us that the notion of happiness or any other emotion (and emotions are considered to be universal for all human beings) is culturally determined. So, we are facing the following questions: do speakers of various languages have the same concept in mind when they use the word *happiness*. At the same time, the concept of happiness, just like any other culturally determined concept, i.e. cultural script, represents an unstable category, changing over time and depending on the perspective of an individual (who belongs to a certain culture, social group, peer group...). Answer to this and other similar questions regarding culture and language, are offered by Goddard and Wierzbicka (Goddard & Wierzbicka 2014) in their recently published book *Words and Meanings*. They point out that different languages categorize, e.g. emotions differently and that words for emotions do not match semantically across languages. Criticizing the tendency in contemporary linguistic circles for all the discussion around language to start from the English language, thus becoming Anglocentric, they emphasize the need for a common measure (*a tertium comparationis*) according to which it would be possible to compare meanings encoded in present-day English (or any other) language with those encoded in other languages. Aware that "global" English as the first ever global lingua franca can create conceptual confusion (Anglophone approach), the stated authors have developed Natural Semantic Metalanguage (NSM), a non-ethnocentric lingua franca for conceptual analysis. In other words, instead of using English language as a starting point in linguistic studies, they advocate for NSM, an inventory of simple universal concepts that are embedded in the lexicons of all (or most) languages. According to Natural Semantic Metalanguage, complex and language-specific meanings are broken down to simple and cross-translatable components such as 'place', 'people', 'do', 'many', 'all', 'live', 'want' and sixty or so others (Goddard & Wierzbicka 2014: 3). Even though they admit that much further work is necessary, opening up possibility of future revisions to the current inventory, they claim that within the NSM methodology, a plausible, stable and well-evidenced set of "universal words" has been identified and this can provide the necessary solid foundation for the project of decoding meanings across languages. Strictly speaking these units are not words as such, but word-meanings (Goddard & Wierzbicka 2014: 12). This approach seems to be a good framework for development of cross-cultural skills assuming neutral-ground comparison between cultures and the ways speakers belonging to different cultural backgrounds communicate.

Having in mind that communication skills are seen as culture-specific "ways of speaking", a conclusion might be made that to be a competent speaker includes knowing how to speak in culturally appropriate ways to different people about different things in different settings. And this does not assume only the knowledge and the awareness of the similarities and differences, but also tolerance for vagueness and the abundance of tacit assumptions.

Furthermore, the elements of intercultural competence, as a significant aspect of cross cultural communication skills should also be discussed and taken into consideration. First of all, there are various competencies and knowledge which should be acquired in foreign language classroom. From the standpoint of foreign language teaching there are three intersected fields of competence which are interdependent: language competence, cultural

competence and intercultural competence. First of all, an English language learner should gain language skills, i.e. reading, writing, listening, speaking, as well as differentiating between registers and genres. On the other hand, the same learner should possess certain specific knowledge of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction. In other words, he/she should become familiar with the culture-specific traits, like everyday patterns, popular culture, ideas, beliefs, perceptions, artefacts, behaviour, institutions, history, geography, literature, art, music, age, gender, class, etc, as well as with the culture-general categories, not targeted at a particular culture, but concerned with "universal categories" functioning as characteristics of cultures in general. Not less important are learner's attitudes, i.e. curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own and skills of interpreting and relating (ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own). Finally, critical cultural awareness should also be raised in a foreign language class (an ability to evaluate critically, skills of discovery and interaction and the ability to compare and contrast with one's own culture). In other words, we should always have in mind the learner's prior knowledge, experience, beliefs and ideas, since intercultural competence cannot be achieved by the simple acquisition of knowledge about a specific culture or the mere ability to behave properly in that culture, but it involves intercultural attitudes (openness, curiosity, readiness), skills of interpreting, comparing, relating, skills of discovery and interaction, as well as already mentioned critical cultural awareness.

Apart from assuming the process of transferring signals/messages between a sender and a receiver through various methods (written words, spoken words, nonverbal cues), communication is also the mechanism we use to establish and modify relationships and a soft (transferable) skill directly linked with self-representation. Therefore we should consider a variety of communication features. These include presenting, listening, motivating and supporting persuading and negotiation, giving and accepting criticism, gathering information, hedging, body language... When presenting is in question, we are talking about logical order and structure as well as clear and concise presentation, while building and motivating interaction, encouraging questions, clarifying and summarizing, negotiating and persuading. At the same time, the presenter should pay special attention to the reactions of his/her audience, varying his/her tone of voice, volume and pace. Listening is crucial for development of intercultural and cross-cultural skills. It means hearing accurately, asking follow-up questions, expressing interest, showing empathy, reacting properly to comments... All this should, of course, be followed by adequate body language, like eye contact, various gestures, head nodding, smiling, open posture...

If we are now to once again consider the intercultural or cross-cultural communication skill we can only admit that it is a rather complex skill to develop. The complexity of the issue of proper intercultural communication can be illustrated by an example of requesting in Anglo-Saxon culture using English language, which provides us with the means to influence behaviour of the addressee, showing high level of politeness, including appropriate common norms of social interactions through face-saving strategies, providing us with possibility to influence someone's behaviour not imposing our will or authority. Request strategies in the English language refer to speaking seen as a form of social action while "telling people what to do" in a polite way. In this respect, the English speech-act lexicon is an area of great lexicon elaboration, with many fine-grained meaning differences, which is illustrated by the elaborate range of "interrogative-directive" and "suggestive" formulas, e.g.

- Will you send him an email, please?
- Would you send him an email?
- Could you send him an email.

- Would you mind sending him an email?
- Would you like to send him an email?
- Won't you send him an email?
- Why don't you send him an email?
- I wonder if you should send him an email.
- I'd send him an email.
- You might like to send him an email.
- You could consider sending him an email.
- Perhaps you could send him an email.
- Maybe you should send him an email.
- I would suggest sending him an email.
- Have you thought of sending him an email?
- What about sending him an email?

If we consider the above examples, we can conclude that there are numerous ways to influence interlocutor's behaviour and kindly ask him/her to do something, and the list is certainly not exhausted. All the above stated variations of the request simply mean something we would encode in Serbian or Macedonian language using with the appropriate tone of voice the imperative, while at the same time also behaving in a socially acceptable way: *Send him an email, (please)*. Thus, we might conclude that the contemporary menu of directive and quasi-directive speech acts in the English language is fine tuned to allow the speakers express their wants in relation to other people without appearing to impose, pressure, intrude, violate someone's autonomy. On the other hand, we seem to differ in this respect and in order to communicate in interculturally competent way in English, as speakers whose mother tongues are Serbian or Macedonian, we should have these specific features of English language in mind.

Conclusion

According to the statements argued for in the introductory part of the present paper, apart from the context of foreign language teaching and learning, promoting cross cultural and intercultural values and skills, there are authors from various fields (e.g. psychology, social psychology, sociology, education, communication studies, media studies, cultural anthropology, management) who have been strongly advocating the need of optimal intercultural competence education. However, it seems that this is an ideal still to be reached, left to the enthusiasm of teachers who have strong personal commitment to intercultural issues. So, what is rather more realistic is to open up possibilities for our foreign language students to observe, compare and contrast different languages and their cultural scripts in order to gain nothing more but a glimpse in the dynamic discursive processes of culture, developing at the same time required feelings and attitudes towards others.

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VIA INFORMATION MEDIA TO CREATION OF THE IMAGE OF THE OTHER

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Abstract

Today's post-structuralist and post-transitional information milieu represents an interesting phenomenon when it comes to creating the image of the Other from the aspect of socio-psychology, epistemology, geopolitics and imagology.

When it comes to media "coverage" of the Balkan's socio-political, ethical-aesthetical discourse, from the end of the 20th century until today, there has been a notion of a specific image of it, which is based on inherited stereotypes and prejudices, which have been present in this homo-chronotope since the very beginning.

This image of the Balkan, and particularly of the people who lived within the SFR of Yugoslavia was generated by the world media houses, and also by state informative houses where it resulted in a process of deconstruction of the federal order. The world mass-media have created an image of the Balkan as an area shaken by many dubious issues, at the same time "forgetting" to define it as a homo-chronotope where I and the Other lived in common for fifty years.

It seemed to contain the futuristic vision that the world should be globalised and not deconstructed. On the other hand, the headless media Balkan's platforms, under the influence of an emphasized ethnic and religious adversity resulted in creating stereotypes which confirmed the imagologic picture of the world media centres that this is a cursed region where the alternates are in eternal opposition.

Hence, this paper will explore the informative power of the media as well as the way of creating the imagologic paradigm about the Otherness which, after being created upon the foundations of negative stereotypes, cannot be easily altered.

Key words: *mass-media, imagology, Balkan.*

Creating image of the other via information media

The comparative literature develops imagery as its sub-discipline that highlights the question of Otherness, initially only from a literary point of view. Given the fact that it penetrates sociological issues related to a social groups' dominance, creating elitist ideas that a stratification exists within mankind based on race, gender, religion and ethnicity, where some have primacy and others are detested, this discipline protrudes even the sphere of political science and media's ontology; the latter undoubtedly having a crucial role in creating public opinion within the modern geopolitical, biopolitical, epistemological and ethnical-religious discourse.

In The Balkan chronotope the imagology becomes notably present during the last decade of the 20th century, when the Balkans and even the world were shaken by the disintegration of one of the world's biggest countries, SFRY (The Socialist Federal Republic of Yugoslavia). The Bulgarian Maria Todorova develops the term Balkanism as a term denoting diversity between the populations living within this area and other European nations, stating that it was a time of emerging negative stereotypes for Balkan populations due to their alleged barbarian immaturity, or in other words, Balkan underdevelopment (author's note).

Leaving the domain of literary criticism, the imagology/imagery is enriched by political, historical, anthropological, philosophical and media-cognitive analysis of the Otherness as a phenomenon projecting a vision of the world as a battlefield of the dialectical contradictions regardless of time and space. However, when it comes to the Balkans, more specifically to the former SFRY, the question of Otherness becomes painful and tragic, real and unreal, dichotomous and antinomic, theistic and anti-theistic. An image is created of one single and unique world where two winds are fueling one fire: the wind of God and the wind of the Devil, of the Cross and of the Crescent, of the West and of the Orient, of the wealthy North and the poor South, a place of hedonists and ascetics, believers and atheists.

Specifically in the last twenty years this "former region" called Utopia is being considered by the analysts as a place of clashes damned between binary universal oppositions: the good (I) – the evil (THEY); life (MY) – death (FOR THEM); citizens (WE) and stateless people (THE OTHERS); patriots (ONLY WE) and traitors (ONLY THEY); builders (WE) - destroyers (THEY). These clashes appeared in a region that considered itself as the cradle of the European civilization, though Europe has considered it, for centuries and even today, as a periphery always creating problems and high-intensity conflicts.

These analyses are mostly based on the realizations created by the public through the influence of world and domestic media, which with their objectivity or subjectivity, their silence or academic outspokenness, consciously or unconsciously contribute to changing code of values for the Balkans and creating negative stereotypes that redefine its bio-political discourse. Stereotypes are simplified self-images (auto-stereotypes) and images of others (hetero-stereotypes) based on generalized conclusions without empirical experience of the ones creating them. Their logical consequences are the prejudices focused towards the Other, which decompose his integrity and place him in the pillory since prejudices are always given in a negative paradigm. These images of self and of the other are becoming more present in times of vast political, ideological and religious clashes. They are a great force of propaganda and influence creating the public opinion, especially when supported by the mass communication media. Frequently, through the lens of world or domestic media companies, the pejorative disqualification of the Other can reach the proportions of national imagery as the enemy. From geopolitical and historical, cultural and epistemological point of view, the Balkans has been a region bridging the East and the West. Therefore, it is exposed to very traumatic quakes, iconic ones showing the clash of juxtaposed alterities: paganism and Christianity, Christianity and Islam, western rationalism and eastern exotic, cruel equanimity and passionate liveliness, relativism and fatalism. The time of big transitional movements in the Balkans caused reevaluation of one's own history, the history of the Other, under the influence of hetero-stereotypes which affected the self perception of the subjects dwelling on that heterogeneous topographic region, the Balkans. Hence, suddenly the inhabitants of said topography became ragtag soon after the fall of Schengen, they were disgusted with themselves because they became asylums in the big home called Europe and they were returned from the borders of the Promised Land as flawed potential Europeans. They saw themselves through the eyes of the world: filthy, unworthy for the big family, dishonorable before their ancestors who understood the world "solely as a field for cultural competition among nations" (Goce Delchev). They became inferior, forgetting their culture and thinking only about the stomach syndrome emerging when there is not always food for the hungry ones. Of course Europe came to the rescue. Europe taught them that living as a European means accepting the diversity of entities, that the union of alterities is a paradigm of the postmodern world, that we need to dissolve the stereotypes and revive the old affections towards the Other, as if this was not their life milieu for ages. All in all, it is good to hear the truth about the unity as the only perspective of the world and of the Balkans spoken through the lips of the great forces, because so it sounds more truthful.

In the book *Imagining the Balkans*, Maria Todorova stresses the fact that when an image of the Balkan people is launched in the media, it is taken as potential evil, a bugbear of large proportions. The Balkans is presented as a rudimentary part of Western Europe, as it's underdeveloped, neuralgic discourse where nations are in an endless transition, in constant initial step, without a possibility of reaching the goal, the Big Family, the civilized Europe, because they are half-civilized. Thus, their immaturity in the time and space of Europe becomes their permanent tattoo, their ontological feature hard to change in a world of media hegemony where the power of the visual is superior to experience.

The modern man creates an image of the Balkans through satellite signals, cables and digital networks. The media, no matter if it belongs to world analytical centers or domestic, government or private service stations, replace the empiricism with virtually attained global images of the world. They create simulacrum of the reality, a seeming happiness, a momentary joy, harming the truth itself which can never be wholly spoken, as per Lacan.

When the war conflict erupted in Yugoslavia in 1991 the first victim of the war was the truth, and it is still being examined the extent to which the media role induced the stigmatization of the Other. Mark Thompson says that those public media only changed the rhetoric, replacing the "socialist terminology" with the language of demagogic and irrational exaltation stirring the national passions in this, till then, Utopian region where the unity based on accepting dissimilarities had always been single life motto. Suddenly, most media in former Yugoslavia, joint together in distorting the image of the Other, in demonizing the Other. The historical issues reared their ugly heads and reappeared into the public sphere. And then, the Battle of Kosovo, Jasenovac and the crimes committed in Bosnia and Herzegovina during World War II were being constantly highlighted in the media. When the war began in 1991, excogitating news was understood as "patriotic debt", as an activity of a "national interest" and censorship was imposed in many media realms. Hence, it is evident that the truth suffered in the world media as well, as the truth is directly related to reality and the reality was out of reach because of the domestic media aggression in stigmatization of the Other as immediate evil, and because of the world media campaign promoting socialist system as being untenable by definition and capitalism as being its ideal substratum.

The person from the Balkans found himself before the paradox of his own existence. On the one hand, the federal home was falling apart, and on the other hand the world was promoting globalization, mundialization. The unification of nations and countries becomes a world trend; on the other hand one accomplished half-century old union was disintegrating in order to impose the hegemonic philosophy that the escape is exactly in the unity, but unity based on respect for the differences of the Other. Hence, the key of the new age is in the control of the media. The countries are disintegrated by electronic fantasies, steered information influxes, skillfully prepared and selected according to the interests of the grand masters personified in the plotters of the "great world order". The citizens are offered illusions of happiness, imitation of democracy via media channels controlled by the power of those who destroy social systems in the name of "world order", and they are left hungry for the truth about the complexity of the world they live in. The simulation process is barely felt, because all eyes are on the global processes which do not allow "weak undemocratic countries", especially those emerging as former Yugoslav states, to tailor their own politics. Allegedly, their instability has consequences for the global structure leading to string of "velvet revolutions". And the world finds out about "the peril" of the Other through the dosed media contents, or rather according to scope of interest of the superpowers who are using the globalization to pile capital and increase their influence, therefore having key role in creating the image of the Other, the image of the world where dissimilarities are allegedly respected and the power of rule and control over weapon force are camouflaged.

Based on the above, one might see that when it comes to imagological aspects of Otherness the media are crucial, since they create a world tailor-made for the involved parties, especially in the politics of the "global village" where the power of capital covertly creates images for its best convenience. Therefore, the paradigm of Yugoslav chronotope has always been of geo-political importance. Once that topos was decomposed by the war in 1991, the world is presented with an image of neuralgic and unstable part of Europe that must be under the administration or protection of the military and even humanitarian European and world organizations, protecting the nations even from themselves. It was a period when ethnic clashes emerged between yesterday's neighbors and brothers, country-less citizens, such as the artists appeared. The neighborhood turned into internal exile of ethno-identities. All of that as opposed to Great Europe propagating through the media nations' unification and creation of world without dissimilarities. Therefore, the nations on that former region are suddenly becoming different for the world, Others, undignified for the refined Europe, half-barbarians. Those nations, then, saw themselves as world's debris, as said by Agamben in *Homo Sacer*, as "enemy and evil". Thus the issue of the Other is brought into prominence, becomes subject to fundamental questions of politics and media provocation, and subject to creating image of the Other. Bio-political discourse is imposed in domestic and world media centers that Some are "exposed" to hatred and unjust politics by the Others. The discourse of the Otherness is being created: to assume the Other, to remove him, to eliminate him in his Otherness, in his appearance. That is exactly a clear spread of violence against the Other, because of pertaining to something called "non-substantial class" by Agamben.

In line with the thesis that imagological disharmonic and disharmonized media discourse appears in times of political deconstructions of the Other, is also the current political situation in Macedonia. Presently, there is an ongoing paradigmatic clash between the left and right wing, the opposition and the government. There is ferocious conflict of interests, where the political regime wants to censor the power of media information system in order to prevent the Other in reaching the goal. And the goal is liberating the media and the truth from the chains of that regime which evidently, from meta-elite standpoint, wants to create an image of itself not reflecting the reality at all.

The Orwellian manner in today's time frame in Macedonia entails the question about the educational and cultural negligence of the media since they are spreading speech of hatred in "hundred shades of black", as the journalist and analyst Saso Ordanoski says. Currently that speech in Macedonia does not even have a grey shade. Political opponents, whole ethnic groups, public professions (journalists), intellectuals, academics, ambassadors and other representatives of the international community are being stigmatized. The Otherness, in a sense of somewhat different opinion, is not allowed to exist even in their own political parties. The truth is somewhere far away.

Alongside with politics' dimming, the language changes, some sub-standard language is created, a synthetic speech, an organized system of words and expressions that not only occupy the media but generally they give new political meaning to the obvious political situations. The phone tapping scandal in Macedonia is a factor as such and it creates a paradigm of new speech. The term "sorosoids" is distorted naming of those having cosmopolitan thought. They are termed as "collectivity of traitors" existing against conservatives and chauvinist that call for unification, not in the name of the human but in the name of the political party, in the name of "a new sun of freedom", in the name of Macedonian national cause, and in many variations, the Albanian one as well. At the same time, the party is metonymy for the country. In a way, they both by themselves and for themselves, represent deadly and suicidal entities, regardless of their national or religious affiliation.

A whole new string of words and meanings opens up, reflecting societal pathologies, personal frustrations, gluttony, authoritarianism in the form of "tapping", "produced conversations", "international factor's insufficient awareness". This kind of rhetoric presented via controlled governmental state and private media houses emerges in times when the ship has strayed and it must sink.

The media are involved in social process of framing the reality depending on which political entity should win, so the phrase "you get what you pay for" starts to apply. The current political rhetoric in Macedonian media discourse is polarized. Governmental state and private media project before the domestic and international public a quasi-truth such as: "so what, everybody is tapping", truth that directly reflects the government's policy. The Other, the opposition's discourse says the following: "the Emperor is naked, bare naked" and he has to undertake political and legal consequences, permanently lose his legitimacy and government's legitimacy. Currently in Macedonia there is a media phenomenon of three types of imagological Otherness:

- Costly bribed propagandistic artillery that needs to be rudely imposed on the citizens, regardless of which Otherness they belong to;
- Modest media resources of the opposition and its like-minded people, of the soundcosmopolitan spirit of the public, that alluring charm of resistance promoted through the students' movement ("we are students too", "encircle us", "we are not afraid of you"), and
- Impartial media – wrapped in mimicry "there is more than one truth", "it depends on the point of view" or the question "are there decent despots".

In media's vocabulary and cues there is this "intoxicating line": "we are cutting veins" for "little men and huge vanities", for "women with moustache" called Macedonian "Lady Macbeth", for chats on poor little men and gypsies who are pulled by the ears to vote, for "scums" and "exterminating the scums".

The shallow political maturity and politicking are surprised on OSCE reactions to the extreme speech of hatred, they are surprised why the serious government speech called "nota bene" is not accepted, why it is not acceptable to eat "chocolate when there are no money to buy bread" or why it is not acceptable lakes to be "seas with sharks". The Otherness is defined by the question: "What size of shoes do you wear, are they tight?"

Two questions stand out over all the questions existing in the public and media:

- Should one kill the messenger? or
- Should one destroy the contents of the message?

In that respect, maybe it would be for the best to refer to Socrates' words which nowadays become a paradigm for the truth: "Agathon, you can kill Socrates but you cannot kill the truth".

The purpose of the text herein was to point out that imagology is a study that expands its analytical methods beyond the literary discourse, reaches to sociopolitics, bio-politics and contemporary media discourse, becoming a relevant creator of the truth, decomposer of the truth, depending on the point of view of the person creating the image for the Other.

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BIOETHICS EDUCATION: LEARNING PERSPECTIVES AND MULTIDISCIPLINARITY

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Abstract

Technological progress, bio-medical advances, socio-economical inequalities and the problem of human rights and well-being, access to the advantages of scientific development, dedicated care for the environment and for the future become distinguishing characteristics of the present, and, accordingly, distinct and pressing issues in the rapidly expanding sphere of bioethics.

Bioethics education and a comprehensive education with bioethical sensibility become increasingly important in the light of the challenges of the new epoch. The article briefly explores two approaches to an appropriate modeling of an open, inquisitive and pluriperspective worldview in dealing with problems concerning life (*bios*): a nurturing of a broad sensitivity about the importance of the care for the living on all levels concerning issues pertaining to, or bordering with, a strictly bioethical realm; and a specified teaching and learning of the key concepts of the interdisciplinary and pluriperspective area of integrative bioethics. The former encompasses a consciousness typical for universal ethics and the encouragement of rationality paired with empathy, the latter – a study of pressing key concepts of bioethics in a staggeringly evolving world where problems of bioethics abound. An overview of the need for bioethics education is shown, both as a background knowledge and as a life-long learning goal, and that need is placed in the context of multidisciplinary. The conceptualisation of bioethics education is explored in the context of institutionalised learning and in its necessary openness to a pluriperspective approach in understanding the present and especially, in anticipating the future.

Key words: bioethics, education, sensibility, multidisciplinary, pluriperspectivity

Introduction

Progress in technology and life-sciences, achievements in bio-medicine, groundbreaking research and re-envisaging of human potential are shaping up our present, making way for a future with reevaluated concepts of morality, humanness and the understanding of life in general. Dedicated care for the environment, sensibility for the living, a sense of right and wrong, and a need for remedying injustice and inequalities are increasingly gaining importance. This puts the need to teach and learn versatile and comprehensive ways to understand man's role in the world on a level of openness and encompassment unparalleled in previous attempts to understand concepts of *bios* and the implications of man's interventions on nature. The sphere of bioethics is expanding in accordance with the issues stemming from these transformations in science and in our approach to life. The ways it gets approached change, converge, expand and proliferate in the public sphere, through popularised science, media coverage, and especially, through education. Bioethics education, in a strict academic sense, is the study of the discipline, its history, paradigms, challenges and merits. However, it is a pluriperspective discipline, serving as a background, a backdrop, a

scholarly plateau of approaches of morals and ethics applied to problems of life in medicine, technology, science, anthropology. Therefore, it is always quite broad and multifunctional, and while it is necessary in academic settings, it cannot be confined in just a few select classrooms of medical schools and programs of scientific research. Bioethics serves as an orientation background for decision-making in issues in multiple disciplines. The education in bioethics, therefore, is multi-layered and pluriperspective, aiming at equipping students with comprehensive knowledge about ethical dealing with issues of life in science and technology.

Learning and employing bioethical sensibility

Anywhere science and technology raise issues of the ontological status, treatment, endangerment and preservation of life, a knowledge of bioethics is required. Anytime life circumstances create a situation of injustice in well-being, health, access to medical care, access to the advantages of science or dangers due to scientific experimentation, bioethics offers a pluriperspective sensibility. In worldviews of inquisitiveness, curiosity and want of progress, the challenges of the epoch get taught mainly in two complementary, and different, but never diverging approaches – through the nurturing of a wide-reaching sensitivity about the importance of care for the living, and through a specified teaching and learning of key concepts and questions of bioethics. The former consists in building a consciousness for the applicability of ethics to problems of *bios*, and the latter consists of the study of key concepts of life-sciences and of ethics, engagement of students in learning about the importance of respect for life, expanding worldviews, enriching the grasps of biological and cultural diversity, employing this sense of cultural diversity in the pluriperspective way of bioethical thinking, etc. Technological advances tend to be overwhelming in the rapidly evolving world, and progress for progress' sake is dangerous, should its implications not be foreseen and accordingly mitigated. Trends in scientific development are sometimes tried and tested,²⁸⁸ and their implications are known and systematised, thus allowing a calm and profound understanding and study, and sometimes the galloping interventions on life require ad hoc bioethical perspectives, alternatives and proposed solutions, and so a fine balance perseveres between permanence and chance, stagnation and innovation.

The sense of the importance of life and the knowledge that respect for life matters, should be learned at a young age. The sensibility for otherness, for the value of life in varying forms, and for the responsibility of the individual should be systematically encouraged. An empathic worldview presented as a norm in schools and continuously emulated in the face of new challenges and new ways of overcoming issues of life is extremely important. This sensibility about the living is bioethics of pluriperspectivity and multidisciplinary in facing questions about life (Čović, 1998, p. 565), and the better it is recognised and nurtured, the higher the objectives of bioethics are placed. The insistence on such sensibility encompasses a lifetime of respect for the living and the tackling of issues directly pertaining to, or indirectly connected with, the realm of bioethics. Bioethics education tries to bring together the rationality of scientific development and the empathy of being a moral acting

²⁸⁸ In the highly segmented, fragmented, sub-sub-specialised realm of modern science, wholeness and orderly framework have been replaced by ever-growing numbers of facets of intense focus. This is a problem of reductionism and mono-perspectivism – they are not only a deviation of a scientific-educational model or paradigm, but its very essence (Jurić, 2012, p. 86), the substantiation and justification of modern techno-bio-science. As Jurić elaborates, the problem is the emphasis (in the ideal entirety of the knowledge and science) put on the *one* segment of science that becomes the essential element of science and, finally, the only 'scientific science', and it is this monopoly, this unity of modern natural sciences and technology which tends to be the only valid form of understanding and directing of life (Jurić, 2012, pp. 86-87).

individual,²⁸⁹ the orientation towards the future of technology and the growing concerns for justice and equity in an integrative bioethical framework, the sustain and anticipation of progress and the appreciation of the condition of the fellow living.

Teaching bioethics

Bioethics education is difficult to conceptualise, exactly because of bioethics' multidisciplinary involvement and its plurality of perspectives. So, the problem is not so much in the fact that bioethics is a young and budding discipline, but in the persisting reality concerning institutionalised teaching and learning, which is still struggling with the fluctuation of the pluriperspectivity of the discipline, as well as with its openness and proneness to incorporate newly arising problems about *bios*. Bioethics education seems like one of the most topical current endeavours, but it has yet to be established as necessary in fields concerning the acknowledgement of respect for life, and offered to everyone else (which would present another challenge of universalisation and leveling of perspectives, as well as culturally diverse approaches to some universal values). The need for a life-long nurturing of a bioethical sensibility is intensifying. On a practical level of a smaller scale, namely, in the logistics of the organisation of particular courses or classes of bioethics, there is an evident confusion in curricula planning. This is to be expected when such an overwhelmingly rich and expanding discipline is being contained within systematised, age-appropriate (depending on levels of study), and profile-appropriate frameworks (as an accompanying orientation background to disciplines in science, in philosophy or in law). While the substrates and structures of ethics programs tend to follow the traditions of schools of thought, national policies and cultural paradigms in different settings,²⁹⁰ and there are some possibilities for comparative analyses and descriptive meta-accounts, bioethics education is unevenly distributed, not only on different continents and separate educational

²⁸⁹ Jürgen Mittelstrass identifies two types or aspects of knowledge – an instrumental one, knowledge towards practical uses, pertaining to the grasp of objective, exact sciences, and an orientation knowledge, inherent to humanistic and social sciences, not immediately or directly utilisation-bound, but creating an orientation for individuals and humankind (Mittelstrass, 1982). Wisdom and orientation belong together, he stresses, as an information world by itself is not yet an orientation world. When it comes to acquiring and dispersing knowledge, it is important to remember that information in the strict sense does not provide with orientation, but it belongs to a set of preconditions or foundations of orientation. Orientation knowledge (or 'socratic knowledge'), by contrast, may be defined as knowledge of aims and purposes, that is, as knowledge of what (justifiably) ought to be the case (Mittelstrass, 2010, p. 22).

A comprehensive education of bioethics includes information, but more importantly, ways to orientate from chaos of issues in decision-making and positioning into stances, to an array of perspectives offering options, calculation, accountability and layers of (practical) wisdom.

²⁹⁰The positioning of a "divergence" between American and European bioethics is the most well-known division of traditions. The American version, founded by Van Rensselaer Potter and the conception of bioethics as a bridge to the future, is more of a biomedical ethics, and the earlier, but only later discovered as preceding, European one, founded by Fritz Jahr, is more on the metaphysical side. Potter was being dubbed "the father of bioethics" for a few decades, until an earlier father was discovered (thanks primarily to Hans-Martin Sass), the German theologian and pedagogue Fritz Jahr, and a new, European foundation of bioethics was acknowledged (About the coining of the term "bioethics" and a chronological bibliography of Jahr's works in Muzur&Rinčić, 2011, pp. 133-139, a precise list on pp. 136-137). According to Jahr bioethics lies upon the presupposition of a moral duty not only towards people, but all life-forms, thus, he offers an enlargement of the Kantian categorical imperative: respect every living being in principle as an end in itself, and, when possible, handle it as such! (Jahr, 1926, pp. 604-605; Jahr, 1943, pp. 183-187).

Bioethics, however, intrinsically understood, cannot be just one side or line or strain, it is not attenuation of biomedicine or moral philosophy in techno-science, or just ecological ethics, it is a global ethics of *bios*. Education of bioethics depends on the tradition of its emplacement, but should be openly aware of its overwhelming comprehensiveness, and able to convey that in teaching and apply that in its objectives of pluriperspective analyses and orientation.

systems, but also within countries, districts, traditions and teaching cultures. One of the problems is that even bioethics experts themselves do not often have adequate information about what exists and what is lacking in the field of bioethics education (Ten Have & Gordjin, 2012, p. 99). The vulnerability of the programs exaggerates this, so do the lack of strategy for training of future educators and the conspicuous lack of communication between bioethics teachers, even within similarly structured systems that share the same teaching philosophy. The teaching programs in most cases (and one cannot generalise exactly due to the lack of suitable information on the status of all instances of bioethics teaching) depend on the enthusiasm of particular teachers, rather than a firm institutional basis. What is obvious after a brief research of the Balkan countries is that bioethics teaching strategies mirror what seems to be a world trend.²⁹¹ educators in the field do not know what their colleagues are teaching, they rarely share experiences and access to teaching materials, and learning goals vary significantly from districts, to countries, to regions. Despite the praises bioethics education gets (albeit the definition of it still being blurry), "... in most countries there is not an impressive lot of bioethics teaching" (Ten Have & Gordijn, 2012, p. 100).²⁹²Forty years ago only a handful of universities in the United States and in Europe had bioethics in their curricula, so it is obvious that bioethics education has come a long way, becoming mandatory for many medical and scientific profiles, and suggested for many more, and starts to pick up importance in secondary and even primary levels of schooling (which, granted, contributes to

²⁹¹The Rijeka Guidelines for Bioethics Education from 2011 may be useful for a grasp of the general idea of bioethics education (see *Jahr*, 2012, p. 162). However, these are merely guidelines and do not tent to pose as apodictic solutions for curricular planning and improvement, and yet, are quite helpful in what bioethics is about – providing orientation in substantiated and just decision-making.

²⁹²One way to approach bioethics teaching on a university level, teaching hospitals, law programs and ethics courses in industry is through a "pragmatic" worldview (following the American way the seventies onward): medical care professionals learn necessary skills to face ethical dilemmas that appear in day-to-day operations, and this is sometimes expanded to most bio-medical profiles and to scientific research involving live subjects and general impact on the environment. This is necessary, but seems to be a bare minimum, a prophylaxis, focused on formally avoiding liabilities in medical and scientific conduct. It does not (necessarily) entail that medical professionals and scientists acquire in-depth knowledge of bioethics, what it means is that empirically, after having studied bioethics, professionals will have a point of reference if and when they confront some similar issues in their work. A set of basic key concepts which helps in determining whether a type of conduct is morally acceptable, whether a type of procedure is valid in terms of risk-benefit ratio, whether individual freedoms, and informed consent are being respected, whether a practice's implications would increase beneficence and decrease suffering etc., is an excellent foundation. And in this respect, three functional levels may be distinguished – a theoretical medical ethics, a medical ethics oriented towards a problem, and a medical ethics of groups bound by a shared interest (see Reiter-Theil, 2004). Clinical ethics meant an education in ethics for medical students, for medical professionals and everyone involved in improving patient care at the beginning of the '90 (see Pellegrino, Siegler and Singer, 1990), assuming that ethics training would help the identification, analysis and resolution of clinical practice-induced ethical problems. It is important that philosophers, theologians and other representatives of the humanities were deemed crucial in establishing this process. A decade later, in re-evaluating these viewpoints, the authors (Singer, Pellegrin, Siegler, 2001), admit that there still are many problems, and insist on the need for a continual evaluation of education of bioethics.

However, as long as ethics applied to science and medicine is considered a mere corrective of failures in professional behaviour, no new horizons open for bioethics education to be appreciated for what it is: not merely a remedy against professional misconducts, but essentially an integrative framework of broad understanding and respect of life in a rapidly transforming world.

While training in bioethics helps to remedy professional mistakes and misconducts, its real role is in preventing future wrongdoing and injustice, in humanising bio-medicine, attenuating technology, taming scientific progress for progress' sake. Encouragingly enough, there being a growing consensus about the ultimate goal of bioethics education – that it is to produce good health professionals and scientists (Goldie, 2000), its importance emerges also in the learning profiles for professionals dealing with health and science from a meta-level. The broader conception that bioethics education is seemingly moving towards goes beyond the early stages of the traditional models of merely identifying and analysing ethical issues, and towards using the emerging alternative models aiming to influence students' attitudes and behaviours (Fox et al., 1995).

the disorder in planning and executing the teaching). It still is in a state of confusion, though, lingering in a paradoxical state where everybody agrees how important it is, but little seems to be done to systematise and appropriately direct that importance.

Some of the goals of bioethics education could be identified as: fostering and promotion of moral imagination; learning how to recognise ethical problems; boosting analytical skills; developing a sense of moral duty and of personal responsibility; encouragement of the tolerance of criticism, disagreements and opposed opinions (Gosić, 2005, pp. 31-33). According to the founder of philosophy for children, Matthew Lipman, children are capable of abstract thinking since primary school age. Young children are able to think creatively and critically, and to employ multi-dimensional approaches. Philosophy for children can, therefore, work excellently with integrative bioethics, a discipline with a strong educational role. Such a relationship can bring (philosophy for) children to the formation and development of bioethical sensibility, seen as the epistemological and methodological paradigms of the disciplines are quite compatible.²⁹³ Integrative bioethics, which is based on the model of pluriperspectivism, functions as an answer to the dramatic need for orientation knowledge, which would be opposed to epistemological reductionism, especially in issues on life and the conditions for its preservation (Katinić, 2012, p. 588). It is possible to develop bioethical sensibility in the context of engaged general public, only if educational processes are aware of its importance and intensely include ways to establish and develop it, so it can flourish in a setting of diverse information and moral acting. If philosophy for children is seen as a general philosophical didactics transcending factual instrumental knowledge, learning by repetition and the lack of critical thinking (in short – educational reductionism) by employing orientation knowledge, multidimensional thinking and pluriperspective approaches, then, its compatibility with bioethics can be quite fruitful. Experiences show (Katinić, 2012, p. 600) that children have capacity and great potential for asking questions pertaining to the field of bioethics, which means that bioethical sensibility can easily be nurtured in institutionalised learning, despite the difficulties that present themselves in terms of lack of life experience (presenting themselves like scepticism along the lines of "how can there be legitimate emotional stances without previous experience?") or direct experiences with nature (different cultures in learning yield different understanding of the environment - "what if nature is distant in urbanised settings?"). Schooling cannot do miracles in shaping one's bioethical sensibility, but the synergy of different subjects and courses that employ a dedicated care for the living and respect for otherness are certainly a good starting point.

In the region bioethics education seems neglected on a high-school (or secondary school) level, but the implementation in the third year of high-school in Croatia can serve as exemplary. The goals of bioethics education are the introduction to students to the general field of bioethics; training in independent critical dialogical participation in the articulation of moral dilemmas; focusing on man within the wholeness of life; offering bioethics as an answer to questions about life, ecology, biology, as well as medical bioethics and problems of self-deliberation (for a short overview of the learning framework and objectives, see Vulić, 2012, pp 25-26. Some knowledge of ethics (previously attained in the second year) is a prerequisite, for an operational basis in notions and problems is needed in order to direct them on life-sciences, humankind, the environment etc. High-school students should be introduced to philosophy and ethics, in order to grasp the realm of problems of bioethics, and be able to further enrich their knowledge in other fields, depending on their study profiles, like ethics in clinical medicine (see Čović, 2002). The expected results in teaching bioethics gravitate around the understanding of life as a wholeness and the distinction between anthropocentrism and biocentrism, the preservation of endangered species and the

²⁹³ See Katinić, 2012, for an attempt to highlight this relation.

possibilities of genetic manipulation of organisms. Students are expected to learn about the dangers of self-destruction and the opportunities for improvement of living standards, as well as to recognise problems of technological feasibility versus ethical plausibility.²⁹⁴

Potter and the conception of bioethics as a bridge to the future, as global ethics of *bios*, opened the path towards understanding the stakes in shaping and conditioning the future by acting in the present. The idea of bridging the past and present to reach a contemplated future (even when it cannot be planned out beforehand), and the importance of education and character-shaping, converge in the pedagogical concept by the Croatian philosopher Pavao Vuk-Pavlović, a professor at the Faculty of Philosophy in Skopje for several years. Education is a process of creation, involving the educator and the student, a creation of love. It is an activity continuously encouraged by this love through which values are being formed, and, thanks to which, the future arrives. The future, regards Vuk-Pavlovic, is not something that is temporally about to happen, something that necessarily comes in a chronological manner, but a time in which, certain life values are shaped trough creation and come to fruition as a result of the joint dedication of educator and apprentice. The future is "born" by living life and creating values (Vuk-Pavlović,1932, pp. 29-30).²⁹⁵Educational actions and processes do not serve to some imaginary, illusionary future, but a future which will surely become present, actualised through values. Education can only mark its results in the new (always next) generations, and only in the future can it be determined whether it was appropriate and "good" (Vuk-Pavlović, 2008, pp. 28-31).

Dejan Donev observes that in Macedonia, the true foundation of bioethical consciousness and the development from ethics to bioethics is owed to a man who was neither a philosopher nor an ethicist, but biologist Siniša Stanković, an ardent proponent of the principle (illustrated through examples of Ohrid lake) that when examining life environment, nothing can be examined properly unless the inter-dependence of all the parts of the whole and their mutual influences are taken into account (Donev, 2010, p. 114). The plurality of teaching perspectives in bioethics aside, Macedonia is still very far from world trends, due to the fact it has only recently introduced courses in ethics in high-school curricula (2003) and in grade six of primary school, thanks to the continuous efforts of Kiril Temkov. Donev sees this as a problem – ethics has barely been established, and bioethics education seems unattainable, not because of a lack of bioethical sensibility, but because of the conspicuous lack of institutional planning. The pluriperspectivism bioethics employs, its tendencies to unify knowledge and approach life from different perspectives is already present in the Macedonian educational system, Donev remarks, so, bioethics can easily be rendered evident, rather than implicitly present and in need to be unearthed (Donev, 2012, pp. 32-33). Bioethics (as bioethics, ethics in research and medico-clinical ethics) is included in courses in the humanities, natural sciences and bio-medical sciences in Macedonia, but needs to be expanded on a high-school level as a start (and then even as an option for young children in primary school), as a necessary educational tool for shaping individuals concerned about the status, treatment and future of *bios*.

Conclusion

Bioethics education is rapidly gaining in importance in the staggeringly fast evolving world of science and technology, for a nurtured and developed bioethical sensibility and a solid basis of key concepts of bioethics grant a knowledge in pluriperspective decision-

²⁹⁴ For a comprehensive overview of the definitions of bioethics in courses offered to students of medical and healthcare profiles in Croatia see Gosić, 2007. For an account on bioethics education in clinical medicine see Frković, 2007.

²⁹⁵ More detailed in Vuk-Pavlović, 2008, pp. 23-26.

making. The problems a consistent and comprehensive education in bioethics faces are caused by the pluriperspective nature of bioethics, and its need for open and comprehensive multidisciplinary. Additional efforts should be put into establishing more ways for fruitful communication between educators of bioethics, as the care for *bios* is the legacy of the current generations inquisitively approaching the plurality and fragility of world.

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ANCIENT AND CHRISTIAN "PAIDEIA"

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Abstract

While the classical paideia is based on human thinking and effort, the Christian paideia is grounded primarily in divine revelation. Hence the understanding of Christian paideia as a result of joint, synergetic effort of God and man. The consequences of educational conceptions so defined are far-reaching. The goal of the classical paideia is the actualized (realized) man, who, for Plato, strives for "similarity with God" (homoia), while the goal of Christian paideia is even more ambitious – a deified man.

Key words: ancient paideia, Christian paideia, educational conceptions, man

It is well known that the terms *paideia*, *education*, *pedagogy* and *pedagogue*²⁹⁶ appeared first in classical Greece, over two and a half millennia ago, after which they spread throughout the West, remaining with us today, too. As claimed by W. Jaeger, if the Greeks are important for any reason, this is the concept of paideia, since other nations had upbringing, while the Greeks were the only ones to have paideia, education, i.e., *morphosis*, shaping or formation, development of a personality according to a predefined model and idea of humanity (Jaeger 2002: 11-12). Hence the Romans were right to translate this term as *humanitas*, i.e. a man becoming a man. More precisely, only through conscious and well-thought out effort, paideia, does man become or fulfill that which he potentially carries within – his humanity (Jaeger 2002: 15). It is exactly this original Greek idea – that with the help of some guided means man can shape his unbridled elements and thus become a man – that lies at the basis of classical education.

Therefore, the first assumption and the ultimate goal of such education has always been – man – a personal, individualized being and a being in the community. Its first assumption was the biological and socially conditioned man, and its ultimate goal was the higher, spiritually developed man, able to grow out of the conditions imposed by the body and the community by freely approaching them. And even though the substance of paideia has changed, its principal aim and meaning, given at the very beginning, seem to have remained the same. In the time of Isocrates and before, paideia represented a broad, versatile education based primarily on poetry (first by Homer, then Hesiod, and ultimately all other poets), but read, in the words of V. Perisic "not as *belles lettres*, but as something providing norms and patterns for human life" (Perisic 1984: 47). Hence, in Isocrates' words, one is Greek only if one has received Greek paideia, education, that is, spirit or culture, and one is not only Greek by ethnicity (Jaeger 2002: 14). Contrary to Isocrates, Plato provided a narrower, more specific, yet a higher meaning to paideia, defining it as philosophy²⁹⁷ and also broadening it to encompass the mathematical sciences (later: *artes liberales*), now taken as a necessary condition, or a pro-paideia, for a true paideia, or philosophy (Perisic 1984: 47). And, even though in terms of the substance of the true paideia, and its ultimate goal,

²⁹⁶Originally, a slave taking a child to school.

²⁹⁷Which provides true norms or patterns for human living. As opposed to poetry which Plato rejects, or set aside, not as art, but as a lower paradigm as compared with true paideia.

Isocrates' and Plato's conceptions differ quite a bit – in Isocrates the rhetor inclining toward practical and socially useful aspects of rhetorical study, in Plato the philosopher more toward the theoretical and seemingly disinterested view of the being and world of ideas – in both one still notices the leading thread according to which the very being of a man, in a sequential rhythm of potentiality and actuality of a consciously governed paideia, has the possibility to grow and mature as a being, i.e. to educate and form a personality. It is precisely this principal thread of the classical paideia that, with the advent of Christianity, did not only remain intact, but, we dare say, was developed, in a much more profound and sublime form.

Indeed, the fundamental assumption of Christianity, according to which man is made "in the image of God"²⁹⁸, resulting in our task to embody this image in our lives, the ultimate goal of human life, for some Christians meant not a discontinuation of the Greek paideia, but rather its more profound and sublime expression.²⁹⁹ Even more, Christians considered their paideia by far more perfect than its classical counterpart, because for them the perfect paradigm of the perfect man was not an indefinite, abstract or humanly envisaged personality, but a living, embodied personality of the God-man Christ and Logos, from whom came the most concrete possibility to learn knowledge of the logos (literacy), as Justin the Philosopher says "*from Logos itself*" (Justin 1: 1. 5). Thus, after the original misunderstanding and hostility between Christianity and the Greek classical paideia and culture³⁰⁰, starting from the 2nd and 3rd centuries and the learned Christians, Origen, Climent of Alexandria, Justin the Philosopher, and the great Cappadocian Fathers, St. Basil the Great, St. Gregory the Theologian, St. Gregory of Nyssa, and so on – persons who accepted the Greek paideia – a process started in which there was room for a better understanding, even partial blending, and a more thorough reevaluation of the Greek educational system.

As it may be, starting from the assumption that only after Christianity was announced to humanity a true paideia was revealed, positions emerged that the classical Greek paideia, taken not only in Isocrates' sense of education based on poetry, but also on Plato's understanding of education based on mathematical sciences (his pro-paideia), and even his supreme paideia, philosophy, in a word, that the entire Greek culture was in itself a pro-paideia for the Christian paideia. The latter was, therefore, the former's natural but, let us not forget, also its supernatural continuation, since it arrived through a divine intervention, that is, through revelation. Hence one can clearly recognize the threads of identical cultural heritage on all levels – that of terminology, ideas, and substance.

From Plato and his clearly formulated idea that "*God is the pedagogue of all the world*" (Plato, *Nomoi*, 1971: 879b), to Climent of Alexandria and St. Gregory of Nyssa, calling Christ the "*pedagogue of humanity*" and Christianity "*the one true paideia*" or God's paideia (paideia tou kirioy) (Perisic 1984: 48). From stoics and their teaching on *pronoia*, i.e. divine care for the entire world and cosmos, to Origen and his concretization of the term "pronoia" as divine *providence*. The providence, pertaining to and influencing entire human history, and in this sense the view that Christ was this concrete "pedagogue" who, even before his incarnation, had always guided and taught all humanity, as he does today. From Pythagoras' philosophical and religious fraternity and leading of the so-called philosophical way of life (βίος φιλόσοφος) to Christian ascetic and monastic way of life, which, at the time of Origen, was also called "philosophical life", and monks were, accordingly, called "philosophers". From Socrates' *phrontisterion*, mentioned in Aristophanes' *Peoples*, to the Christian monastery which became a *phrontisteria*, i.e. the city of thought (Jaeger 2002: 44).

²⁹⁸ An idea found in the Old Testament in the sentence: "*God created man in his own image*" (Genesis, 1:27).

²⁹⁹ This was most strongly advanced by the so-called Alexandrian School, Climent, Origen, etc.

³⁰⁰ Which has, actually, never stopped!

Finally, from Heraclitus' anticipated divine logos, to Christian declared Logos, the Son of God.

Therefore, there is no single crucial theme, problem or relevant term, even though we mentioned but a few, which was not transposed from the classical Greek framework into the life, i.e. theory and practice, of Christianity. It remains certain, however, that among all ideas and problems, the leading role in the transfer was given to the concept of paideia. As claimed by W. Jaeger, "*The idea that the maturation of a being is the crucial essence of the highest human activity permeated the entire history of the Greek spirit. It was a constant constructing my own spirit and also the metaphysical apriori for the Greeks, which we encounter whenever we ask ourselves of the source of their art, philosophy, or life organization.*" (Jaeger 2002: 43).

The spirit of paideia is transferred based on this idea precisely, which, as we have pointed out, reached its full maturity in Christianity in the relations broader (propaidea = paideia) and narrower (the classical principle – morphosis (formatio or formation) = the Christian principle – metamorphosis (transformatio or transformation of the human being) (Jaeger 2002: 83).³⁰¹ It transfers both geographically (to the West) and historically (to our modern age). Naturally, there are some differences between the classical and Christian paideia, and they are not only terminological, but also, apart from the principal idea, may be essential.

Thus, while the classical paideia is based on human thinking and effort, the Christian paideia is grounded primarily in divine revelation. Hence the understanding of Christian paideia as a result of joint, synergetic effort of God and man. The consequences of educational conceptions so defined are far-reaching. The goal of the classical paideia is the actualized (realized) man, who, for Plato, strives for "similarity with God" (*homoia*), while the goal of Christian paideia is even more ambitious – a deified man.³⁰² The former position, i.e. the goal (*skopos*) of classical paideia reflects Socrates' imperative "know thyself", in terms of self-knowledge (the later sense) and also in terms of understanding of the actual human position against a higher divine entity (the pre-Socratic sense) (Gorgiev 2005: 113-131). On the other hand, the starting point of Christian paideia (in the sense of *skopos*) is found in the cry of St. John the Baptist "*Repent (change your mind fundamentally – metanoite) for the Kingdom of Heaven is at hand!*", where the stress is not only on self-knowledge, but also on radical spiritual change (metanoia = repentance, change of mind), i.e. spiritual decisiveness to receive true education³⁰³. On the other hand, the higher and more remote goal of classical paideia (in the sense of *telos*) is that the fully actualized man, like Socrates, should come to the profound understanding that "he knows that he knows nothing", while the "telos" of Christian paideia is man's deification (theosis), or becoming a God through blessing, where such a man also knows (learns) that "he knows nothing", but, simultaneously, by becoming one with God, he "knows (learns) that he loves God and his neighbor". In classical³⁰⁴ paideia, the path of reaching this goal (*telos*) is called "philosophical life", the road for advancing toward virtue (*arete*), i.e. a *vita activa* which reaches its peak in what is called *vita contemplativa*.³⁰⁵ In Christian paideia, the road to deification (*theosis*), also based on approaching virtue (*vita activa*), reaching its peak in contemplation which looks forward to God (*theoria, contemplatio*), *vita contemplativa*, is called life of ascetic achievement.

³⁰¹St. Gregory of Nyssa talks of this.

³⁰²Hence the need for additional divine energy also known as *haris* = blessing.

³⁰³Which also emerges in consequence of "self-knowledge" but, we notice, more in a pre-Socratic sense.

³⁰⁴ Taken not in Isocrates', but in the more exalted Plato's (or Aristotle's) sense!

³⁰⁵ Seneca's translation and expression for what the Greeks called *bios theoretikos*.

The common goal of both types of paideia is quite certainly a higher, fuller, more noble-minded life. In classical paideia, this is a life for the eternity, in Christian paideia - an eternal life.

Very high ideals are undoubtedly incorporated in both types of paideia. In the latter, Christian one, they are obviously higher and more difficult. Viewed from today's perspective, but also from the perspective of Stoic *pronoia* (divine providence, concern for the entire cosmos), it seems that with the advent of Christianity mankind was given a deeper, more perfect, and more demanding paideia. As we have stated already, its pattern is: 1) *metanoia* (repentance, fundamental change of mind); 2) ascetic path (*vita activa*), which, through deep contemplation looking forward to God turns into its more sublime form – *vita contemplativa*; 3) *theosis* (deification). The paradigm for this life is the living and embodied God and accomplished man, Christ, Logos itself, while the result and *telos* of this perfect paideia should be deification (*theosis*) and eternal life. In this process, not only is classical paideia not rejected, but it is fully contained in this new Christian paideia, and it has survived to our day, most likely thanks to it. It is contained within not in an artificial or forceful way. Rather, it remains part of the new paideia in a natural and spiritual manner – according to the subordination principle.

More precisely, just as Plato incorporates all sciences and arts in his perfect paideia, philosophy, where sciences and arts become its propaideia, Christian paideia incorporates both the previous propaideia and Plato's perfect paideia – philosophy, into a truly perfect paideia – Christian theology. Hence the thought of Climent of Alexandria, who says: "*Sciences should not only strive for the same goal; they should also take the same path, with the exception that the lower sciences may reach just the first part of the road, heading for philosophy, while philosophy should lead further toward theology, which will finally provide the prize for all the efforts*" (Climent 4: VI, 11). Or, the thought of St. Basil the Great according to which Christians should pay attention to numerous beautiful excerpts by well-known Hellenic "*poets, historians, and especially philosophers, in which virtue is praised*" (Basil: 2),³⁰⁶ because philosophy, along with the remaining Greek paideia as propaideia, represents an imperial road to Christian theology (Basil: 2). Or, the thought of St. Gregory the Theologian, who claims that "*general education (panoia paideia) in which classical and Christian literature are bound together is a highly-valued jewel.*"³⁰⁷

Yet this "binding together" according to the subordination principle is not a totally Christian novelty but, it seems, a natural continuation of a process which started already with Aristotle, who, looking up to his teacher Plato and his term "theology" (Plato *Republic*: II, 379a), called his "primary philosophy" "theological science".³⁰⁸ Later on, in the time of Plotinus, all philosophy, more precisely, almost all philosophical texts (with the exception of skepticism) would become strongly theologized, in terms of themes and problems, but also in their essence, and philosophy would be almost equalized with theology. As Trypho the Jew says to the Greek philosopher in Justin's dialogue: "*If you are a philosopher, this means you deal with god and theological issues*(PG 35, 832 B)."

Therefore, "binding together" is not the only novelty. Rather, what is new here is a qualitatively "new integration" of the classical and Christian paideia, in which the peak of values, aspirations and ideals, ordered as in a pyramid, is moved one step higher, to the very edge of human natural powers and capacities. This is where man naturally requires divine assistance, i.e. God's blessing in this perfect education process, while man himself is offering ascetic effort and feat through which he will purge his soul, body, and mind, the so-called

³⁰⁶ Quoted after V. Perisic, *op. cit.*, p. 52

³⁰⁷ Beseda [Sermon] 11, 1. PG 35, 832 B

³⁰⁸ What his copyists would much later label *metaphysics*, i.e. that which comes after the texts on physics.

apatheia, followed by the indispensable means to achieve this – prayer. This is why in the 4th century Evagrius of Pontus would say: “if you are a theologian, you will pray genuinely, and if you genuinely pray, you are a theologian.”³⁰⁹ In the spirit of such time, the noun “theologian” was replaced by “philosopher”, while a “truly educated man” was “the one who prays.”

However, looking at things in their entirety and from a historical standpoint, both *paideias*, united over the idea of maturation and formation (*morphosis*) of the human being would live together, in unity, throughout the Middle Ages, for over a thousand years, with slight formal changes found in the programmatic framework of the so-called Trivium and Quadrivium, and with almost no changes in the spiritual domain – in terms of the complementarity of the two *paideias*.

The entire medieval history of philosophy and education, in both the West and the East, but also that of the modern age, such as the classical German philosophy of Kant, Hegel, Fichte, and also the existentialism of Kierkegaard, Nietzsche, Heidegger, Jaspers, etc, have been marked exactly by this classical and Christian idea of *paideia*.

The same line of thought can be tracked outside of the narrow philosophical domain, for instance, in the work of the distinguished Swiss psychiatrist, physician and thinker K. G. Jung. More precisely, his pivotal idea of the individuation process, around which an entire system of structural concepts was built, such as: anima, animus, the shadow, the self, etc. As we can see, it is fully grounded on the fundamentals of the classical and Christian idea of human maturation, or, as we have already said – man’s becoming a man. To set the record straight, his anthropological assumption seems to be based more on classical than on Christian *paideia*, or is located at the very borderline between the two.

As for the attempt to move this borderline further, let us mention an interesting and fruitful attempt of the Serbian psychiatrist, physician and thinker of Orthodox orientation, academician Vladeta Jerotic, to read this Jungian fundamental philosophical and anthropological conception in not so much a new as much in an original way, and deepen it in accordance with centuries old Orthodox Christian views. Indeed, in V. Jerotic’s texts, Jungian “self-actualization” (*individuation*) is once again elevated to the old-new Christian ideal labeled “deification” (*theosis*), or “self-actualization as a God-man”. In this respect, one may claim that the entire work of V. Jerotic has emerged in the spirit of the classical and Christian *paideia*! More precisely, along the mentioned paradigm: on the one hand, self-knowledge (the *skopos* of the classical principle) moves along toward the change of mind (repentance, the *metanoia* of the Christian principle), while, on the other, individuation (the *telos* of the classical principle) becomes elevated to reach deification (*theosis*, the *telos* of the Christian principle) (Gorgiev 2005: 113-131). Indeed, this may be seen on all planes, from syntactic and stylistic, to the characteristic classical Christian approach to themes and problems, and also from the diachronic and synchronic analysis of V. Jerotic’s work as a whole (Gorgiev 2005: 113-131). This way, through the work of V. Jerotic, Jung’s pieces gain a new life, through a creative synthesis of the classical and Christian *paideia*, after a model seen in the first centuries of Christianity.

In this respect, not only Jerotic’s, but also this old³¹⁰ internal relationship between the classical and the Christian *paideia* could be best described by the relationship between spouses as given by the apostle Paul: that the wife should respect her husband, because he is the head of the family, and that the husband should love his wife, because she is the body, or the pillar of the family. Furthermore, the paradigmatic axis is the same in the view of the church as “Christ’s body”, where Christ is “the head of the Church”. For this reason, the

³⁰⁹ After V. Jaeger, *op. cit.*, p. 51

³¹⁰ Old in the sense of the Middle Ages.

Christian family has always been viewed as a "small church". However, just like in this "small church" the husband's leadership is relative and relational, and not absolute or self-explanatory, since the leadership itself is conditioned by the husband's relationship with God (an entity above him), thus Christian paideia, too, taken as a higher form of paideia, has never been allowed to forget that which should be both before and above it – the living God Logos, the meaning behind all the meanings of paideia.

In this sense, we may notice that at the moment in the history of mankind when the process of removing God from the focus, *contemplatio* or *theoria*, started, and this began to happen in the West towards the end of the Middle Ages, only to become more intensive in the Modern Age, the process of decapitation of the very idea of paideia commenced, too – not only Christian, but also classical. As a result, we notice that both its ideal life expressions have become degraded, too: *vita activa* and *vita contemplativa*.

The first expression, *vita activa*, gradually descended from the heights of ascetic-Christian and ascetic- philosophical practical achievement of virtue (*arete*), understood in both Christian and classical (Platonic) senses as man's similarity (*omoios*) with God, to be further degraded to a lower ideal of socially useful skills by a line of Aristotle's successors, the so-called modernists who favored the practical mind³¹¹ and by Isocrates' educational ideal, primarily based on practical aspects of the study of poetry (art in general). This eventually resulted in our modern-day substantial inversion of the *vita active* ideal and its conversion into a *vita productiva*, where schools (and the educational system) are slowly becoming small "workshops" instructing future craftsmen, whose ultimate goal (*telos*) is the all-out production of (more or less necessary) things, and not persons.

What can one say? The understanding of being (τόόν – that which is), the world and the essence (ουσία) of existence causes the paideia that we have. An unclear and confusing attitude to the being (τόόν) of the world, to the essence (ουσία) of existence, to God (τό ών – he who is), all provide an unclear and confusing concept of paideia. In this interstate of deliberation and failure to choose the priorities of paideia today, man slowly becomes not the goal, but the means of paideia (often not knowing and not realizing why).

Should education (paideia) be reduced to the useful craft for survival, ultimately to a "survival tool", and should the "value" of education then be assessed from such a perspective? Or could it be that the value of education should be assessed from the perspective of one's prospect to "out-live" the eternity, to get closer to God, where a man should become a man? It is clear that the need to survive is innate and results from man's instincts, so that man instinctively in-clines to reduce paideia (education) to a "survival tool". This reduction and de-cline of classical paideia was noticed in the classical age already, with the appearance of the Sophists,³¹² and also in Callicles and Isocrates (the major opponent of Plato's paideia concept). It continued in one line of Aristotle's successors, the so-called modernists who preferred the practical mind and the paideia which would primarily develop practical skills and professions useful for the society. Here, *vita activa* was, at best, an active involvement in the political, scientific, and social life of one's area. It is clear, however, that man also has deeper spiritual instincts urging him to elevate the education concept toward higher, more spiritual domains, taken as the "art of living" (*ars vitae*). Another ideal of the classical and Christian paideia! An ideal traceable back to the first Ionian philosophers, over Pythagoras, Plato, Aristotle, all the way to Plotinus and his successors, when, with the advent of Christianity and those Christians who accepted the classical paideia, this term slowly

³¹¹ As opposed to the second line of Aristotle's successors, the so-called "classicists", who, just like their teacher, favored the "theoretical mind".

³¹² Though one must stress their positive role in the sense that they directed the theoretical mind away from cosmological and physical problems (discussed by Ionian philosophers) and toward anthropological issues.

transformed, becoming a deeper, more demanding ideal of living, we would say resembling the lives of the holy fathers. This road is also known as the ascetic way and *vita activa*, but, contrary to the former path, the emphasis here is on the practical achievement of virtue (ἀρετή), where it leads to the most sublime form of life, *vita contemplativa*. This is, from a worldly aspect, a useless, disinterested, theoretical (contemplative) life whose final goal (*telos*) is to become similar to God (*omoios*, the classical principle – Plato) and to become deified (*theosis*, becoming a God through blessing – the Christian principle). Ultimately, man is always an end, not a means. It is also true that this most sublime way of life provided by the classical and Christian paideia has never, in any period, been whole-heartedly accepted by the majority. Open-minded and witty Ionians might have had more understanding for the philosophical way of life of their fellow citizens, Thales, Anaximander, Anaximenes, Pythagoras, and others. However, in their colonies in Sicily, the serious Dorians physically attacked Pythagoras' philosophical and religious brotherhood in Croton. Socrates and his disinterested pursuit of individual and social theoretical problems was protected by powerful Athenians, but even they lacked the power to fully protect him – in the end, he was executed. Aristotle was forced to leave Athens on a number of occasions, saying that he would not give Athenians the opportunity to sin against a philosopher again (alluding to Socrates and himself). In Greek comedies we find quite a few derisive comments and scornful images of philosophers who pursued a theoretical, i.e. philosophical, way of life and renounced the material life and values cherished by their neighbors. This is why in *The Republic* Plato would utter a prophetic statement (from the point of view of Christ and Christianity): that, if he was born, "*the just man will have to endure the lash, the rack, chains, the branding-iron in his eyes, and finally, after every extremity of suffering, he will be crucified*" (Plato, *Republic*, 1976: 362E). Did Plato really prophesize the coming of Christ, so that we could call his work an "ancient Greek testament", or perhaps a "philosophical and classical testament", where he himself would be a "philosophical prophet" of Christianity, or did he merely pronounce his position based on a reality that he was all too familiar with? We do not know this, nor will we ever learn. However, one thing is almost certain. The theoretical (contemplative) way of life, implying certain detachment from the ideals and values of the majority, has always caused distrust and apprehension in most people. As we know, this occurred later with Christians themselves. Let us remember the attitude of laymen, but also of the Church in general, to monasticism in the 3rd century – packed with distrust and fear, all the way to the moment in which monks proved that they were devoted to the Church, when they explained their mission and the need for a perfect paideia, and ultimately took over the leadership in the Church in the 4th and 5th centuries. Not all of them equally attained the classical and Christian life known as *vita activa*, nor did they all equally fervently advocate the highest, theoretical life, *vita contemplativa*. However, they were all equally potential, and sometimes true victims of the environment which did not understand them (even of the people closest to them). And this environment would always strive for the usual, lower life expressions.

As we can see, the struggle between survival in "the here and now", and living for "the there and tomorrow" is eternal. In this struggle, one should take the right side, or at least have the understanding for it. However, the first precondition for this is for one to understand one's own heritage – the legacy of the classical and Christian European paideia, which we today also inherit (although we are not always worthy of it).

Conclusion

The path of the grand and true spirit is always ascending, expanding, overcoming, heading vertically upward, which is how we recognize it! However, this is only possible if the spirit always has in mind (*theoria*) something and someone above it – the meta-physical principle (something) and God (someone)! And not only in the hierarchical sense (that of a

higher, rationally fathomable authority set above oneself), but primarily in the sense of a primordial, supreme value, which is a value authority in itself. Which, therefore, includes not only *ratio*, but also love, emotions, the heart, and the mind. The path of a mediocre spirit is heading nowhere, constricting, subconsciously pandering, moving horizontally, which is how we recognize it! The path of the mediocre spirit is the path of the majority, usually ourselves, and this is why it is difficult to recognize. Because self-knowledge depends on self-learning. And self-knowledge and self-learning lead to the fundamental change of mind (*metanoia*), i.e. to the true desire to change for the better – toward individuation and deification. The path of the mediocre spirit is, thus, the horizontal path of mere survival, but also the path of choice and decision. It is on us to decide which road we will take to reach *vita activa* – the higher or the lower form. The first, higher one, whose goal (*telos*) is to attain virtue (*arete*), to become similar to God (*omoios* – Plato), and to become deified (*theosis* – Christianity). Whose goal is for a man to become a man (the classical and Christian *paideia*), where *vita activa* naturally and inexorably overcomes itself and becomes *vita contemplativa*, practical out-living and theoretical contemplation of the Meaning. Or the other, lower one, whose goal is to achieve skill (*techne*), and thus “become similar to a perfect machine” . Whose goal (*telos*) is to turn man into a means (an unconscious tendency of modern *paideia*), where *vita activa* naturally and inevitably turns into *vita productiva*, practical survival and theoretical “contemplation” of meaninglessness.

Naturally, skills, means of living, and some material objects helping us survive are equally important. This is the “care for the body”, or the care for the physical survival of a man, community, the species. However, what is the purpose of survival, if not with the aim of out-living , a true, meaningful and authentic life – to include the classical and Christian so-called “care for the soul”? Modern education is indeed facing a turning point. Either it will retain the path of risky reduction of the broad and profound classical and Christian education (*paideia*) to narrow and shallow, almost atomic, information. Or there will be a “fortunate twist”, where modern education will get the ultimate and true “information” which will inform it anew of the timeless values of classical and Christian *paideia*, the path of wisdom and life. In hope of the reemergence and renaissance of the classical and Christian *paideia*, one should recall the words of the French classicalist and writer Simone Weil, “*desire directed to God is the only power capable of raising the soul.*” (Weil 2000: 6

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PLATO ON THE EDUCATION OF THE WILL

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Abstract

Plato founded his research on the will on the two opposed forces which rule us and govern our actions. One of them is the innate lust for delight and the other is the acquired thought which pursues only the best of things. The vital and the philosophical nature of man would be completely opposed to each other if the will, which is the mediator between the two, and thanks to which a coordination between the two can be created and a harmony in the soul achieved, wasn't there. There is a conflict between the reason and the instinct which can be solved only by the intervention of the will, and only if the will itself is guided through education towards the better and the immortal part of the soul. Precisely because of this, Plato suggests two disciplines for the education of the will: music and gymnastics. Musical education assists in the establishment of the spiritual balance and gymnastics does the same for the physical stability and discipline.

Key words: reason, lust, mediator, will, education, music, gymnastics

Plato and voluntarism

The ontological basis of the ancient philosophy was founded on logos understood as the divine universal law (Heraclitus 1990:15, 114 fr.). However, Empedocles, regarding love as the cosmological law, introduced a voluntaristic principle in place of an intellectual one. The treatise on love is found not only in Empedocles's philosophy, but also in Plato's dialogue *Symposium*, in which love is established as having a gnosological, and not a cosmological dimension, as it does in Empedocles's philosophy. Thus, Plato introduces an irrational principle, besides the rational one, into his theory of knowledge and education. Although Plato postulates several stages of knowledge in his dialogue the *Republic* (Plato 1976: 205), the stages which guide the soul to the world of ideas, it is in his dialogue *Symposium* that he argues how love elevates the soul to the supreme idea of Beauty (Plato, 1979). This powerful notion is described as some holy exaltation that incites the apprehension of the beauty of the heavenly world where the soul resided before its birth. Therefore, Plato presumes that this form of exaltation is given to us by gods as the supreme form of happiness (Plato 2006: 97) but that it may well not reach its goal and thus leave the soul in the state of a purposeless quest for beauty in the physical world. Nevertheless, the perseverance in the love exaltation directed towards the idea of Beauty may be transformed into the energy that might lead a person to immortality and thus restore them to the realm of eternal ideas. Plato deliberates that even though the power of love is essential, it becomes immortal only when combined with a divine, i.e. intellectual principle. The power of love is closely related to the lustful part of a human being since love clearly represents some kind of lust and desire (Plato 2006: 89); therefore, the main issue of Plato's philosophy can be determined as an attempt at the transformation and diversion of this elusive power towards the intellectual, i.e. immortal aspect of the human soul.

Notwithstanding the fact that Plato deliberates on the phenomenon of love in his dialogues *Symposium* and *Phaedrus*, he discusses the issue of volition in the dialogue the *Republic*, and since both of these phenomena originate from the same part of the soul and indicate that energetic aspect of the human being endowed with the propensity of

transformation, Plato searches for an ideal model of education that will make this volitional part of the human being most efficient.

Aware of the effect that the power of love and desire may have on a person, Plato focuses his tenets on education presumably on the parts of the soul which are uncontrollable by nature. He uses the *Chariot Allegory* to explain his view of the soul: he paints the picture of a charioteer driving a chariot pulled by two horses. The charioteer drives a pair of horses, but only one of the horses is noble and of noble breed, whereas the other is quite the opposite in breed and character (Plato 2006: 98). One horse represents spiritedness or will, while the other represents desire, irrational impulse, and the charioteer represents intellect that directs and controls both parts of the soul. One of the horses is "upright and cleanly made ... he is a lover of honor and modesty and temperance, and the follower of true glory; he needs no touch of the whip, but is guided by word and admonition only", while the other one is a "crooked lumbering animal, put together anyhow, ... the mate of insolence and pride ... hardly yielding to whip and spur" (Platon 2006: 105).

Both horses, the beautiful and spirited one and the ugly and irrational one, are to be reined and guided by the charioteer. The fact that Plato considers spirit a better part of the soul is closely related to his tripartite theory of the soul in which spirit occupies the middle part between reason and appetite, so that spirit inevitably obtains some nobility and dignity from reason or intellect. The part of the soul representing reason is supreme, immortal and divine-like. The other two parts of the soul are prone to decay, while the spirited or volitional part of the soul is expected to align with the mind or reason. Regarding the human body, the rational part is in the head, the spirited in the chest or heart, while the appetitive one occupies the belly and genitals. Plato finds knowing the true nature of the three parts of the soul essential for achieving the harmony which presupposes the rule of the rational part over the willing and appetitive ones. This is the only way in which both an individual and the state may realize the idea of justice. Namely, justice means the rule of the intellect, i.e. the rule of the most rational ones (philosophers) in the state. The rule of either spirited or appetitive part of the soul necessarily leads to lawlessness and anarchy. Therefore, Plato's work the *Republic* discusses the idea of developing such an educational system that may create order in an individual's soul at an early age as a precondition for establishing a just state. The volitional part of the soul is influenced by bringing-up, whereas the transformation and direction of the rational part is conditioned by education. The newly-born soul is like a white sheet on which all three parts may be discerned. Thus, a good system of education has to determine which part of the soul is predominant in an individual in order to realize an adequate way of education and guidance.

The role and character of will

The term *thymoeides* (from *thymos*) means volition or will, or the spirit, and represents the part of the soul by which an individual gets into a temper. However, Plato uses the term for those states which are nowadays regarded as the affective states (anger, rage, courage, fear, etc.). The education based on this part of the soul develops the virtues such as courage and valiance, although courage is realized only in a community with the rational part of the soul. Educating this part of the soul may be of a crucial importance for an individual character's development, yet it may be educated only with the inclusion of the rational part of the soul; otherwise, it may lead to either foolish courage or cowardice (Aristotle, 1970). Volition (spirit) is a natural ally of the intellect unless completely corrupted by bad education. Plato illustrates his ideas about volition with the example of the education of the future protectors of the state in whom this virtue is expected to be most present (Plato 1976: 129). However, the structure of Plato's ideal state is to be presented first.

Plato's ideal state is based upon three social classes: philosophers, protectors and producers, which correspond to three parts of the soul: reason, spirit and appetite. The education of each part of the soul should breed the best possible results. The education of the volitional part of the soul (spirit) is also important for philosophers, since if neglected at the expense of the rational part, so that it becomes either too strong or too weak, it may produce either self-opinionated and arrogant philosophers or those lacking self-confidence and unable to intellectually ascend to the level of "meditative thinking" (Rajo, 1979: 92)

Plato's philosophy of will is based on two opposing forces that control and inspire an individual: the inborn desire for pleasure and the nurtured aspiration towards advancement. These two forces intermittently agree or disagree, alternating in their domination over the individual (Plato 2006: 89).

The human soul naturally contains both good and bad. When the good part of the soul prevails, then the individual is seen as being "stronger than their own self". Likewise, when the bad part takes prevalence over the good one, then the individual is weaker than their natural self. (Plato 1976: 116, 431a). The victory of the good part of the soul over the bad one creates a philosopher whose virtue multiplies by befriending those who lead similar lives of contemplation. Therefore, those individuals are devoted to moral life and philosophy and they live in divine happiness and chastity since they manage to conquer the vicious part of the soul and liberate the virtuous one. When they die, they win one of the three Olympic wrestling prizes thus attaining the greatest good provided by human reason and divine bliss (Plato 2006: 108, 256 b,c).

The individual in whom the bad part of the soul wins is called "an enemy of logos" (*misologos*) and considered an uneducated person (*amouros*) by Plato. Such an individual does not respect reasonable causes of events, behaves like a wild beast, demonstrating force and brutality in every situation and living in ignorance supported by ignobleness and arrhythmia (Plato 1976: 95, 411e). These two forces, the vital and the philosophic one, are in total opposition and could not be in harmony unless God gave people free will that contributes to their being congruent and appropriate. The conflict between reason and instincts may be resolved only by the intervention of free will (Plato 1976: 128, 440a). The outcome of the conflict depends on upbringing, i.e. the possibility to transform and direct human will towards a better part of the personality. Freedom is inevitably connected to will that creates virtue with the help of knowledge, which is the reason why Plato believes that virtue has no master (Plato 1876: 321, 617e). Therefore, it is important to direct will towards the better, divine part of the soul as early as in childhood, because there are two forces opposing each other within a human being: the divine and the animal one. Will is thus a mediator between the reasonable and instinctive part of the soul just as Eros (god of love) is a mediator between heaven and earth (Plato 2006: 56, 204 b-e, c).

According to Plato, will may be observed in newly-born children, but also in animals in which it is expressed as some kind of impulsiveness. Although will is supposed to be subordinated to reason and to be its ally (Plato 1976: 129, 441 e), it cannot fulfill this task in childhood since reason and intellectual thinking develop later in life (Plato 1976: 129, 441b). Will assumes its mediate role only after the reasonable part of personality has been fully developed. Plato thus believes that it is of utter importance to educate both spiritual and physical part of personality since it is the only way to educate will.

The role of music and gymnastics in the education of will

Courage is the virtue obtained by an appropriate education of will, but, since it has to be accorded with moderation and wisdom, Plato proposes two disciplines needed to educate

will: music and gymnastics. Musical education contributes to the achievement of spiritual balance, whereas gymnastics may provide physical health and stability.

Musical education creates a harmonious relationship between various tensions and desires in the soul. Music represents the basis of education since the rhythm and harmony reach the utmost parts of the soul, filling it with generosity and dignity (Plato 1976: 84, 401e). The most desirable effects are achieved by knowledgeable teaching of music. An inappropriate musical education may create either a weak person or a brute. An appropriately educated young person will certainly despise hideous things and delight in his or her resemblance to beauty, which is a result of a proper musical education (Plato 1976: 84, 401e). This kind of education is reflected in the achieved virtues because the person whose will creates a balance between the appetitive and reasonable part of the soul has a wise and brave soul, while the one in whom that balance is not created has a timid or barbaric soul. The amount and kind of music young persons are exposed to are also very important aspects of education. Music is the food for the soul, it fills it with emotions of affection and sentimentality, it is an inevitable part of human life. This is the reason why it should be handled properly and carefully. Plato emphasizes the method in which to teach music. Namely, the kind of music which is taught depends on the kind of will of students, since Plato differentiates people with weak will from those with the strong one. Those with strong will may devote themselves to music since it can soften their boldness, melting it like iron, making something useful out of something unusable and crude (Plato 1976: 94, 411a). However, the effect of music on those with weak will is quite the opposite – their will may be completely dissolved or suppressed, making ineffective and poor soldiers out of them (Plato 1976: 95, 411a). Too much devotion to music is not very good since it can weaken the will even of those who are bold and daring. They can thus become unsatisfied, spiteful and quarrelsome persons (Plato 1976: 95, 411a).

All aforementioned is valid for physical education, as well, since gymnastics is to be practiced with measure and care. It is very important in the education of will since it helps to shape the body, which indirectly influences the shaping of the soul. It thus stabilizes human physical needs and teaches discipline, which is inevitable for the development of the soul.

When taught in an appropriate way, gymnastics contributes to the development of courage in individuals, but if it is either excessive or misdirected, then it breeds brutality and cruelty. An individual who devotes a lot of time to gymnastics and who enjoys eating well while simultaneously neglecting music and philosophy develops characteristics such as self-confidence and boldness, thus losing a sense of measure and justice. Without some connection to poetry and inspiration, an individual's aspirations towards science, if any, will gradually decrease, diminish and finally disappear because he or she has never felt the taste of research or reflection that could arouse or nurture them. Moreover, if an individual's instincts and senses are not purified by music, then this person will become extremely bizarre and rude, which is all contrary to any ideal of humanity (Plato 1976: 95, 411e).

Plato recommends moderation in practicing both music and gymnastics. Yet, it is up to the teacher to determine the method that will lead an individual towards virtue. Those practicing only gymnastics become more cruel than needed, while those practicing only music become softer than necessary (Plato 1976: 94, 410d). Therefore, an appropriate balance between the musical and physical education is of crucial importance for the education of will. In addition, Plato recommends that these two disciplines be taught together with the teaching of science which educates reason and thus facilitates the control of will by this part of the soul. According to Plato, an individual may be considered brave if his or her will manages to accomplish what reason orders it to do in pain and joy alike, regardless of the fact whether that experience is frightening or not (Plato 1976: 131, 442c). Will has to harmonize desire and reason, since reason is to be nourished by nice speech and knowledge

while will is to be mitigated by harmony and rhythm (Plato 1976: 130, 441e). Educated in that way, will and reason will control and direct lust, which is the most insatiable of all desires. When harmonized by reason, will and lust together may produce a very strong personality, i.e. the best protectors of the state from its foreign enemies. In order to achieve positive results, will has to be subordinated to reason whose task is to command and direct courage towards reasonable decisions (Platon 1976: 130, 442 b).

Analyzing will, Plato emphasizes its basic characteristic, which is related to rule, victory and glory (Plato 1976: 279, 581a). This characteristic is accomplished by education that informs will with the idea that victory and glory include the idea of justice, as well. Will always strives for something (Schopenhauer, 2005), i.e. it is constantly aimed at completing something. Directing will towards mundane goals does not become it, so it has to be directed towards higher, axiological goals, towards the idea of Good. It is the task of the teacher to kindle the love towards the world of ideas and the idea of Good in an individual. People take care of what they love best, and they will love that which is completely in accordance with their interests and welfare (Plato 1976: 97, 412 d).

In conclusion, Plato's philosophy treats the education of will as being of crucial importance for the development of a complete personality. Notwithstanding the fact that Plato seems to have focused his philosophy on the education of the reasonable part of the soul, enumerating the necessary sciences for that matter, it appears that the education of will, or spirited and also appetitive part of the soul, is even more important because it determines whether the philosophic nature will be known by the best or worst deeds, as well as the character of the protectors of the state. In case the philosophic nature may not control its will and instincts, or if protectors become excessively rude and weak, then the state cannot come closer to the idea of justice. Thus, will represents the key regulator of the reasonable and lustful, appetitive part, with the help of which these two parts may reconcile their opposing aspirations. Will is not only the regulator of these opposing human capacities but also a factor that inspires the search for the lost heavenly realm of ideas. Plato deliberates that will which transforms has to be itself transformed by musical and physical education in order to accomplish its god-given task in the most appropriate way.

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THE EDUCATION DURING THE MIDDLE BYZANTINE PERIOD – A GENERAL OVERVIEW

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Abstract

In this paper we will try to give a general overview of the educational system in the Byzantine Empire during the middle period of its history. In this regard we will discuss about all levels of education, starting from the lowest to the highest, their characteristics as well as the changes which occurred in it in comparison with Early Byzantine period. Besides, we will discuss about some famous educational institutions of the Middle Byzantine period, their character, as well as their *curriculum*. On this occasion, we will also look back on the attitudes of the Byzantine society towards scholarliness, educated people and need for education.

Keywords: education, Middle Byzantine period, changes.

The introduction

As it is known, the Byzantine Empire with its cultural influences and civilizational traditions, contributed in great measure the appearance and spreading of literacy among the South Slavs, as well as the establishment of the first educational institutions in these peoples, among them one of the most important places certainly belongs to the Literary School of Ohrid, often quite rightly called the first Slavic university. However, this time we will not deal with the mentioned institution or with activities of its founder St. Clement of Ohrid, who was one of the pupil of the *Slavic apostles* St. Cyril and Methodius, but we will try to outline in the most general terms, how in that time, when the above-mentioned processes were taking place, seemed the schooling and the educational system in the Byzantine Empire, in the state which, as we have said, had immense credit for enlightenment of South Slavic peoples, and whose cultural influence had to leave a mark on every area of their lives, including education. Therefore, in this paper our attention will be primarily focused on the Middle period of Byzantine history, which, as is well known, includes the period from the seventh to the twelfth century.

General remarks about the sources for the studying of the education in the Middle Byzantine period

Unfortunately, our sources for the knowledge of the schooling in Byzantium during the Middle period of its history are small in number and generally poor with information, and therefore they doesn't allow us to acquire a detailed picture of it, but only its contours. The aforementioned is valid for the entire period of the existence of the Byzantine Empire and not only for the Middle period of its history, in which the seventh and eighth century are especially poor with sources not only for the study of the education and school system, but also of political history. Therefore, every information which we can find, not only in the narrative sources, epistolary, or few preserved documents, but also in hagiographic texts, has priceless value for us. In truth, after the eighth century, the situation is improved concerning the sources, their number and quality are increased, but they still give relatively little information related to Byzantine schooling, which makes its study very difficult.

Nevertheless, this small in number and scattered information which could be found in them, still allow us to acquire the most basic knowledge about the schooling and the education system in the Byzantine Empire during this period, the some changes which took place in it in relation to the Early Byzantine times, as well as the attitudes of Byzantines toward scholarliness and their awareness of need for education.

The Byzantine society and the education

When it comes to views of the Byzantine society on the education, it must be said that they were very advanced taking in considering the criteria of the Middle Ages. About it testify primarily the works of various Byzantine writers, which show that the education and knowledge were highly respected, not only as such, but also because of the practical benefits which they could to bring to one individual. Namely, the Byzantine Empire, during the early and middle period of its history, was according medieval criteria an extremely progressive society with great social mobility, where the education was opening the road to the higher social layers and providing the possibility for a successful career, both in the state service and the church hierarchy.³¹³ In addition, persons which have acquired high education were very respected and enjoyed a great reputation among their contemporaries.³¹⁴ Moreover, among them were not only males but also and fair number of women, especially those with origin from aristocratic circles.³¹⁵ Therefore, it is quite understandable that parents of young Byzantines did not regret the money for their education and they were even willing to sell part of their belongings in order to provide it to their children.³¹⁶

On the other side, lack of education and illiteracy in particular provoked in the Byzantine society scorn and sneer³¹⁷, that could not to avoid neither emperors which as illiterate or poorly educated climbed to the throne, like Justin I (518-527), Michael II (820-829), Basil I the Macedonian (868-886) or Romanus Lecapenus I (920-944).³¹⁸ However, even the mentioned emperors showed full awareness of the importance of good education and tended to provide the best possible schooling for their descendants. Thus, among the highly educated emperors which inherited the throne from their uneducated fathers, especially distinguished themselves Theophilus (829-842), Leo VI the Wise (886-912) and Constantine VII Porphyrogenitus (912-959). Because in the eyes of the Byzantines, the ideal ruler was the one who, besides the skills of the warrior and statesman, possessed higher education, was the patron of knowledge and the fan of books³¹⁹, emperors were often in reality patrons of education and their courts focal points of science and educated people. Especially famous concerning this, were the courts of above mentioned emperors, as well as of Constantine IX Monomachus (1043-1055), Constantine X Ducas (1059-1067), Alexious I Comnenus (1081-1118) and his grandson Manuel I (1143-1180).³²⁰ However, the patronage of the Byzantine emperors over education certainly can't be explained exclusively with their personal love of knowledge, but also with the needs of the state. Namely, the Byzantine Empire in that time

³¹³ Cf. *Культура Византии. Вторая половина VII - XII вв.* Том 2, Москва 1989, 376-377 ; P. Lemerle, *Elèves et professeurs à Constantinople au X^e siècle*, *Comptes rendus des séances de l'Académie des Inscriptions et Belles-Lettres*, 113^e année, N. 4, 1969, 4-5.

³¹⁴ Cf. *Культура Византии*, II, 366.

³¹⁵ On this occasion, we will mention just a few of them, such as Agate the daughter of Constantine VII, Eudocia the wife of Constantine X Ducas, Irene Ducaina the wife of Alexius I Comnenus, and their daughter Anna Comnena, famous poetess Cassia, Theoktista the mother of Theodore the Studite, Theodora of Thessaloniki, Athanasia of Aegina, as well as and mother of Michael Psellus. (*Культура Византии*, II, 369, 378)

³¹⁶ R. Browning, *Byzantinische Schulen und Schulmeister*, *Das Altertum* 9 (1963), 117-118.

³¹⁷ Cf. *Культура Византии*, II, 368.

³¹⁸ *Культура Византии*, II, 370-371.

³¹⁹ Cf. *Культура Византии*, II, 369.

³²⁰ *Культура Византии*, II, 371-374.

was highly centralized state, with very complex bureaucratic apparatus for which was necessary the educated staff.³²¹ Therefore it isn't surprising that the emperors, not only respected and deeply appreciated the scholars, but they often gave them high titles and entrusted important state functions, which shows the best how much was really esteemed the education in the Byzantine Empire, and in what degree was developed the consciousness about its value.

However, despite everything stated above, as well as the highly developed school system (about which we will discuss later), it must be said that the number of literate and therefore of highly educated was not large in Byzantium. Moreover, it is estimated that 90% of the Byzantine population was illiterate. However, when we talk about it, we must, first of all, bear in mind that the Byzantine Empire, no matter how advanced was for its time, was only one medieval state, as well as that in the rest of the Europe the percentage of illiterates was far higher, and therefore about this fact we must not judge according the standards of our time, especially if we consider that even today in many countries (even those developed) the illiteracy is not completely eradicated.

The educational system in Byzantium

Since we have reflected on the general characteristics of sources for the study of education during Middle Byzantine period, and the attitude of the Byzantine society towards erudition, we will deal with the Byzantine education system and some changes which took place in it during this age. On this occasion, we will also discuss about some famous educational institutions in which the process of education was taking place.

The elementary education

The education of an Byzantine, was starting in the schools of elementary level, which are known in the sources under different terms such as *ἡ σχολή τῶν γραμμάτων, τὸ παιδευτήριον, τὸ διδασκαλεῖον, τὸ διδασκαλεῖον, τὸ χαμαιδιδασκαλεῖον* or *τὸ παιδαγωγεῖον*.³²² The basic level of education itself in the sources usually is called *ἡ προπαιδεία*, although it can be found and under other names.³²³ Unlike the educational institutions of higher level, the elementary schools could be found not only in the cities but also in the villages. They were mostly of private character but also existed at one number of churches and monasteries.³²⁴

Because there were no state regulations that would regulate it, as it is case today³²⁵, the children were not starting their education at same age, but this depended on various circumstances, primarily on the social position of the parents and their financial situation. However, based on available information from sources (primarily hagiographies of saints), we can see that they were starting the education in elementary schools usually between the age of six and nine years.³²⁶ However, there were exceptions, such as the famous Byzantine scholar of the eleventh century Michael Psellus, who had begun to attend the elementary school when he was only five years.³²⁷ Also that which certainly attract attention in

³²¹ R. Browning, *Byzantinische Schulen und Schulmeister*, Das Altertum 9 (1963), 108.

³²² P. Lemerle, *Lepremier humanism byzantin*, Paris 1991, 100 ; Φ.Κουκουλές, *Βυζαντινὸν βίος και πολιτισμὸς*, I, Αθήνα 1948, 47.

³²³ Lemerle, *Premier humanisme*, 99.

³²⁴ *Κουλтура Византии*, II, 386.

³²⁵ Κουκουλές, *Βυζαντινὸν βίος και πολιτισμὸς*, I, 41.

³²⁶ Lemerle, *Premier humanisme*, 100 ; Уп. *Κουλтура Византии*, II, 386.

³²⁷ Κουκουλές, *Βυζαντινὸν βίος και πολιτισμὸς*, I, 43 ; *Κουλтура Византии*, II, 386. About the life of Michael Psellus and his opus see : K.Krumbaher, *Geschichte der byzantinischen Literatur. Von Justinian bis zum Ende des oströmischen Reiches (527-1453)*, I, München 1897, 433-444; H. Hunger, *Βυζαντινή λογοτεχνία: Ηλόγιακοσμηκή γραμματεία των Βυζαντινών*, II, Athens 1997, 187-201.

connection with Byzantine elementary schools, among other things, is the fact that not only boys but also and girls were attending it.³²⁸

The schooling in them took two to three years. Unfortunately, about that what is taught in these schools, we have only scanty information. However, we know that pupils were learning the reading, writing, basic grammar, arithmetic, singing and basis of secular and biblical history.³²⁹ About some kind of *physical education* there is no any mention in the sources.³³⁰ It is also known that in relation to the Early Byzantine period, some changes occurred in the teaching of these schools. Namely, while in the age of Early Byzantium, the primacy had the reading of the works of the ancient authors and the Christian texts were introduced into the teaching gradually and sporadically, now the situation is very different. Namely, now the priority have the books of Scripture, hagiographies of saints, the work of the Church Fathers, as well as the Psalters, while the ancient writers were pushed in the background, but didn't disappeared from teaching completely.³³¹ However, these changes which took place during the Middle Byzantine period didn't had as the consequence the losing of the secular character of the elementary schools. Moreover, there are indications that existed special, separate from the secular, religious schools where children could to acquire a basic knowledge in the field of religion. Namely, the writer of the Life of St. Nicholas Studite (793-868), claims that his hero was attending at same time *ἡ προπαιδεία τῶν μαθημάτων* (ie. a secular elementary school) and *Οἱ Θεσμοὶ τῆς εὐσεβείας*³³², which apparently refers to a some kind of religious school.

Concerning the teachers in the elementary schools, they were known by different names (eg. *Οἱ διδάσκαλοι, οἱ χαμαιιδάσκαλοι, οἱ παιδοτρίβαι, οἱ παιδαγωγοί, οἱ γραμματισταί, οἱ γραμματεῖς or οἱ στοιχευταί*)³³³ and taught the pupils alone or with assistants (which are referred in sources as *οἱ ὑποδιδάσκαλοι or οἱ ὑποδιδασκταί*).³³⁴ As far as their teaching methods, they did not change much compared to the Early Byzantine period. The pupils were adopting material gradually, progressing from simpler to more complex, which is certainly logical considering the fact that it is word about children which were acquiring their first knowledge about the world around them. Unfortunately, after the completion of education in elementary schools, the vast majority of pupils didn't continue the further education.³³⁵

The higher education

After acquiring of elementary education, the children continued their schooling in higherschools. This level of education was known in Byzantium as *ἡ παιδεία*, but for it also were used the terms such as *ἡ εγκύκλιος παιδευσις or ἡ εγκύκλιος σοφία*. In addition, the teaching in these schools is also called higher (*τὰ ὑψηλότερα μαθήματα, ἡ τελειότερα μάθησις*), opposite to that of the elementary in schools, for which were used the terms such as *τὰ πεζὰ γράμματα or τὰ πρῶτα στοιχεῖα*.³³⁶ On this occasion, we should pay attention to one fact which is very important for the understanding of the Byzantine higher education as well as the entire school system of this empire. Namely, higher and university education in Byzantium were basically equal in rank, since the universities (about we will discuss later in detail), were nothing more than one kind of higher schools. So, the Byzantium had basically

³²⁸ Cf. *Κουλтура Византии*, II, 385-386.

³²⁹ *Κουλтура Византии*, II, 386.

³³⁰ Κουκουλές, *Βυζαντινὸν βίος και πολιτισμός*, I, 65.

³³¹ *Κουλтура Византии*, II, 386-387.

³³² Lemerle, *Premier humanisme*, 100.

³³³ Lemerle, *Premier humanisme*, 100 ; Κουκουλές, *Βυζαντινὸν βίος και πολιτισμός*, I, 57.

³³⁴ Κουκουλές, *Βυζαντινὸν βίος και πολιτισμός*, I, 57.

³³⁵ *Κουλтура Византии*, II, 386-387.

³³⁶ Lemerle, *Premier humanisme*, 100 -101.

two levels of education: elementary and higher / university. Therefore, in our opinion, it is not possible to make completely adequate comparison between the Byzantine school system and those which exists in today's countries, despite some similarities which they possess. Other arguments in favor of this view, we will see in the further course of our exposure.

The higher education in Byzantium was a three-degreed and it was performed principally through three types of schools, but since they were mostly of private character, among the schools of same type, not so rarely, existed differences, so words in following rows concerning their teaching must be taken only conditionally. Among them the lowest in the hierarchy were so called *grammarschools*. Namely, after the primary education, the children were attending the above-mentioned schools, where during six or seven years, were studying, as can be seen from their name, the grammar. The objective of the education in these schools was acquiring of full knowledge of the artificial Attic dialect, which was used in the learned literature, as well as of its morphology, phonetics and syntax, in order to get ability, not only to read works which were written on it, but also to speak it without errors.³³⁷ Namely, good knowledge of the Attic dialect was of particular importance for the further education, not only because the vast majority of ancient and Byzantine works were written on it, but also because it was often used by educated Byzantines, for instance in rhetoric and epistolary. Concerning the methods of teaching, they were not basically too different from those in the elementary schools. The matter was carefully studied, learned by heart, while the works were commented word for word.³³⁸ Besides the grammar textbooks (which were inherited from the ancient period), were used also various vocabularies and lexicons, and among the works which were the subject of the study, were not only the classics of ancient literature, but also and Christian writings.³³⁹

After graduating from grammar school or even before that³⁴⁰, usually at the age of sixteen or seventeen years old, the young men were attending the *rhetoricalschools*. The Byzantines much appreciated and admired the art of rhetoric, which was by their understanding, one of the most important characteristics of an educated man. However, this art was ruled by a relatively small number of people, which their knowledge and talent, could to monetize, besides other ways, through the opening of private schools of rhetoric.³⁴¹ The main objective of education in this schools was the acquiring of the full knowledge of rhetoric and ability to compose speeches in accordance with the classical principles, mimicking the language and style of famous rhetors of the antiquity. This objective was accomplished through a detailed study of the opus not only of famous ancient but also and the Christian rhetors (for instance, Demosthenes, Isocrates, Libanius or St. Gregory the Theologian, St. Basil the Great and St. John Chrysostom), the various types of rhetorical exercises, as well as use of variety of rhetoric textbooks, among those the most prominent came from the pen of Dionysius of Halicarnassus and Hermogeniaius of Tarsus.³⁴² The exceedingly important place among the studied rhetors, not surprisingly occupied Demosthenes, who represented, if we may say, the absolute role model and whose speeches were learned by heart. However, with passing of time, his place was gradually taking St. Gregory the Theologian, who was, very indicative called *Christian Demosthenes*³⁴³, and this

³³⁷ *Культура Византии. IV — первая половина VII вв.* Том 1, Москва 1984, 482-483.

³³⁸ *Культура Византии*, I, 483.

³³⁹ About all this see more detailed in: *Культура Византии*, I, 483-485.

³⁴⁰ The fact that a pupil could to attend the school of higher rank, though not previously completed his education in the lower school, shows once again how much the Byzantine educational system was fundamentally different from today's systems and how much is risky to make parallels between them.

³⁴¹ *Культура Византии*, I, 485.

³⁴² In connection with this see for more detailed in: *Культура Византии*, I, 485-487.

³⁴³ *Культура Византии*, I, 485.

fact clearly shows how the antique rhetors and their skills were appreciated even among Christian theologians.

The cycle of higher education in the Byzantine Empire was ending in the so-called *philosophical* schools. As in the case of rhetoric, the Byzantines were very appreciating the philosophy, considering it the *science of sciences* and *skills of skills*.³⁴⁴ Name of these schools, however, should not be misleading and to give an impression that in them was studied the philosophy as we know today, because this science in the past included a much broader field of disciplines, and some of them are now the individual sciences. Therefore, the teaching in them, besides the philosophy in the narrow sense, included a multitude of subjects, such as arithmetic, geometry, music, astronomy, physics, logic and ethic.³⁴⁵ First, the pupils were studying the logic, the science about the rules of proper forms of thinking, which was viewed as an introduction to the study of philosophy.³⁴⁶ In parallel, they were learning what exactly the term *philosophy* includes, then about its relationship to other sciences, the characteristics of its fields, as well as the meaning of the basic philosophical notions. After that, they were passing on, what would be called today, *the history of philosophy*, where they were gaining the knowledge about the philosophical directions and relationships between them, evaluating critically their systems and learning about the lives of famous philosophers.³⁴⁷ It is worth of mentions that most of the pupils their education in the philosophical schools after this were ending.³⁴⁸ Those who continued their education were passing on the study of *mathematical disciplines* (arithmetic, geometry, astronomy and music) and physics³⁴⁹, which were considered as very significant.³⁵⁰ Finally, after gaining knowledge of these sciences, they were beginning the study of Aristotle and Plato's philosophy³⁵¹, which represented the final stage of their education in these schools. On this occasion, we should say that for all of these disciplines were used textbooks inherited from antiquity, which were often written by the famous philosophers. As far as teaching methodology, besides the classic kind of lectures, it included the discussions of pupils among themselves and with professors.³⁵²

Unlike elementary school, which could be found even in the villages, as we have already said, the higher schools existed only in the cities. During the Early Byzantine period, existed a larger number of centers of higher education. Besides Constantinople, the prominent center of higher education were Alexandria, Antioch, Beirut, Palestinian Caesarea, Cyzicus, Ancyra, Athens³⁵³, Gaza, Nicomedia, Sardis, Pergamon and Nicaea.³⁵⁴ Some of the schools in the aforementioned cities, were very famous, equal by the quality to those in the capital or even better. For instance, the philosophical school of Alexandria, the

³⁴⁴ *Культура Византии*, I, 487.

³⁴⁵ Cf. *Культура Византии*, I, 487.

³⁴⁶ *Культура Византии*, I, 487.

³⁴⁷ *Культура Византии*, I, 488.

³⁴⁸ R. Guiland, *La vie scolaire à Byzance*, *Bulletin de l'association Guillaume Budé*, 1953, 70.

³⁴⁹ The physics also included a wider field of discipline than is the case today, as for example, biology, botany or geography. (Cf. *Культура Византии*, I, 493-494)

³⁵⁰ *Культура Византии*, I, 488.

³⁵¹ *Культура Византии*, I, 494-495.

³⁵² *Культура Византии*, I, 495-496.

³⁵³ It is word about the famous Academy of Athens, which existed until the emperor Justinian I did not closed it in 529. (Г.Острогорски, *Историја Византије*, Београд 1959, 95). Concerning the Academy of Athens see: *ОДВ*, I, 9.

³⁵⁴ А. П. Рудаков, *Очерки византийской культуры по данным греческой агиографии*, Москва 1917, 100-101.

famous *Museum*, was known for courses in medicine, geometry and astronomy.³⁵⁵ Well known was and the rhetorical schools in Gaza.³⁵⁶ Beirut was known for its renowned school where was taught the law.³⁵⁷ Moreover, how the mentioned school enjoyed a great reputation is the best evidenced by the fact that its professors had a major role in the redaction of *Justinian Code*, famous *Corpus iuris civilis*.³⁵⁸

However, after the disasters that the Empire suffered during the seventh century, embodied in the loss of vast territories due Avaro-Slavic, Persian and Arab invasions, as well as the destruction of a number of regions and cities, the drastic changes occurred in that plan.³⁵⁹ Namely, Constantinople remained the only major educational center of the Byzantine state. Not only that, but over the centuries that have followed, we have very little news about the higher schools outside of it. Moreover, the information from the lives of saints which we possess implies that rhetorical and philosophical schools did not existed at all outside of the Byzantine capital.³⁶⁰ Something like that we can conclude primarily from the fact that all heroes of these saints lives after acquiring of grammatical education, had to leave their homeland in order to continue their schooling in Constantinople. Such is the case, for instance, with the future ecumenical patriarch St. Methodius who had to leave his own Syracuse, St. Athanasius, the founder of athonite monasticism, which had for sake of continuing his education to go away of his Trebizond, or Constantine (St. Cyril), who in his own Thessaloniki, the second city of the Empire after Constantinople, could not find any teacher who could to acquaint him with the *higher sciences* and the works of the Church fathers, and therefore he had in order to continue his education to travel *in the city on the Bosphorus*.³⁶¹

Besides, concerning the higher schools in the period from the second half of the seventh until the end of eighth century, we practically know nothing. Even the lives of the saints which were living at that time aren't very helpful, because doesn't narrate about where and how their heroes acquired the education. However, on the basic of the high level of education which gained the great men of this age, such as the patriarchs Tarasius and Nicephorus, Theodorus the Studites and his brother Plato, it can be presumed that in these centuries of general crisis, the higher schools despite all difficulties continued to exist.³⁶²

However, starting from the ninth century appears larger and larger number of schools in Constantinople, whose teaching was often on the high level, and which were playing an important role in the cultural life of the empire.³⁶³ Some of them were famous and existed for several centuries, and despite being often placed in churches, they had kept secular character. One of such schools was located in the Church of the Forty Martyrs of Sebaste. In this school, which has appeared in the ninth century and continued to exist at least until the eleventh century, worked as a professor the famous Leo the Mathematician (also known as Leo the Philosopher), who was appointed to this position by emperor Theophilus and who

³⁵⁵Культура Византии, I, 499 ; Рудаков, Очерки византийской культуры, 101. For the *Museum* of Alexandria see: *The Oxford Dictionary of Byzantium*, II, ed. A. Kazhdan, New York-Oxford 1991, 1420; L. Breje, *Vizantijska civilizacija*, Beograd 1976, 409.

³⁵⁶Культура Византии, I, 499.

³⁵⁷Рудаков, Очерки византийской культуры, 101.

³⁵⁸Breje, *Vizantijska civilizacija*, 411. For the basic information about *Curpus iuris civilis* look : *ODB*, I, 474-475 ; J. H. Rosser, *Historical Dictionary of Byzantium*, London 2001, 101.

³⁵⁹Concerning the history of Byzantium during that period see : Острогорски, *Историја*, 101-103, 109-165; W. Treadgold, *A History of the Byzantine State and Society*, Stanford 1997, 287-349; T. E. Gregory, *A History of Byzantium*, Blackwell Publishing 2005, 154-185.

³⁶⁰Культура Византии, II, 388.

³⁶¹Культура Византии, II, 387-388.

³⁶²Cf. *Культура Византии*, II, 388.

³⁶³Cf. *Культура Византии*, II, 388.

assigned to him salary.³⁶⁴ The fact that the aforementioned emperor, who had great interest for science, appointed such eminent scientist at the forefront of this educational institution, shows that the state was taking care of quality of the education in higher schools, although it was not regulating their curriculum. At this time we also have the testimonies about the existence of the higher school in the church of the Holy Apostles. This school also worked a long time and at the end of the twelfth and early thirteenth century, acquired particular fame. As for the teaching in it, we know that it was divided into two departments, which can be conditionally called the *humanistic* and *natural*.³⁶⁵ This school is especially interesting for us because F.Dvornik believes that in it worked as a professor Constantine (St. Cyril), after his return from a diplomatic mission among the Khazars.³⁶⁶ Despite the fact that this school was located in the famous church, theology was not among its subjects.³⁶⁷

As far as the tenth century, we have information about the existence of several higher schools in the capital, about which testify the letters of an anonymous professor of grammar and rhetoric, as well as the hagiography of St. Athanasius the Athonite. Namely, in the letters of this professor are mentioned three private schools of the *grammar-rhetorical* type.³⁶⁸ Also, his correspondence is particularly valuable for us because we can found out from it which textbooks he was using in the teaching, and on basis of that, we can assume that at that time his colleagues were using (at least partially) the same.³⁶⁹ When it comes to the Life of St. Athanasius the Athonite, we can see that after his arrival from Trebizond, he was attending one of the Constantinopolitan schools headed by Athanasius the Senior, who had the title of *cheif (sc. administrator) of schools*, which leads to the conclusion that in his jurisdiction were not only this, but also and some other schools. Otherwise, this saint after completing of his schooling was set by the imperial decision, first on post of assistant of professor in the same school, and later on the position of independent professor in one other³⁷⁰, which is another proof that the state was taking care about the quality of education in higher schools, although they were mostly in private hands.

At the beginning of the eleventh century in the capital was working the school of the renowned rhetorician and poet John Mauropodes³⁷¹ in which were taught rhetoric, philosophy and law. The schooling began with the study of rhetoric, then of philosophy (which, it is worth of reminding, had a much broader meaning than today) and finally of law. It is very interesting that Michael Psellus was attending this school. What is this school different from others is the fact that the education in it was free.³⁷²

As far as the eleventh century, we know also that in Constantinople were several schools located in certain churches, but in which were taught secular discipline. In one of them, which was located at the church of St. Peter, the professor of philosophy was aforementioned Michael Psellus.³⁷³ Besides this school, it is worth mention the one located at

³⁶⁴ *Культура Византии*, II, 389; Fuchs, *Die höheren Schulen*, 19.

³⁶⁵ Cf. *Культура Византии*, II, 389-390.

³⁶⁶ F. Dvornik, *Les Légendes de Constantin et de Méthode: vues de Byzance*. Recueil pour l'étude des relations byzantino-slaves. Supplementa I, Prague 1933, 81-82.

³⁶⁷ *Культура Византии*, II, 389.

³⁶⁸ *Культура Византии*, II, 390-391.

³⁶⁹ Cf. *Культура Византии*, II, 390. About this exceedingly interesting collection of letters, as well as, the information which it contains concerning the schooling in Byzantium during that age see : Lemerle, *Premier humanisme*, 246-257.

³⁷⁰ *Культура Византии*, II, 391.

³⁷¹ About the John Mauropodes see: *ODB*, II, 1319.

³⁷² P.Lemerle, *Le gouvernement des philosophes : L'enseignement, les écoles, la culture*, Cinq études pour le XIe siècle byzantine, Paris 1977, 198-201.

³⁷³ *Культура Византии*, II, 392-393.

the church of the Virgin Chalcopratia and which existed since the time of Constantine VII Porphyrogenitus, and whose the main subject was grammar.³⁷⁴

The university education

When we talk about the Byzantine universities, first of all one should to emphasize that they were not institutions of high education in today's sense of the word, with many faculties, but as we have already said, one kind of higherschools, like those we have discussed earlier. However, unlike them, the universities were state institutions in which the education was free, and thus, at least in theory, available to everyone. However, in practice it was not so, because if someone wanted to attend the university, it was necessary to possess the basic knowledge, which could to acquire at the lower levels of education, for which, unfortunately, was mainly necessary to allocate the money. Therefore, the number of students was not particularly large.³⁷⁵ What makes universities even more varied than private schools, is the fact that for every scientific discipline (at least in principle, since, as we shall see it was not always the case), there was a professor, as opposed to private schools where often one or two lecturers held the entire teaching. In addition, teachers as civil officials received salary and occupied high positions in the state hierarchy. Moreover, *Theodosius Code* makes distinction between public and private teachers, which were, unlike of those second, enjoying the state privileges.³⁷⁶ Unfortunately, there is no sources that would enable us to clearly reconstruct the history of university education in Byzantium.³⁷⁷ However, there is no doubt that throughout its history kept secular character, and that it had periods of shining ascent and deep falls, after which followed its renewal through reorganization of existing or establishment of new institutions.³⁷⁸

The University of Theodosius II :The first Byzantine university was founded in Constantinople by the emperor Theodosius II in 425.³⁷⁹ Namely, he reorganized and expanded the high school, founded by Constantine the Great in 330.³⁸⁰ Its name was the *Auditorium specialiter nostrum*, it was the only institution of this character in the Byzantine Empire, and its seat was located on the south side of the Capitol of Constantinople.³⁸¹ At this university, where classes were held in Greek and Latin, were taught the Greek and Latin grammar, rhetoric, philosophy and law.³⁸² By chance, it is known that in it were teaching thirty one professors : ten of Greek and Latin grammar, five of Greek and three of Latin rhetoric, two of law and one of philosophy.³⁸³ During his reign, the emperor Justinian I has reorganized curriculum of the of law in this university, but this time we will not discuss about it.³⁸⁴ Unfortunately, after Justinian the information about this institution are rare and obscure.³⁸⁵ It is certain, however, that it continued to work until the reign of Phokas (602-

³⁷⁴ *Культура Византии*, II, 392.

³⁷⁵ Cf. *Культура Византии*, II, 394.

³⁷⁶ *Культура Византии*, II, 394 ; F. Fuchs, *Die höheren Schulen von Konstantinopel*, Amsterdam 1964, 2. For the basic information about the Codex of Theodosius see: *ODB*, I, 475 ; Rosser, *Historical Dictionary of Byzantium*, 86

³⁷⁷ L. Breje, *Vizantijska civilizacija*, Beograd 1976, 408.

³⁷⁸ Cf. Breje, *Vizantijska civilizacija*, 408-409.

³⁷⁹ *Культура Византии*, I, 501.

³⁸⁰ Острогорски, *Историја*, 75; Breje, *Vizantijska civilizacija*, 408.

³⁸¹ *Культура Византии*, I, 501; Fuchs, *Die höheren Schulen*, 1-2.

³⁸² Острогорски, *Историја*, 75; Breje, *Vizantijska civilizacija*, 408.

³⁸³ Fuchs, *Die höheren Schulen*, 3

³⁸⁴ About this reform see : Breje, *Vizantijska civilizacija*, 411.

³⁸⁵ Breje, *Vizantijska civilizacija*, 412.

610), when like the rest of the Byzantine state, fell into a crisis from which it came out thanks to the reorganization conducted by the emperor Heraclius.³⁸⁶

The University during the seventh and eighth century : After the first period of decline and reorganization that followed, the University of Constantinople has continued to work under the name *πανδιδακτήριον*.³⁸⁷ Unfortunately, we know very little about the university during this period, and that fact leaves room for a number of debatable issues and various perplexities. How little we know about him is best illustrated by the fact that we know the names of only two of its professors - Georgius Chiroboscus and Stephen of Alexandria. As for Georgius Chiroboscus, we know that he was teaching the grammar and philosophy, but paradoxically we do not know when he lived exactly.³⁸⁸ When it comes to Stephen of Alexandria, we know something more about him. Namely, he came at the invitation of emperor Heraclius from Alexandria to the University of Constantinople, where he was teaching the Plato's and Aristotle's philosophy, geometry, astronomy and music.³⁸⁹ However, the epithet *οικουμενικός* (*όοικουμενικός διδάσκαλος, ό φιλόσοφος οικουμενικός, ό μέγας φιλόσοφος οικουμενικός*) which we met often next to his name, has led many to conclusion that this time the university was under the control of the Ecumenical Patriarchate of Constantinople.³⁹⁰ But, it proved that this hypothesis is not true, and that is word about the honorary title, which stood next to the university professors of the Byzantine capital.³⁹¹ The same adjective once stood and next the names of law professors of the school in Beirut, which certainly wasn't under the control of the church. It is the fact however, that the University of Constantinople continued to enjoy a great reputation. Actually, such a thing can be seen from the claims of the later byzantine chronicler George the Monk³⁹² that the emperors didn't made any decision without consulting with its professors. Certainly in this claim there is exaggerations, but regardless this fact, as well as the chronological distance of the author, we can say with certainty that his words represent the echoes of the reputation which enjoyed this institution.

Otherwise, the story which brings mentioned chronicler, as well as some other sources, that Leo III, founder of the Isaurian dynasty , burned the university together with its professors, because they did not want to support his iconoclast policy is nothing more than one legend which is not based on historical facts. Namely, such a conclusion is indicated not only by the fact that for this event doesn't know neither the authors of narrative sources which are chronologically closest to these age and extremely hostile to iconoclasm (Theophanes the Confessor and Patriarch Nicephorus)³⁹³, which certainly would not have failed to mention something like that in their writings, nor distinguished defender of icon St. John of Damascus. Besides, there is no the hagiographies of these professors³⁹⁴, which would surely have been written if something like that really happened. Moreover, there is no evidence that the university stopped to work at all.³⁹⁵

³⁸⁶Lemerle, *Premier humanism*, 77; Fuchs, *Die höheren Schulen*, 58. In this regard, long time was believed that Phokas closed this university, but there is no evidence for that.

³⁸⁷ Cf. Breje, *Vizantijska civilizacija*, 412.

³⁸⁸ Lemerle, *Premier humanism*, 75.

³⁸⁹ Fuchs, *Die höheren Schulen*, 15; Lemerle, *Premier humanism*, 80 ; Krumbacher, 621.

³⁹⁰ Cf. Fuchs, *Die höheren Schulen*, 16.

³⁹¹ Lemerle, *Premier humanism*, 85-87.

³⁹²About George the Monk see: Hunger, *Βυζαντινή λογοτεχία*, II, 153-156; Krumbacher, *Geschichte der byzantinischen Literatur*, I, 352-358.

³⁹³For Theophanes the Confessor and patriarch Nicephorus take a look: Krumbacher, *Geschichte der byzantinischen Literatur*, I, 342-347, 349-351; Hunger, *Βυζαντινή λογοτεχία*, II, 136-143, 149-153.

³⁹⁴Fuchs, *Die höheren Schulen*, 10-11, 16; Lemerle, *Premier humanism*, 89-94 ; Breje, *Vizantijska civilizacija*, 413-414.

³⁹⁵Cf. Breje, *Vizantijska civilizacija*, 414.

The University of Bardas: Although there is no evidence that Leo III burned or closed the university, the iconoclastic period certainly wasn't suitable for the development of one such institutions³⁹⁶, so Caesar Bardas, who was acting as regent of the minor emperor Michael III in the period from 855 until 866, had to renew it as the school of *mathematical sciences* in the Magnaura palace.³⁹⁷ The exact date of the founding of this institution can't be determined, but one should not exclude the possibility that it happened in 855/6 when Bardas came to power.³⁹⁸ At its head he set already mentioned Leo the Mathematician³⁹⁹, despite the fact that he was an iconoclast, which represents a testimony of how much the knowledge was appreciated in Byzantium.

In this school were taught four sciences : philosophy, geometry, grammar and astronomy.⁴⁰⁰ Leo the Mathematician himself was teaching the philosophy (as well as all the discipline that it included), while his disciples were teaching other sciences.⁴⁰¹ It is especially interesting that Constantine (St. Cyril), the future apostle of Slavs, was one of the students of Leo the Mathematician⁴⁰², just like the famous patriarch Photius⁴⁰³, who maybe, in one period, was professor of this university. This institution has continued to exist and after the death of Bardas. After a temporary decline in the time of Romanus II Lekapenos, this university during the reign of Constantine VII ascended again.⁴⁰⁴ This emperor, which was very interested about science, has hired the best teachers and cared not only about them, but also students, providing to them not only moral but also pecuniary support.⁴⁰⁵ Unfortunately, after the reign of John I Tzimiskis (969-976) we have no further testimonies about this institution.⁴⁰⁶

The University of Constantine Monomachus: In the mid of eleventh century during the reign of Constantine IX Monomachus was founded the high school that had two departments, philosophical and legal.⁴⁰⁷ Unfortunately, the exact year of its founding is not known, but it is certain that this moment should be placed in the period between 1043 and 1047.⁴⁰⁸ According the historian Michael Ataliates, at the head of philosophy department the emperor had set Michael Psellus, who at that time was already a renowned professor of rhetoric and philosophy.⁴⁰⁹ He wore the title of *hypatos (consul) of philosophers*.⁴¹⁰ The studies in this department were arranged by the system of *trivium* and *quadrivium*. The lower level of it (*trivium*) consisted of grammar, rhetoric and dialectic, while on the higher (*quadrivium*) were studied arithmetic, geometry, astronomy and music.⁴¹¹ The fame of lectures Michael Psellus reached to the distant parts of the world, so among his students were not only Byzantines, but also those which came from Western and Arab countries.⁴¹² As for the legal department, on his forehead was appointed a prominent lawyer John Xiphilinus, who got the title of

³⁹⁶Cf. Breje, *Vizantijska civilizacija*, 414.

³⁹⁷Культура Византии, II, 394.

³⁹⁸Культура Византии, II, 394; Cf. Lemerle, *Premier humanism*, 242.

³⁹⁹Fuchs, *Die höheren Schulen*, 19.

⁴⁰⁰Культура Византии, II, 394.

⁴⁰¹Fuchs, *Die höheren Schulen*, 19; *Культура Византии*, II, 394.

⁴⁰²About Leo the Mathematician see : *ODB*, II, 1217.

⁴⁰³Concerning the patriarch Photius take a look: *ODB*, III, 1669-1670.

⁴⁰⁴Fuchs, *Die höheren Schulen*, 20-22.

⁴⁰⁵Культура Византии, II, 395

⁴⁰⁶Уп. Breje, *Vizantijska civilizacija*, 419.

⁴⁰⁷Культура Византии, II, 395.

⁴⁰⁸Культура Византии, II, 395. Cf. Fuchs, *Die höheren Schulen*, 15; Острогорски, *Историја*, 312.

⁴⁰⁹Культура Византии, II, 395. About Michael Ataliates see: Krumbacher, *Geschichte der byzantinischen Literatur*, I, 269-271 ; Hunger, *Византиνή λογοτεχνία*, II, 201-210.

⁴¹⁰Острогорски, *Историја*, 312. For the title of hypatos of philosopher take a look : *ODB*, II, 964.

⁴¹¹Острогорски, *Историја*, 312.

⁴¹²Культура Византии, II, 396;

guardian of the law or *nomofilax*.⁴¹³ This university continued to exist, despite the hardships, until 1204.⁴¹⁴ The claim of Anne Comnene⁴¹⁵ that her father Alexius I renewed this institution is not true, since its continuity clearly show the lists of hypatos of philosophers and nomofilax. However, it is the fact that during his reign have occurred certain reforms. The main novelty during rule of Alexius I related to the university was the placing of teaching of philosophy under the supervision of the church, which is contributed by the heresy of the famous hypatos of philosopher John Italos, who was convicted in 1082.⁴¹⁶ From the time of Manuel I Comnenus, on the posts of the hypatos of philosopher and of nomofilax were regularly set up the deacons of St. Sophia, but despite this fact, the patriarch had no authority over university.⁴¹⁷ During the reign of aforementioned emperor, the reform was carried out and introduced exclusively Aristotelian teaching. About this reform narrates Michael of Anchialus, the hypatos of philosopher and future patriarch, who praises Manuel I, because he returned the good reputation to philosophy, removed all that was *rotten* (ie. Platonism) and because logic, dialectics, physics, metaphysics, astronomy and meteorology from now on will be taught according to Aristotle's system.⁴¹⁸ However, except the teaching of philosophy, there was no other changes in the university. With the taking of Constantinople by the Crusaders in 1204, this institution, as well as the Byzantine Empire, ceased to exist.

The Patriarchal Academy: In the end, we will tell something about high theological education in Byzantium. As it is known, the deep religiosity of Byzantines, knowledge of dogmas of Christianity, the Bible, the works of Church fathers as well as other religious texts, incited many researchers to believe in the existence of the special institution for education of future members of clergy.⁴¹⁹ However, the critical examinations of the historical sources had shown that the every attempt of reconstruction of the history of this institution (and therefore and high theological education) in the period from seventh until tenth century can be nothing more than hypothetic.⁴²⁰ Namely, concerning the Patriarchal Academy in Constantinople during the Middle Byzantine period, we can discuss about it, with some dose of certainty, only after eleventh century, when the emperor Alexius I Comnenus organized this institution at patriarchate. However, on the base of information which we possess during the late eleven and twelfth century about it, we can get impression that this Academy was one respectable educational institution, with curriculum focused on the biblical exegesis, that is on the commenting of the Psalms, Gospels and Epistles of the Apostle Paul.⁴²¹ Besides the religious subjects, the students were also learning rhetoric and other secular arts, while their professors were some of the most prominent Byzantine intellectuals of this age, such as Eustatius of Thessaloniki⁴²², Nicephorus Basilakis⁴²³, Michael of Anchialus or Michael Italicos⁴²⁴ - many

⁴¹³ *Культура Византии*, II, 396; Острогорски, *Историја*, 312. About the title of nomofilax see: *ODB*, III, 1491-1492. For John Xiphilinus take a look: *ODB*, III, 2211.

⁴¹⁴ Breje, *Vizantijska civilizacija*, 424.

⁴¹⁵ For Anna Comnene and her work see: Krumbacher, *Geschichte der byzantinischen Literatur*, I, 274-279; Hunger, *Византинѳологоуеѳија*, II, 225-247.

⁴¹⁶ For the basic information about the heresy of John Italos and also for bibliography concerning it take a look: Острогорски, *Историја*, 352. Concerning the John Italos see: *ODB*, II, 1059-1060.

⁴¹⁷ Breje, *Vizantijska civilizacija*, 424.

⁴¹⁸ Breje, *Vizantijska civilizacija*, 424-425. For Michael of Anchialus take a look: *ODB*, II, 1364-1365.

⁴¹⁹ *Культура Византии*, II, 398.

⁴²⁰ See more detailed in: *Культура Византии*, II, 398-399.

⁴²¹ *Культура Византии*, II, 399.

⁴²² About Eustatius of Thessaloniki see: *ODB*, II, 754.

⁴²³ For Nicephorus Basilakis take a look: *ODB*, I, 263.

⁴²⁴ Concerning Michael Italicos see: *ODB*, II, 1368-1369.

of them latter occupied high posts in the church hierarchy and even became the patriarchs.⁴²⁵ Unfortunately, as one would expect, this institution ceased to exist after invasion of Crusaders in April of 1204.

Conclusion

Despite the fewness and the scarcity of sources we are able to gain a basic idea about the educational system in Byzantium and the some changes which took place in it during the Middle Byzantine period, as well as the attitudes of Byzantines toward erudition. Namely, the Byzantine educational system was very developed and advanced for its time, and had the schools of elementary, higher and university level. However, the educational institutions in Byzantium, with exception of universities, were mostly of private character and there was not state regulations concerning their curriculum as well as other things related with education in generally. Furthermore, because the fact that the universities were basically one kind of higher schools founded by the state, we can say that in the Byzantium Empire practically existed only two levels of education. Bearing in mind all this facts, we consider that any comparison of the Byzantine educational system with those in the contemporary countries, wouldn't be completely adequate. But in spite the fact that the most of educational institution were in private hands, the emperors were taking care about them and their pupils, as well as in the case of the state universities. However, this care can't be explained exclusively with their personal love of science, but also with the needs of state. During the Middle Byzantine period some important changes occurred in the Byzantine educational system. Namely, the huge territorial losses, material destruction, as well as the general crisis which the Byzantine Empire faced at the beginning of this period, contributed to the fact that Constantinople, which was until then just one of the great school centers, remained virtually the only one center of higher education in the state. Moreover, with exception of grammar schools, we have no information about the existence of other two kinds of higher schools outside of Byzantine capital. In addition, during this period, from the scene were vanishing one, and appearing other educational institutions, and among them neither universities were not exception. However, concerning the material and methodology of lectures, the changes which took place during this period, were not too large and didn't question its secular character. When it comes to the attitudes of Byzantines towards erudition, they very appreciated it, not only as such, but also because it provided the possibility to one individual for climbing the social ladder and successful career, while the lack of education and illiteracy were considered worthy of every contempt and ridicule. Yet, despite all this, the overwhelming majority of the inhabitants of the Byzantine Empire was illiterate, while the largest part of those which were attending school, didn't continue their education after the end of elementary school.

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EDUCATION IN ALBANIA DURING THE COMMUNIST PERIOD

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Abstract

Education has been one of the most priority sectors before and after World War II. After the Second World War, Albanian society was faced with several difficulties in the education system. The seizure of power by the Communist Party influenced the overall development of Albanian society. One of the initiatives of this party was the reorganization of the country and especially the reforms needed in education.

Through various studies by Albanian and foreign authors we aim to make a descriptive analysis of the changes that occurred in education during the communist regime. Albanian education came in the way of changes due to two educational reforms: reform of 1946 and the reform of 1963. According to the reforms law, new school system summarizes three key areas: pre-school education system, the school system with all levels and extracurricular education system and education. Attention was paid to the establishment of vocational education and higher education too. While, education after sixties was under the full impact of Albanian Labor Party and Marxist ideology.

The policy followed by the Albanian totalitarian state led to the creation of an Albanian society, although most educated, but more apathetic, more unmotivated than in the early years of the Second World War.

Keywords: education, educational reform, communism, policy.

Introduction

Second World War brought serious consequences for a small country as Albania because in addition to political and economic difficulties, it should be find solution to the problems of social and human character. Main duties for a powerless country like Albania were political and economic reorganization, setting a new order, which would return the country to normality. "Normality" was something unknown because it was difficult to say "back to normality" referring to the monarchic regime of King Ahmet Zog, but it was difficult to create a new government too. However, this dilemma was resolved quickly because the war led to the creation of an Interim Democratic Government, which would play an important role in Albanian policy. Albanian society of postwar suffered from several democratic deficiencies, because it wasn't sanctioned political pluralism by law; in Albania had not pluralistic political tradition, except Communist Party, no other party was legalized. Those organizations that could play any role of an opposite were considered as collaborators of Nazism, consequently did not enjoy popular support. In those difficult circumstances, it was seen as a priority task the political, economic and social reorganization of the country.

Educational reforms and their impact on Albanian society

Political reorganization that had begun during the war now was a matter of fact; the establishment of Democratic Front and its nomination as the only party in the Constitutional Assembly elections and the proclamation of the Republic on January 11, 1946 was leading the country toward communism. Even "Time" magazine wrote: "procommunist President of Albania, baby face Enver Hoxha, knew that the election of constitutional convention of this week were acquired". (Budini, 2014, p.93) In those circumstances, the Albanian communists gained a huge advantage to advance the process of construction referring to Soviet system, establishing a state apparatus to stabilize the political and economic situation of the time. After the elections of 1945 and the declaration of the Albanian People's Republic, the next important step was drafting the Constitution, which would be a mixture of the previous Albanian legal tradition, as well as the Soviet Constitution model; education was an important issue that was taken in consideration. The communist regime gave high priority reopening of the schools and organizing the whole education system to reflect communist ideology. The regime's objectives for the new school system were to wipe out illiteracy in the country as soon as possible, to struggle against "bourgeois survivals" in the country's culture, to transmit to Albanian youth the ideas and principles of communism as interpreted by the party, and finally to educate the children of all social classes on the basis of these principles. The 1946 Communist constitution made it clear that the regime intended to bring all children under the control of the state. All schools were soon placed under state management. In education, the program provided qualitative changes; first of all the schools would be massive and gradually would be invested in increasing the quality. But this process was conditioned by internal and external factors, among which political orientation was the most important.

Discussions of that period, despite the uncertainties, limitations or bias in dealing with the problems, proved the efforts of teachers, personalities, popular social figures and pedagogical in making good changes in respect of a qualitative education. According to the draft law of education reform began an intensive preparation of new textbooks and programs, which would be applicative in future years. For the new school year of 1945-1946, national authorities and public opinion either the pedagogical staff of that time was faced with two alternatives and different attitudes. A part of the public, which consisted of prepared teachers and intellectuals in Western universities and working in educational governing authorities were for radical reforms in educational system: "Either best or nothing". According to them, until it will create normal conditions for the beginning of the educational process, schools must remain closed; the pursuit of such an alternative would mean that education should begin in a few decades. Certainly, such proposals weren't supported by the base, which required rapidly development of the education.

Analyzing the situation, but also following the example of many Eastern countries aiming at the development of education (not only) with rapid rates, it was concluded that Albanian staff should be prepared quickly as a necessity off that time. Announcement of Education Reform (1946) was based on Albanian Communist Party alternative to the rapid development of education, combining "cadres' courses" with regular schools. The fact that in the early years, more than 40% of staff had no proper professional level influenced in creating difference between quantity and quality; this was the price that had to be paid to ensure the rapid changes in the conditions of a backward country. (Kambo, 2005, p.25) In addition, the policies followed by Communist Party of Albania (CPA) in creating massive schools or even in school's programs or years were in contradiction with the opinion of a number of intellectual figures of the time. Despite this, in February 1946, the CPA held its Fifth Plenum and discussed several approaches like:

- The fight against illiteracy.
- Increasing the number of primary schools and the preparation of teachers through rapid educational courses.

- The spread of education without detachment of work.
- Increasing the number of rural students even them of working class and increasing the number of girls in schools.
- Preparation of textbooks and programs.
- Drafting of Educational Reform.

Education Reform Law of 1946 generally reconfirmed the rights of citizens to be educated, the disappearance of dualism classic (schools for the rich and other ones for poor pupils, schools for men and women), the expansion of education in the country and real growth opportunities for everyone to attend the free school regardless of sex, social status or nationality. The reform gave to the education system a laic character. (Kambo, 2005, p.19) Furthermore, this reform consisted in the opening of new schools with a number of programs, and in the development of textbooks too. According to the reform law, new school system summarizes three key areas: pre-school education system, all levels of the education system and extracurricular education. A special attention was paid to vocational/professional education, technical and pedagogical schools (4-years), practical professional school (2-years), craftsmanship school (2-years) and to the quickly courses (6-12 months). (Kambo, 2005, p. 36) Ongoing, it was established night schools, which gave the opportunity to study those who were illiterate or had completed some elementary or secondary classes, without detachment of work. The Educational Reform of 1946 laid the basis of educational system based on Marxist-Leninist ideology. (Gjecovi et al., Historia e Popullit Shqiptar IV, 2009, p.220)

In the context of Educational Reform it was fought illiteracy by developing several mechanisms such as the creation of the Central Commission of Coordination the fight against illiteracy in the country. Through this initiative, men and women till 50 - 40 years would join the courses, while younger people would turn to school. According to data at national level, only 50% of those who attended schools were able to receive the appropriate certificate or diploma. (Kambo, 2005, 64) Therefore, the Law of January 1950 forced all illiterate people aged 12-40 years old to attend courses or schools. Regular education and courses were the main form through which illiterates taught to read and write, but for technical, organizational or subjective reasons, especially courses were effectiveness. Deficiencies in didactic material basis, frequent changes in the terms of courses, the level of executive's directors (teacher or amateur) and especially unconsolidated programs constituted a major obstacle to the achievement of results. However, after 1955, the illiteracy wasn't the most problematic part because:

- The school system was expanded and greatly strengthened compared to the first years after the war.
- Compulsory primary education was implemented at adequate levels.
- Was stopped the process of creating new illiterates.
- Were undertaken measure for men and women until the age of 40-years to know literacy.

During the fifties priorities were displaced to 7-year education, low education and vocational schools, which was associated with several quality problems.

Seven year education consisted on primary education and the integration of schools called unique. Initially 7-year schools were set up in major towns and cities and then in rural areas; until 1949 operated about 146 schools, while after 1952, when this education became compulsory, extending of 7-year schools walked slowly. It was this situation because of difficulties in ensuring staff, attendance of students, distance of schools, poor economic

conditions, strong patriarchal mentality of the Albanian society etc. Until the sixties, the expansion of compulsory 7-year education improved significantly considering the initial level. The basis laid in these years favored the development of higher levels of education.

Secondary education was another level of education that there was a need of changes. Until 1947 in Albania operated a total of 6 high schools in Tirana, Korca, Gjirokastra, Shkodra, Durres, Vlora and Technical Institute (Polytechnic "November 7"); just a year later these schools amounted to 20 where, besides the existing high schools was opened 7 pedagogical and 7 Vocational schools. (Kambo, 2005, p.128) The policy followed by the Albanian leadership was the same as that of many Eastern countries, which gave greater priority to vocational education, being a great help in development of Albanian economy by fulfilling the needs for staff. Although state directed its attention towards vocational education, it was characterized by numerous problems such as the preparation of staff, lack of material base, lack of practice etc. However, after fifties the situation began to change as a result of measures taken by national authorities:

- It was provided suitable staff for these categories of schools.
- Technicians without practice knowledge were replaced by those who had one.
- It was increased the hours of practice in curricula.
- It was finished the compiling all general and professional texts.

Although there were improvements, relations between general secondary education and professional education were irregular bringing difficulties in solving the economic and social problems of the Albanian society. (Gjecovi et al., Historia e Popullit Shqiptar IV, 2009, p. 222)

Higher education was a process which was consolidated during two phases. During the *first phase*, it was found Pedagogical Institute as 2-year high school, which was opened in December 1946. According to the Regulation, this Institute was "a school of high Studies, a kind of university studies but not a University; the Institute operated for regular day system and correspondence too and prepared teachers for Albanian unique schools in the disciplines of Albanian Language and Literature, History, Geography, Biological Sciences, Physics and Mathematics". (Kambo, 2005, p.149) There were several difficulties in this educational level because of no previous experience and inexperienced staff too; higher education had methodological weaknesses, lacked textbooks in Albanian language and documentation should be prepared from the beginning. However, even in this direction was followed Yugoslavia and Soviet experience, where besides specialty subjects also had political ones; ironically, in the day system it will be taught Russian or Serbo-Croatian language and correspondence system one of the western languages. The right to study was of all the citizens, but, however, the state selected students from working class and who had political affiliation, taking away the right to study those with "bad biography" or higher class.

According to the decision of Council of Ministers in 1954, the higher education should be followed by the students who had completed general secondary education, Technical school (4/3 years), the Economic, while those who had completed the Party School should follow University of Marxism-Leninism. All measures taken served as a link for further consolidation of higher education in the second phase, when switching to the University it was no longer a need but a necessity. During the *second phase*, the state had invested in this area by increasing the education funds, the number of national scholarships, and subsidized the canteens, student's houses, the libraries, the practices and some educational texts too. In September 1957 Albanian Politburo took the decision to open the State University of Tirana, in which was merged Pedagogical Institute, Polytechnic, Economics, Medical, Law and Institute of Science. Furthermore, the University would have 6

faculties (History and Philology, Law, Economics, of Engineering, Natural Sciences) and will prepare specialists in 15 areas. (Kambo, 2005, 163) Minister of Culture and Education of that time, Ramiz Alia feels honored to have been part of the working group for the establishment of the University. (Alia, 2010, p.161) However, university gradually became the most important educational and scientific institution of the country.

During all its development, Albanian education had positive and negative occurrences conditioned by many factors but the main one was the teacher and his qualifications. Until the sixties had thoughts and discussion to change or not the proportion between primary and secondary education, to change curricula, programs and specialty subjects too. The final opinion of the experts and teachers, but also the education department was that the change of school terms at this stage was still premature. After 1965 the education switched in a system of 12 years school. However, in the future years the education would be under control of Albanian leadership, who directed the relevant structures for a new reform in education. This idea was processed in the Fifth Congress and Enver Hoxha's speech too. Education Reform draft law was drafted in December 1969 and began its implementation in January 1970. In this context, different categories of schools were forced to review their school documentation, plans and programs, bringing it to an extreme politicization, reflecting the spirit of communist ideology. The reform contained a new structure of schools, where the education system would be based on three components: teaching – work production - physical and military education. (Gjecovi et al., *Historia e Popullit Shqiptar IV*, 2009, p.289) This reform negatively affected the quality increase, intensified politicization and bias and caused a big damage to the professional and scientific consolidation of young staff. In this way the education was throughout by Marxism-Leninism ideology, so convenient to Albanian state policy.

Part of the changes that were intended to be realized was the research too, where besides the social sciences, it will given major priority to natural and technical sciences. This was a strategic decision because it would serve in exploration and exploitation of natural resources of the country, aided by the establishment of research institutes such as Geology, Industrial Research, Hydrometeorology, Restoration and Conservation of Monuments Institute etc. (Duka, 2007, p.381) In this context it was found Albanian Academy of Sciences, in November 1972, depended by Council of Ministers. This Academy will study the most acute problems of Albanian society to set up research, even there were several problems that came as a result of policy pursued by Albanian Labor Party which damaged the entire educational system for half a century. Albanian society suffered the consequences of a self-isolation, extreme politicization until the crisis of the nineties.

Conclusion

The communist period represent an important phase in the history of Albania because of the development in the field of education. The education, as a component part of the civilization is one of the fundamental columns of a free society, so different of Albanian communist society of that time. The period after the war represent one of the most important phases of Albanian education; the most problematic part of the education was the illiteracy. Educational reform was decreed in 1946; according to this reform the education was provided by the state, was free, had laic character and it would be frequented by men and women in the same way. In the context of these developments, education became an important part of Albanian policy taking priority in the first five-year plan; in 1952, seven-year education became obligatory.

Meanwhile, to cope with the needs for technician and cadres it was opened a number of institutes and technical schools. In 1948 it was opened the Nursing School, in 1952 began to work Medical College, in 1951 there were opened institutes such as Pedagogical Institute,

Polytechnic Institute, Agricultural Institute and Economy Institute. All schools and educational institutions were organized by the Soviet example and the Russian language was mandatory to be learned, starting from seven-year schools. Also a great number of Albanian students left for the USSR and other Eastern countries for higher studies. These students became an important part of Albanian intelligence and a great help in the development of education of all levels in Albania.

In Albania, all the educational heritage was constituted by 643 primary school, 23 kindergartens, 11 secondary school of the lower cycle and 5 secondary vocational schools within total 58 839 pupils and 1 600 teachers. Deprived from the right to education were especially the girls who in the primary school occupied 31.6% of the general number of the pupils, in the village 22.2 %, in the lower course of the secondary general school 28.2% and in the higher course only 2.4%. (Kambo, 2005, p.265) The secondary school couldn't consolidate as a full link of the educational system. The second general schools were few; the vocational school didn't give the sufficient education to pass in the higher course of the secondary school

In the second five-year plan was reflected even better the needs of Marxist-Leninist ideology and the communist regime of Albania. In this regard, it was elaborated curricula to all levels and it was increased the number of pupils without detachment from the work. The most important achievement was the opening of State University of Tirana in 1957. Although there were major achievement compared to the first postwar years, the process of development toward education was faced with several problems. Without any doubt, what is clearly discernible is that the activity of the state for the transformation of the educational system and the building of a school qualitatively different were resolute and radical. The changes took a complimentary character, continually and radically were extended to all the levels of schooling and made the process irreversible as far as continued the totalitarian system itself. On one side, the postwar changes generated a national education which was complex, renovated and relatively efficient, but on the other side, extremely dependent on the policy of the Albanian Labor Party and orientated towards a unique ideology, Marxism-Leninism. Striving to hold the country under maximum control it changed the free thought and weakened the critical spirit.

This situation ended in the nineties; the education was set to the focus of Albanian public opinion. The first step undertaken by the Ministry of Education and the teachers themselves was the reconstruction of curricula and textbooks highly politicized. New textbooks were compiled, according to appropriate changes in order to take their natural, authentic form as teaching texts. Educational reform was extended in higher education too, both in form and content; most of the curricula were changed, new textbooks were published and many of the members of academic staff were specialized across European Universities. Despite the achievements, all levels of Albanian education had its own problems as a result of the lack of funding, as well as from all the problems that accompany the Albanian society during and after communism.

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EDUCATIONAL RESEARCHES IN VISUAL ART EDUCATION – APPROACHES TO EVALUATION OF WORKS OF ART

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Abstract

Magnificent achievements in visual art creations in the territory of Republic of Macedonia from antique mosaics, through medieval frescoes and traditional embroideries to the contemporary paintings are presentation of a constant need for creation with the use of colors, shapes, lines, tones. Generations of visual artists and craftsmen's from the past shared the same passion for aesthetic expression with the generations in the present.

Visual art education has to be a strong base for cultivation of visual literacy with the main aim – to enable each student to understand and to create visual art statement (Efland, 2002; Bamford, 2003; Suto, 2013).

Ability to evaluate visual art works is one of the several conditions for successfully gained knowledge and understanding, listed in a primary school programs. Even so, methodologies for evaluation of art works are rarely used by the primary school teachers (Gardner 2014; Amsami, 2015).

The text presents several projects concerning the evaluation of art works, lead by following researches: Arnaudova V., Delceva-Dizdarevic, et. all (1997-2000); Cvetkova – Dimov (2007-2010) and our research (Raunik-Kirkov 2006 - 2008). The aim is to present continuity in scientific approach in various researches that tended to stimulate quality of visual art education with special emphasis to evaluation of visual art works.

Key words: Visual art education, evaluation, primary schools, visual literacy, aesthetic expression.

Introduction

Digital or analogue, flat or tridimensional, colorful or textured, images are shaping our world giving us necessary information to survive. Today or centuries ago, visuality plays a crucial role in understanding the nature of the objects and surroundings, as well as providing an area for self-expression and communication with others.

Social aspect of visual creations is in separate from their visual appearance and symbolic meanings.

In order to become communicative images have to be attractive and informative. They have to be capable to carry a message/ messages and to deliver to potential viewers.

Visual expression is basic human need which appears and was developed before the first spoken language. Creation with visual elements and principles enabled our predecessors to presented their visual understandings and cultural level in cave paintings, antique mosaics, medieval frescoes and temples, traditional embroideries and ceramics, painting and sculptures, to the contemporary digital images and visual installations. World cultural heritage in visual art is valuable almost instantly with contemporary digital technology with all its richness and multiplicity.

Images are powerful and they shape our reality.

Prensky (2011) named the newgenerations as touch screen generations, app – generations. They are born in the time when communication without computers, cellfones,

and tablets is common everyday activity. Children learn, play and create by digital images. They communicate visually like their predecessors, but in different media, using the same visual basic, visual elements and visual principles.

Digital media are complex and their contents can be with low quality.

Days when children concurrence information only by the books and by the teaching in the schools are past long time ago. Today's children are searching, finding and using information by themselves. They can find visual art works presented in any museum for a second, just like the kitch or low quality works.

That is the main reason why the ability to evaluate visual art works is one of the main conditions for successfully gained knowledge and understanding.

Visual art and individual development

In his influential work, "The Arts and the Creation of Mind", Eisner (2002) states that Art is essential for learning. Focusing on the importance of art, he pointed out that art teach children to:

- make good judgments about qualitative relations.
- problems can have more than one solutions and questions can have more than one answer
- there are many ways to see and interpret the world
- that small differences can have large effects
- learning in the arts requires ability to accept the unplanned possibilities in the creation of the art work
- can make ideas vivid even when our language limitates, art enable us to see and understand, it deepens our cognition
- to learn with the use of different materials
- to learn to say or express what cannot be said with words – enlarge children's poetic abilities
- Art gave a freedom to learn by discovering and to present emotions.

Whenever the age is gital or analog, the learning is the ultimate inner need.

That's make teaching in the few top priorities of each individua, and tends to positioned teaching with the direct influence on the each child development.

Learning to evaluate visual art works

Evaluation of what we see is pretty much the same of what we think and how we understand.

To recognize creative work between the numbers of common, unimaginative images is ability that can be thought. Visual art teacher education process has to provide an excellent program and conditions to enable teachers with knowledge and ability to teach others how to see, understand and create with visual means. Evaluation of the visual art works is a part of the whole process and should be unseparete from the rest of the content.

Contemporary educational theories emphasized values of implementation the knowledge in real life, than focusing on gathering and collecting the information. Main idea is that our general responsibility as educators is to prepare our students for future challenges, to gave them not only knowledge, but skills and abilities to perceive, understand and to solve different tasks in their future. We have to prepare them to solve problems of tomorrow which we can not see, predict or understand. We have to such, find, nurse and develop critical attitude and critical thinking skills.

Contemporary approach in visual art education in Republic of Macedonia is faced with challenges which are affected by concept, methodology, structure and contents.

Teachers have the basic aim – to fulfill needs for cultivated visual literacy. They have to be able to teach others to understand and evaluate visual art creations. Methodological tools necessary to realize such activities in Macedonia are provided in the faculty curriculum, but their implementations are rarely used by the primary school teachers (Gardner 2014; Amsami, 2015).

Educational researches to evaluation of works of art

Structured strategies for development of methodical concepts aimed to stimulate and develop critical thinking are proposed by Feldman (1970), Hamblen (1984), Housend(2001-02), Barrett (2003). The idea about development of methodological tools for evaluation of art works in preschool and primary school curricula in Republic of Macedonia is realized in several projects.

We decided to present and to explain different aspect and development of an idea for upgrading the aesthetic evaluation over time. Each research has its own unique impact on understanding the basics, aims and methods for introducing the aesthete's evaluation in primary school contexts.

Project "Approaches to Visual Thinking"(1997 – 2000)

Researches: Arnaudova V., Delceva-Dizdarevic, J., Naceva, B., Radevska, J., Damcevska-Ilievska V., Paskoska, J., realize the project "Approaches to Visual Thinking" in the period from 1997 – 2000. The leading idea of the project was to introduce the model for evaluation of the works of art in the primary school curriculum. Origins of the project was Visual Thinking Strategies (VTS) promoted by the Housen, in late 70-ties. [She developed VTS](#) as an effective teaching strategy based on her [theory of aesthetic development](#) – that viewers understand works of art in predictable patterns - stages. Each aesthetic stage is characterized by a unique way to understand the image. Housen developed VTS as a methods that stimulate visual perception of selected works of art guided by the series of structured questions, that evokes deeper understanding of a piece.

Implementation of the concept in Macedonia tough realization of the Project "Approaches to Visual Thinking" (VTS) was composed by ten teaching classes developed to provide experience to see deeply, research and talk about art works. The authors notes that VTS provided:

- Stimulation of critical and creative thinking trough discussion about art works (perception, explanation, hypothetical thinking).
- Encouragements for active participation in discussions and learning trough interaction.
- Stimulation of motivation and curiosity.
- Development of the abilities for description, creation of personal statement, associations, argumented answers, verbalization and high level thinking processes like analysis, synthesis, abstraction and generalization.
- They included discussion among students: interchanges of knowledge, improvement with evidence, critical analysis and verbalization.

This project presents pioneer effort in primary school education based on in that time the most influential author in the area of evaluation of visual art works. Results corresponded with the world experiences with VTS, presenting the quality of implementation in Macedonian school context.

Project: Methodical approaches for reaching visual literacy in primary school children - 8, 9 and 10 years (2006 - 2008)

With the aim to integrated understanding with the creation, we implemented the specific programme in primary school curriculum which consists of organization of the educational process with the several stages:

- active perception of the work of art,
- individual experience,
- analysis of visual art works,
- interpretation of the meaning,
- student`s own creation.

Our goal was to define a system of methodical procedures that enable acquisition of visual literacy in the teaching subject of art education in primary schools for the initial education - 8, 9 and 10 years.

The survey that was conducted in several research stages provided mutual successive analysis according to the following concept: a personal response, investigation of cases, superiors values, evaluation of art works and own creation.

In the study we used qualitative and quantitative analysis of the results we have obtained with the help of descriptive and causal non-experimental method.

Examination research the possibilities for learning of qualitative formal artistic and aesthetic differences between art work in accurately set curricula through artistic area - painting.

We find out the methods of critical thinking – identification, description, interpretation, evaluation and creation, successfully lead to reaching of visual literacy – knowledge and ability to understand and to create visual message on unique and creative way.

Project: Development of visual-aesthetic appreciation in children from first to sixth grade in primary school (2007-2010)

Prof. Cvetkova – Dimov defined her research project as "Development of visual-aesthetic appreciation in children from first to sixth grade in primary school". The aim of the research was to examine the value of the process of visual-aesthetic appreciation in the visual art education and the influence on the different aspect on the child development.

The children was introduced with selected works of art and on the next class they have to create art peace with similar content or appearance. Diferent teaching methods were used like: problem solving, heuristical teaching, programming teaching, research, evaluation, visual game, etc.

The author creates specific tests to examine the changes in the perception of visual elements in art works, perception of colors, and perception of forms. The research confirmed strong influence of visual appreciation on the intellectual understanding of works of art, as well as on the aesthetic experience and aesthetic level. The children who was introduced and who practiced aesthetic appreciation, understands basic aesthetic categories better than others, they developed better technical skills and produced technical better works. The research present evident positive changes in children`s cognitive, affective and psychometrical abilities.

Conclusion

Implementation of the methods of evaluation of visual art work in the educational process significantly influenced the level and the quality of critical thinking. In the same time

the quality and creativity in the student's work of art is evident and presented in a completely new way.

Implementation of the methods that stimulate critical thinking significantly influenced the quality of verbal (oral and written) expression of the students. Acquired knowledge and abilities of evaluation of the works of art in visual art education, enabled students to understand, think critically and to express them on higher level.

Continuity of educational researches in visual art education in Republic of Macedonia (approaches to evaluation of works of art) is the examples of visible upgrading of the quality of realization of visual art education in R. Macedonia.

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VISUAL ART EDUCATION IN THE CURRICULUMS OF PRIMARY EDUCATION IN THE REPUBLIC OF MACEDONIA AND THE REPUBLIC OF ALBANIA

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Abstract

In the educational system of one country are specified values of particular scientific and artistic areas. Within the artistic areas determine the importance and position of Visual Art Education. Great diversity of artistic products, growth of information technology and change the conditions in which artworks are created, quickly change educational structure in the field of visual art. The art works are in interaction with other forms of expression as speech, text, music, and communication today is accomplished by combination of different media, raising demand for interdisciplinary work. So it is very important the significant that is given of Visual art education in educational system of one country. This paper briefly made a comparison of Visual Art Education in curriculums of primary education for the first, second and third grade in Republic Macedonia and Republic Albania. Through analysis and interpretation of the subject of Visual Art Education in these two countries we have singled out their similarities and differences.

Key words: visual art education, primary education, curriculum

Introduction

The concept of curriculum was formulated in the 20th century it is a document who puts the entire education system in the country under his protection and seeks to provide quality education to achieve the objectives in that system. Representatives of various didactic and theoretical routes have different and wider understanding of the curriculum, according to the priority procedures which are considered correct and useful.

According to Vizek definitions of curriculum include several specific elements:

Learning Objectives

Learning Content

Terms of learning and evaluation

Curriculum development goes through several processes including:

Testing the needs (to determine objectives)

Programming (which shapes the program)

Prepare learning / teaching conditions and

Evaluation (valuing the educational results) (Vizek, V.V. & all. 2009)

The curriculum contains the aims of education, standards of knowledge, skills and values that students need to reach and to become citizens who will be able to respond to society and contribute to its development.

Through the contents of a curriculum are included study methods and activities necessary to achieve the objectives of learning materials that teach the values of educational processes, and value within the school.

The curriculum can be mainly directed towards the educational content, to the student or to the needs of the community.

There are several types of curriculum:
Curriculum which developed content of courses;
Correlative curriculum;
Curriculum to wider areas of pedagogical activity;
Core curriculum;
Curriculum development as areas in which the student will gain experience.(Vizek, V.V. & all. 2009)

This document ensures the integration of programs for every subject at the same level of education on the one hand and ensuring a logical connection between the contents of the same subject at different levels of education, thereby enabling efficient education through various forms of knowledge and different levels of education, ensuring completeness and coherence of the whole educational system, as well as integrity and coherence of the knowledge that students should acquire.

Primary education is a subsystem of education. Through its institutions with the help of teachers and curricular areas realizes education activity. Indicators that determine compatibility of Primary and compulsory education in different countries are:

Year in which pupils start primary education - usually it is 6 years

Duration of compulsory education, which is usually 9 or somewhere 10 years tending to the extension of the entire secondary education

Evaluation of achievements at the end of primary and compulsory education and external evaluation which compares the national and international level

Educational content of courses

Individualization of teaching with particular attention to individual differences of students

Identification and work with gifted and talented students

Integration of children with special needs

Teacher training and so on.

Visual Art Education takes an important place in the system of education in countries around the world.

Visual art has a responsibility to nurture, ennoble, educate, connect, break barriers, because visual language is universal and understandable to all. Visual Art Education is compulsory subject in the curriculum of primary education in Republic of Macedonia and in the Republic of Albania.

This educational subject in curriculum of primary education in Republic of Macedonia is represented by 72 hours a year from first to fifth grade, while from the sixth to ninth is represented by 36 hours per year. This educational subject in curriculum of primary education in Republic of Albania is represented by 36 hours a year from first to ninth grade. Representation in hours clearly drawn to this subject in these two countries has not yet occupy its rightful place and does not follow the intention of the modern trends of increasing the number of classes on this subject.

Visual Art Education for the first, second and third grade in the curriculums of primary education in the Republic of Macedonia

Subject Visual Art Education is an integral part of the concept of nine-year primary education. It is subject that students learn as a compulsory subject from grade I to IX. From I to V grade is represented with two hours a week and 72 hours per year. From VI to IX grade this course is taught by one hour per week or 36 hours per year. With curriculum are determined components that are required for all students and margins where schools should move when are determining the remaining components of the curriculum. It means that

schools (principals, teachers, students) are given some freedom in the creation of the implementing curricula. The curriculum can be structured by four organizational and substantive components: core subjects, elective subjects, mandatory elective programs and project activities.

Structuring Visual Art Education program starts from the fundamental pedagogical postulates. Program requirements arising from the goals and tasks in the program who are differentiated into three major groups:

Content

The skills and knowledge

Incentives/motive, facilities/resource and activities - both for students and teachers

Subject Visual art education is very complex, segments of this group can be developed in separate components that determine the increased demands from grade to grade. For each art area in this subject is specified what should be adopted from the artistic language, what artistic issues should be resolved. Therefore are listed contents, abilities and knowledge, motive, means and activities, specified how many hours for each art area they should be dedicated.

In the part basic knowledge are listed skills and knowledge that students should gain. The teacher alone should make election and determine the motives that students will work on. Artistic education offers the possibility of acquiring permanent usable knowledge and skills for artistic expression. It helps students to learn about the world and integrate it. Teaching and learning Visual art education encourages psychomotor, emotional and intellectual development of students, develop their imagination and sense of aesthetic judgment. The student learns to observe, to discern the artistic values and establishes a connection with the art which will be present throughout his entire life. Visual Art Education is based on the process of research and creation. It respects and follows the developmental stages of students for their artistic expression and creation. The teacher is required creative and flexible approach to the teaching according to the interest and abilities of students.

Activities and methods into the curriculum in Visual Art Education, enable the integration of the contents programs in music education, mathematics, native language, sport, learning about the environment.

The goals of the program in developmental period from I to III grade that student should achieve are following:

To be introduced and to get knowledge about visual art language (color, line, shape and surface);

To be introduced with the world of artistic creation;

To develop interest, fantasy, children's creativity artistic expression;

To develop the ability to express their experiences through artistic language;

To develop visual and tactile perception;

To detect, meets and respects his own artistic expression, and to respect the artistic expression of others;

To develop an interest in involvement in the refinement of the space in which he resides, and the arrangement and maintenance of outer space;

To be free from stress, emotional tension through artistic expression;

To met children art works, art works of art, as well as part of folklore;

To be introduced of the use of Information technology in artistic expression.

According to the curriculum for the subject Visual art Education for I grade, student is necessary to realize several important objectives in the teaching process:

To develop an interest for art work and creativity;

To develop skills in applying various materials and techniques for drawing, painting, modeling and building in the artistic expression;

To detect and learn visual art language-art elements: line, color, shape, surface area as crucial use in artwork;

To express independently and freely their insights, emotions, experiences and impressions, thoughts and imagination with the visual art language

To determine various procedures of artistic expression;

To develop drawing and motor skills and eye-hand coordination;

To be trained to observe and compare and determine similarities and differences between objects and phenomena;

To apply the acquired artistic skills;

To develop cultural and hygiene and work habits to maintain personal hygiene and hygiene of the instruments of labor;

To develop need for clean and aesthetic space in classroom

To be able to verbally explain his art work;

To get acquainted with the computer technique for drawing and coloring the surface.

The curriculum for the subject Art Education for the I grade, the annual number of hours Table 1.

	Topics	Number of hours
1	Drawing	30
2	Painting	16
3	Printing	8
4	Modeling and Shaping	10
5	Visual art research activities	8
	Total	72

According to the curriculum for the subject Visual art Education for II grade, student is necessary to realize several important objectives in the teaching process:

To introduce new words and terms used in teaching and learning process in Visual Art Education;

To apply different materials and techniques for drawing, painting, modeling, building and visual communications in the artistic expression;

To express independently and freely their insights, experiences and impressions, thoughts and imagination with the visual language and literature;

To be trained to make choices and ideas, activities and Sponsor and art work together;

To be able to express different emotions through artistic expression;

To develop -hygiene and work habits;

Developing need for storage and processing of classroom surroundings;

To be able to verbally explain the fine art work;

To be met with cultural heritage of various ethnic communities;

To get acquainted with the computer technique for drawing lines and various forms.

The curriculum for the subject Art Education for the II grade, the annual number of hours Table 2

	Topics	Number of hours
1	Drawing	30
2	Painting	16
3	Printing	8
4	Modeling	6

5	Shaping	4
6	Visual art research activities	8
	Total	72

According to the curriculum for the subject Visual art Education for III grade, student is necessary to realize several important objectives in the teaching process:

- To be introduced with new terms used in teaching art education;
- To use different materials and techniques for drawing, painting, modeling, building and visual communications in the artistic expression;
- To express independently and freely their insights, feelings, experiences and impressions, thoughts and imagination with the visual language and literature;
- To use various procedures for artistic expression (bathing, scratching, spraying);
- To be able to make a variety of ideas, activities and resources and draw up art work;
- To be able to verbally explain the art work and encourage its own aesthetic evaluation;
- To distinguish art from different artistic fields (drawing, painting, sculpture, architecture);
- To apply the acquired knowledge and skills for artistic expression;
- To practice cultural, hygiene and work habits;
- To be met with cultural heritage of various ethnic communities;
- To recognize visual media and devices and their function;
- To be able to use computer technology for artistic expression.

The curriculum for the subject Art Education III grade, the annual number of hours would be organized as Table 3.

	Topics	Number of hours
1	Drawing	30
2	Painting	16
3	Shaping in space, modeling and building	8
4	Modeling	6
	Total	72

Visual Art Education for the first, second and third grade in the curriculums of primary education in the Republic of Macedonia

Curriculum for I (first) grade

Synthetic and analytical program of the subject Visual Art Education 1

35 weeks x 1 hour weeks = 35 hours

Materials and techniques premises 4 hours

Elements and Principles 14 hours

Visual art topics 3 hours

Art History and culture 4 hours

Analysis, interpretation, evaluation 2 hours

According to the curriculum for the subject Visual art Education for I grade, student is necessary to realize several important objectives in the teaching process

Goals

To Identify primary colors

- To use various techniques
- To determine the cold and warm colors
- To work with collage technique
- To use the types of lines to draw objects
- To draw his portrait
- To use all kinds of lines, straight, curved, semicircular
- Drawing objects from nature
- To model different animals
- Drawing landscapes distinguishing space-to-ground
- Drawing landscapes from nature
- Determine the types of surfaces
- To use different materials for establishing the surfaces
- Drawing three dimensional forms
- Drawing circular and oval shapes with two colors
- Different use of symbols to give an idea
- To use in the interest of the subject different materials
- To compare his work with the friend work, to analyze, evaluate and interpreted visual art language and his work
- To use symbols to give an idea
- Identify forms of Albanian art
- Distinguish art facilities in a particular space
- To model objects with different dimensions
- To distinguish the forms of Albanian art
- To work with ordinary stamps
- To create a print views of nature
- Draw the various domestic life
- To model the paper manual operation - spider network
- To interpret the technology, processes, objects
- To create simple illustrations of stories and fairy tales, etc

Curriculum for II (second) grade

Synthetic and analytical program of the subject Visual Art Education 2

35 weeks x 1 hour weeks = 35 hours

Materials and techniques premises 4 hours

Elements and Principles 17 hours

Visual art topics 3 hours

Art History and culture 4 hours

Analysis, interpretation, evaluation 3 hours

Correlations with life and surroundings 3 hours

Hours available 1 hour

According to the curriculum for the subject Visual art Education for II grade, student is necessary to realize several important objectives in the teaching process:

Goals

- Use types of lines to create objects and figures
- To explain the effect of the lines in his creation.
- Draw a landscape using imagination
- To describe his work to peers
- To create a collage with shapes from the nature

To create multidimensional paper form
To recognize the distinctive features of viburnum through modeling
To describe the figure
To recognize warm and cold colors
Use different techniques
Analyze and evaluate a work of art
Draw children turn in different ways
To create contrast through colors
To distinguish different styles and techniques in the works of Albanian carpets
Explain the content and the motive of his creation
To analyze the form, techniques paints a picture
To make the link of figurative education history and culture
To determine differences in separate portraits
To create a journal and explain its subject
Use imagination to illustrate a story
Analyze, preserve and assess and evaluate its work
Create a creature for the environment, founding of his desire and experience.

Curriculum for III (third) grade

Synthetic and analytical program of the subject Visual Art Education 3

35 weeks x 1 hour weeks = 35 hours

Materials and techniques premises 2 hours

Elements and Principles 17 hours

Visual art topics 3 hours

Art History and culture 4 hours

Analysis, interpretation, evaluation 3 hours

Correlations with life and surroundings 3 hours

Hours available 1 hour

Free hours 2 hours

According to the curriculum for the subject Visual art Education for III grade, student is necessary to realize several important objectives in the teaching process:

To use his creation more than one form to build a facility

To create the illusion of shape or volume between lines.

To use imagination to draw landscape, using all the lines; semicircular, thick, thin

To create the illusion of space in his creativity through forms

To use colors to pre-drag the viewer's attention and highlight the main object

To distinguish the role of art in everyday life and in the environment where they live

To create movement through bidding figures and shapes

To create a surface with broken lines and facilities

To create the illusion of two and three dimensiona

Distinguish and creates shades of warm and cold colors,

To be creative

To select and use materials, tools, processes and techniques communicating feelings and emotions.

To differentiate and use techniques like; newspapers, tempera, drawing, collage, prints,

To create through knitting

To create the illusion of shape or volume through lines

- To distinguish different techniques using different art works
- To draw with light-shade
- To distinguish the links between installments, entered also educate and history and culture
- To observe, describe, analyze,
- To interpret and evaluate different works

Conclusion

Subjects Visual Art Education in both educational systems in Republic of Macedonia and Republic of Albania are represented by a different number of hours. As for individual representation of artistic areas it can be seen that there is some identification in which can be notice small differences. For each art area in this case and each department separately it is defined that students should adopt, or what are the goals of that subject. Goals and objectives in terms of the severity and extent are similar and compatible to this age in both countries. In curricula also in both cases are pointed content, skills, knowledge, motive, means and activities and distribution in time for each of the areas. The teacher in both cases is allowed to make choices and determine the motives of work for students.

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MUSICAL INSTRUMENTS AS CATALYSTS IN EDUCATION AND CULTURE

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Abstract

The main objective of this paper is to analyze the importance of the art of the flute today. It has a rich tradition, and it is also used a lot in the modern times. The flute has a distinguished place in the world conservatories and is a mandatory instrument in the great world orchestra.

My work on this complex topic began during my first encounter with this instrument when I was six, and it still lasts. I started my education in the Paris Conservatory "Francis Poulenc" in the class of the flutist Stefan Limoner. I became a graduated flute player in the Paris Conservatory "Alfred Cortot" in the class of Pierre-Yves Artaud, a professor, theoretician and one of the greatest contemporary flute players. I completed my post-graduate studies in Skopje. I have been giving solo flute performances, and I work as a pedagogue for this instrument. I have dedicated my life to this instrument. It inspires me and makes me contemplate about it and explore its secrets.

The profiles of Irena Grafenauer and Lydia Oshavkova, from the north and southeast of the Balkans respectively, are going to be presented in this paper through their interpretative and pedagogical activities in the context of the Paris and Western European flutist tradition, which is currently led by Pierre-Yves Artaud, a contemporary master flutist and a pedagogue.

Keywords: flute, instrumental education, French Flute School, Pierre-Yves Artaud, Irena Grafenauer, Lydia Oshavkova

The two paradigmatic and indicative examples are characterized by interpretative power and prominent pedagogical work. The Slovenian Irena Grafenauer and the Bulgarian Lydia Oshavkova come from southeast Europe, a region rich in flutists and pedagogues inclined towards the Paris music tradition. We should have in mind that traditionally the Balkan nations have a gift in the domain of vocal and instrumental music. However, they will face the challenge to make up for the century-long lack of continuity and will need to catch onto the modern European and world music flows. It is a challenge to connect the musical and cultural experience with the European one and spread music education in this spirit in the region. When dealing with the question of tradition and identity, we need to bear in mind the philosophy of the famous musicologist, philosopher and composer Igor Stravinsky, who said that we should not deal with tradition as a routine mechanism, but rather as a force that instigates and studies the present. For the flutists it is "a holy tradition" to master the four centuries of music tradition. They simultaneously need to be in the music worlds of Bach, Schubert, Mozart and Beethoven. Flutists need to be able to make a transfer from the orchestral to the chamber settings, and they also need to have mastery of all the flutes that come from the vast family of this instrument. Finally they need to take part in the process of education in order to pass the knowledge to new generations of flute players.

Irena Grafenauer and Lydia Oshavkova are top Balkan flutists. They are renowned in Europe as some of the best music pedagogues who have given extraordinary contribution for the creative and the historical music work related to the classic European tradition. This is especially the case with Lydia Oshavkova. Some other flute players from Serbia, Croatia,

Romania, Albania, Greece, Turkey, etc. join her in her efforts, but it seems that these countries will be isolated from the main European music traditions for a longer time span.

Through the work of these two prominent flute players, Grafenauer and Oshavkova, as main protagonists of the French Flute School, we can see the contribution of the flutists from the Balkans that incline towards the European center. Situations and examples which complete the mosaic of the Balkan flute orientations are carefully selected.

In this context, we pay special attention to specific segments of the work of Irena Grafenauer – which contains elements of the Slovenian and the European music tradition. The French flute player Kuroar also deserves a special mention because she showed interest in the Balkan flute and became a top interpreter and pedagogue of the Balkan flute in Europe. The mosaic of the Balkan flute work includes specific segments from the interpretation and the pedagogic activity of the Croatian ensemble, consisting of ten flutists. It actively promotes the new flute music to the world, as well as the Croatian music work and culture. The Serbian flutists from the class of the renowned Serbian flutist and pedagogue Ljubisa Jovanovic, as followers of his class, accompany him at concerts throughout the world, and their work is also a part of this mosaic.

The Greek flute segment contains antic, mythological and modern Greek music. Here we need to mention Katerina Vlachou, who continues the tradition of the great Greek singers such as Melina Mercouri and Nana Mouscouri. The Romanian flute tradition is inevitably connected to the name of Gheorghe Zamfir who is a world class virtuoso in pan flute. The Romanian flutist Lucile Renon has also made a valuable contribution. She is also known for her recital dedicated to the 100th anniversary of the invention of the syrinx.

The profiles of two renowned flutists and pedagogues, Dorela Ujkani and Jonila Golemi, who belong to the younger generation, fit this mosaic as well. They belong to the French Flute School. They are pursuing professional flute careers in France, and collaborate with the Paris conservatories.

In Macedonia, there is a notable development in the use of the flute after the war period when the first great music institutions were formed (the orchestras, the opera, the music schools, the academy for music art). This instrument has its place during the international music manifestation "Ohridsko leto". Katerina Bachevska and Emilija Ristevska Stefanovska are the Macedonian representatives. Katerina Bachevska is one of the most successful young Macedonian flutists, and she has a notable success in the domestic and international music events. Emilija Ristevska Stefanovska graduated at the school of Irena Grafenauer, and has a PhD on the topic "*Study of the Recorder and its role in the education process*".

The segment of music and flute tradition in Turkey has to offer the great success of the Turkish flutist virtuoso Sefika Kutluer, who belongs to the best flute players in Turkey and the World.

The second chapter of the paper refers to "The historic development of the flute in the context of gender distinction: female flute player / male flute player, as well as a special analysis of the flute – as an instrumental discipline, the aesthetic philosophy of the French Flute School, and the didactic transition of this school from the classic towards the modern period.

The method of Pierre-Yves Artaud, who is a flute player and a pedagogue, takes a prominent place. Today he is one of the most renowned theoreticians and pedagogues of the art of the flute. In the method he emphasizes the importance of the tradition and the modern elements in the French Flute School.

The third chapter elaborates the crucial points referring to the flute tradition in Europe and the Balkans, as well as the theoretic assumptions for the uniting role of the French Flute School. This chapter also deals with the flute art and work of the renowned flute players from

the Balkans, one of which is Irena Grafenauer. She is a great pedagogue and a flute genius. Several crucial elements from the contemporary Slovenian music and the traditional one are elaborated. These elements are characteristic for the music work of Grafenauer as well.

It gives a specific insight into the French and German influence in the development of the Slovenian flute player. She had the first flute lessons by the greatest contemporary flute player Jean-Pierre Rampal when she was 20. She continued her flute mission at the famous Austrian Mozarteum University of Salzburg, making performances as a soloist of the Berlin Philharmonic. The episodic one month stay of Grafenauer in the Summer Music Academy in the class of Jean-Pierre Rampal will particularly strengthen her "osmosis" with their shared idol – Mozart, whose works she will later perform very skillfully as a solo player of the Berlin Philharmonic and the European Chamber Orchestra. She also had great success in chamber events: a duet with the famous German harp player Maria Graf, a duet with the famous Slovenian clarinet player Mate Bekavac, the quartet "Tartini", etc.

She has a prominent pedagogic work. She passes the knowledge of her "magical flute" consistently and altruistically to her followers, i.e. students in her class at the music Mozarteum University of Salzburg. She has many students that hold distinguished positions in the European orchestras and conservatories. This paper presents the example of the flute player Ivana Zahirovic. She graduated at the Mozarteum University of Salzburg and in a way followed the path of her professor in all domains: solo performer at all renowned European orchestras, which are very diverse, performances in chamber ensembles. She is also an active music pedagogue. The final part of the chapter is dedicated to the successor of Grafenauer, Eva Nina Kozmus who won the first place at the international Eurovision competition in Vienna at the age of 16.

Lydia Oshavkova also has a tremendous legacy containing elements both of the Paris Flute School and the Bulgarian music tradition. We can say that she is among the great flute players who play with their soul. She has said that the flute is the symbol of her life, and that she spends most of her time with it. She shares her great altruism with her students in Bulgaria, the Balkans and the world. For years she has held successful master classes in Greece, Turkey and Bulgaria. In the chamber ensembles she stays true to the "Balkan dimension".

Grafenauer and Oshavkova, with their cult relation with the flute, manage not only to elevate their national cultures in the domain of music, but also to draw new generations from their countries, as well as Europe, and reform music as one of the key elements of the new civilization.

In the music literature in our country, there is almost no material about this instrument, which is used quite a lot in the primary and secondary music schools, the music faculties at the state universities in Skopje, Tetovo and Stip, as well as the pedagogic academies in our orchestras, philharmonics, operas and chamber orchestras.

From the experience of the two flute players we can see their contribution not only in creating top flute players, who today hold distinguished positions in the orchestras and conservatories in their countries, but also in the European countries that enjoy great music tradition. The flute today, as an instrument, shows drastic evolution. Its catalytic power goes hand in hand with its mythical glory in the development of music and the music culture in general

APPLICATION OF TRADITIONAL MUSIC AT PRESCHOOL AGE AS A FACTOR OF PRESENTATION OF ONE'S OWN CULTURE AND CULTURE OF OTHER NATIONS

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Abstract

One of the important tasks of musical education at preschool age refers to exploring music as a cultural phenomenon and musical traditions while developing lasting interest, love and respect for the art of music. Analyzing melody of children's songs of different nations, we can conclude that most of them are based on so-called "children motive", i.e. the motive of three tones arranged according to the following order $g^1 - a^1 - g^1 - e^1$. It is important for teachers to carefully analyze and adequately select children's songs, and the music they will listen, familiarize children with their own culture and the culture of other nations (starting with singing children's songs with the aforementioned motif of three tons). The paper analyzes the traditional children's songs (with movement and without it) with different climates of the Republic of Serbia and the songs of other nations. It also outlines the criteria for the selection of songs and compositions, teaching methodological procedures, methods of performing songs with movement with an emphasis on getting to know their own culture and the cultures of other nations.

Keywords: preschool education, culture, singing, listening to music, traditional music.

Introduction

Today's world and the modern age we live have provided us with the possibility to apply modern technology in everyday life. Numerous pieces of information are instantly available, as well as the music we listen. Considering today's young people and the modern issues imposed by the "modern world" (e.g. the influence of the mass media negatively influencing the formation of the musical taste of young people, as well as narrowing space for selection of music the young will listen to in public places), it could be concluded that it is necessary to give contribution to musical upbringing of children, youth and parents (Stolić, 2014: 20).

One of good practices refers to organization of additional musical programs in the form of creative and educational workshops in various cultural and educational-upbringing

institutions, as well as participation into cultural-artistic associations where children can meet cultural heritage of their own and of other countries (Stolić, 2014). Having in mind that one of the most significant tasks of musical upbringing and education at preschool age is to familiarize children with music as cultural phenomenon and with musical tradition, preschool teachers should acquire knowledge on traditional folk music and customs of their own country as well as of other countries, in order to have influence on preservation of national identities of children (General foundations of preschool program, 2006: 80).

Most common form of these activities refers to children folk games. They are reflection of child's needs for being active and influence: activation of organism as a whole, expression of emotions, meeting children's social needs, intellectual comprehension of the surrounding reality, creation of identity and self-awareness, fitting into social environment, realization of wishes, creativity, independent and autonomous act (Stolić, 2015, a: 327).

Folk dances and musical games

Getting familiar with traditional folk dances and musical games is important in growing and maturation of each individual. The term "folk game" implies folk playful creation of most versatile forms, types and styles. It is a part of general folk, i.e. national culture (Pavlić-Mandić, 1979: 3). Main element of folk games is movement, which is harmonized and in accordance with the characteristics of the nation which created them. Movements reflect the style of play, which *is a reflection of the life style of people, who playing and dancing express their own feelings* (Pavlić-Mandić, 1979: 5).

Folk musical games can be performed along with signing or instrumental music. They are applied with children who have already gained certain experience in performance of movements along with music (Činč, Stolić, 2015: 41). They should master movements in certain rhythm, tempo and dynamics, along with space orientation, spending strength and energy at minimal level (Stolić, 2014: 94). Apart from getting to know dancing and its rules, they get acquainted with the creation of the dance, the occasions it was performed in, the dress code and the way of life of the people who lived in the period of time when the dance appeared (Pavlić-Mandić, 1979: 5–6).

A great number of folk dances are games with singing whose melody and text are simple and easy to learn. Following the didactic principles in selection, special attention should be paid to the text of folk songs and dances which should be adjusted and appropriate for preschool children age. The texts of folk dance with singing may contain many words and notions children are not familiar with. Therefore it is necessary to explain their meaning and to familiarize children with what is going on in the folk dance (Stolić, 2014: 94).

Analysing the melody structure of folk dances, i.e. folk games with singing, it can be noticed that many of them are based on the well known "children motive", i.e. the motive of three tones arranged according to the following order $g^1 - a^1 - g^1 - e^1$. Therefore it is necessary to start the initial learning with the games which have such melody structure.

One of the appropriate games is the children game with singing called *Ringe, ringe, raja* (Stolić, 2014: 39).

Example 1. Game with singing and dancing *Ringe, ringe, raja*:

Умерено



Рин-ге, рин-ге, ра-ја, пу-на кор-па ја-ја, до-ш'о чи-ка Па-ја, па по-је-о ја-ја.
Је-дно ја-је мућ, а ми, де-ца, чућ!

Game description: Children are moving in a circle, singing: *Ringe, ringe, raja, puna korpa jaja, doš' o čika Paja, pa pojeo jaja*. The following part of the text: *Jedno jaje muć, a mi, deca čuč!* Is not sung, but only rhythmically uttered. When uttering the word *muć*, they all clap their hands simultaneously, and while uttering the word *čuč*, they all crouch. The game is appropriate for motor development and it is very interesting for all children. It is most commonly used in play with younger group (even with toddlers, i.e. children up to two years of age or when a kindergarten teacher decides that children are capable of playing it). Having in mind that children often sing nursery rhymes, the nursery rhyme called "Eci-peci-pec" can also be used using the same motive of three tones. Furthermore, the game "Eeny-meeny-miny-moe" in the English language is similar to the nursery rhyme "Eci-peci-pec" and it is suitable for practicing certain syllables and words. It can also be carried out according to the mentioned motive of three tones (Stolić, Palinkašević, 2016: 268). In this way children will learn about another language and culture while singing a familiar melody.

Example 2. Game with singing and dancing "Eeny-meeny-miny-moe":

Moderato



Ee - ny mee - ny mi - ny moe, catch a ti - ger by the toe. If he ho - llers let him go.

Having learnt how to play these games with singing and movement, children voice range will develop and they will be able to play games based on the motives of four and, later on, even five tones. Many children songs are based on the motives consisting of five tones representing "pentatonix range". Games based on the motive of four tones consists of the following tone range: $g^1, a^1, g^1, e^1, d^1, e^1$ (the order may vary), while the motive of five tones consists of the following tone range $g^1, a^1, g^1, e^1, d^1, c^1, d^1, e^1$ (their order can also vary) (Stolić, Palinkašević, 2016: 269).

When children are for the first time faced with "a real" traditional folk game, attention should be paid to choose it in such a way that simple words encourage children to use pantomime while singing the song (during play children make movements following the lyrics) (Đurković-Pantelić, 1998).

The song *Ja posejah lan* is a traditional folk game with singing and dancing suitable for work with kindergarten children in a middle group (having in mind that there are two variants of the game which are different for their melody-rhythmical structure, it is suggested to use the one suitable for teaching the children who attend middle kindergarten groups (Stolić, 2014: 95).

Example 3. Traditional folk song and game with singing from Serbia *Ja posejah lan*:

Умерено



5 1. Ја по - се - јах лан, баш на И - вањ дан.



Ка - ра - ла ме, ка - ра - ла ме И - ва - но - ва ма - јка.

2. Ja iščupah lan, baš na Ivanj dan. Karala me... 3. Ja namočih lan, baš na Ivanj dan. Karala me...

4. Ja istukoh lan, baš na Ivanj dan. Karala me... 5. Ja ispredoh lan, baš na Ivanj dan. Karala me...

It is performed in such a way that while singing children make movements which follow the meaning of the lyrics. During playing children will learn about the process of making products of linen. The seed is planted, when grown the plant is taken out of the soil, and the seed is broken off again while hitting it. After that, the linen can be used for many purposes, and one of them is spinning (making thread, rope, clothes, etc).

Another traditional folk song is also appropriate for work with children attending middle kindergarten group. It is called: *Ja posejah lubenice* (Stolić, 2014: 95-96).

Example 4. Traditional folk song and game *Ja posejah lubenice*:

Умерено

9 1. Ja po - se - jah lu - be - ni - ce, po - kraj vo - de Сту - де ни - це.
Се - но, сла - ма, се - но, сла - ма, зоб, зоб, зоб, зоб, зоб, зоб.

2. Navadi se seka Dora pa otera dvoja kola. Seno, slama...

3. Ja uhvatih seka Doru, odvedoh je svome dvoru. Seno, slama...

Game description: Children are organized in such a way to stand and for an open or a closed circle, while holding hands. During the first two tacts, they make for steps to the right, and during the following two beats, they make four steps to the left; at the fifth and the sixth tact they lift their left and right foot alternately, i.e. they transfer their body weight from the left to the right side and vice versa (four times during a half). At the seventh tact they hit the ground by their feet in the duration of quarters, and at the eighth they clap their hands three times, also in the duration of quarters.

A game similar to this one is the dance from Montenegro which can be performed with the emphasis on getting to know the character of the dance and the lyrics of the people, i.e. nation which created it.

Example 5: Traditional folk game and song from Montenegro *Hajd` na lijevo*:

Kao kolo

5 1. Hajd` na lije - vo, bra - te Ste - vo, hajd` na de - sno, mi - la se - stro,
sije - no, sla - ma, sije - no, sla - ma, zob, zob, zob, zob, zob, zob.

2. Skokni lako, brate Stanko, skokni hitro, brate Mito, sijeno, slama, sijeno, slama, zob, zob, zob, zob, zob, zob.

A song which is appropriate for learning about the Hungarian language and melody structure is the song *Kutyat kerek*.

Example 6. Hungarian children song *Kutyat kerek*:

22. Kutyát kérek!



1. Ku - tyát ké - rek, kis ku - tyát! O - ko - sat és nem bu - tát!
 Le - het kis vagy nagy fű - lű, hosz - szú - kás vagy góm - bő - lyű,
 le - het raj - ta bár - mi jel, le - het tacs - kó, spá - ni - el.

2. Kutyát kérek, kis kutyát!
 Okosat és nem butát!
 Aki hozzám hű marad,
 nekem mindig szót fogad:
 Tedd le! Hozd el! Fekszik! Ül!
 Sose lennék egyedül.

p sz | C | G | C | G | F | C | F | C | F | G | C | a | d | G | C ||

As soon as children gain certain experience, games, dances and songs can be chosen involving various forms of movements: regular steps, running, tapping, jumping... (Đurković-Pantelić, 1998: 163). These games and dances can be performed with children who attend preparatory school program. One of the good example is a traditional dance with singing *Igra kolo u pedeset i dva*, which will be chosen by the kindergarten teacher if the children he/she works with have a properly developed vocal range. At the same time, it is suggested for the preschool teacher to sing the first part of the song, and for the children to join him/her in the second part, i.e. the refrain (Stolić, 2014: 96).

Teaching methodology and processing of traditional folk play with dancing

As it has already been mentioned, traditional folk games with dancing can be performed along with singing or instrumental music. Depending on the choice, the teaching methodology differs. The already mentioned song *Ja posejah lan* (suitable for the work in the middle kindergarten group) (Example 3) can be used as a didactic example.

After the kindergarten teacher carried out an interesting motivation and introduction into the activity, which should be based on getting to know about works in the field (e.g. the kindergarten teacher can bring different grains cultivated in the field, linen seed, wheat, barley, etc), he or she should interpret the song. Along with singing, the kindergarten teacher imitates the part of the text following the process of cultivating linen and the process of producing various products out of linen. During conversation, it is necessary to explain the mentioned process so that the children will memorize the lyrics easily, along with the movements. Having talked with children about what is going on in the song, the kindergarten teacher will process the text of the song with children, so that they can learn it sequence by sequence (it should not be mentioned here that the kindergarten teacher should also explain any unfamiliar and unknown words). The kindergarten teacher will expressively utter parts of the text and repeat them several times, for children to master the song. Having learnt the song in this way, the children should be engaged in the breathing exercises and vocal impastation, in accordance with the activity. After that the song is processed by hearing, according to the same principle the children learnt the lyrics of the song. The kindergarten teacher sings the first phrase *Ja posejah lan baš na Ivanj dan* twice, and after that children sing the same part

twice (when necessary it can be more than twice). When the children master the first phrase, the kindergarten teacher sings the second phrase *karala me, karala me Ivanova majka* twice, and it is followed by children's singing the same part (after this, the whole stanza is performed). If children do not sing the melody properly, it is necessary to stop the whole process and practice the parts of the melody which are not sung in the right way (the same principle is applied in all the cases when such a problem appears. (Stolić, 2014: 98-99). When working with younger kindergarten group of children who are in the initial phase of learning songs, it is enough to process only the first line of the song during one activity and proceed with learning later within the subsequent activity (before learning the second stanza, which is learnt in the same way the first one was learnt during the previous activity, it is necessary to revise the first stanza) (Đurković-Pantelić, 1998: 104-105).

Having in mind that the form of the song consists of two parts (two short sentences which are repeated), the kindergarten teacher is singing the first part twice on his/her own, while showing appropriate movements, while the children are listening carefully. After listening, the children are performing the first part in the same way. The second part is learnt in the same way. When they learn both parts, children perform the whole song. Since the melody-rhythmical structure of both parts is the same, there is no need to teach and learn each part separately. What can be done instead, is to give him a task. The kindergarten teacher will sing the second part of the song independently, and their task will be to decide if it is sung in the same way as the first part (it can happen that the children say that the first part is not sung in the same way as the second, having in mind that the different lyrics might mislead them; however, the kindergarten teachers should guide the activity in such a way for children to conclude that even though the lyrics are different, the melody is the same, i.e. the first and the second part of the song are sung in the same way). After that, the children sing each part of the song while simultaneously making appropriate movements. Finally, they perform the whole game and song (if the kindergarten teacher estimates that the children will not be able to memorize both parts of the song, he/she will not process with them the game consisting of dancing and singing as a whole, but gradually; during following activities, he/she will broaden the demands, including new stanza, i.e. parts of the song) (Đurković-Pantelić, 1998: 161). The game can be played in such a way that one child is standing in the middle of the circle singing the first part of the song and making appropriate movements. Other children will imitate him/her, and when they hear the line "Karala me, karala me Ivanova majka.", they will clap their hands, following the "counting unit". In this way the children will perform the dance according to the contents of the lyrics of the song (Rakijaš, 1961: 41).

Traditional folk games with singing in a circle are processed in the similar way as the games with movements made according to the contents of the lyrics of the song. The game *Ja posejah lubenice* can serve as a didactic example (Example 4).

If a game is chosen which is difficult to sing due to its fast tempo and steps with jumping, a group of children can be formed who will be the "singing group". The kindergarten teacher will choose other children in each performance, so that all the children are involved. Having mastered both singing and dancing, children can perform the game in its "original" form, i.e. with simultaneous dancing and singing (Stolić, 2014: 100).

Simple games can be learnt as a whole, while more complex games are learnt in parts. When complex games are in question, each part is practiced separately in such a way that the kindergarten teacher demonstrates first, followed by the performance of children, first along with kindergarten teacher counting, and then along with music cover. Having mastered the first part, the second is practiced in order to perform the game as a whole. According to this procedure all parts are learnt, to be performed along with music. With each subsequent

performance, kindergarten teacher is adding new significant details which give traditional folk game its specific expression (Pavlič-Mandić, 1979: 6).

As it has been mentioned, traditional folk games with instrumental music are more demanding than those without it, due to certain rules of dancing. Therefore it is necessary for the kindergarten teacher to demonstrate, while children are observing the character and the tempo of the game (it is assumed that children are familiar with the mentioned terminology); this step is followed by a short conversation (the kindergarten teacher can talk about the contents of the game in the introductory part of the activity or after the demonstration, depending on how he/she conceived the activity. If children are not familiar with certain steps and movements (e.g. crossed steps with low jumps), it is necessary for them to practice and master them without instrumental music (Manasterioti, 1975: 160).

Conclusion

Through nurturing of traditional music we are getting back to our roots and heritage, and children are those who will continue with its transferring and perseverance. As a consequence, kindergarten teachers have a special role to play in this process in order to develop children's permanent interest, love and respect for traditional folk music art. According to the demonstrated way of processing traditional folk plays with dancing or with instrumental music, it is possible to influence the formation and perseverance of national identity of preschool children. Furthermore, this is the way to influence the development of musical abilities of preschool children. While familiarizing children with the origin of the chosen folk game, followed by illustration of the way of people who perform it are dressed, correlation with other domains of children development will also be established. If adequate selection of folk games is made, children will learn about the cultural heritage of the country they live in, as well as of cultural heritage of other countries, which only emphasizes the importance of traditional songs and dances.

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SPORTS PSYCHOLOGY EDUCATIONAL IMPACT ON SPORTS PARTICIPATION

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Abstract

Sport plays a big part in our lives whether through informal play with friends, team competition as student athletes, coaching young athletes, or as parents of children who play sports both informally and in organized leagues. But, does sport participation help shape a person's character? Stoll and Beller, (1995) define character as "The ability to be honest, fair and civil – even when no one is watching and no one else is practicing ethics."

Keywords: sport, psychology, athletes, personality development, coaches

1. Introduction

Examples of the absence of character:

1. Recently, Kentucky's state high school athletics association advised schools to stop organized post-game handshakes at sporting events such as football, soccer, and baseball. "While it is an obvious sign of sportsmanship and civility, many incidents have occurred... where fights and physical conflicts have broken out," according to the instructions sent to the schools. What message is conveyed to the public in general? Is sport just a competitive activity without any social component attached and derived from it?

To clarify, the Kentucky High School Athletic Association did not directly ban the practice. They simply stated that if the handshakes could not be supervised, the practice of shaking hands after a game should be skipped. What messages does this send to student-athletes that a simple hand-shake, which demonstrates respect for the game and for opponents, is discouraged? Are we teaching young athletes to just storm the athletic arena, play the game and, in the same manner, storm the sporting event out, go home and be happy?

2. Conversely, during the fall of 2013, a high school football coach in Utah suspended his entire team for cyber-bullying, poor discipline, and poor performance in the classroom. Matt Labrum made the bold move of suspending his whole football team after reports that team members were skipping class, being rude to teachers, and cyber-bullying fellow students. Are we all that brave and bold to punish anti-social behavior and teach the youngsters to cultivate some respect for school and school laws? The team members had to earn their way back onto the team. Instead of practicing for their next game, team members were performing community service, attending study halls, character development classes, and even writing reports about their actions.

2. Coaches as Role Models

Many people have the potential to influence character development through sport. Among those commonly mentioned are parents, peers, religious beliefs, media, sport administrators, professional athletes, teammates, siblings, and fans. However, coaches are the number one influence in the development of character through sport. They pose as vital role models to all young athletes who have to develop their personalities both at home, school and in the sports facilities. Good coaches can through their pro-social behavior encourage players and help them improve their skills, set goals, find ways to achieve those goals, perform at their top ability, and develop sportsmanship, poise, and self-assurance. This is a loop and a positive one definitely since accepted behavior creates good peer and group dynamics and later on, enhances gain in popularity.

3. Previous research

While a great deal of anecdotal evidence suggests that sport builds character, an examination of the results of empirical research seems warranted. Sadly, the research suggests that sport participation, in and of itself, does not appear to develop character – in fact, quite the opposite is true. What is supremely important seems to be the *way* in which sport is experienced. Athletes' moral reasoning becomes more "masked" with "moral callousness" as sport participation increases (Stoll and Beller, 1995) which is reportedly a direct result of how sport is conducted in America – "Do what you have to do to win."

Based on a compilation of over 40,000 athletes from youth to intercollegiate and Olympic teams we can derive following conclusions: Team sports participants demonstrate "less/lower" character compared to individual sports participants, Females demonstrate "more/higher" character compared to males, For female athletes, early research indicates "more/higher" character when compared to more recent research on female athletes, and Non-athletes demonstrate "more/higher" character when compared to athletes.

These findings support the *Game Reasoning Theory*, which suggests that athletes relinquish moral responsibilities as they perceive sport to be different from "real life." The artificial rules, roles, and boundaries of sport allow for the temporary suspension of everyday life morals. However, there is good news. Research indicates that moral reasoning processes can be learned and developed. Tough (2013) suggests that teaching, reading, writing, arithmetic, *and* right from wrong is absolutely essential to producing not just good students, but good people. Research on leadership suggests that character can be supported through environments that challenge and demand ethical practices. It also helps prepare young people to become more reasonable, compassionate, accepting, and involved members of our communities, our nation and our world.

Sport is an ideal venue to support character development. Moreover, the intentional focus on developing good character in student-athletes can positively transform teams, schools, and communities. It creates a secure, thoughtful, encouraging environment where students flourish academically and athletically.

John Wooden, legendary UCLA basketball coach, stated, "The true athlete should have character not be a character." So, what can you do as a parent, coach, or sport administrator to ensure that your athlete develops character, rather than becoming a character? A planned sport program is necessary to ensure character development through sport. More specifically, sport programs should:

- Develop a program philosophy about how to approach learning, achievement and competition, and move away from a "win at all costs" focus;
- Enforce ethical standards and codes of conduct, such as TrueSport for athletes, coaches, parents, and camps;
- Utilize proven, organized educational programs, such as TrueSport for athletes, coaches, parents, and camps;
- Impose a penalty structure with clearly defined consequences for not adhering to the program's codes of conduct and ethical standards; and
- Evaluate the overall sport program, using quantitative and qualitative methods, making changes when necessary.

While the competitive nature of sport can create challenges to ethical learning, and lead to unintentional consequences, if well-executed, it can be a uniquely well-suited environment to learning reasoning, developing character, and gaining valuable life skills and lessons.

4. The Role of Coaches

Many people have the potential to influence character development through sport. Among those commonly mentioned are parents, peers, religious beliefs, media, sport administrators, professional athletes, teammates, siblings, and fans. However, coaches are the number one influence in the development of character through sport. Good coaches can encourage players and help them improve their skills, set goals, perform at their top ability, and develop sportsmanship, poise, and self-assurance.

What does the research say?

While a great deal of anecdotal evidence suggests that sport builds character, an examination of the results of empirical research seems warranted. Sadly, the research suggests that sport participation, in and of itself, does not appear to develop character – in fact, quite the opposite is true. What's supremely important seems to be the *way* in which sport is experienced. Athletes' moral reasoning becomes more "masked" with "moral callousness" as sport participation increases (Stoll and Beller, 1995) which is reportedly a direct result of how sport is conducted in America – "Do what you have to do to win."

Based on a compilation of over 40,000 athletes from youth to intercollegiate and Olympic teams:

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- Non-athletes demonstrate "more/higher" character when compared to athletes.

These findings support the *Game Reasoning Theory*, which suggests that athletes relinquish moral responsibilities as they perceive sport to be different from "real life." The artificial rules, roles, and boundaries of sport allow for the temporary suspension of everyday life morals.

There is good news, however. Research indicates that moral reasoning processes can be learned and developed. Tough (2013) suggests that teaching, reading, writing, arithmetic, *and* right from wrong is absolutely essential to producing not just good students, but good people. Research on leadership suggests that character can be supported through environments that challenge and demand ethical practices. It also helps prepare young people to become more reasonable, compassionate, accepting, and involved members of our communities, our nation and our world. Sport is an ideal venue to support character development. Moreover, the intentional focus on developing good character in student-athletes can positively transform teams, schools, and communities. It creates a secure, thoughtful, encouraging environment where students flourish academically and athletically. According to a 2006 study by the Josephson Institute Center for Sports Ethics: 1. Two-fifths of the boys and one-fourth of the girls see nothing wrong with using a stolen playbook sent by an anonymous supporter before a big game. 2. 30 percent of all boys and 20 percent of girl softball players think it's okay for a softball pitcher to deliberately throw at a batter who homered the last time up. 3. 54 percent of male football players, 49 percent of male basketball players, and 18 percent of females in all sports approve of trash-talking. 4. 34 percent of all the boys and 12 percent of all the girls approve of a coach trying to pump up the team by swearing at officials to get himself or herself thrown out of a game.

In their book, *Coaching for Character*, Craig Clifford and Randolph Feezell offer some specific practical suggestions for building character through sports (pp. 99-107). Here are a few of them: 1. Be a good role model: Actions speak louder than words. A coach should seek to embody sportsmanship and respect for opponents, officials, team members, and the

sport. When a coach fails to live up to these ideals, they should admit this to their players. (On a personal note, there are times when I've failed to live up to my own ideals, and I think the notion of talking this over with players as well as apologizing to a ref or opposing coach is a good idea, when appropriate.) 2. Emphasize sportsmanship from the beginning: Explain your expectations, what sportsmanship is, and why you value this trait. 3. Talk about combining seriousness and playfulness: Explain to your players that sport is serious fun. It is competitive play. Don't take it too seriously, but don't treat it too lightly, either. 4. Regularly use the language of sportsmanship: One thing that this means is that players often hear the language of "respect" from the coach. 5. Expect sportsmanship in practice and games: Encourage and expect respect in both situations. 6. Reinforce good sportsmanship: This can be done through words of praise, granting more playing time on this basis, and including a sportsmanship award after the game or season.

5. Conclusion

While the competitive nature of sport can create challenges to ethical learning, and lead to unintentional consequences, if well-executed, it can be a uniquely well-suited environment to learning reasoning, developing character, and gaining valuable life skills and lessons. John Wooden, legendary UCLA basketball coach, stated, "The true athlete should have character not be a character." So, what can you do as a parent, coach, or sport administrator to ensure that your athlete develops character, rather than becoming a character? A planned sport program is necessary to ensure character development through sport. More specifically, sport programs should: 1) Develop a program philosophy about how to approach learning, achievement and competition, and move away from a "win at all costs" focus; 2) Enforce ethical standards and codes of conduct, such as TrueSport for athletes, coaches, parents, and camps; 3) Utilize proven, organized educational programs, such as TrueSport for athletes, coaches, parents, and camps; 4) Impose a penalty structure with clearly defined consequences for not adhering to the program's codes of conduct and ethical standards; and 5) Evaluate the overall sport program, using quantitative and qualitative methods, making changes when necessary. There is a lot of pressure away from sportsmanship in many sports at all levels from youth sports up through the elite level. The best way to promote what is best about sports with young athletes is to engage in these kinds of practical activities that encourage sportsmanship and other virtues, so that the old adage that "Sports build character" is not just a cliché, but an accurate description of what happens on the field.

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THE APPLICATION OF DEA (DATA ENVELOPMENT ANALYSIS) MODEL, BASED ON LINEAR PROGRAMMING, IN ANALYZING THE QUALITY OF STUDY PROGRAMS

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Abstract

The advancement of the overall quality of higher education institutions is a priority and imperative for all the parties involved. This paper focuses on the need for a special monitoring of the quality of the study programs at higher education institutions, which is determined and conditioned by multiple factors. The paper presents a concrete application of the DEA mathematical technique, which is based on linear programming, for the purpose of detecting the degree of efficiency of the structural (production) units, of a particular study program which has already generated a particular profile of professionals.

The aim of using this approach is to depict a new dimension in the process of (internal or external) evaluation of the quality of study programs, via establishing a direct correlation among specific factors which influence quality, i.e. the skills that students acquire in the course of their studies.

Thus, by extending the scope of the model presented in this paper, whose aim is initiating a completely brand mode of reasoning, we believe that its applicability will be multifarious both at the university level and at the level of the higher education in the Republic of Macedonia in general.

The research encompasses the following first cycle three-year study programs (180 ECTS): Business Informatics, Computer Sciences and Information and Communication Technologies – Computer Engineering, at the Faculty of Modern Sciences and Technologies at the South-East European University (SEEU) in Tetovo. The research has included several generations of graduated students (from Generation 2006/2007 to Generation 2010/2011) who have already entered the real sector/market and who can provide a realistic estimate of the teaching process that they have undertaken, which is crucial for the model proposed here.

The entity upon which the technique delineated here is applied is practically each and every of the above-mentioned study programs; the model depicts the numerical input and output parameters specific to each study program, namely the different levels of engagement of all of them.

The factor of influence as well as some indirect factors of influence have been taken into consideration in the model. Another key aspect worth mentioning here is that the Career Center at SEEU in Tetovo played a key role in collecting all the necessary data for this research.

Key words: linear programming, *DEA* model, quality, competences, study programs

INTRODUCTION

The main goal of each manager is to manage an efficient organization composed of people who accomplish goals, in a given time, with the resources they have at their disposal and with maximum engagement. This entails several levels of information and authority transfer, between two, or even more mutually dependent institutions, set within the structure of the main institution. Every approach towards unifying the staff of the institution has its own advantages and disadvantages in a particular environment and in a particular sphere of operation.

By drawing comparisons among various structures in both the private and the public sector, it can be noticed that there is no ideal model of organizational structure; there is only models that at a specific period of time enable efficient and effective functioning of organizations.

What structure will be selected by a particular organization, or sector, depends only on their vision for their organization and for its achievements in society; the vision of the leadership; the goals and, understandably, the available resources.

Considering the fact that the primary goal of the higher education institutions, namely the Universities, is to offer services, i.e. quality education to their students, they are the subject of analysis of this particular research. Mathematical programming (also known as *mathematical optimization*) is a mathematical approach to choosing the best alternative in solving a specific problem of all alternatives offered or possible (in a particular set of alternatives). Provided that a specific problem which has been subjected to analysis is presented as a mathematical model, namely as a specific production real function, the problem is reduced to determining the optimal (minimal or maximal) value of that same function. Linear programming is a powerful mathematical tool which is used in the processes of optimization of the *goal/target function*. *Goal/target function* means a mathematical representation of the mutual dependency of the parameters which reflect the performance/production of the subject that is subjected to analysis and is a target of optimization. In practice, the most frequently used model entails interpretation of the goal/target function, by means of a set of linear equations and non-equations which reflect the reality. The accuracy of the optimization depends on the adequacy of these equations.

Linear programming (LP), which is a special case of mathematical optimization, is an effective method which is widely used in solving optimization problems in industry, education, transport, economy, etc. The application of the LP requires modeling the problem which is subjected to analysis and optimization beforehand by looking into the problem as part of an input/output system with its inputs and outputs presented as variables with their own features and with certain concrete linear limitations, and, via which, eventually, the goal/target function (which is in fact the subject of optimization) can be represented mathematically (in a form of a linear equation).

What is very important for practical application of linear programming, as a mathematical model for optimization of the goal/target function (which in practice can be presented as total revenue, in order to find a combination of parameters which can provide maximum possible revenue; or total expenditure, in order to find a combination of parameters which will provide minimal possible expenditure) is generating a clear and precise model which will reflect the reality. When it comes to linear programming, the goal/target function and the functions which represent the limitations of the system are presented with linear dependencies, in other words, all mathematical representations of a concrete problem are linear equations and non-equations.

The universities as generators of the academic and educated entity of society, naturally, need to work constantly on improving the quality of their educational process, which in practice, of course, is heavily dependent on many heterogeneous factors. The quality of the realized educational process of a student could be appraised by determining his/her level of knowledge, abilities and skills which he/she has acquired during his/her studies, and how all these skills and abilities have enabled him/her to apply, more or less efficiently, the acquired knowledge in real life situations and in a professional context.

The study programs which are realized at the universities, correspond more or less with several factors: the trends in the educational processes, the need for adequate staff in all segments of societal operations such as industry, economy, education, health care, science, etc. as well as the resources which a particular institution has at its disposal in terms of

teaching, assisting and administrative staff, spatial and technical facilities as well as financial construction of the practical realization of the study program.

Given the fact that the genesis of the skills in students are realized via practical realization of the official accredited study programs, i.e. via presentation and realization of the content of the subjects which are taught within those study programs, the time span of the study programs, the equipment used, the cognitive abilities of the students and a number of other factors, it can be inferred that the entity which is very important to be analysed and which must permanently be a subject of optimization and improvement from a structural and practical point of view is, in fact, the study program itself, namely the subjects within the study program.

STUDY PROGRAMS – A SUBJECT OF ANALYSIS AND OPTIMIZATION

Study programs can be treated as entities, namely production entities, which have a direct influence on the process of generating skills and abilities in students in the course of their studies. The level of knowledge which students acquire within a particular study program is ascertained by assessing students' knowledge regarding each subject separately, following the format of the ECTS accepted at that particular university.

There are a multitude of factors which determine the level of knowledge which students acquire in the course of their studies: the number of teaching-scientific, teaching assistants and administrative-technical staff, their role, their professionalism, the way in which the teaching process is realized, the content of the study program itself, the equipment and the space which is used for the realization of the teaching process, the teaching methods, the duration of the study program, etc.

Since we are discussing elements which need to be provided in order to ensure the functioning of a study program, these are, in fact, at the same time input parameters of the model which is a subject of analysis here. Accordingly, the output parameters are directly depicted via the level of the acquired skills and abilities of students who have already completed those study programs and obtained their university degree.

In the process of modeling the model, the following parameters have been taken into consideration as well: the contribution of the study program to the attainment of the envisioned teaching goals; the contribution of the study program to the expected career advancement of the teaching-scientific and teaching assistant staff that is in charge of the realization of the study program; the contribution of the study program regarding the expected results that should be achieved by undertaking it; the contribution of the study program with regards to the mathematical knowledge and skills expected to be gained from it.

BASIC ELEMENTS AND FEATURES OF THE DEA TECHNIQUE

The *DEA* technique is a non-statistical, multicriterial technique or approach since it allows for handling data of different nature, namely heterogeneous data. It is based on linear programming and is used for measuring the technological efficiency. Hence, the entities which are regarded as efficient produce certain or greater quantity of output parameters, in case of fixed entries, namely, they use the same or lesser quantity of input parameters to produce certain output, in comparison with the other entities from the group upon which the method is applied. It is also used as a tool for measuring the relative efficiency of a given entity in a given group of entities and according to certain criteria. These entities are called *production entities* (*DMU, Decision Making Unit*) (Ramanathan, R., 2003). What is interesting about this method is that it could be applied upon homogenous entities. Each production entity converts the input parameters into output parameters. This specific process is analyzed in a format presented as the efficiency of production entity. The measuring of the

efficiency of production entities and the identification of the sources of their inefficiency are the chief preconditions for the improvement of the efficiency of a given production entity in terms of their co-existence in a competitive environment. Moreover, all production entities have the same entries and produce the same exists (in different quantities). There is a certain flexibility in determining what will function as production entity and what parameters will be treated as input, or as output entities. Thus, for instance, institutions, banks, sectors, production lines, people, cars, automobile spare parts, etc. can be treated as production entities. Principally, in order to treat something as a production entity it must be possible to define its input and output parameters, so that a correlation may be established among them. In fact, the most important goal of the DEA technique is to make a comparison of similar production entities in relation with their performance and efficiency, in order to determine their relative efficiency.

There are several specific starting points in the approach to modeling which requires the application of the DEA technique:

- The production entities, in fact, are systems of previously defined input and output parameters (they are known in advance);
- The input and the output parameters can be of a completely different nature;
- Which data will be treated as input and which as output descriptors of the production entities depends on the person who carries out the technique, and
- The goal of this technique is to measure and improve the efficiency in terms of reducing the input and increasing the output. This can be treated as the capacity of the method to measure the efficiency, but also to pinpoint what is possible or what should be done to consolidate the point which is not on a satisfactory level.

Considering the fact that the production entities which are a subject of analysis are in fact input and output systems, the efficiency can be defined as follow (Cooper, R.R., Seiford, M. L, Tone, K., 2007):

$$\text{Ефикасност} = \frac{(\text{Тежинска сума на}) \text{ Излез}}{(\text{Тежинска сума на}) \text{ Влез}}$$

$$\text{Efficiency} = \frac{(\text{the amount of}) \text{ Input}}{(\text{the amount of}) \text{ Output}}$$

Moreover, in the context of the real systems which are a subject of analysis, the term *pareto* efficiency is also used. *Pareto* efficiency defines the real economic state of the entities, in whose distribution (allocation of resources) it is not possible to improve the situation of one entity without deteriorating the situation of another one. Pareto efficient entity is an entity in which the resources are allocated in the best possible way. With respect to DEA, one entity is pareto efficient (efficient production entity) only if it is not possible to further improve the output parameters of the entity (the production entity) without deteriorating the output parameters.

DESCRIPTION OF THE DEA-BORDER ANALYSIS TECHNIQUE

According to numerous references, *border analysis* is designed to improve the features of a work organization. The main task of the leadership structure is to increase the efficiency in order to constantly improve the features of the company. In the public sector, the leadership structure always seeks better ways of realizing their services which are paid for with the money of the tax payers; while when it comes to the commercial companies, the competitiveness in terms of economic globalization speaks for itself.

Border analysis makes use of a particularly powerful technique called *DEA* in the realization of these activities.

Generally speaking, there are two distinct descriptors which can be used in analysing the quality of a system, institution, factory, technical device, sector or whatever entity: effectiveness and efficiency. While the effectiveness can be interpreted on the basis of the level of satisfaction of the expected goal in terms of the achieved results, without analysing the invested resources, the efficiency carries out an analysis of the correlation between the invested resources and the achieved output results.

The most basic methods for measuring the efficiency are the ratio methods, with which several indicators can be measured in order to come up with an estimate regarding the extent to which the entity which is a subject of analysis is efficient; however, it is impossible for these same methods to provide an overview of the entire corporate efficiency. To that end, two groups of methods/techniques are utilized: parametric and nonparametric. In the case of the parametric methods, the production function is precisely defined, namely, it has a specific mathematical interpretation with constant parameters which can be determined by means of statistical and other methods.

In the case of the parametric methods, what is precisely known is the production function. Namely, the production function has a mathematical interpretation with constant parameters which can be determined by means of statistical and other methods. Examples for such methods are *SFA* (*Stochastic Frontier Approach*), *TFA* (*Thick Frontier Approach*) and *DFA* (*Distribution Free Approach*). These can be used for measuring the economic efficacy, which is a far wider area than the technological efficiency, which is a subject of measuring with the nonparametric methods. In their case there is always a correlation with the market conditions, which dictate the optimal choice and structure of inputs and outputs in order to minimize the expenditures or maximize the profit. Unlike the technological efficiency, the economic efficiency always (with no exceptions) works with prices as well. What can be noted first is that the existence of a concrete production function makes the modeling (not the approach) much easier, which is not the case with the nonparametric methods.

Nonparametric methods are used for measuring the technological efficiency, in which the balance between of the inputs and outputs is being analyzed. Nonparametric methods are used in cases when there is no precisely defined function of production. They also allow for a mathematical determination of the efficiency on the basis of analysis carried out upon a model, its real correlation with reality and all the implications which will be inserted in it. Moreover, generally speaking, being technologically efficient means to minimize the inputs for a given level of outputs, i.e. to maximize the outputs for a given level of input parameters. The well-known methods which belong to this group are *DEA* (*Data Envelopment Analysis*) and *FDH* (*Free Disposal Hull*).

STARTING POINTS AND ASPECTS OF THE MODEL

Being a complex process, education is a wide spectar of factors which should be carefully handled in the efficiency analysis. Thus, regarding the utilization of the teaching staff, a professor can receive the same salary (or, expressed as a percentage, a salary which would undergo changes on this ground) for teaching one or several different courses/subjects. Then, within the framework of one subject, the teaching process can be realized with only one or more than one group of students, with the help of one or several teaching assistants, or with no teaching assistants at all. In that respect, the quality of teaching depends on the number of groups as well as the number of classes stipulated in the study program.

On the other hand, more often than not the teaching process requires the inclusion of specific equipment (computers, laboratories, overhead projectors, interactive boards) and specific spatial conditions, realization of practical aspects of the teaching process (travels,

visits to industrial capacities) and other issues, which entails additional financial burden, which requires adequate financial and administrative planning at the beginning of each academic year.

The teaching process is organized by setting a timetable, which can specify a lesser or greater utilization of one and the same resource, irrespective of whether that refers to classrooms, equipment or other resources.

The practical situation with which SEEU - Tetovo was faced, especially in the beginning, (SEEU – Tetovo was founded in 2001) was a lack of teaching-scientific and teaching assistant staff (an issue which has been resolved to a great extent in the course of the 14-year existence of the University), i.e. the relatively high engagement of the teaching and teaching assistant staff in order to meet the real needs of the teaching process for each incoming new generation of students.

The same goes for the spatial facilities at the disposal of the University (an issue which has also been resolved almost completely in the course of the 14-year existence of the University), namely the relatively high utilization of the spatial and other material facilities by a great number of students per semester, which de facto has been taken into consideration quite realistically in this particular research.

The competences which the students are expected to acquire, in fact, create their academic profile.

It is essential that they are closely connected with the content and material covered by the study program. This has a direct bearing on the process of planning of the teaching syllabus and curriculum of the institution itself, regarding the entire study cycle and is in accordance with the legal norms. This planning entails planning of the total number of classes, total number of tutorials, total number of internship hours, engaging competent teaching and assisting staff, using adequate equipment and technology, etc. It is very important to mention that not always does a great investment in a particular subjects yield the desired results. At the end of day, the nature of ones' competences and the level of achievements should be the most important factors that the employer needs to take into consideration in the process of hiring new and competent staff at a higher education institution.

RESEARCH METHODOLOGY

Research background

To plan, to lead, to organize, to control, or in one word to manage, means to make decisions and to implement them. Dealing with the changes, which does not necessarily mean slowing them down, should lead us towards finding the most efficient and effective way of dealing with the problems which are an integral part of the changes. The changes in society imply changes in education, whereas the changes in education expectedly alter the position of the educational institutions in the country, which inevitably leads to changes in managing the educational institutions. These changes should raise the management quality which in turn means greater engagement in order to adapt the quality of the educational services to the needs of contemporary time.

In this particular paper we present an actual approach, which implies using technology based on linear programming which is globally used for measuring and increasing the productivity/efficiency of various entities, namely for lowering the expenses or increasing the capacity of the output product, favour/service. These entities, on the basis of certain input parameters, generate certain output results, irrespective of whether we talk about realistically palpable products or a certain category of services of favours.

In reality, the role of these entities is occupied by institutions, banks, individuals, sectors, machines, corporations, factories, transport organizations etc. Depending on the

entity's character and approach, different approaches and techniques are applied and different models are built.

In this paper, the entity which is the subject of analysis regarding its efficiency, and in order to achieve its optimization, is the study programs (via the realization of modeling and by using the DEA technique for detecting the best alternatives).

THE AIM OF THE RESEARCH AND RESEARCH METHODS

The University is an institution which, on the one hand, has its budget, resources, time and people, and, on the other hand, has its students who should be provided with quality education. That is why one of the main tasks of the university management is to properly allocate all its resources, in order to maximize the result, namely the quality of the teaching process.

It is interesting to mention that there are instances when the management will not always agree with the results generated by this technique, but these results almost invariably serve as a good trigger for pinpointing the possible aspects which should be improved in order to achieve a better quality education.

This paper elaborates on the application of the DEA technique in actual study programs, in fact, the study programs of first-cycle studies on: Business Informatics, Computer Sciences and Information and Communication Technologies – Computer Engineering, at the Faculty of Modern Sciences and technologies at SEEU in Tetovo, realized in the academic years 2006/2007 to 2010/2011. Although this paper elaborates on the application of the DEA technique in concrete study programs by stating precisely the input and output parameters, flexibility is always allowed by extending the concept of input and output parameters, changing the model by characterizing the parameters and the manner of their influence in order to make it applicable in the context of the study programs within different cycles of studies/universities.

For the purposes of this research, the realization of the following activities was undertaken:

- Collecting data about the financial structure of the engaged teaching and teaching assistant staff for the study programs which have been subjected to analysis, via the available information (received upon our request) regarding the salary points and information regarding the position of staff members and decisions on the engagement of the staff members submitted to the University management.
- Collecting data about the financial structure of the repaired inventory and computer equipment, by analysing the timetables regarding the usage of classrooms and other rooms; by interviewing the students, as well as data about the public supplies conducted by the University as a public institution regarding the wholesale prices of the inventory and the computer equipment;
- Collecting data about the number of instruction hours and their allocation throughout the work weeks, in accordance with the accreditation of the study programs;
- Conducting a survey, by distributing a questionnaire via email and processing the gathered data by generating an index which is an indicator of the contribution the study program has made to the achievement of the set goals regarding staff career advancement; then, to the achievement of the expected results; and to the achievement of the mathematical knowledge and skills expected to be gained by undertaking this study program.

The way in which all these data have been used in terms of building the model which is subjected to analysis as well as in terms of their mathematical processing (by using the above mentioned technique) is elaborated on in the continuation of the paper.

CONCEPT AND DETAILS REGARDING THE MODEL FOR ANALYZING THE QUALITY OF THE STUDY PROGRAMS BY USING COMPARATIVE APPROACH AND BY APPLYING THE DEA TECHNIQUE

The processing and interpreting of the results, namely the application of the DEA model, is realized via using the designated *open source* software solution, which generates the needed results in a clear manner.

According to the available data for analysis and the received results from the the questionnaires, the study programs which were subjected to analysis (served as basis for generating the production entities in the model) are: Business Informatics (Generations 2008-2009 to 2010/2011); Computer Sciences (Generations 2006/2007 to 2010/2011) and Information and Communication Technologies – Computer Engineering (Generation 2009/2010), all of these at the Faculty of Modern Sciences and Technologies at SEEU in Tetovo.

Regarding the available data, modeling has been realized by applying the DEA technique for detecting the best alternative, namely in this case, the highest quality study program in terms of the best possible utilization of the needed resources, which, in turn, results in the best output results manifested as knowledge and skills gained by students in the course of their studies within the framework of a particular study program.

With that said, a study program is practically perceived as a system of:

- Input parameters – resources invested in the realization of the study program, and
- Output parameters – knowledge and skills in students, generated by the study program itself.

Input data/parameters are received from the higher education institution where the research is conducted. Output data/parameters are generated by conducting questionnaires via email among graduated students from the previously mentioned study programs, according to the abovementioned academic years.

This research is based on the assumption that only graduated students can provide a clear enough picture about the results achieved with these study programs, regarding their education and its subsequent effect in real life after completing the studies.

Available input parameters

From the data which were at SEEU’s disposal in the course of the research, these are the inputs which were pinpointed as available (see the Table below):

1. Finances spent on staff engagement:

Academic year	Study program	Finances spent on staff engagement (gross income)
2008-2011	Business informatics	124.080,00 euros
2009-2012	Business informatics	124.080,00 euros
2010-2013	Business informatics	112.800,00 euros
2006-2009	Computer sciences	319.200,00 euros
2007-2010	Computer sciences	324.900,00 euros
2008-2011	Computer sciences	285.000,00 euros
2009-2012	Computer sciences	285.000,00 euros
2010-2013	Computer sciences	250.800,00 euros

2009-2011 Computer engineering 50.160,00 euros

Approximations:

- The amounts correspond with the gross income which has been spent for the entire teaching and assisting staff (professors and teaching assistants);

Academic Year	Study program	Finances spent on equipment	Expenditure according to the Amortization plan	ВПС (Equipment)	he amounts include the extent to which each professor/teaching
2008-2011	Business informatics	*	*	0 euros	• T he amounts include the extent to which each professor/teaching
2009-2012	Business informatics	*	*	0 euros	
2010-2013	Business informatics	*	*	0 euros	
2006-2009	Computer sciences	280.000,00 euros*	168.000,00 euros	106.366,67 euros	
2007-2010	Computer sciences	15.000,00 euros	9.000,00 euros	67.366,67 euros	
2008-2011	Computer sciences	55.000,00 euros*	33.000,00 euros	52.354,67 euros	
2009-2012	Computer sciences	30.000,00 euros*	18.000,00 euros	34.248,00 euros	
2010-2013	Computer sciences	12.000,00 euros*	7.200,00 euros	21.128,00 euros	
2009-2011	Computer engineering	5.000,00 euros	3,000,00 euros	3.000,00 euros	

ching assistant is engaged in a specific study programs/ subjects at the same time.

2. Finances spent on equipment:

Approximations:

- As shown in the Table, the amounts presented (according to the author of this research) have been used for the *supply* of computer equipment. In accordance with the legislative acts about the calculation of technical equipment amortization, amortization amounts to 20% annually, thus, the column *Amortization expenditure* calculates the cost for 3 calendar years, for each of the realized supplies per generation + teaching stream (when it would not be utilized by other generations/teaching streams);

- The *Total Expeniture* (TE) column presents the amount of total expenditure per teaching stream + generation separately by taking into consideration the fact that the finances spent in a particular year for supplies also encompass the current generations of the same teaching stream. It is assumed that the finances are spent only for a given teaching stream of the current and the upcoming generations;

- The set of production entities is composed only of the stated entities (that fact that there are combinations of study programs + teaching streams different from the above stated ones has been neglected);

- The calculation formula (a general one, referring only to three-year cycle studies) is presented as follows:

$$\begin{aligned}
 & \text{ВПС}_{\text{Насока+Ген.20XX-20XX+1}} \\
 & = 0.2 * \left(\frac{\sum(\text{СредстваНабавкаЗаГенерацијаКојаСеИзучуваВо20XX-20XX+1})}{\text{БројПаралелниСтудиски, учебна 20XX-20XX+1}} \right) \\
 & + \frac{\sum(\text{СредстваНабавкаЗаГенерацијаКојаСеИзучуваВо20XX+1-20XX+2})}{\text{БројПаралелниСтудиски, учебна 20XX+1-20XX+2}} \\
 & + \frac{\sum(\text{СредстваНабавкаЗаГенерацијаКојаСеИзучуваВо20XX+2-20XX+3})}{\text{БројПаралелниСтудиски, учебна 20XX+2-20XX+3}}
 \end{aligned}$$

3. Finances spent on staff training sessions

Academic year	Study program		TE (Training)
2008-2011	Business informatics	*	0 euros
2009-2012	Business informatics	*	0 euros
2010-2013	Business informatics	*	0 euros
2006-2009	Computer sciences	20.000,00 euros*	11.766,67 euros
2007-2010	Computer sciences	19.000,00 euros*	11.466,67 euros
2008-2011	Computer sciences	19.000,00 euros*	12.326,67 euros
2009-2012	Computer sciences	16.000,00 euros*	13.410,00 euros
2010-2013	Computer sciences	45.000,00 euros**	15.043,33 euros
2009-2011	Computer engineering	*	0 euros

Approximations:

- Here we have applied the same contextual approximation, i.e. the same manner of allocation and staff engagement regarding the expenditure as it was the case with the table depicting the finances spent on teaching and teaching assistants staff, the only difference being that here the annual financial impact is derived from the fact that we deal with three-year study programs, namely the sum spent for training of one generation is divided by three (because there are three academic years) and by the number of the parallel study programs in each academic year separately, in order to calculate the final impact of the financial means per academic year, i.e. per teaching stream + generation;

- In order to preserve the approximation, it is believed that the finances spent on the training of one generation of teachers/ teaching assistants can be utilized (in terms of transferring the acquired knowledge) for five subsequent years;

- The set of production units is composed only by the entities attached here (the fact that there are possible combinations of the study programs + teaching streams, different from the one specified here)

- The formula used for calculating the values of the individual outputs is as follows:

$$\begin{aligned}
 & \text{ВПСО}_{\text{Насока+Ген.20XX-20XX+1}} \\
 &= 0.2 * \left(\frac{\sum(\text{СредстваОбукаЗаГенерацијаКојаСеИзучуваВо20XX-20XX+1})}{\text{БројПаралелниСтудиски,учебна 20XX-20XX+1}} \right) \\
 &+ \frac{\sum(\text{СредстваОбукаЗаГенерацијаКојаСеИзучуваВо20XX+1-20XX+2})}{\text{БројПаралелниСтудиски,учебна 20XX+1-20XX+2}} \\
 &+ \frac{\sum(\text{СредстваОбукаЗаГенерацијаКојаСеИзучуваВо20XX+2-20XX+3})}{\text{БројПаралелниСтудиски,учебна 20XX+2-20XX+3}}
 \end{aligned}$$

4. Area in square meters – the information referring to the area in square meters used in correlation with the number of students is required for each academic year in order to determine the degree of its utilization.

Academic year	Study program	Area in square meters
2008-2011	Business informatics	180 m2 (per semester)
2009-2012	Business informatics	180 m2 (per semester)

2010-2013	Business informatics	180 m2 (per semester)
2006-2009	Computer sciences	640 m2 (per semester)
2007-2010	Computer sciences	640 m2 (per semester)
2008-2011	Computer sciences	640 m2 (per semester)
2009-2012	Computer sciences	640 m2 (per semester)
2010-2013	Computer sciences	640 m2 (per semester)
2009-2011	Computer-engineering	90 m2 (per semester)*

The given area in square meters can be used as an input parameter, irrespective of the fact that it is considered per semester, as all the combinations of the study programs + teaching streams are taking place at the same time (6 semesters).

Available output parameters

The outputs stem from the results gained from the conducted questionnaires and have been structured as follows:

Production entities (DEA)	Contribution to teaching goals	Contribution to career advancement	Contribution to expected goals	Contribution to building mathematical skills
Generation 2008-2011, Business informatics	4,33	3,5	4	4,33
Generation 2009-2012, Business informatics	3,8	4	3,8	4,8
Generation 2010-2013, Business informatics	4	3,75	3,75	4,75
Generation 2006-2009, Computer sciences	4	4	3,44	3,13
Generation 2007-2010, Computer sciences	3,75	3,5	3,25	2
Generation 2008-2011, Computer sciences	3,5	4	3,5	4,5
Generation 2009-2012, Computer sciences	4	3,33	3,67	3,33
Generation 2010-2013, Computer sciences	4,33	4,33	4,33	3,33
Generation 2009-2011, ECT-CE	4,25	4	4,5	2,75

Caution: In these examples of modeling we haven't taken into consideration whether:

- the respondents are employed, and
- the respondents are employed in accordance with their academic profile.

These data can be included alongside with certain influence factors.

Given the limitation formula for the DEA application:

The number of production entities $\geq 3 * (\text{number of inputs} + \text{number of outputs})$

And considering the fact that we have 9 production entities at hand, the only permissible combinations for operation and generation of real models are the following:

- Model (combination) with one input and two outputs, and

- Model (combination) with two inputs and one output.

What follows is the main table of DEA model with 9 production entities. As stated previously, a production entity is in fact the following combination **Study program + Generation**.

Possible specific inputs					Possible specific outputs (from surveys)				
No.	Finances spent on staff engagement	Finances spent on equipment	Total area in square meters utilized for the realization of the study program	Finances spent on teaching and assistant teaching staff training	Production entities (DEA)	Contribution to teaching goals	Contribution to career advancement	Contribution to expected goals	Contribution to building mathematical skills
1	124.080,00 euros	0 euros	180 m2 (per semester)	0 euros	Generation 2008-2011, Business informatics	4,33	3,5	4	4,33
2	124.080,00 euros	0 euros	90 m2 (per semester)	0 euros	Generation 2009-2012, Business Informatics	3,8	4,5	3,8	4,8
3	112.800,00 euros	0 euros	180 m2 (per semester)	0 euros	Generation 2010-2013, Business informatics	4	3,75	3,75	4,75
4	319.200,00 euros	106.366,67 euros	640 m2 (per semester)	11.766,67 euros	Generation 2006-2009, Computer sciences	4	4	3,44	3,13
5	324.900,00 euros	67.366,67 euros	640 m2 (per semester)	11.466,67 euros	Generation 2007-2010, Computer sciences	3,75	3,5	3,25	2
6	285.000,00 euros	52.354,67 euros	640 m2 (per semester)	12.326,67 euros	Generation 2008-2011, Computer sciences	3,5	4	3,5	4,5

	euro s								
7	285.000,00 euros	34.248,00 euros	640 m2 (per semester)	13.410,00 euros	Generation 2009-2012, Computer sciences	4	3,33	3,67	3,33
8	250.800,00 ebpa	21.128,00 euros	640 m2 (per semester)	15.043,33 euros	Generation 2010-2013, Computer sciences	4,33	4,33	4,33	3,33
9	50.160,00 euros	3.000,00 euros	90 m2 (per semester)*	0 euros	Generation 2009-2011, ICT- CE	4,25	4	4,5	2,75

Consequently, there are 4 inputs and 4 outputs, which can be combined in generating comparative models with two inputs and one output, i.e. with one input and two outputs.

A selection has been made of the most distinguished input-oriented CRS CCR model as a foundation for the application of this doctoral thesis (it is important to note that the efficiencies which will be pinpointed with both the application of the input and the application of the output model are the same), since:

- The point of our model is to bear relevance for the invested resources (the input parameters, namely their reduction) in order to improve the efficiency of the study programs, namely the efficiency of the subjects, and
- CCR model is the most distinguished one in the context of the DEA technique, which reflects its main feature: what can be done to the "input", when the "output" is fixed, in order to increase the efficiency.

Moreover, a free on-line software solution has been utilized which can be located at the following link: <https://www.deaos.com/>.

First Example of a model with two inputs and one output:

Input 1: Finances spent on staff engagement

Input 2: Area in square meters

Output: Contribution to career advancement

No. of production units (DMU)	Finances spent on staff engagement	Total area of square meters utilized for the realization of the study program	Production entities (DEA)	Contribution to career advancement
DMU1	124.080,00 euros	180 m2 (per semester)	Generation 2008-2011, Business informatics	3,5
DMU2	124.080,00 euros	90 m2	Generation 2009-2012, Business informatics	4,5
DMU3	112.800,00 euros	180 m2 (per semester)	Generation 2010-2013, Business informatics	3,75
DMU4	319.200,00 euros	640 m2(per semester)	Generation 2006-2009, Computer sciences	4

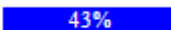







DMU5	324.900,00 euros	640 m2 (per semester)	Generation 2007-2010, Computer sciences	3,5
DMU6	285.000,00 euros	640 m2 (per semester)	Generation 2008-2011, Computer sciences	4
DMU7	285.000,00 euros	640 m2 (per semester)	Generation 2009-2012, Computer sciences	3,33
DMU8	250.800,00 euros	640 m2 (per semester)	Generation 2010-2013, Computer sciences	4,33
DMU9	50.160,00 eBpa	90 m2 (per semester)*	Generation 2009-2011, ICT- CE	4

Generating and interpreting the results:

As a result of the processing of the parameters which have been explained previously, in the framework of the above-mentioned software solution, the following basic table which displays the subjects as production entities and their efficiency (arranged according to efficiency) has been generated:

DMU	Production entities (DEA)	Efficiency (θ)	Efficiency in percentage
DMU9	Generation 2009-2011, ECT- CE	1	100
DMU2	Generation 2009-2012, Business informatics	1	100
DMU3	Generation 2010-2013, Business informatics	0,46	46
DMU1	Generation 2008-2011, Business informatics	0,43	43
DMU8	Generation 2010-2013, Computer sciences	0,22	22
DMU6	Generation 2008-2011, Computer sciences	0,18	18
DMU4	Generation 2006-2009, Computer sciences	0,16	16
DMU7	Generation 2009-2012, Computer sciences	0,15	15
DMU5	Generation 2007-2010, Computer sciences	0,14	14

This is graphically presented in the Chart below:

	Ефикасност	Граф на ефикасност	✓
Генерација 2008-2011, БИ	42.9 %	 43%	
Генерација 2009-2012, БИ	100 %	 100%	✓
Генерација 2010-2013, БИ	46.4 %	 46%	
Генерација 2006-2009, КН	15.7 %	 16%	
Генерација 2007-2010, КН	13.5 %	 14%	
Генерација 2008-2011, КН	17.6 %	 18%	
Генерација 2009-2012, КН	14.7 %	 15%	
Генерација 2010-2013, КН	21.6 %	 22%	
Генерација 2009-2011, ИКТ-КИ	100 %	 100%	✓

✓ : Ефикасни продукциски единки
 * : Нефикасни продукциски единки

The study programs whose efficiency value is $\theta = 1$ are called relatively efficient study programs and they are a group of sample subjects for the rest, i.e. they are used for the realization of the creation of the composite units.

In addition, the software precisely points to the number of instances in which each of the relatively efficient production entity has been utilized in the creation of the composite entities. The composite entities should be perceived as entities which are a role model for the real ones, namely each real entity (which is not efficient) has its composite entity towards which it should aspire (improvements should be made in order for the real entity to turn into its composite counterpart).

The Chart below depicts the utilization of the efficient production entities in terms of building the composite production entities (out of the peer group from within the efficient production entities). The calculation also includes the moment of self-representation.

	Реер група од ефикасни DMU	Фреквенција	✓
DMU1	DMU2, DMU9	0	
DMU2	DMU2	3	✓
DMU3	DMU2, DMU9	0	
DMU4	DMU9	0	
DMU5	DMU9	0	
DMU6	DMU9	0	
DMU7	DMU9	0	
DMU8	DMU9	0	
DMU9	DMU9	8	✓

✓ : Ефикасни DMU

On the basis of the results obtained so far, the following interpretation can be offered:

- The study programs presented as DMU2 and DMU9 are instances of the best possible allocation of input resources, in terms of generating quality input results:

- Generation 2009-2012, Business informatics, and
- Generation 2009-2011, ICT-CE.

In this constellation of inspected study programs, there is no better combination of input and output resources/parameters.

The worst allocation of input resources is present in those production entities (of course, inefficient) which are presented at the bottom of the Table (understandably, this refers only to this environment which a subject to analysis of this research). With regard to the negative performances, the combination Generation 2017-2010, Computer Sciences prevails. Providing that an overview of the input parameters is provided (pertaining to the model, this is the aspect in which changes should/are possible to be introduced to increase the efficiency of the inefficient production entities), it could be noted that that is quite evident, namely in a situation when (in comparison with the rest) an enormous sum of finances has been used for teaching staff engagement and for utilization of a considerably large space for the realization of the teaching process, the results obtained as an output parameter are rather unfavourable (second worst result).

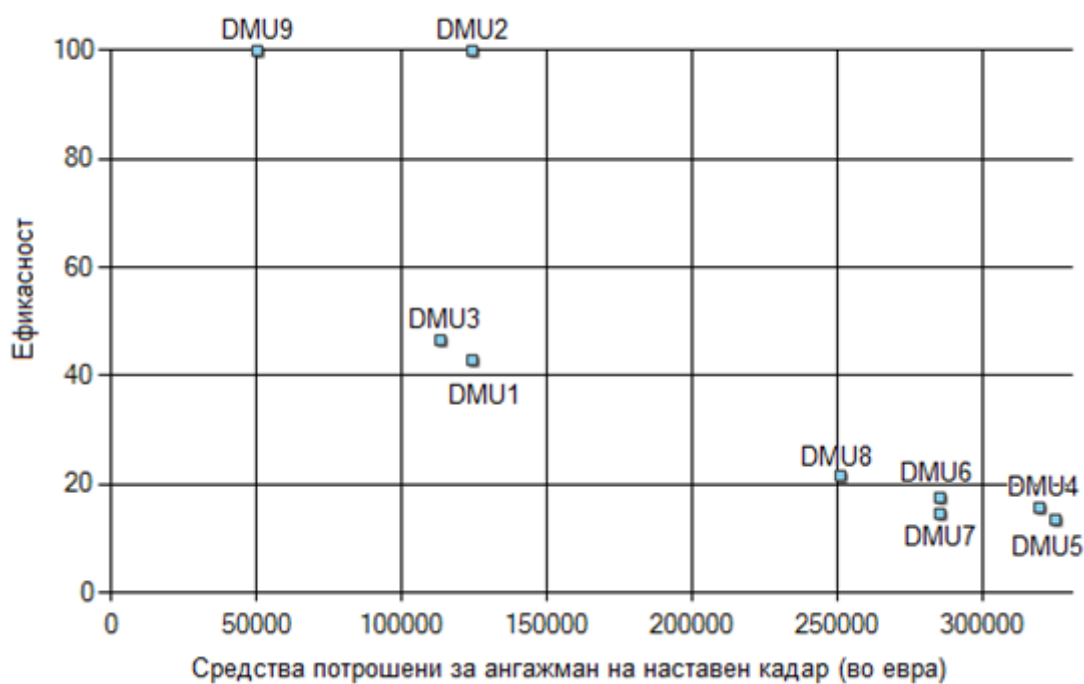
In any economic or other analysis, in case of detecting inefficient entities (here that refers to the study programs), the question arises as to what it takes to provide an optimization of the process. In that context, the DEA technique proposes the so-called composit entities (which were mentioned previously as well), namely subjects which would be composed of ERS (Efficiency Reference Set, which, in fact, are the efficient production entities/study programs) and these will serve as a role model for the inefficient study programs in order to provide an answer to the question as to how the input parameters should be changed (since this is an input-oriented model, which implies suggesting changes in the input parameters in case of constant outputs) with the purpose of increasing their efficiency. To that end, the Table below depicts the inefficient study programs, with their referential (efficient) production entities and corresponding lambda (λ) coefficients, which in fact presents the production level of that referential entity in the final composit entity, namely participation percentage.

	DMU2	DMU9
DMU1	0.138	0.72
DMU2	1	0
DMU3	0.078	0.849
DMU4	0	1
DMU5	0	0.875
DMU6	0	1
DMU7	0	0.832
DMU8	0	1.082
DMU9	0	1

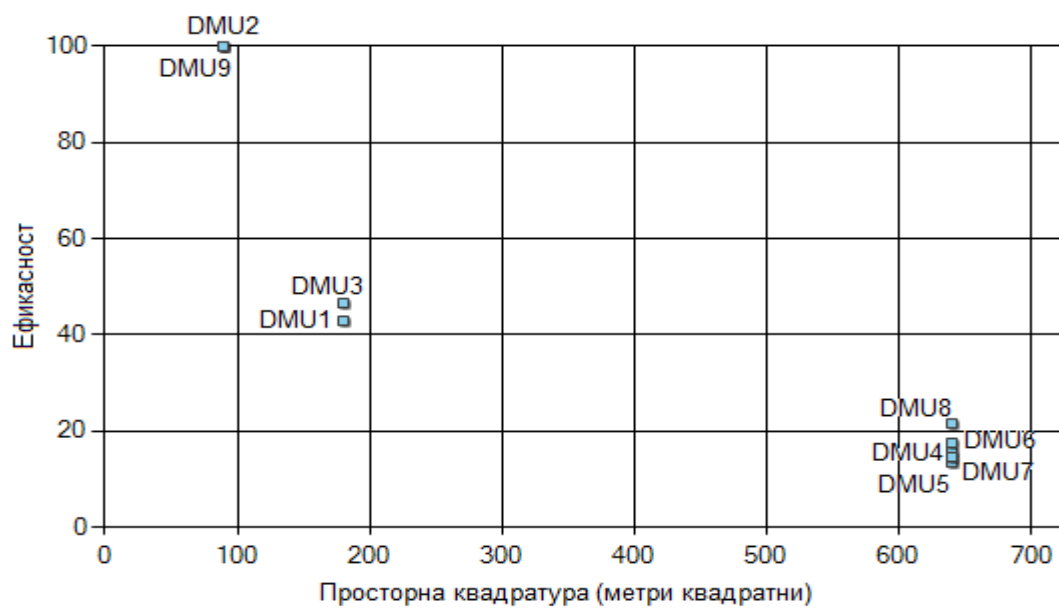
← Ефикасни продукциски единици: DMU2, DMU9

Вредности на Lambda коефициенти

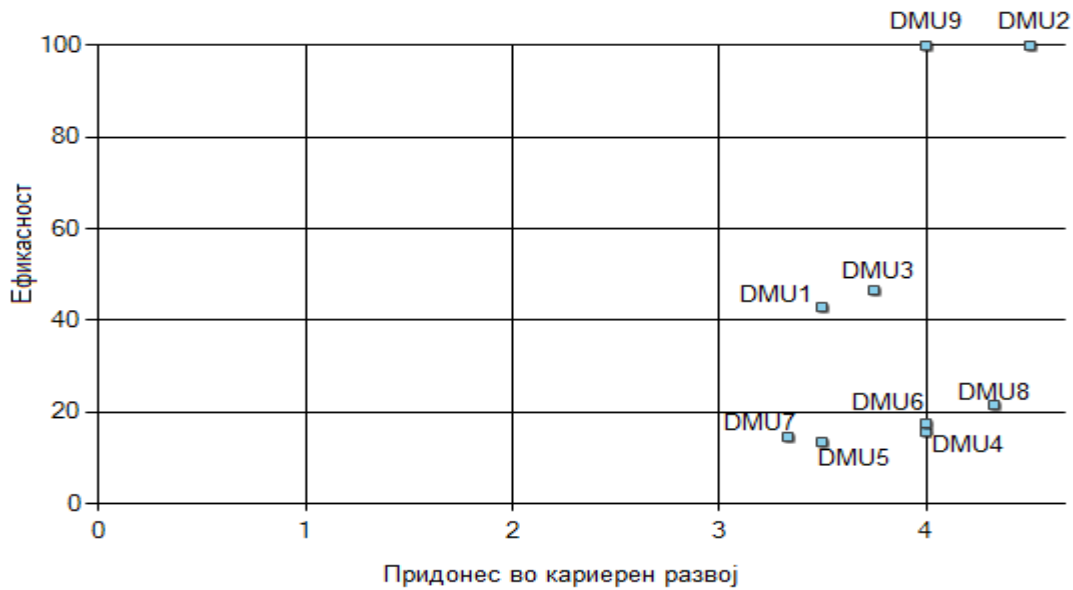
On the basis of the Table showing the efficiency, in correlation with the two inputs and one output, we could depict the corresponding plots of efficiency change of each study program, according to the corresponding inputs. That is shown in the three charts that follow below:



Plot Finances for the Staff/Efficiency



Plot Area in Square Meters /Efficiency



Plot Contribution to Career Development/ Efficiency

These are the comments regarding the three plots:

- As to the plots which refer to the efficiency and the input parameters, it could be inferred that the efficient study programs are placed in the upper left corner, in other words the least efficient ones are placed in the lower right corner of the plot, and

- As to the plot which refers to the relation between the efficiency and the contribution to career development, it could be inferred that the efficient production entities are placed in the upper right corner, whereas the inefficient production entities are placed in the lower left corner in the Chart.

Thus, considering the fact that our aim is to suggest changes to the input parameters, and that such model is being used, the following analysis could be performed:

- The scope of the change in the finances spent on *teaching and teaching assistant staff engagement* in relation with the optimal study programs is 50.160,00 – 124.080,00 euros. The greatest deviation from this scope it is noted in the case of the study program **Generation 2007-2010 Computer sciences** (which generally speaking is the least efficient study program), with 324.900,00 eustos, which is by **547.72%** more than the lower limit of the optimal scope, namely by 161.84% more than the upper limit of the optimal scope;

- The scope of the change in the *area in square meters* utilized for the realization of the study programs in relation with the optimal study program is 90 square meters (in the case of both study programs which this method has detected as relatively efficient, the data regarding the utilized area in square meters is the same, with which the scope is reduced to a single numerical value). As many as five study programs, among which is also the one which has been detected as the relatively least efficient, Generation 2007-2010 Computer sciences, display deviation by 611.11% compared to the optimal value.

The application of the DEA technique enables the generating of the so-called composit entity for each inefficient production entity (which in our case is a study program), which as a sublimate of certain percentage of corresponding ERS production entities presenting the best solution for that inefficient production entity, i.e. the solution towards which we should strive in order to achieve optimisation, in other words, in order to bring the inefficient study programs closer to the set of relatively efficient study programs.

What follows is an elaboration of the calculation of the composite subjects of one study program (the same can be done for all of the inefficient study programs), as well as a projection of the percentage of its deviation from its composite entity. The elaboration of the process of optimization is carried out for **Generation 2010-2013, Business informatics**:

Composition of the composite entity for:	Referential production entities:	
	Generation 2009-2012, Business informatics	Generation 2009-2012, ICT – CE
Title of inefficient subject		
Generation 2010-2013, Business informatics	0,078	0,849
	<i>Production levels Lambda</i>	

$$\begin{aligned}
 & \text{Ген10 – 13БИ}_{\text{композит}} \begin{bmatrix} \text{ТрошокНасКадар} \\ \text{Квадратура} \\ \text{ПридонесКарРаз} \end{bmatrix} \\
 &= 0.078 * \text{Ген09 – 12БИ} \begin{bmatrix} 124080 \\ 90 \\ 4.5 \end{bmatrix} + 0.849 * \text{Ген09 – 12ИКТ – КИ} \begin{bmatrix} 50160 \\ 90 \\ 4 \end{bmatrix} \\
 &= \begin{bmatrix} 52264,08 \\ 83,43 \\ 3,75 \end{bmatrix} \\
 & \text{Ген10 – 13БИ}_{\text{реален}} \begin{bmatrix} 112800 \\ 180 \\ 3.75 \end{bmatrix} : \text{Ген10 – 13БИ}_{\text{композит}} \begin{bmatrix} 52264,08 \\ 83,43 \\ 3,75 \end{bmatrix} \\
 &= \text{Девиијација} \begin{bmatrix} +115,83\% \\ +115,83\% \\ 0\% \end{bmatrix}
 \end{aligned}$$

Interpretation: According to the results obtained, the expenses regarding the amount spent on teaching and teaching assistants staff, as well as the utilized area in square meters for the realization of this study program which is a subject to analysis, is by 115.83% bigger than the potentially optimal constellation of parameters composite study program **Generation 2010-2013 Business informatics**).

This alludes directly to the equally good output results, namely the same level of contribution to the career advancement of students can be achieved by reducing mainly of the input expense, including the expenses on teaching /teaching assistants staff.

Concrete proposals for achieving optimization:

- Reduction of teaching staff gross salary;
- Increase in the coefficient of teacher, i.e. teaching associate's utilization (possible engagement at more study programs, in accordance with the legislative acts).

In addition, optimization could be possibly achieved by reducing the space, i.e. the area in square meters which is utilized for the realization of the study program. Concrete proposals for achieving optimization:

- Reduction of the space which is used in terms square meters (some other additional effects, as lesser expences, etc.);
- Increase in the coefficient of utilization of that same space (for more study programs).

Second example of a model with two inputs and one output:

Input 1: Finances spent on staff engagement and training

Input 2: Finances spent on equipment

Output: Contribution to career advancement

Generating and interpreting results:

By processing the parameters which have already been elaborated previously, within the framework of the previously mentioned software solution, we have generated the following basic Table depicting the subjects as production entities and their efficiency (arranged by efficiency):

DMU	Production entities (DEA)	efficiency (θ)	efficiency in percentage
DMU9	Generation 2009-2011, ECT- CE	1	100
DMU2	Generation 2009-2012, Business Informatics	1	100
DMU3	Generation 2010-2013, Business Informatics	1	100
DMU1	Generation 2008-2011, Business Informatics	0,9	90
DMU6	Generation 2008-2011, Computer Sciences	0,28	28
DMU8	Generation 2010-2013, Computer Sciences	0,23	23
DMU7	Generation 2009-2012, Computer Sciences	0,2	20
DMU4	Generation 2006-2009, Computer Sciences	0,17	17
DMU5	Generation 2007-2010, Computer Sciences	0,11	11

This is graphically shown in the Chart below:

The study programs for which the determined value of efficiency is $\theta = 1$ are called relatively efficient study programs and they are a group of 'role model' subjects for the other subjects, i.e. they are used to realize the creation of the composit entities. As it was the case with the previous constellation, it is precisely noted how many times each of the relatively efficient production entities has been used in the creation of the composit entities. It is necessary to perceive the composit entities as entities which are 'a role model' for the real ones. In other words, each real entity (which is nit efficient) has its own composit entity towards which is should aspire.

Below we provide a chart depicting the degree of utilization of the efficient production entities in terms of building composit production entities (out of peer group from within the efficiency production entities). The calculation includes the element of self-representation.

	Peer група од ефикасни DMU	Фреквенција	
DMU1	DMU2	0	✓
DMU2	DMU2	2	✓
DMU3	DMU3	1	✓
DMU4	DMU9	0	
DMU5	DMU9	0	
DMU6	DMU9	0	
DMU7	DMU9	0	
DMU8	DMU9	0	
DMU9	DMU9	6	✓

✓ : Ефикасни DMU

On the basis of the results obtained so far, the following interpretation can be offered:

- The study programs which are presented here as DMU1, DMU2 and DMU9 are an example of the best allocation of input resources, in terms of generating quality input results:

- Generation 2008-2011, Business Informatics;
- Generation 2009-2012, Business Informatics, and
- Generation 2009-2011, ICT-CE.

In this constellation of study programs examined, there is no better combination of input and output resources / parameters.

Worst allocation of resources input is present in those production units (certainly inefficient), who are bottom of the table (of course, this applies only to the environment, which is the subject of this research). In terms of negative performance, the combination forefront Generation 2007-2010, Computer Science (interesting that in the previous model, it is this combination is detected again as most inefficient study program + generation). If an inspection of incoming parameters, which actually is a tendency to intervene, it can be noted that it is quite obvious that in terms of (relative to others) enormously used amount of engagement of staff and costs for implementation of training sessions for them, there were the weakest ever (in this set of reviewed and analyzed production units) outputs in terms of acquired mathematical skills.

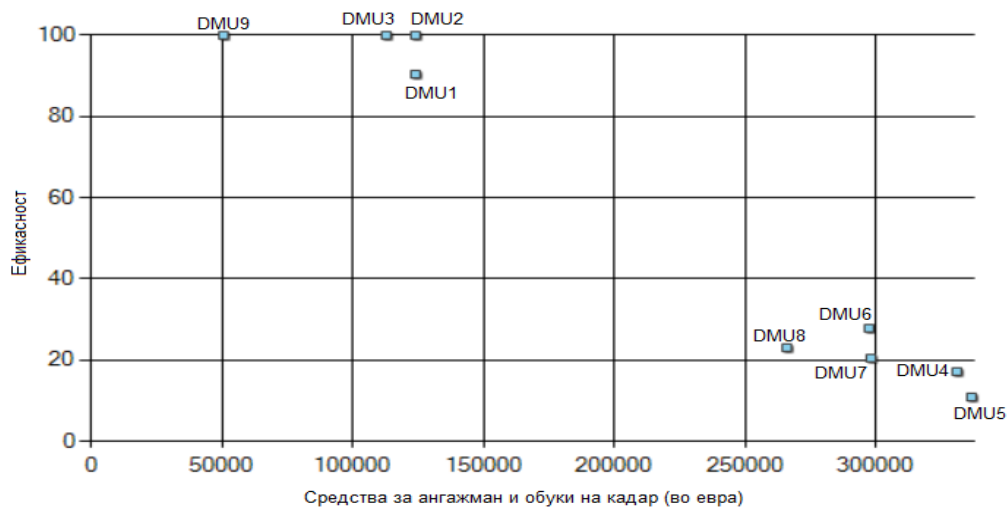
Of course, there is the question what to do in the context of optimization. In this regard, composite units or study programs which would be made up (composed) of ERS (Efficiency Reference Set, which actually efficient production units / study programs) and will be an example for themselves neefikasnistudiski programs aimed at answering the question as necessary to change inputs in order to increase their efficiency are the target of this modeling. In this regard, in the table following are inefficient study programs, their reference (efficient) production units and appropriate lambda () coefficients, which is a Production level of the reference entity in the final composite unit, or percentage of participation.

	DMU2	DMU3	DMU9
DMU1	0.902	0	0
DMU2	1	0	0
DMU3	0	1	0
DMU4	0	0	1.138
DMU5	0	0	0.727
DMU6	0	0	1.636
DMU7	0	0	1.211
DMU8	0	0	1.211
DMU9	0	0	1

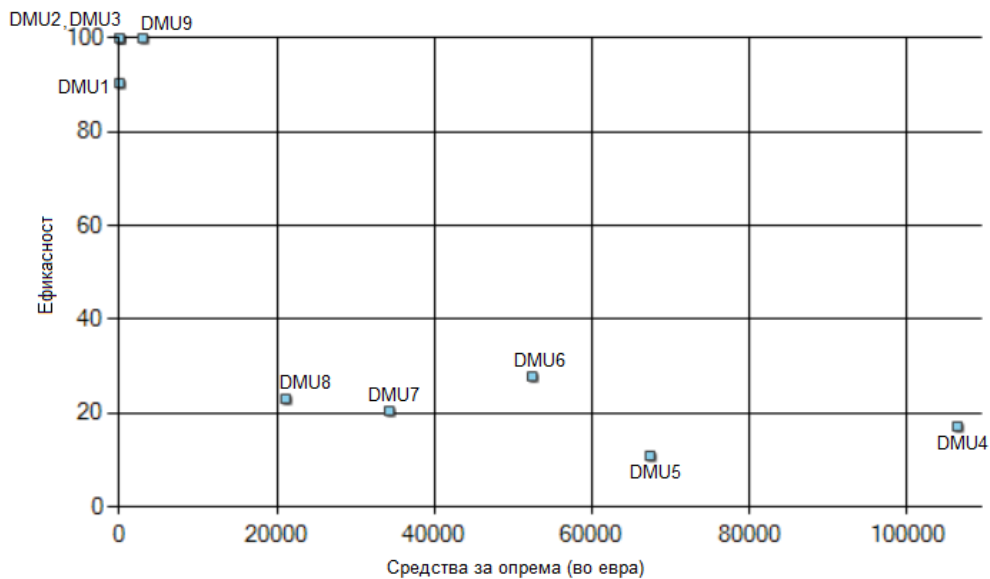
← Ефикасни продукциски единки: DMU 2, DMU3, DMU9

Вредност на Lambda коефициенти

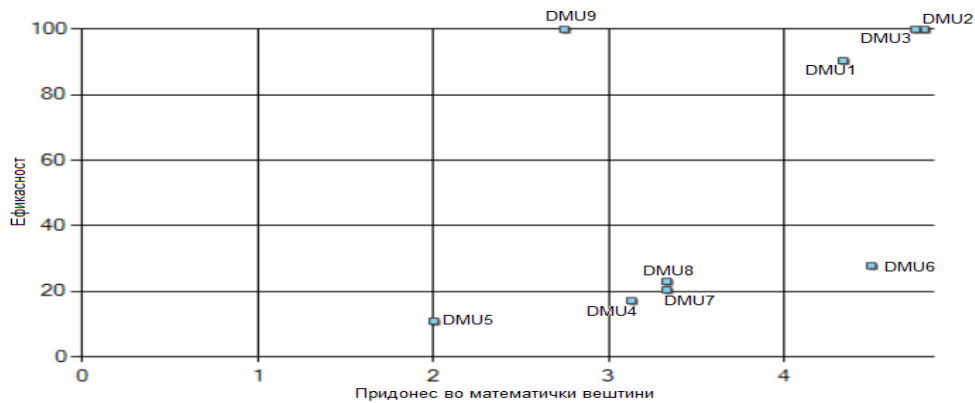
The table showing the performance, in conjunction with two inputs and one output, you can display additional fences to change the efficiency of the study programs, subject to appropriate inputs.that is portrayed in the next three pictures:



Plot Means of engagement and training of staff / Efficiency



Plot Means of equipment / Efficiency



Plot Contribution math skills / Efficiency

The comments in regards these three plots are the following:

- In terms of the fences that concern the relationship between efficiency and input parameters can be locked (as in the previous model) that effective study programs are concentrated in the upper left corner, that most inefficient are concentrated in the lower right corner of the fence, and
- Regarding the fence concerning the relationship between performance and contribution to the development of mathematical skills of students analyzed study programs, it can be concluded that efficient production units are concentrated in the upper right corner, while inefficient production units are concentrated in the lower left angle ratio.

So, given the fact that our goal is a proposal changing the input parameters, given the fact that such a model is, following analysis can be made:

- The range of change of the cost of hiring and training of teaching and associate staff in regard to the optimal degree programs is 50,160.00 - 112.800,00evra. The largest deviation from this range is found in the study program generation 2007-2010, Computer Science (which generally is most inefficient study program), exactly as in the previous model, with 336.336,67evra, which is 570.52% more than the lower limit the optimal range, ie 198.17% more than the upper limit of the optimal range;
 - The range of change of funds for equipment for the implementation of the study programs in terms of optimal items is 0 to 3,000.00 euros (even study program that has real cost of 3,000.00 euros is detected as effective, which defines the top threshold of this interval). In this case, najneefikasnata study program generation 2007-2010, Computer Science deviation in terms of cost for the purchase of equipment for its implementation:
 - Infinite percent (mathematically calculated) for sharing with 0 (lower limit), pointing to the fact that (in this constellation) that the cost of 0 euros for equipment is ideal and at the same time achieved perfect results (in terms of efficient production units) and
 - **2.145,55% percent compared to the upper limit.**

Both parameters showed enormous deviation in one production unit (study program) is detected as most inefficient.

The application of DEA technique allows generating etc. composite entity for each inefficient production unit (which in our case is a study program) comprising sublimate than a certain percentage of the appropriate ERS production units for the inefficient production

unit represents the best solution, or the solution to which is necessary to strive towards SEO or moving inefficient in this case study programs, to set a relatively effective study programs.

Following is an elaborate calculation of composite cases for a study program (it is possible to display for each of inefficient study programs) as well as a projection of the percentage of deviation of the same from its composite unit. Elaboration of process optimization is made for Generation 2007-2010, Computer Science (most unefficient production unit):

Composition of the composite unit for:	Reference production units		
	Generation 2009-2012 Business Informatics	Generation 2010-2013 Business Informatics	Generation 2009-2012, ICT-KI
Name of ineffective subject			
Generation 2007-2010, Computer Science	0	0	0.727
<i>Продукциски нивоа Λ</i>			

$$\begin{aligned}
 \text{Ген07} - 10\text{KH}_{\text{композит}} & \begin{bmatrix} \text{ТрошокАнгОбукиНасКадар} \\ \text{ТрошокОпрема} \\ \text{ПридонесМатРазвој} \end{bmatrix} \\
 & = 0.727 * \text{Ген09} - 12\text{ИКТ} - \text{КИ} \begin{bmatrix} 50160 \\ 3000 \\ 2.75 \end{bmatrix} = \begin{bmatrix} 36.466,32 \\ 2.181 \\ 2 \end{bmatrix} \\
 \text{Ген07} - 10\text{KH}_{\text{реален}} & \begin{bmatrix} 336.366,67 \\ 67.366,67 \\ 2 \end{bmatrix} : \text{Ген10} - 13\text{БИ}_{\text{композит}} \begin{bmatrix} 36.466,32 \\ 2.181 \\ 2 \end{bmatrix} \\
 & = \text{Девиијација} \begin{bmatrix} +822,32\% \\ +2988,79\% \\ 0\% \end{bmatrix}
 \end{aligned}$$

Interpretation: According to the results, the costs in terms of the amount spent on engagement and training of the teaching and associate staff is potentially larger than the optimal constellation of parameters for 822.32%, while the cost spent on the purchase of equipment used for the realization of this study program larger (in terms of the composite entity to which virtually should strive) for up 2988.79%. This directly alludes to the fact that equally good results in the output, the same level of contribution to the development of mathematical skills of students can be achieved by reducing mainly the cost of entry, where there are thoughts and the cost of teaching / cooperative staff and the cost of purchasing equipment. Specific measures:

- Reducing the gross salary of the teaching staff;
- Increasing the ratio of utilization of the teacher or associate (possible involvement of several study programs, according to legal acts)

In terms of equipment:

- purchase of less expensive equipment;
- Increasing the rate of depreciation of equipment, etc.

A third example of a model with two inputs and one output / Cumulative Model:

Input 1: Total costs

Entry 2: Area

Output: Cumulative Index contribution

Number of production unit (DMU)	Total costs	Area of usable space	production units (DEA)	Contribution to career development
DMU1	124.080,00 €	180	Generation 2008-2011 Business Informatics	4.04
DMU2	124.080,00 €	90	Generation 2009-2012 Business Informatics	4.225
DMU3	112.800,00 €	180	Generation 2010-2013 Business Informatics	4.0625
DMU4	437.333,00 €	640	Generation 2006-2009, Computer Science	3.6425
DMU5	403.733,00 €	640	Generation 2007-2010, Computer Science	3.125
DMU6	349.681,00 €	640	Generation 2008-2011, Computer Science	3.875
DMU7	332.658,00 €	640	Generation 2009-2012, Computer Science	3.5825
DMU8	286.971,00 €	640	Generation 2010-2013, Computer Science	4.08
DMU9	53.160, €	90	Generation 2009-2011, ICT- KI	3.875

This model integrates all the results and parameters which we have. On the front side, as two inputs are presented:

- The total cost of the study programs (uniform integral parameter), and
- The size of the useful space used for the realization of the study program.

On the output side is used cumulative parameter in the same way it treats equally integrates:

- The contribution to teaching purposes;
- The contribution to career development;
- Contribution to the intended purposes, and
- contribution in building mathematical skills

In the sense of arithmetical medial.

Generation and interpretation of results

By processing the parameters already elaborated earlier in the text, within the said software application generates the following general table showing the objects as production units and their performance (ordered by performance):

DMU	Production units (DEA)	Efficiency (θ)	Efficiency in percenta
-----	------------------------	-------------------------	------------------------

			ge
DMU9	Generation 2009-2011, ICT-KI	1	100
DMU2	Generation 2009-2012 Business Informatics	1	100
DMU3	Generation 2010-2013 Business Informatics	0,522	52.2
DMU1	Generation 2008-2011 Business Informatics	0,515	51.5
DMU8	Generation 2010-2013, Computer Science	0,195	19.5
DMU6	Generation 2008-2011, Computer Science	0.152	15.2
DMU7	Generation 2009-2012, Computer Science	0,148	14.8
DMU4	Generation 2006-2009, Computer Science	0,131	13.1
DMU5	Generation 2007-2010, Computer Science	0,113	11.3

This can be seen graphically in the following picture:



Those study programs which determined the value of performance are called relatively effective study programs and a group of sample items for others, or from them to realize the creation of composite units. The software very accurately pointed out how many times each of the relatively efficient production units were used in the creation of composite units. Composite units need to be perceived as individuals who exemplify the actual or any real individual (which is inefficient) has a composite entity to which it should aspire (to make such improvements, the real individual should become its composite unit).

It is shown below the utilization of efficient production units in terms of building composite production units (the peer group of efficient production units). In the calculation includes the time of selfrepresentation.

From the displayed results may be realized following interpretation:

- The curricula presented as DMU2 DMU9 and exemplify the best allocation of resources input in terms of generating quality output:
 - Generation 2009-2012, Business information, and
 - Generation 2009-2011, ICT-CI.

As can be seen, this situation (in terms of the two most effective study programs) was the outcome in the first model.

In this constellation of study programs examined, there is no better combination of input and output resources / parameters.

Worst allocation of resources input is present in those production units (certainly inefficient), who are bottom of the table (of course, this applies only to the environment, which is the subject of this research). In terms of negative performance again (in cumulative terms) combination forefront Generation 2007-2010 Computer Science. If a review of input parameters (in terms of the model, this is the aspect that is necessary / possible to make changes in order to increase the efficiency of inefficient production units), it may be noted that it is fairly obvious, ie conditions (relative to others) used enormous amount of commitment of teachers, their training and further training, and procurement of equipment for the implementation of curricula, and the use of significantly more space for the realization of teaching reais Iran is very weak (second lowest) scores as an output parameter.

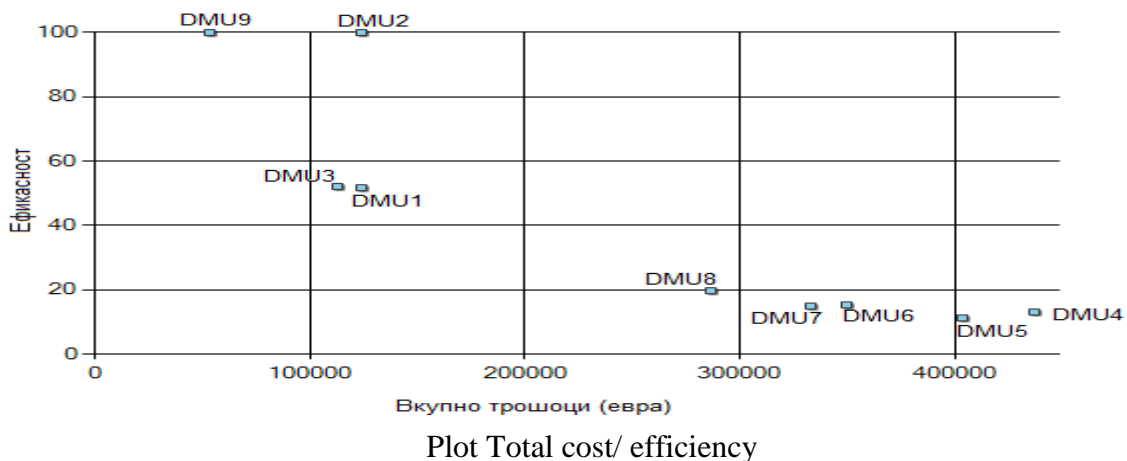
In this model, aimed at optimization, DEA technique offers etc. composite units (mentioned earlier), or items that would be made up (composed) of ERS (Efficiency Reference Set, which actually efficient production units / study programs). In this regard, in the table following are inefficient study programs, their reference (efficient) production units and appropriate lambda () coefficients, which is a Production level of the reference entity in the final composite unit, or percentage of participation.

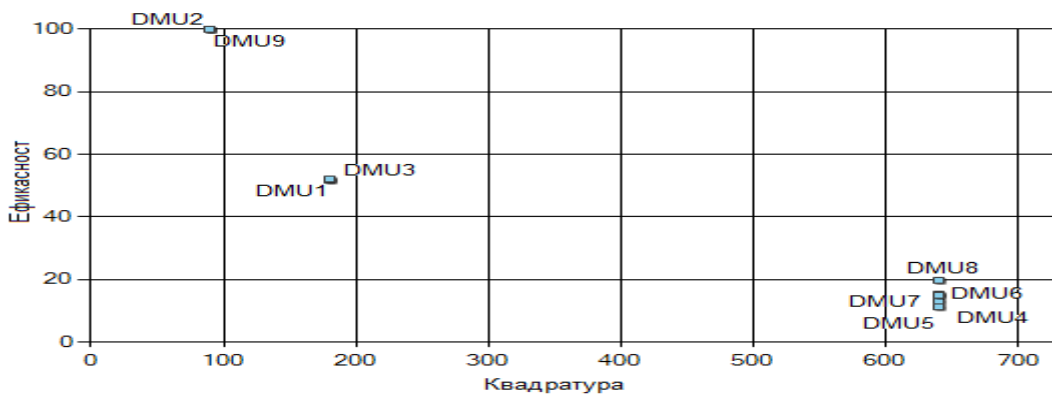
	DMU2	DMU9
DMU1	0.129	0.902
DMU2	1	0
DMU3	0.048	0.996
DMU4	0.109	0.821
DMU5	0.041	0.762
DMU6	0	1
DMU7	0	0.925
DMU8	0	1.053
DMU9	0	1

← Ефикасни продукциски единки: DMU2, DMU9

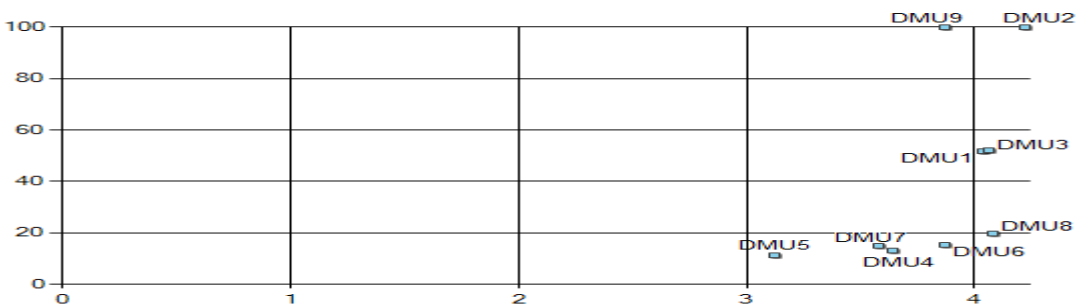
↘ Вредности на Lambda коефициенти

The table showing the performance, in conjunction with two inputs and one output, you can display additional fences to change the efficiency of the study programs, subject to appropriate inputs. It is shown in the following three pictures:





Plot Area / Efficiency



Plot Contribution to career development / Efficiency

Comments on the three plots are as follows:

- In terms of the fences that concern the relationship between efficiency and input parameters, it can be concluded that effective study programs are concentrated in the upper left corner, that most inefficient are concentrated in the lower right corner of the fence, and
- Regarding the fence concerning the relationship between performance and contribution to career development, it can be concluded that efficient production units are concentrated in the upper right corner, while inefficient production units are concentrated in the lower left corner of the graphic.

This summary model that integrates all the parameters that are taken into account:

- The range of change in the total costs in terms of optimal study programs is 53,160.00 to 124,080.00 euros. The largest deviation from this range is found in the penultimate (for efficiency) study program generation 2006-2009, Computer Science, with 437,333.00 Euros, which is 722.67% more than the lower limit of the optimum range, ie 252.46% more than the upper limit of the optimal range;
- The range of change of quadrature designed to deliver the curriculum in terms of optimal items is 90 square meters (in both study programs This method detected as relatively effective, the data on used size is the same, so the range is reduced to a single numerical value). In this model, five study programs, including the one that is detected as relatively most inefficient, and as Generation 2007-2010, Computer Sciences have deviations of 611.11% compared to the optimal value.

Following is an elaborate calculation of composite items najneefikasnata study program, as well as a projection of the percentage of deviation of the same from its composite unit -**Generacija 2007-2010, Computer Science:**

Composition of the composite unit for:	Reference production units	
	Generation 2009-2012 Business Informatics	Generation 2009-2012, ICT-KI

Name of ineffective subject		
Generation 2007-2010, Computer Science	0,041	0,762
	<i>Продукциски нивоа Lambda</i>	

$$\begin{aligned}
 \text{Ген07} - 10\text{КН}_{\text{композит}} & \begin{bmatrix} \text{Вкупно Трошоци} \\ \text{Квадратура} \\ \text{Кумулативен Индекс} \end{bmatrix} \\
 & = 0.041 * \text{Ген09} - 12\text{БИ} \begin{bmatrix} 124080 \\ 90 \\ 4.5 \end{bmatrix} + 0.762 * \text{Ген09} - 12\text{ИКТ} - \text{КИ} \begin{bmatrix} 50160 \\ 90 \\ 4 \end{bmatrix} \\
 & = \begin{bmatrix} 43309,2 \\ 72,27 \\ 3,125 \end{bmatrix}
 \end{aligned}$$

$$\begin{aligned}
 \text{Ген07} - 10\text{КН}_{\text{реален}} & \begin{bmatrix} 403733 \\ 640 \\ 3.125 \end{bmatrix} : \text{Ген07} - 10\text{КН}_{\text{композит}} \begin{bmatrix} 43309,2 \\ 72,27 \\ 3,125 \end{bmatrix} \\
 & = \text{Девиијација} \begin{bmatrix} +832,21\% \\ +785,61\% \\ 0\% \end{bmatrix}
 \end{aligned}$$

Interpretation: According to the results, total cost of 832.21% compared to the potentially optimal constellation of parameters (composite study program generation 2007-2010 Computer Science). Additionally, used 785% more space (area) in terms of the optimal constellation of parameters. This directly alludes to the fact that equally good results in the output, the same level of cumulative contribution (in terms of all the skills and knowledge acquired with the implementation of the study program) may be achieved by any reduction (which will significantly affect the overall costs) the cost of implementation of the study program. Specific proposals for SEO summarize the previous two models:



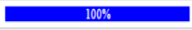
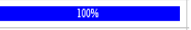
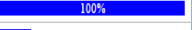

















- Reducing the gross salary of the teaching staff;
- Increasing the ratio of utilization of the teacher or associate (possible involvement of several study programs, according to legal acts);
- Reduce the number of training or cost the same (for teachers);
- Reduce the cost and increase the rate of depreciation of equipment etc.

In addition, a possible optimization may be required and reducing space or size of the space used for the realization of the study program. Specific proposals for optimization:

- Reduce the premises used in terms of area (additional effects, lower costs etc.).
- Increasing the ratio of utilization of the same space (for more study programs).

Comparative approach of the three previous models

If jointly are to be analyzed the previous models, you may observe the following conclusions:

	Ефикасност	Граф на ефикасност	Ефикасност	Граф на ефикасност	Ефикасност	Граф на ефикасност
Генерација 2008-2011, БИ	42.9 %		90.2 %		51.5 %	
Генерација 2009-2012, БИ	100 %		100 %		100 %	
Генерација 2010-2013, БИ	46.4 %		100 %		52.2 %	
Генерација 2006-2009, КН	15.7 %		17.2 %		13.1 %	
Генерација 2007-2010, КН	13.5 %		10.8 %		11.3 %	
Генерација 2008-2011, КН	17.6 %		27.6 %		15.2 %	
Генерација 2009-2012, КН	14.7 %		20.4 %		14.8 %	
Генерација 2010-2013, КН	21.6 %		22.8 %		19.5 %	
Генерација 2009-2011, ИКТ-КИ	100 %		100 %		100 %	

- Integral picture of the quality and efficiency can only be generated from the third model;
- All three models:
 - The Study Program Generation 2009-2011, ICT-KI is noted as effective;
 - Generation 2009-2012 study program Business Informatics is noted as effective;
 - Generation 2010-2013 study program Business Informatics is detected in the second modeling as efficient, but in the first and third (cumulative) as relatively ineffective. This is a classic indicator that a constellation of parameters, a production unit can be detected as effective, and in another ineffective. However, according to the approach implemented in this research, taking into account the fact that in the last cumulative modeling includes all parameters can be considered that although the best of inefficient production units, may still be considered relatively inefficient study program;
 - Study Program Generation 2007-2010, Computer Science is detected as most inefficient production unit in all three modeling, including the cumulative integral model. Thus, it is a classic example of direct analysis by management of the institution in terms of the detection of weaknesses and generating steps necessary to remove these distortions in the future;

Within each of the models are given proposed measures for optimization. Sure, they arise solely from an analysis of these specific models and do not take into account other factors of influence. Of course, the inclusion of other factors, it is necessary to extend the modeling analysis to make from scratch and generate new results, that draft measures for optimization may be subject to change.

Interpretation of the results is done in terms of addressing the effective study programs with the best allocation of resources and addressing inefficient curricula with the worst distribution of resources. Generated is a set of reference effective curricula and made a display of generating a composite study programs inefficient study programs, which give a clear picture of what is necessary to correct in each study program separately (of course, in line with the actual conditions) to the ineffective transition to effective curriculum - one of the main benefits of the DEA. In certain study programs shows the percentage of deviation of the input parameters in the study programs of the real in relation to the composite study program. Thus, displayed clear and precise constellation of inferior quality and allocation of resources, taking into account the parameters and objects which are considered in this research.

MATHEMATICAL AND GRAPHICAL REPRESENTATION

The performance of each production unit is a real number that is the ratio between weight and amount of output weighted sum of inputs, according to econometrics and leveled according to DEA in bounds. The weight coefficients are not known from the beginning, not even matched each other in terms of various production units. In fact, the weight ratios of each production unit are calculated so that they should be the most the production unit (to maximize its effectiveness). This is a unique feature of the DEA, which introduces the necessary element of objectivity that is missing in the case of application of (relatively) arbitrary weight coefficients. The weighting is to show the impact of the input or output parameters. Thus, for each production unit by applying the method to promote inputs and outputs optimize the same environment in which it is located. This in most cases is not enough to achieve efficiency 1, simply because the entrances and exits are not good enough. The goal of this method is to identify those individuals who have optimal performance (not upscale comparative unit in respect of which there will be inefficiency in terms of inputs or

outputs) and they grant efficiency Those individuals who have an efficiency we say that are relatively ineffective over those that form envelopata (limit of efficiency).

If we assume that the object of analysis is a system of n production units with m inputs and s outputs in each production unit, the efficiency of the k-th production unit can be represented as:

$$\theta_k = \frac{u_1 y_{1k} + u_2 y_{2k} + \dots + u_s y_{sk}}{v_1 x_{1k} + v_2 x_{2k} + \dots + v_m x_{mk}}$$

Under this formula, with $x_{1k}, x_{2k}, \dots, x_{mk}$ presented entries in the k-th production unit, with $y_{1k}, y_{2k}, \dots, y_{sk}$ represented outputs of the k-th production unit, and v_1, v_2, \dots, v_m , that is with u_1, u_2, \dots, u_s represented incoming weight or exit weight ratios of the production unit. It imposes the following mathematical limit (initially in DEA), in terms of the weight ratios, as well as the values of input and output variables:

Starting from this basic form of the DEA technique, also known as CCR model (proposed by Charnes, Cooper & Rhodes, 1978) has the following mathematical interpretation:

- To find $\max(\theta_k = \frac{u_1 y_{1k} + u_2 y_{2k} + \dots + u_s y_{sk}}{v_1 x_{1k} + v_2 x_{2k} + \dots + v_m x_{mk}})$, where restrictions are given in the

$$\frac{u_1 y_{11} + u_2 y_{21} + \dots + u_s y_{s1}}{v_1 x_{11} + v_2 x_{21} + \dots + v_m x_{m1}} = \frac{\sum_{i=1}^s u_i y_{i1}}{\sum_{j=1}^m v_j x_{j1}} \leq 1$$

$$\frac{u_1 y_{1k} + u_2 y_{2k} + \dots + u_s y_{sk}}{v_1 x_{1k} + v_2 x_{2k} + \dots + v_m x_{mk}} = \frac{\sum_{i=1}^s u_i y_{ik}}{\sum_{j=1}^m v_j x_{jk}} \leq 1$$

$$\frac{u_1 y_{1n} + u_2 y_{2n} + \dots + u_s y_{sn}}{v_1 x_{1n} + v_2 x_{2n} + \dots + v_m x_{mn}} = \frac{\sum_{i=1}^s u_i y_{in}}{\sum_{j=1}^m v_j x_{jn}} \leq 1$$

$$v_1, \dots, v_m \geq 0, u_1, \dots, u_s \geq 0; x_{ij} \geq 0, y_{rj} \geq 0; i = 1, \dots, m; r = 1, \dots, s; j = 1, \dots, n.$$

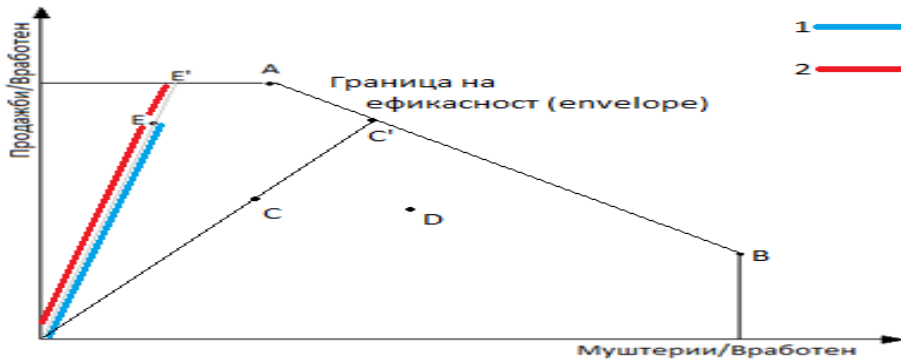
In practice it is quite complex to assess the weight of each entry and each exit in an objective sense, because individual units give a different meaning and weight of their various inputs and outputs. Under the concept of DEA, there is no objective way to calculate the weighted coefficients. A choice of the analyst and the method is that inputs and outputs are taken into account and that the smallest allowed values for weighting. Additionally, it solves the problem of scaling in order reduction of efficiency in the range of 0 to 1 as adequate access to its interpretation (Charnes, A., Cooper, W.W., Lewin, L. A., Seiford, M. L., 1994).

According to the foregoing, the performance of a specific production unit is directly dependent on the values of entries and exits from the values of their weight ratios. At the beginning of the calculations, DEA is based on the known values for entrances and exits, while using a linear programming innovate optimal weighting and in such values in order to optimize the efficiency of the production unit. The set of equations is solved separately for each production unit. To determine the relative efficiency ratio between the production units, it is necessary to determine the effectiveness of each individual separately. For this purpose, using linear programming, as described hereinafter.

GRAPHICAL INTERPRETATION OF THE BORDER OF EFFICIENCY

Those individuals who achieve production efficiency 1 of mathematical perspective (and Pareto efficient) form space (on the border efficiency - "efficient frontier") comprising (eng. "Envelops") all other production units. The goal of this method is to identify precisely those production (optimal) individuals (individuals who have optimal performance and

efficiency of 1 or 100%). From here comes the name of the method (Data Envelopment Analysis). This limit can be accurately calculate and offers the possibility to calculate the potential improvements of inefficient production units. Thus, the following figure shows the case of a production unit with one input (employee) and two outputs (number of customers and number of completed sales of a particular product) and analytics made of 5 employees (A, B, C, D and E).



DEA model with one entry, two entries and 5 production entitites

The entities A and B define the limit of efficiency (which is always a convex set of points under the concept of DEA, regardless of the dimensions of space), while C, D and E are ineffective. The production unit E may be effective if you "move" to the limit of efficiency, by reducing their inputs or increase their outputs (eg to reduce the entrance, and the ratio between exits remain constant, with the slope of rights will remain the same). Because efficient production unit closest to E is A, we say that it is a model of inefficient unit E, a reference production unit. The efficiency of the production unit E can be defined as a ratio (quotient) of distance 1 and distance 2 in Figure 5.2., Which shows how close the observed production unit to optimal efficiency. It is important to understand that the application of this technique means that the performance of the optimal production units (with 100% efficiency) can be further increased. Moment lies in the fact that the already established pattern, there are no grounds (there are other better production units) to compare their eventual inefficiency. Those who are judged to be ineffective, they are called strictly inefficient units.

Generally, the method examines whether a production unit can be restricted by the limit "below" or whether it can produce the same output with fewer inputs, or it can limit the "top" (as in Figure 5.1.), Whether it can produce more output with the same input. Optimization of inefficient production unit involves its translation towards limiting bypass (envelopa) rights that starts from the origin, passing through inefficient production entity and translated at the intersection of the line.

As non-paramether method, DEA technique a border consisting of a series of optimization steps and one for each production unit, i.e. for each production unit is calculated its efficiency provided all production units lie on the border of performance or under it (such a restriction is jumping on the model). Of course, the measure of effectiveness largely depends on the nature and number of inputs and outputs, and the number of production units to be analyzed.

1.1.ADVANTAGES AND DISADVANTAGES OF DEA

According to the existing literature, there are several advantages and disadvantages of this technique. In the group of the advantages include the following (Thanassoulis, E., 2001):

- The technique can treat models with multiple inputs and multiple outputs;
- There is no need for formulation or the existence of a production function, which accurately connects dependence on outputs from dependence on the inputs to the system (the production units);
- the production units are directly compared with each other or other homogenous production units and
- The units of input and output parameters can vary in its entirety.

The group of defects that characterize the method are the following points:

- Because this method is based on precise mathematical calculation, any error in measurement (interpretation) of entrances and exits can significantly affect the overall picture of the performance of all production units (not just the one for which a measurement);
- This method is good in the projection of the relative efficiency and gives an idea of the absolute efficiency of the production units. It generates the same image as a production unit is quality over those production units to be taken into account when measuring and not according to the so-called "Theoretical maximum";
- It is possible application of statistical testing due to neparametarskata nature;
- As a result of DEA creates and solves a special system of linear equations for each production unit, the systems in a number of production units with a relatively large number of inputs and outputs, the calculation may require more technical and time resources.

The existence of the weight coefficients for each input and output in precise mathematical terms limits of a minimum positive and greater than 0 Value (thus avoiding the possibility of any of the entrances or exits be ignored. With mathematical simplification (which will give enough a clear picture of the performance evaluation) may be considered to be sufficient weighting to be larger or equal to zero. in general, flexibility in the choice of weighting is at the same time advantage and Mr. edostatok. Lack is because the calculation of the weighted coefficients in this way for a specific production unit must fully reflect the input / output parameter real for that individual, which it would have been ineffective due to the choice of weighting instead the inherent efficiency of the production unit. on the other hand, the advantage (which balances the lack) lies in the fact that there is a possibility production unit to be ineffective even when she and Daudet Lenny best weight ratios (such was founded in optimizaciskata technique of this method), so in this case, the claim that inefficiency is based on poorly assigned weight coefficients is not correctly.

FIELD RESEARCH AND THE GENESIS OF DEA MODEL

In the context of the policy of the SEE University - Tetovo, which from the very beginning of its existence is based on the structure "student spotlight", which de facto is the basis for the existence and development of the majority of higher education institutions in the modern age, one of the key perspectives in terms of which should be directed overall functioning of the university is generating knowledge of the student and his training for the workforce after his graduation. The process of acquiring knowledge is very complex in terms of all the times that it is necessary to include in terms of production quality and the necessary staff. The number of aspects of which depends on the success of it in principle a very large dynamic variable over time, so that the higher education system (whether it comes to university or higher education policy in one country) must constantly be in progress towards a permanent adaptation to new times.

In most modern societies, work is essential for survival, so the question is whether education has a major order to guarantee future employment? There are claims that these two

views need to be separated. For example, there are a huge number of cases in which a person acquires the education faculty, but knowledge about specific jobs through training elsewhere / institution so that the question of the quality of acquired education, many will respond that once is enough student to "learn to think" faculty, thus much easier to enter the labor market). This aspect of the work is covered by the assumption that one of the key parameters subject to testing reflects the parallel between the needs of the labor market and what study program offers.

GENERATION OF MODEL ANALYSIS OF QUALITY STUDY PROGRAMS

SEEU – Tetovo

Higher education in the country has long been reformed in order to become more competitive in the global market of higher education. The current situation undergoes particular criticism associated with inappropriate conducted transformation of curricula that question the readiness of students for a quick transition to the labor market. A majority of study programs have set goals of teaching competencies that students should acquire, nor ways of achieving goals. In order to define clear guidelines on teaching, attitudes and intentions of the teachers to 'equip' students with the transferable skills needed in the labor market, it is necessary to generate a model for the analysis of study programs, aimed at increasing quality and efficiency of higher education.

The definition of quality in higher education is a problem for which there are a huge number of publications and they are dealing with a number of institutions and universities worldwide. The true generally accepted thesis that the greater the number of parameters to be taken into account when generating the image quality in education in the constellation which certainly corresponds to reality, the more the result will reflect the reality. Parameters necessary to take into account almost all analyzes are:

- The nature of knowledge, skills and abilities that students acquired during their studies;
- The level of knowledge and skills that students have acquired during their studies;
- Correlation of the nature and level of knowledge and skills that the study programs offered by the actual needs of the labor market, or society / country;
- The rate of employment and real instilling graduates in the economy and real sector;
- The financial structure of the studies in terms of necessary resources need to be invested in order production staff etc.

Moreover, many of the parameters (partly mentioned above) are quantitative in nature, that with proper research and analysis can simply get to specific figures. On the other hand, some of the parameters can not simplify the real number, which would be subject to mathematical analysis later.

Examples include the first three aspects mentioned above, for the determination of which require special methodologies (one of them is used for the purpose of this doctoral thesis, which is elaborated in the following text). The complexity comes from the fact that they just difficult quantitatively measurable parameters are actually basic and crucial in generating the overall picture of the effectiveness of the educational process.

CONCLUSION

Offering modern model, designed and conducted research using DEA (DATA ENVELOPMENT ANALYSIS) mathematical technique based on linear programming (as a technique of optimization), aimed at determining the quality of certain university study programs that are implemented in private higher education institution - South East European University (SEEU) in Tetovo, Macedonia is a new conceptual approach to assessing and improving the quality of study programs.

The model, by applying DEA mathematical technique based on linear programming, is ready at any time to be extended by increasing the number of input and output parameters correlated with the basic approach of the art that the greater (though in real terms) number the parameters to be taken into account, the result will better reflect reality (meaning the general and specific knowledge, skills and competencies that students acquire during the study, and the invested resources in terms etc. financial and organizational information).

The technique DEA (Data Envelopment Analysis) implicitly uses linear programming, aimed at the detection efficiency of the production units in the set of entities that are subject to analysis and optimization. In the case of this study, the technique we use to measure the effectiveness of specific curricula, by selecting the appropriate inputs (corresponding to the input) and output parameters (corresponding to the results obtained with these resources).

Through the presentation of the results and locating inefficient elements that are integral to the realization of studies, showing the possible reasons for their inefficiency in the limited set of parameters and provides guidelines for optimization, or possible changes should be introduced by management of the higher education institution, in order to achieve the same results, with smaller investments, which in aggregate will increase the efficiency of the educational process.

The model suggests the existence (within the analyzed study programs) in two groups of study programs: efficient and inefficiently study programs, within which resources are allocated in the best possible way, ie where intervention is necessary in order to increase their efficiency.

The quality of a process actually reflected by the performance of the entity which implements the process. The efficiency (in all research) could qualify as the ratio between the resources invested in order to generate a certain outcome and quality / level of the end result. Moreover, this concept further in labor terminology applies only to the part of a university / college / certain programs of study, which was conducted research and analysis. What is very important is that by extending the displayed model in quantitative and / or qualitative terms, in exactly the same way can be applied in a much broader sense, that for valuation purposes colleges, universities or higher education whole, at a state level.

In this way, the main goal is to introduce a new concept / model analysis processes in higher education and the establishment of performance through a constant you can find moments that need something to change, with a single purpose - constant optimization and improving the educational process aimed at generating quality staff.

Through the application of this approach in higher education, under resources include all assets (financial and any other character) that the University invests in order existence and practical implementation of an educational program, such as (in the broadest sense, with each of them with appropriate rate affects the overall performance of the institution):

- Offer an appropriate study program of structural aspects;
- Engagement of appropriate teaching and associate staff, qualified for the practical implementation of the respective study program;
- Engaging appropriate administrative staff who will carry out the auxiliary function outside of teaching - scientific process, and in its full function (student service, legal service, Service Finance Service Public Procurement Office administrative processing of graduates additional features of the teaching staff in terms of management of the institution and its business etc.).
- Spatial resources, in terms of the effective area which is available for implementation of the study;
- The overall financial structure in terms of cost of material and other goods that are necessary for implementation of the study program (inventory, equipment);

- utilities (electricity, water, rent) and others.

The overall investment of the end result in the genesis of adequate staff is necessary to master skills in the study program are provided to acquire the student, the study of the overall study program. If you measure the proficiency of the anticipated general and specific skills by the student, you can give a certain answer to the question whether the objective has been reached in the implementation of the study program.

The genesis of the character of qualifications and competences which is scheduled to acquire student studying study program is necessary to meet the real needs of the labor market, that arise from communication between the education system and the real sector (industry, economy). Completely undesirable generating competencies in isolated university circles, regardless of the real sector, because graduates need just in it to get involved after graduation. Account must be taken that the necessary competencies required to offer a degree program are subject to modifications over time (this especially applies to the specific competences and skills, according to the new trends constantly need to change).

The vision and purpose of this paper is to initiate a new way of thinking and evaluating the quality of the educational process, or through the application of linear programming to generate a new perception in which there is space for the realization of continuous observation of it, by taking into account the input / output parameters for each subject and for each generation of students over time.

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