

**University "St Kliment Ohridski" - Bitola**  
**Faculty of Education - Bitola**



**TEACHER**  
*International journal*

University “St. Kliment Ohridski”  
Faculty of Education - Bitola

# TEACHER

*International journal of education*

Bitola, 2016

**Publisher**

Faculty of Education - Bitola  
Dean prof. Valentina Gulevska, PhD.

**Editorail Board**

academisian Grozdanka Gojkov, Serbia  
academisian Marjan Blazic, Slovenia  
Prof. Milan Matijevik, PhD, Croatia  
Prof. Svetlana Kurtesh, PhD, England  
Prof. Anton Ilica, PhD, Romania  
Prof. Eva Soradova, PhD, Slovakia  
Prof. Tom Jovanovski, PhD, USA  
Prof. Jove D. Talevski, PhD, Macedonia  
Prof. Zlatko Zoglev, PhD, Macedonia  
Prof. Dobri Petrovski, PhD, Macedonia  
Prof. Metodija Stojanovski, PhD, Macedonia

**Executive and Editor-in-chief**

Prof. Ljupco Kevereski, PhD, Macedonia

**Cover**

Bilana Cvetkova Dimov, PhD, Macedonia

**Technical & Computer support**

Josif Petrovski, Macedonia

CIP - Cataloging in Publication,  
National and University Library "St. Kliment Ohridski" - Skopje.

TEACHER: Journal of the Faculty of Education - Bitola /  
[Editorial Board Acad. Grozdanka Gojkov ... ] Year XIV, No. 1 (2016) -.  
- Bitola: Faculty of Education, 2016 -. - 29 cm., 109 p.

Unspecified

**ISSN 1857- 8888 (online)**

University "St. Kliment Ohridski" - Bitola, Macedonia  
Faculty of Education - Bitola, Macedonia

**Address:**

Faculty of Education  
ul "Vasko karangelevski" b.b.  
7000 Bitola, Macedonia  
Tel/Fax. ++ 389 47 253 652; 203 385

With the opinion of the Ministry of Culture no. 07-2699/2 from 15.04.1998, for the journal "Teacher" is paid preferential tax rate. In accordance with Article 20, paragraph 8 of the VAT Law (Official Gazette 44/99), for the journal "Teacher" is paid a tax of 5%.

The journal has no commercial nature.

## CONTENTS

Liljana Polenakovikj <b>WHAT COMPETENCES THE SECONDARY SCHOOL PRICIPAL NEED?.....</b>	<b>7</b>
Violeta Arnaudova, Ljupco Kevereski <b>SELFEFFICIENCY OF THE STUDENTS UNDER DIFFERENT STYLES OF TEACHER'S MANAGEMENT .....</b>	<b>14</b>
Eudjen Cinc, Roxana Cinc <b>CONTENTS OF THE FOLKLORIC TYPE IN MUSIC TEXTBOOKS WITH REGARDS TO MUSICAL DEVELOMPMENT – REFERENCES TO TEXTBOOKS FOR THE FIRST AND SECOND GRADE USED IN THE ROMANIAN SCHOOLS IN.....</b>	<b>23</b>
Violeta Januševa <b>TURKISH LOANWORDS IN THE CONVERSATIONAL STYLE OF THE MODERN MACEDONIAN LANGUAGE.....</b>	<b>31</b>
Sofija Georgievska, Ivan Trajkov <b>TENDENCIES FOR PERCEIVED SELF-EFFICACY AND PROCRASTINATION IN STUDENTS .....</b>	<b>37</b>
Bisera Kostadinovska <b>HEARING STUDENTS' VOICE IN ACADEMIC WRITING WITH EFL STUDENTS- AVOIDING PLAGIARISM .....</b>	<b>43</b>
Jovanka Denkova <b>A NEW MACEDONIAN NOVEL ABOUT A YOUNG AND GROWING .....</b>	<b>50</b>
Ivan Trajkov, Sofija Georgievska <b>PROFESSIONAL BURNOUT AND BALANCE BETWEEN WORK AND FAMILY LIFE AMONG TEACHERS .....</b>	<b>55</b>
Vladimir Talevski, Ivana Temelkoska <b>MUSICAL CREATIVITY IN PRESCHOOL END ELEMENTARY SCHOOL .....</b>	<b>59</b>
Eudjen Cinc <b>WORK WITH CHILDREN'S MUSIC GROUP – FROM THE DIDACTIC TO THE ARTISTIC PERFORMANCE .....</b>	<b>65</b>
Liljana Polenakovikj <b>ETHICS – AN ELEMENT OF MANAGERIAL WORK OF SCHOOL PRINCIPALS .....</b>	<b>72</b>
Evdokija Galovska <b>INFLUENCE OF THE WORK FORMS INTO LEARNING OF LANGUAGE SKILLS (READING, LISTENING, SPEAKING AND WRITING) .....</b>	<b>82</b>

Ardjana Braja, Manuela Zejnelhoxha	
<b>THEORETICAL CONTRIBUTIONS FOR THE ASSESSMENT OF WRITING SKILLS .....</b>	<b>87</b>
Gordana Tasevska, Toni Soklevski, Jasmina Vasilevska	
<b>POSSIBILITIES TO INTERVENT IN EDUCATIONAL SYSTEM FOR MARKET’S NEEDS IN THE 21<sup>ST</sup> CENTURY .....</b>	<b>91</b>
Goce Dzukleski	
<b>MULTI-INSTITUTIONAL COLLABORATION FOR PREVENTION OF JUVENILE DELIQUENCY .....</b>	<b>99</b>

# WHAT COMPETENCES THE SECONDARY SCHOOL PRINCIPAL NEED?<sup>1</sup>

**Liljana Polenakovikj**

Bureau for Development of Education, Skopje, Macedonia

*liljanapolenakovik@yahoo.com*

## Abstract

Quality education is the key for the development of one society. Its role is to "supply" the people with knowledge, skills and competences to contribute for the society. Secondary school education is just one segment from the whole system of education which allows students acquiring new knowledge and developing new skills for further continuation of education or for presenting themselves on the labor market. The school principal plays a key role for the efficient work of the educational institutions. This paper focuses on the analysis of the competences which one principal of a public secondary school should possess. The research showed that the principals have higher need in development of the general management competences, which is understandable since most of the time, the principals are teachers (pedagogues, psychologists) with experience in educational process. The conclusions of the research are recommendations for types of competences the principals in the public secondary schools should develop, through formal and informal education and training.

**Key words:** *Principal, Secondary School, Competences, General Competences, Specific Competences*

## INTRODUCTION

At the beginning of XX century, the famous American industrialist Henry Ford said: *"The country's competitiveness does not begin in the factory or in the engineering lab. It begins in the classroom."* This same statement 100 years ago is still valid and present in present times as well.

**Quality education plays a key role in the development of the society.** The European Commission in March 2011 gave the following recommendation to the European Parliament: *"Education and training has a prominent place in the Europe 2020 strategy. For a fast, sustainable and overall growth, it would "supply" the citizens with the skills and competencies that are necessary for the European economy and society to remain competitive and innovative, while promoting social cohesion and inclusion"* (Official Journal of the European Union, 4.3.2011: web page, 1).

For the implementation of the recommendations of the European Commission, the education ministers of the EU Member States have set the following three fields of joint action: (European Commission, Education and Training, web page):

1. "Focus on the possibility for each student to acquire the competencies needed for the new dynamic and knowledge-based society, such as: high level of literacy and mathematics, relevant curricula, materials (manipulative) for learning, and student assessment.

---

<sup>1</sup> Original scientific paper

2. High quality education for every student by improving equal education opportunities for all, reducing early school-leaving and improvement of the learning conditions for the students with special needs.
3. **Improving support** for the teachers, professors and school principals through an effective recruitment and selection, along with a better professional education and training."

For achieving the third objective of the action, at the end of 2011, a European Policy Network on School Leadership (European Policy Network on School Leadership - web page) was formed within the Lifelong Learning Programme of the European Commission. The aim of this network program is to increase the capacity of school leaders (principals, deputy principals, heads of departments etc.) through specialized and professional trainings.

Concerning the educational process, in 2005 the Republic of Macedonia focuses on the school principal. According to The National Program for the development of education in the Republic of Macedonia 2005-2015, the **school principal plays a key role for the efficient work of the institution**. The principal's leadership in the educational process is one of the requirements for satisfied participants, and the rating of the institution on the education market. Therefore, an institutional solution of this segment is needed. This would provide training and upgrading of the principal's competences, as well as adequate education of the new candidates for principals, in order to achieve efficiency and effectiveness at work." (The National Program for the development of education in the Republic of Macedonia 2005-2015, pp.366).

This work focuses on the analysis of the competences one successful secondary school principal should possess.

## DEFINING THE TERM "COMPETENCES"

The secondary education allows young people to acquire knowledge and to develop skills for further continuation of education or to present themselves on the labor market. According to the Law on secondary education, the secondary education is implemented through gymnasium, vocational, art curricula and education for students with special needs (Official Gazette N.52, 2002).

According to Article 91 of the Law on secondary education (Official Gazette N.67, 2004):

"The school principal is the leader of the public secondary school, responsible for following the laws and the financial work of the institution..."

**This paper focuses on the competences of the secondary school principal that are needed for a successful implementation of his/her work.** For the analysis of the principal's competences, a research was conducted only in public secondary schools, because the selection of the principal in private schools is based upon the decision of the owner of the school. In addition, the private schools do not apply the condition that candidates must have passed exam for becoming principal.

Competences have different notions, conflicting views and definitions. Therefore, they remain one of the more controversial and complex terms in the literature and practice of management, organizational theory and especially the management of human resources i.e. human capital management (Audrey Collin, 1989, pp. 20-25).

Some of the definitions of the term in the management and educational literature are:

- Competence is the ability of an individual to do a job properly. A competency is a set of defined behaviors that provide a structured guide enabling the identification,



evaluation and development of the behaviors in individual employees. (Wikipedia, competence (human resources), web page);

- Overall ability of the individual that provides efficient work performance in specific situations (Santiago A., 1998);
- Level or condition of competence i.e. the quality or the capacity of an individual to do a job properly (Wikipedia, competence, web page);
- Capacity of the individual to perform (implement), i.e. acquire knowledge, skills and personal characteristics needed to meet the special needs or requirements for a particular situation (Washington Community and Technical Colleges, web page);
- A cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation.(Business Dictionary, web page);
- Professional characteristics that contribute to effective performance management (Albanese R., 1989);
- Generic knowledge, motives, qualities, social roles or skills of the person associated with superior / excellent performance (Hayes, J. L., 1979, pp. 2-3);
- Competences are the techniques, skills, knowledge and characteristics that make a worker's performance to be different from the ordinary worker at the same work position or category (Kochansky, J. (1998).

Perhaps one of the simplest definitions in the literature is the one presented by the College of Medicine "Albert Einstein": ***Competence refers to the adequacy of performance*** (Albert Einstein College of Medicine Residency Program Director Workbook, p. 3). For the college, the word "competent" means:

- Adequate for the required purpose;
- Qualified;
- Capable. (American Heritage Dictionary, 1985.)

The European Commission's definition of the term "**competencies**" is used as basic definition in this paper, and it means **the ability to use the knowledge, personal, social and methodological skills in the work environment, learning, professional and personal development.**

There are different classifications of the term for competences. The author of this work sets two types:

- General competences.
- Specific competences.

*The general competencies* include attributes and characteristics that are common to different jobs (i.e. subjects / study programs) and are necessary for the successful completion of tasks, but also for everyday socio-economic and social life of the individuals. These include skills such as: learning ability, analytical skills, teamwork and so on.

*The specific competencies* are directly related to the workplace and they are the key to successfully achieving of the goals. The specific competencies give the identity and consistency at the work position or the course of study, if it is the competencies that students acquire after completing some studies.

For the secondary school principals, the specific competences distinguish them from the others in the management, and those competences are related to the educational process.

The specific competencies of secondary school principals arise from the pedagogical-instructive assignments which are obligations and responsibilities to organize and monitor the

implementation of the curricula, to actively participate in the planning and programming of all forms and areas of educational work, and to monitor and evaluate the work of teachers.

The sector of human resources, and its constant development, is the key for the successful implementation of the adopted changes in education. The improvement of the quality of education, to the extent of comparing it with international standards, is not possible without the professional development of the school principals. The modern times require principals-managers who will know how to make real and quality plan for development of the educational institution. Unfortunately, the management in education has not yet found its place. There are no special higher education institutions for undergraduate education and training for future school principals. Therefore, in R. Macedonia, an institutional solution of this segment is needed. This would provide training and upgrading of the principal's competences, as well as adequate education of the new candidates for principals, in order to achieve efficiency and effectiveness at work.

## **RESEARCH: COMPETENCES OF SECONDARY SCHOOL PRINCIPALS IN THE REPUBLIC OF MACEDONIA**

The research was done in order to examine the needs for development of the competences of the principals.

After a detailed analysis of the literature on competences, and preparation talks with all stakeholders of the school, the following documents were created:

- Interview guideline for the school principals and administration representatives;
- Questionnaire for the competences of secondary school principals

The preparation of the documents went through the following process:

1. Preparatory phase for creating the "Interview guideline";
2. Conducting an interview with principals, vice-principals, department responsible and administration;
3. Making of questionnaire for the competences of secondary school principals;
4. Testing: pilot research in the schools where the interviews were conducted with the principal, vice-principal, responsible of shift and administration;
5. Redefining the questionnaire

The preparatory phase was very important because in that period all stakeholders, interested in the successful functioning of the school, were contacted. The interviews gave direction of the research and precised the types of research tools (interview guide and questionnaire).

The interviews were conducted in six schools in Skopje and were the basis for obtaining information for making the questionnaire. The final questionnaire was sent to the e-mail addresses of all 100 public secondary schools in the country. For the research were used the complete questionnaires submitted by 59 public secondary schools.

### **The key conclusions of the analysis are:**

#### **A. General information:**

- The research covers 59% of the population of all public secondary schools in the country.
- The secondary schools are geographically located according to population in all regions of the country: 19 in the Western region; 16 in the Eastern region, and 24

secondary schools in the Central region (Kumanovo, Skopje, Veles, Negotino, Kavadarci and Gevgelija).

- Within the secondary schools that were analyzed, 31 schools are developed with more than 75 employees.
- According to the gender structure, there is dominance of male principals (64%). However the ratio is different for the secondary school teachers (58% female teachers).
- Most principals are 46 to 55 years old.
- One of the principals is Doctor of Science; other nine principals are Masters of Science, while the rest of the principals hold a diploma of higher education.
- All directors believe they need additional training. Most of them (53%) believe they need 6 to 15 days training per year, i.e. one to two weeks.

#### **B. Analysis information on the competences of secondary school principals:**

The answers to the open question were ranked according to the number of the suggestions for trainings that would develop some of the principal's competences. Furthermore, the principals listed their needs, and in brackets is the number of principals who declared they need additional knowledge in the following areas:

- Financial and accounting management (20)
- Knowledge of the laws and legislation (27)
- Communication and presentation skills (15)
- Organization skills (15)
- Team work (14)
- Project management and cooperation with donors (additional fund raising) (10)

It was expected that as a result, the general management competences and the ones related to financial operations and legislation will be indispensable for the work of the secondary school principal. The reason is that principals often finished their education at a faculty for teachers, and therefore are not trained in these areas. This implies that the education process does not take into account that a teacher may be a school principal one day. These shortcomings were expected to be overcome with the introduction of the exam for principals. However, most principals still feel the need of developing their management competences. This raises the question of strengthening the training of principals, and a possibility of introducing the subject School Management in the teaching curriculum.

The main part of the questionnaire had 30 competences that were suggested as result of the previous research of the literature in this area, the talks with the stakeholders, and the interviews with the principals and school administration.

The principals ranked the 30 competences of the list. They chose the following ones as most important competences for successful work:

- Owns organizational competences (53 principals say it is a very important one)
- Has a vision for the school (51)
- Builds good interpersonal relations in the school (51)
- Builds good relations with the stakeholders (51)
- Makes effective teams (45)
- Knows the laws and regulations (45)

On the other side, for less important competences, the principals chose:

- Knowledge of foreign languages
- Usage of ITC at work.

#### **CONCLUSION AND INTERVENTION SUGGESTIONS**

The analysis of the research results showed that the pedagogical-instructive competences of principals (i.e. the specific competences) were not in their focus of interest for further development. The focus is on the general management competences. Given that directors finished their education at faculties for teachers, and, according to the questionnaire, have an average of 11-20 years experience in education, the competences related to the educational process are well known to them. However, the position as school principal presented the need of new competences to them, which are the general management competences. That is the reason why they have a greater need for further development of the general management competences.

The research and conclusions make the following suggestions (Polenakovikj L., 2013):

- Teacher faculties should consider introducing a subject on School management (mandatory or optional) in the curriculum;
- Strengthen the trainings, both by quality and quantity that are required for the exam for principals;
- Organize specialized training for secondary school principals in the areas outlined as answer to the open question of the questionnaire, in order to develop competences that are important for their successful work in secondary schools;
- Organize joint training sessions with stakeholders on topics of mutual interest for the school;
- Organize specialized education for the principals (and their deputies) for additional fund raising by involving the business community and getting access to European funds.

The research on the subject could be further enhanced in order to develop a system for a continuous evaluation of the principal's achievements based on the performance indicators.

The direct users of the research results could be:

- Principals in secondary schools;
- Committee for selection of the secondary school principal;
- Institutions responsible for training and conducting the exam for principals.

Other users of the research results could be:

- Faculties and universities in the country, that could improve part of their curricula (or some subjects) and put a focus on developing these competences;
- Organizations for lifelong learning (consultancies, training centers, universities, independent consultants and trainers, etc.) that conduct additional training for adults, including training for principals;
- Stakeholders (parents, students, officials in the Ministry of Education and Science, Bureau for Development of Education, National Examination Center, Center on Secondary Education and Training, municipalities, the city, etc.) who are interested in quality education process and successful work of schools.

## REFERENCES

- Albanese R. (1989) "Competency-based Management Education. Journal of Management Development, Vol. 8 Issue: 2
- Albert Einstein College of Medicine Residency Program Director Workbook, web page: <http://www.einstein.yu.edu/docs/education/graduate-medical-education/competency-handbook.pdf> (accessed on 12.06.2015)
- American Heritage Dictionary (1985) Houghton Mifflin Co., Boston, 2nd Edition
- Audrey Collin, (1989). Managers' Competence: Rhetoric, Reality and Research. Personnel Review, Vol. 18 Issue: 6, pp.20 – 25
- Business Dictionary, web page: <http://www.businessdictionary.com/definition/competence.html>
- Competence (human resources) web page: [http://en.wikipedia.org/wiki/Competence\\_%28human\\_resources%29](http://en.wikipedia.org/wiki/Competence_%28human_resources%29) , (accessed on 12.06.2015)
- European Commission, Education and Training, web page: [http://ec.europa.eu/education/policy/school/competences\\_en.htm](http://ec.europa.eu/education/policy/school/competences_en.htm) (accessed on 12.02.2016)
- European Policy Network on School Leadership – web page: <http://www.schoolleadership.eu/>, (accessed on 12.06.2015)
- Hayes, J. L. (1979) A new look at managerial competence: the AMA model of worthy performance. Management Review, November 1979
- <http://www.businessdictionary.com/definition/competence.html> (accessed on 12.06.2015)
- Kochansky, J. (1998) El sistema de competencias, in: Training and Development digest, Madrid, 1998
- Official Journal of the European Union, 4.3.2011, <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:070:0001:0003:EN:PDF>
- Santiago A., (1998) Certificación de competencias laborales. Aplicación en Gastronomía. Montevideo, Cinterfor/ILO
- Washington Community and Technical Colleges, web page: [http://www.sbctc.edu/College/\\_e-assessglossary.aspx](http://www.sbctc.edu/College/_e-assessglossary.aspx), (accessed on 23.04.2014)
- Закон за средно образование, (Службен весник на РМ бр.52, 2002)
- Закон за средно образование, (Службен весник на РМ бр.67, 2004)
- Националната програма за развој на образованието во Република Македонија 2005 – 2015, – web page: <http://www.npro.edu.mk/dokumenti/strategija-mk.pdf>
- Поленаковик Л., (2013) Специфичните компетенции на директорите на средните училишта (непубликуван магистерски труд), Скопје, ИСППИ-УКИМ

# SELFEFFICIENCY OF THE STUDENTS UNDER DIFFERENT STYLES OF TEACHER'S MANAGEMENT<sup>2</sup>

**Violeta Arnaudova**

Psychology Institute, Faculty of Philosophy, UKIM – Skopje

**Ljupco Kevereski**

Faculty of Pedagogy, UKLO - Bitola

## **Abstract**

The replacement of the traditional with active teaching actualizes the importance of the formation of the students personality. The responsibility of the educational system spreads to a new dimension which doesn't enclose only learning and gaining who will be to contribute theirs and general welfare. The behavior of the people in different situation is defined by their beliefs about one's capacity or self efficiency. These self perceptions of the people in different situation is defined by their beliefs about one's capacity or self-effacing. These self perceptions define the actions and thoughts and help deterring individual's skills. In that sense in this article the sufficiency in relation to styles of teacher's management will be analyzed.

*KEY WORDS: self efficiency, styles of management, managing the class.*

## **INTRODUCTION**

The process of the replacement of the traditional by active teaching emphasizes the questions of the importance and responsibility of the educational process to the development of the student's personality. The sensibility of the modern psychological and pedagogical science and exploration of the teacher's role in the process of learning and the behavior features' influence in the creation of the psycho – social climate in the class. New strategies, models and techniques are being constructed in order to make managing of the class more successful. The purpose of the professional engagement of the teacher's engagement is resulted, independent, productive, emotionally stable and socially integrated person. The role's of the teacher are getting more and more complicated and he/she is expected to integrate and coordinate them all. The function is conducted through the manager's style of running the class or as it is called nowadays – managing the class. The way of teaching the students is an important component of the teacher's style.

The teacher has direct and indirect influence over the development of the student's personality. The direct influence is defined with the immediately relationship between the teacher and the student, and the indirect though the social – emotional climate in the class. Many things contribute to the creation of the social – emotional climate of the class: - the wind of interaction between the student and the teacher, the degree of the democratic relations in the class, the dominant shapes of motivation and emotional characteristics of the teacher.

---

<sup>2</sup> Original scientific paper

Cooperative climate is more efficient in the creation of the positive emotional relationship between the students in the class and towards the studying itself and it contributes to self-efficacy and creation of a positive image of one's self.

## **STYLES OF MANAGEMENT OF THE TEACHER**

There is no doubt that schools which are well equipped make it easier for the effective teaching and the skills for good behavior and management of the basic tasks and improving results of the student's studying. The style of the teacher and the way he/she manages the students represents key ability for the beginners, as well as for the teachers with experience. This construct has many aspects of the teacher's work as well as a social – emotional climate which he/she creates in the class. There are types of climate appropriate to the teacher's styles of management, democracy and "laissez-faire" come out of four types of social atmosphere in the class: aggressive autocracy, apathetic autocracy, democratic atmosphere and atmosphere of total freedom. These four types do not differ only in emotional and interpersonal relationship but in work accomplishment and orientation of the tasks.

Over the last decades the ideas about effective learning increased rapidly. In that context Shone states that the effective tuition demands careful planning and continual "reflecting in practice" considering many dimensions of the learning and tuition.

For better understanding of the effective tuition, some important definitions where it is defined as acting the human skills or giving instructions from the behalf of the teacher, considering all aspects of the student's development.

Clark and Star (1986, according to Moore 1998) point out that tuition is one way of helping the students in overcoming the change of some skills, knowledge, ideals, behaviors or understanding. One broader definition about tuition is the one of Moore according to which:

"Action of someone who tries to help the others in accomplishing their highest potential in every aspect of the development." In the effective tuition the teacher thinks of the students as an active subjects whose intellect, emotions, self-respect and self valuation deserve respect and elevation.

Van Ness explains that if self-evaluation of the students is positive and the confidence high the students will try to learn and to sustain the difficulties. Although the expectations of the students should be high, the steps to reach all of them should be realized ( Seymour – Seymour 1992 ).

The effective teachers engage the students during the time of the teaching, encourage them to take over the control bigger responsibility about their teaching, which implies the interdependence of all the actors involved in the process of learning. The interdependence in the effective teaching creates a feeling of mutual responsibility, cooperation, role switching, mutual respect and sense of affiliation.

In order to explore the teacher's behavior it is necessary to know his/her roles. Moore states a classification of the roles of the teacher in which managing the class is separated as a specific role. The managing role implies a modulation of a positive behavior of the students by the teaching program and by help of promoting a behavior which helps the students to build and reinforce these kind of behavior. The style of the teacher's management is very complex construct for which is often a term "classroom management" is used in the western literature.

There are many attempts to define this construct, but because of it's difficult to state the right definition. But as an acceptable definition may be taken in consideration that this is related to " regulations and acts which are needed to establish and maintain the environment in which the learning and teaching may be carried out ( Dukes 1979 )" or activities taken in for studying, convenient for successful teaching.

There are three basic, and sometimes four types of relationships between the teacher and the student: domineering, authoritative, tolerant and indifferent style of management. According to Baumrind (Wilkinson and Meyers, 2007) there are two fundamental dimensions in the basis of the models of teaching styles management. The first one explains the support, caring and development of the child's individuality and self-regulation and appropriate accomplishment of the child's needs. The second dimension states the control over the children through insisting on discipline, supervising, serious demands and confrontation. Depending on the level of these two dimensions Baumrind suggested four styles: indifferent (low support/low demands), domineering (low support/high demands), permissive (high support/low demands) and authoritative (high support/high demands).

In the **domineering ridership** the teachers have traditional conception of the managing based on obedience, establishment of clear and strict rules and strict control on the students' behavior. The teacher focuses more on the actions than on the personality of the student. Because of the fragment use of punishment, rules and lack of positive feedback and the recognition of the success of the students, a fear appears more often rather than respect and liking. Due to the lack of the verbal exchange and discussion, the students of the authoritative teachers have no possibility to overcome and practice communicational skills (Bosworth 1996). These students do not initiate activity and do not suggest alternatives because everything which is out of the teacher's plan is not tolerated. This style is very conservative, unfeasible style which doesn't match with the contemporary psychological and pedagogical demands of the educational process and because of that many attempts are made to exterminate it. This kind of leaders have skills to work with others and courage to work alone.

*The authoritative style* of management, is based on humanistic values (equality and trust). Authoritative leaders place students and their learning in the centre, requiring each student to achieve success and recognition, hence such teachers are favourite among students. Those teachers assign priority to students' wellbeing in achieving academic success, and they strive for clear and efficient social policy. The authoritative teachers set boundaries and controls students' behaviour, at the same time as encouraging their independence.

Such leaders have the courage to work with others and have courage to act on their own, they know when to consult others and when to accept advice, recommendation or an idea. Authoritative teachers encourage verbal interaction, and often involve students in debates giving them opportunity to develop and exercise their communication skills. These teachers have vision for the future development of the school and are targeted towards taking action and innovation, new programmes and projects. They recognise the professionalism and abilities of the others and strive for using their potential. The authoritative teachers look for ways to develop a competent, assertive and self-regulated staff and students (Dinham, and Scott, 2008).

*The permissive teacher* has few demands on students and little control of their behaviour. The climate of work with such teachers can be described as "watch your own business". There is a lack of individual and collective responsibility that results in lack of submissiveness, desorganisation and chaos. In the permissive style, expectations and standards are not clear, often they are contradictory and very low. Such teachers while trying to be friends with students, make most of the decisions on the basis of students' feelings and not on the basis of academic demands and interests (Bosworth, 1996 as per McGinley, 2002). The permissive teachers' style is connected to lack of social competences and weak self-control by students. Students have difficulties in acting in a socially desired way and have low motivation for attainment, due to low demands set by their permissive teachers.

Teachers who have *indifferent style* are not involved in the teaching in real meaning of the word. Due to their indifference and non-commitments, they rarely do any teaching and



rarely take initiative for new projects or for usage of new teaching materials. In such non-motivating environment, students can learn so little. These teachers think that students themselves are responsible for their own education and their attainment is very low. Students have little chances to observe or to practice learning new communication skills. Huxley Хаксли (Huxley, 2000, според McGinley, 2002) defines this style through the lack of emotional involvement and observation by the teacher, which reflects on the students with low motivation and low self-control (Bosworth, 1996, според McGinley, 2002).

### **Students' self-efficacy**

The behaviour of the people in given situation is in great extent determined by their beliefs for their own capabilities, or as Bandura points out (Bandura, 1997) by the beliefs in self-efficacy. These self-perceptions on their capabilities determine their actions and thoughts and help in determining the individual's usage of skills.

Self-efficacy relates to the beliefs that certain individual is capable of executing certain tasks (Bandura, 1997). In this context is the definition by Smith and Betz (Smith&Betz, 2002, as per Katalenic, 2008) under which the perceived self-efficacy is a personal belief on the successfulness of executing certain tasks or on certain behaviour. The subjective enactment of their own capabilities is equally important as low competitiveness. In another words, although true capabilities are important, they still are not enough for the individual to take action or to resolve a task. The decisive factor in organising their own capabilities into action, is the belief of the personality in their own efficacy. This is helpful in explaining why people sometimes do not act in line with their true capabilities and why the difference between the behaviour of the people with similar set of skills and capabilities.

The beliefs in the self-efficacy represents the basis for motivation, well-being and personal achievements, because when people believe that their own actions can bring the desired result, they have motivation to act and face the difficulties. (Pajares, 2002).

The belief in the self-efficacy in people, helps them in planning results of their activities. Thus, those who are convinced in their competencies, anticipate high results, so students who positive of their social and academic skills expect acceptance by the others and expect good grades and good quality of their work which will bring personal and professional benefits. They do not participate in activities that they believe will bring low or negative results. Those who do not trust their capabilities, have the reverse situation – students who doubt their social and academic skills expect isolation or mock by the others even before making social contact, and expect low results even before the test begins.

The beliefs in the self-efficacy also determine the effort people invest in certain activity, what would be their endurance and elasticity when they face an unwanted situation. Students with strong sense of competence approach difficult tasks as challenges that need to be resolved, and not as threat that should be avoided. They have higher interest and deep commitment to activities, they set challenging aims and show greater commitment while increasing and maintaining their efforts when facing a failure. In addition, even when they face a failure, they quickly return confidence in their self-efficacy and competence, and the reasons for the failure they attribute to the insufficient effort. Contrary to this, people with low self-efficacy may believe that things are more difficult than they actually are. This makes them feel anxious, fear, depression and limits their vision as to how to resolve the challenge.

Large influence over the feeling of self-efficacy is given to the family starting from early childhood. Families that help children into interaction with the external environment, positively influence the self-efficacy. Parents who provide a stimulating environment for children's curiosity, help children grow their self-efficacy. Kids are motivated to work and learn and learn new information and skills when the environment is full of interesting

activities that spark their curiosity and offer challenges that can be reached (Meece, 1997, as per Bandura, 1997).

Parents who support children's persistence and efforts in dealing with difficulties, strengthen child's self-efficacy.

When children start school, especially during adolescence, the peer influence is increased on the self-efficacy in several ways, and one way is through the model of alikes. The observation of the success to the alikes, can increase self-efficacy by the observer, and motivate him/her to perform a task, if they believe in their success (Schunk, 1967, as per Bandura, 1997). Contrary to this, the failure in others can lead the students to think they don't have the competences to succeed, which will distance them from resolving the issue. The model of the alikes, is most influential for students who are insecure in their capabilities, as well as for those who have experienced difficulties and hesitation (Schunk, 1987, as per Bandura, 1997).

Findings from several research has shown that teachers' management style is closely correlated to both self-efficacy and other characteristic of their personalities. We will enlist some of them additionally.

Bandura (Bandura, 1986) conducted a research on the linkages between the perception of the oneself capabilities (self-efficacy) in performing actions necessary for realising certain tasks and academic motivation and achievements. It was determined that the estimation of the individual's capabilities in performing necessary actions, is reflecting the decision making connected to learning, the effort needed in executing certain student tasks and on the endurance in academic challenges. Elias and Loomis (Elias&Loomis, 2002, as per Ivanov, 2007) and their research have investigated the linkages between the self-efficacy and need for knowledge. Their assumption was that the rise of results on the self-efficacy scale, will be followed by the increase in the knowledge-need assessment scale. According to their assumption, individuals who are prone to seeking new information and who have high need for knowledge, will be more confident in their capabilities to perform certain action necessary for achievement of aims (high self-efficacy). This research confirmed their assumption that there is positive correlation between self-efficacy and need for knowledge.

Bandura and associates (Bandura&co., 1977, as per Ivanov, 2007) in one of their research have shown that low self-efficacy is connected to higher number of depression symptoms. They report that social self-efficacy together with academic self-efficacy directly and indirectly influences depression symptoms through pro-social behaviour, academic achievements and problematic behaviour.

Smith and Betz (Smith and Betz, 2002 as per Ivanov, 2007) partially confirm findings by Bandura and showed that self-efficacy of students is linked to depression symptoms and shyness. These authors show that there is negative linkage between social self-efficacy and depression symptoms in students.

McKenzie (1999) has conducted a research that checked the linkages between self-efficacy and self-respect among 31 students (15 females, 16 males). The results show no significant correlation between self-efficacy and self-respect, and that boys have larger self-respect than girls.

Kurt Lewin (Kurt Lewin, 1939, as per Havelka, 2005) conducted a research that was aimed at answering the question: The students' behaviour with different management of teaching styles? He divided a group 10-old boys into 3 subgroups, each subgroup being given an adult leader. The leaders were previously trained into three different group management styles, such as authoritative, democratic and liberal styles. The teacher with authoritative management style would set-up clear and firm behaviour standards, at the same time not

explaining the reasons for introducing those behaviour standards. The teacher with the democratic class-management style helps the students to establish behaviour standards, and is always ready to lead a discussion with students on the importance and necessity to introduce behaviours rules and standards. The teachers with the submissive / liberal style neither introduces nor observes behaviour standards. These three management styles have been evaluated in terms of two measures, as follows:

- productivity (successful completion of tasks given) and
- satisfaction during execution of tasks given.

Students led by democratic-style teacher, have befriended and radiated positive energy when executing tasks given, at the same time enjoying themselves during performance of tasks. In relation to the productivity, they had slightly lower score compared to students led by the authoritative-style teacher.

In the class led by the authoritative-style teacher, best performance of tasks given has been registered, however, the class was full of tense atmosphere and the students did not enjoy themselves during performing their tasks.

At the end, the group led by the liberal/submissive-style teacher, displayed lowest level of satisfaction from tasks performance, and at the same time showed lowest score in the effectiveness of the tasks performed.

From the research it can be deduced that the liberal/submissive style of class management is an unsuccessful style. The authoritative style is successful, but group members are not satisfied by the teacher's behaviour. The democratic management style yields most desirable results and displays high level of participation and satisfaction in the execution of tasks given (<http://psychology.about.com/od/leadership/a/leaderstyles.htm>).

Horak (Horak, 1978) conducted a research among 125 students from sixth grade with the purpose of checking how class climate contributes to their cognitive and affective development. Results showed that independently of the climate, students with internal locus of control have been considerably better in both achievement measures and self-image measures.

Traynor(Traynor, 2002,as inWilkinson&Meiers, 2007)identified 5 strategies which teachers use in class management (governing indifferent, task-oriented, authoritative and intrinsic), researched their pedagogical implications using two criteria: development of desirable learning skills and development of student's emotional well-being. Based on this study conducted in two classes, he draw a conclusion that the authoritative and the intrinsic strategies are more effective than the other 3 strategies, hence are recommended to be utilised.

McGinely (2002) has conducted a research on the linkages of teachers' management style and students' self-respect, among 58 lower-secondary school students of equally mixed gender. The results show that there is correlation between some teachers' management styles and the students' self-respect. The authoritative and authoritarian styles are prone to this, whereas the permissive style the hypothesis was not confirmed. The indifferent style could not be taken into consideration, as its presence was only perceived by only 3 students. From all the above the author concludes that the more authoritative the teacher is, the more students have greater self-respect, while for teachers with authoritarian style it is reverse.

### **Self-efficacy theory**

The explanation of the findings from the above research can be successfully be made by using ideas that make basis for the self-efficacy theory. The self-efficacy construct has been introduced by Albert Bandura and represents a n aspect of his social-cognitive theory (Pajares, 2002).Personal factors (cognitive, emotional, biological), environment factors and the bahevour have interlined impact on his model (Shelton, 1990 as inPajares& Schunk,

2001). In principle, more research on self-efficacy has showed that it is an excellent precursor of behaviour. This finding has led the conclusion that self-efficacy especially in psychology of education, represents a more consistent precursor of results from given behaviour, from any other motivational construct.

Bandura (Bandura, 1997) determines self-efficacy as individual's assessment of capabilities in regard to organising and performing certain actions necessary to achieve desired results. In other words, self-efficacy is a personal belief in the personal capability to succeed in a given situation. It is a perceived capability of people to adjust to the situation they are in, and to which they react cognitively, affectionately and behaviourally. Through cognitive factor, one achieves control over their own behaviour which in turn impacts not only on the environment, but on the cognitive, affectionate and biological situation of the individual. The self-efficacy theory represents that all psychological changes in individual's behaviour appear after changing the one self-perception of self-efficacy (Ivanov, 2007).

As per this theory powerful influence over behaviour directed towards an aim, have two types of expectations:

1. Expectations of outcome: beliefs that certain behaviour result in certain results, and
2. Expectations of self-efficacy: beliefs that the individual can successfully perform certain behaviours which will result in the desired outcome.

Thus, some may believe that certain behaviours lead to the desired outcome (expectations of positive result), but do not undertake such behaviour because they think they could be successfully realised (expectations of self-efficacy). Thus, expectations of self-efficacy are important during undertaking certain actions and behaviours that lead to the desired outcomes. Self-efficacy strongly determines future behaviour and determine the scope of effort that people invest in a given situation. It determines the selection of activities, endurance when facing challenges, which then affects the final outcome of the behaviour. According to this, individuals who possess higher degree of personal self-efficacy, will made decisions to undertake certain actions much easier, will invest more effort to realise the aims and will be more persistent if unexpected issues and challenges.

There are four types sources of information that form basis of self-efficacy beliefs. The most important source is the personal experience, or the survived experience of success contributes to the strong feeling of self-efficacy, whereas the failure weakens it. In this context, is Bandura's point that "the most effective way of developing the feeling of self-efficacy is through improvement of experiences" (Bandura, 1997). Another important source of self-efficacy is the social model, or observance of the success of the others. This source has smaller influence compared to the personal experiences and depends on the careful estimate of similarity between oneself and the model and model's importance. According to Bandura (Bandura, 1997) "individuals who observe as alike succeed with great effort, and develop beliefs that they also possess capabilities and skills needed for success". Beliefs by others or social belief is less important source in comparison to the previous two. Bandura, also showed that people can be convinced under the influence of the others, believe that they also possess skills and capabilities for success. When some people say something positive and encouraging, they help the others reach their aim. The receipt of verbal encouragement by others, helps people overcome doubts and focus them to invest efforts in realising the tasks. The last source that has important role in self-efficacy, is the carpal and psychological condition. The disposition, the emotional condition, the tiredness and the stress levels can also affect the levels of expectations and the personal efficacy.

Often, the terms of self-efficacy and self-competence or efficacy and competency are regarded as synonyms, yet still differ in meaning. The competences assumes possession of adequate capabilities to act in an efficient way. Efficacy assumes power to realise certain effect. Efficacy assumes power to realise an effect. Competent personality will most probably

be efficient while the efficient personality will most certainly be competent. The perception of efficacy involves perception of competency, while the perception of competency not necessarily involves perception of efficacy in concrete situations (Bezinović, 1988).

Bandura (Bandura, 1997) states four mediation processes through which belief in self-efficacy affects behaviour: selection of aims and endurance, cognitive processes, emotions and selection of environment and activities. Beliefs in self-efficacy affects the choice of aims and the focus of activities that lead to those aims and how much effort will be invested in reaching those aims, and the endurance when facing challenges. Persons who have high sense of self-efficacy, attribute failure to insufficient efforts and tend to invest more effort in overcoming challenges. Those who doubt their self-efficacy when facing challenges, tend to decrease the efforts and quit easily. The beliefs in self-efficacy considerably affects emotional reactions in different life situations, thus non-belief in self-efficacy when reaching aims can bring the person into depression.

Many failures of the students in schools are due to low self-efficacy and disbelief in their own capabilities, which cause them to quit easily the tasks given, and do not invest enough effort, although realistically they do possess sufficient capacity to resolve challenges. It is necessary for the teachers to help these students and encourage them to invest sufficient effort and show endurance in task performance, or to systematically develop high self-efficacy. According to these findings, teachers can help students in strengthening the self-efficacy by linking the engagement in new tasks with the success accomplished in the previous activities, by stimulating endurance in work, as well as helping students to identify or to create personal goals.

## REFERENCES

- Andrilović, V., Čudina, M. (1985). *Psihologija učenja i nastave*. Zagreb: Školska knjiga.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Bandura, A. (1986). *Social foundation of thought and action: A Social cognitive theory*. Englewood Cliffs, NY: Prentice Hall
- Bezinović, P. (1988) *Percepcija osobne kompetentnosti kao dimenzija samopoimanja*. Neobjavljena doktorska disertacija. Zagreb: Odsjek za psihologiju Filozovskog fakulteta
- Dinham, S. and Scott, C. (2008). *Authoritative Leadership, school improvement and student accomplishment* Paper presented at the British Educational Research Association Annual Conference, Heriot-Watt University, Edinburgh
- Franson, T. (2009). *Managing Instruction: To interact or not to interact*. ACT-ESL VCU Grant Meadowbrook High School.
- Havelka, N. (2005). *Uvod u psihologiju međuljudskih odnosa u obrazovanju*. Beograd: Centar za primenu psihologiju
- Horak, Willard Gene (1978) *The Effects of Locus of Control and Two Types of Classroom Climate on Student Academic Achievement and Self-Concept*. (Drake University, 1978-12)
- Ivanov, L. (2007). *Značenje opće, akademske i socijalne samoeфикаsnosti te socijalne podrške u prilagodbi studiju* (magistarski rad). Zagreb: Odsjek za psihologiju Filozofskog fakulteta.
- Katalenić, G. (2008). *Povezanost instrumentalnosti, ekspresivnosti i socijalne samoeфикаsnosti s depresivnim simptomima*. Diplomski rad. Zagreb
- McGinley M., K. (2002). *The relationship between the Self-Esteem of Students and their Perception of their Teacher's Style of Teaching*. Guidance and Counseling K-12. Rod Crist.

- McKenzie, J. K. (1999). *Correlation between self-efficacy and self-esteem in students*. Master's Thesis. The Graduate College, University of Wisconsin- Stout.
- Moore, K.D. (1998). *Classroom teaching skills*. New York: McGraw-Hill company.
- Pajares, F., (2002) *Overview of Social Cognitive Theory and of Self-Efficacy*. Emory University
- Pajares, F., & Schunk, D. H. (2001). *Self-Beliefs and School success: Self-efficacy, self-concept, and school achievement*. *Perception* (pp. 239-266). London: Ablex Publishing.
- Wilkinson, J. & Meiers, M. (2007). *Managing student behaviour in the classroom*. *NSWIT Research Digest*, 2007(2). Retrieved Month DD, Year, from <http://www.nswteachers.nsw.edu.au>
- Witt-Rose, D.L. (2003). *Student self-efficacy in college science: An investigation of gender, age and academic achievement*. Title. Education. Dr. Laura McCullough.

# CONTENTS OF THE FOLKLORIC TYPE IN MUSIC TEXTBOOKS WITH REGARDS TO MUSICAL DEVELOPMENT – REFERENCES TO TEXTBOOKS FOR THE FIRST AND SECOND GRADE USED IN THE ROMANIAN SCHOOLS IN SERBIA<sup>3</sup>

**Eudjen Cinc**

West Univeristy Timisoara - Romania, Faculty of Music and Theatre

**Roxana Cinc**

Gimnazija „Borislav Petrov Braca“ Vrsac

## **Abstract**

The first music textbook for the Romanian schools in Serbia, after many decades, appeared in 2005 by professor Ion Lelea, PhD, a lecturer from the Faculty for Teachers of the University of Belgrade. Having a modern graphic design and being structured on four fields of music: *listening, singing, accompanying the song and dancing*, the textbook reaches its educational purpose using the musical repertoire of folk origins. Even from the first chapter entitled “Sunete vorbite, sunete cântate” (*eng. “Spoken sounds, sung sounds”*), the author manages to include rhythmic exercises, some of them being instances of children’s folklore. Thus, the children are taught the difference between a quarter note and an eighth note from examples originating in children’s folklore, such as songs “Mămăruță, Ruță, Stai ploaiă călătoare” or some examples from the Romanian folklore of children from Vojvodina collected by professor Nita Frățilă, PhD.

**Key words:** *textbooks, folkloric contents, music development, teachers*

The Romanian institutionalized education in Serbia has a tradition of eight decades. Namely, in 1933, a convention was signed regulating minority schools between the two neighboring countries, the Kingdom of Serbs, Croats and Slovenes and Romania, which provided, among other things, the establishing of parallel grades, one of them taught in the Romanian language in Lyceum and Normal School in Vršac. From then until today, it has been possible for ethnic Romanians from the Serbian part of Banat to be educated in their native language, which entailed having books in Romanian.

For decades, during the Yugoslav period, school courses held in the languages of ethnic communities used textbooks translated from Serbian (Serbo - Croatian). In the case of music textbooks there was a possibility of introducing some texts and songs specific to the ethnic community in question. However, most content in the form of texts, songs or musical examples belonged either to the universal repertoire or to the repertoire of the majority community. In the last decade, music textbooks aimed to be used by members of ethnic communities have been conceptualized so that they use content specific to the community and not translations from Serbian. This allows for a substantial enrichment of the musical repertoire with examples that are specific to the ethnic community in question. In the case of textbooks for primary grades, it means placing a greater number of songs and musical examples from the Romanian folklore. Beside the innovative approach by designing textbooks based on the principle of individualization, i.e. adaptation to different levels of

---

<sup>3</sup> Revisional scientific paper

musical development, the author of these textbooks, professor Ion Lelea, PhD, used songs and musical examples from Romanian folklore and especially from the folklore of the Romanians from the Serbian part of Banat. The combination of the two elements, namely, of the model of teaching and the folklore is particularly interesting for the subject of this paper.

Music textbooks for the first grade, as well as textbooks for other grades, authored by professor Ion Lelea, PhD introduce the students' repertoire to a large number of musical content of folkloric type, originating both from the general Romanian folklore and the local folklore of the Romanians from Vojvodina (Serbia). Taking into account the methodological (teaching) peculiarities of psychomotor and musical development of first grade students, the author uses mostly songs from children's folklore, whose melodic construction, with an oligochordic sonoric structure and a mostly downward production without problematic jumps, are very suitable for the development of musical skills. One of the songs from the children's folklore of the Romanians in Vojvodina is "Câte unu pe cărare". The author notes that this song is meant for children with a very good level of skill ("nivel foarte bun" or "N.F.B."), probably because of a widened ambitus compared to what is usual at that age (the song's ambitus ranges from D1 to B2). Although all the children from the classroom should participate in the activity, the proposed expectations and objectives should be adapted to the level of difficulty of the song (Lelea, 2005). With singing warm-ups, vocal warm-up exercises and voice preparation exercises based on motifs arising from the melodic structure of the song, the ambitus and the B2 sound can be somewhat reached and overcome. Exercises for voice preparation might start with transposition of the original motif (A2 – B2 – A2 – F#1), first using lower notes (starting, for example, from the sound E1) and continuing by halftones up until the children reach the original sound – A. This can be applied not only in this case, but whenever a song has a problematic melody or rhythm. Solving this problem in this way helps to build a sustainable musical development in a child.

## EXAMPLE 1



Familiarizing the first grade pupils with a dotted quarter note, each being higher by one semitone compared to the previous, is performed by the author by introducing a song originating from the folklore, this time from the region of Dobrogea. Taking into account that it is a variant of the song "Plugușorul", entitled "Mâine anul se-nnoiește", in addition to its didactic function, this example contributes to the students' familiarization with the Romanian folklore, which is important for the Romanians living outside the borders of Romania, in circumstances where preservation of traditions in their original form is already a sporadic phenomenon in the present day.



## EXAMPLE 2

Ce vedem în imagini?  
Ce ne aduce Moș Crăciun?  
Cum se numește un obicei  
frumos de Anul nou?

**MĂINE ANUL SE-NNOIEȘTE**

Repete T.N. Dobrogea

1. Măi-ne a - mul se n-no-ies - te,  
Plu - gu - șo - rul se por - neș - te

N.F.B.

Și în - ce - pe a brăz - da,  
Pe la - ca - se a um - bla.

As can be seen, the second stave makes the quarter note emerge in a natural way, which occurs from the melody of the example. This has a special effect in reaching the objective of consciously acquiring it (without knowledge of musical notation). It is a relatively simple melody without particular difficulties, having an ambitus which should not create problems for the interpretation of the song, all of this working towards the achievement of that objective.

In the immediate vicinity of the previous song, on the next page of the textbook (Lelea, 2005:34) in Chapter “Cântecul și jocul popular” (eng. “Folk songs and dances”), the author of the textbook continues to implement musical didactic objectives, urging students and the teacher to learn a song (“Hora”) and to transpose it into a dance. The two staves of the song “Hora”, after the students have learned about the literary and then the melodic aspect, can be transposed by the teacher into a choreographic creation of its own, at the same time developing the rhythmic sense and love for folk music in the students. The emergence of an eighth rest in the musical text can be exploited and a way of bringing it to the consciousness of the child can be thought of (for example, a particular step can be devised to mark it, or an interesting syllable can be used in the literary text). With the aim of bringing the notion of pause into the minds of pupils, the author introduces the song “Albinuța” (eng. “Little bee”). Aside from the obvious emphasis that it puts on the rhythmic differences between the notes (quarter - eighth), it also introduces the quarter rest. It can be said that this way of acquiring the notion of the value of the quarter, or the relation between the durations quarter - eighth, using this song as the intermediary, is well construed. Like in the preceding song, the moments when the quarter rests intervene can be seen as moments when clapping can occur, or a percussion instrument or even a pseudo-instrument created by students and their teacher can be used. Alternatively, even the character of the bee can be introduced that would fly from flower to flower and sing “buzz” at the moment of the rest. The role of the bee can be taken over by several children, each taking his or her turn.

### EXAMPLE 3



Some of the songs appearing the music textbook for the first grade introduce the notion of the quarter interval. Songs “Furnicile” and “Colindul de Florii”, try to address this notion.

The first song, originating in the children’s folklore, framed in a sonorous structure that gravitates towards the note C, with a major third higher than the fundamental note, could be considered as belonging to the ionic. The melodic contour is mixed (the primarily stave and its repetition finally have a descending contour, while the median stave has a mainly ascending contour). The syllabic character of the song makes its interpretation help the development of the intonation precision. In this respect, the interpretation of the quarter interval has a very good teaching logic. The ambitus of the song (C1 - G1) falls within the melodic scope without too high of a degree of difficulty for the first-graders.

The second song, “Colindul de Florii”, which is on page 47 of the textbook, contributes to the fulfilling of the objective of familiarizing the students with the ascending quarter interval. The song in question is easy in terms of the melodic sound, it has an ambitus ranging between C1 and G1, which can be regarded as belonging to a pentachord hemitonic structure with ionic properties, it has a total of eight measures in its 2/4 time, the rhythm being accorded by the quarter and eighth notes. Beside the perfect ascending quarter that the song introduces, the song is interesting because of its rhythmic and metric properties since it introduces the bar line, contributing to the development of the rhythmic sense and slowly, but surely introduces the value of two beats, i.e. a minim. Both melodic lines repeat and their repetition is indicated by the author.

Making the children aware and familiar with the ternary metrics seems to be another objective that the author of the music textbook, professor Lelea, intended that the teacher reach. He used musical examples from the Romanian folklore and so, on page 50 of the textbook, we see the song “Iene, Scaloiene”, which has the measure of  $\frac{3}{4}$ . The song comes from the repertoire of songs related to spring – summer customs. It is followed by the song “Duduloaie, loaie” (p. 52), with the measure  $\frac{3}{8}$ .

The first example, having a frame of four measures, with a mostly descending melodic contours belonging to a pentachord hemitonic structure with ionic properties, appears in the chapter of the textbook entitled “*Dansăm în ritm de vals*” (eng. “*We dance to the rhythm of the waltz*”). The author urges the teacher to make the students aware of the ternary measure, by resorting to the choreography of the waltz. He reinforces the request by the questions that he proposes should be asked (Do you know what the waltz is? When did

you see the most beautiful waltzes?). Of course, calling for the acquisition of the literary text, of the melody and the transposition of the song into a waltz can have a beneficial effect in achieving the objective.

The second song, “Duduloaie, loaia”, originates from the folklore and customs of the Romanians from Vojvodina, i.e. from a custom that is known in a wider area inhabited by Romanians as “Paparudă”. It brings the ternary metric via the measure 3/8. Besides this element, the song still brings an interesting element from the aspect of rhythm and metrics, namely the value of a sixteenth, or to be more precise two sixteenths connected by an expressive legato. The melody of this song fits into a pentachord hemitonic structure with aeolic properties, having mostly descending melodic contour, which is expected given its deeper origins in the non-custom related folklore.

Some degree of difficulty of learning this song may be the literary text which contains specific lexical items specific to the domain of folklore, such as elision – apocope. That is why the content of the literary text should be clarified before learning it.

The author urges the teacher and the pupils to imitate the custom, i.e. to simulate it after having mastered the song (Lelea, 2005:52). Of course, prior to this, it is desirable that the teacher explain to the pupils what kind of significance is attached to the custom, so that, aside from the music-related skills, the pupils develop love for their customs and traditions.

The teachers should make effort to avoid chronic confusion between tempo and rate values that may occur at any age when there is no music education of the individual. To help this effort, the author of the music textbook uses a song from the folklore (this time the Serbian folklore), which contains verses where the succession of slow – fast should be respected. Such an approach makes sense if we observe that the musical text uses the note values eighth, quarter and half, along with the quarter rest with which the stave ends. Along with other values and tempo variations, bringing the value of half into the consciousness of the students is an objective which can be met, especially through the song “Mi idemo preko polja”. The structure of the melody is simple, a trichord hemitonic with D1 as the final tone.

#### EXAMPLE 4

An important element in the development of music competence of a child is to make the child aware of the song's character and implicitly lead the child toward a more advanced level of musical perception. Aiming for this goal by focusing on the properties of a song, the author of the textbook uses a lullaby, originating in the folklore of the Romanians from Serbia entitled “Nani, nani, puiau! mamii”. The author gives instructions for the correct interpretation of the song, namely to sing softly and tenderly (Lelea, 2005:56).

## EXAMPLE 5

**NANI, NANI, PUIU' MAMII**

Rar T.N. Culegător Niță Frățilă - Folclor vocal din Voivodina

Na - ni, na - ni, pu - iu' ma - mii, Cui - că - mi - t'e

mi - ti - t'e! Să t'e scoa - lă voi - ni - c'el.

N.F.B.

U - lu, lu, lu, lu, lu, lu, Să cul - că co - pi - lu'.

The image shows a musical score for a Romanian folk song. It consists of three staves of music in a 2/4 time signature. The first staff has the lyrics 'Na - ni, na - ni, pu - iu' ma - mii, Cui - că - mi - t'e'. The second staff has the lyrics 'mi - ti - t'e! Să t'e scoa - lă voi - ni - c'el.'. The third staff has the lyrics 'U - lu, lu, lu, lu, lu, lu, Să cul - că co - pi - lu'.'. The title 'NANI, NANI, PUIU' MAMII' is at the top. The author is 'Rar T.N. Culegător Niță Frățilă - Folclor vocal din Voivodina'. The level is 'N.F.B.'.

The current music textbook for the second grade for elementary schools with Romanian as the teaching language was first published in 2009 by the Institute for Textbook publishing in Belgrade. It is divided into four fields of music: *listening*, *singing*, *accompanying the song*, *dancing*. Following the educational realities and the principle of individualization, of adapting content to the needs and possibilities of children, the music and songs aimed for vocal interpretation are designed to be accessible to school children with different levels of musical ability. The examples include the indication of the author (e.g. N.F.B. - very good level, N.B. – good level). This allows for the development of musical ability as the primary and overarching objective to be successful, both at the preschool level as well as the primary level. Such an approach is challenging for the teacher, who needs to address the issues related to the content on an individual level. The content itself is challenged by the entire education system by having its applicability verified, which is a principle firmly believed in by child psychologists in recent years.

The first among the songs that have folk origins is “Poranila devojčica”. The author noted that this is “a folk song from Voivodina”.

## EXAMPLE - PORANILA DEVOJCICA

**PORANILA DEVOJČICA**

N.B. + N.F.B.  
Potrivit de Tare  
Potrivit de Rar

Cântec popular din Voivodina

Po - ra - ni - la de - voj - či - ca, go - lu - be da 'ra - ni,

o - ko nje se o - ku - pi - li, kri - la - ti ga - ca - ni.

The image shows a musical score for a Romanian folk song. It consists of two staves of music in a 2/4 time signature. The first staff has the lyrics 'Po - ra - ni - la de - voj - či - ca, go - lu - be da 'ra - ni,'. The second staff has the lyrics 'o - ko nje se o - ku - pi - li, kri - la - ti ga - ca - ni.'. The title 'PORANILA DEVOJČICA' is at the top. The author is 'N.B. + N.F.B. Potrivit de Tare Potrivit de Rar'. The level is 'N.B. + N.F.B.'. The source is 'Cântec popular din Voivodina'.

The song is interesting from several points of view. What draws our attention from the very beginning is its metric, i.e. the indication of alternating measures of  $\frac{2}{4}$  and  $\frac{3}{4}$ . Looking at the musical text, we see that the predominant measure is  $\frac{2}{3}$  and that  $\frac{3}{4}$  only occurs in two measures, the first time at the end of the first stave and then in the middle of the

second stave. This game of measures can be very useful for developing the children's musical hearing since children of that age perceive it without knowing the formal writing of music (yet). The alternation of measures perceived unconsciously can inspire the teacher to create interesting games in which the unusual measures, the two  $\frac{3}{4}$  measures, are emphasized in children's activities (for example, the game musical chair can be played, or a dance can be devised where the children play the waltz when the ternary measures are playing, which changes *suddenly* when the hora is playing, etc.).

On the other hand, the simplicity that probably arises from the influences of the Western music or from the metrics of the folklore of other peoples inhabiting Vojvodina (Hungarians, Slovaks, Ruthenians) helps the approach to metrics and the efforts to learn a song to not be focused on melodic difficulties. In that sense, the song "Poranila devojčica" can be considered to be a real didactic game with a specific purpose.

Another interesting song originating in the Vojvodinian Romanian folklore, to be more precise, the children's folklore, is "Uță, căruță", collected by professor Nița Frățilă. The simplicity of the melody, its oligochordic bitonic structure, clearly indicates the origin of the song to be in the children's folklore.

Although simple from the aspect of melody (the melodic formula G1 - D1 is repeated throughout the song), it may be interesting in terms of rhythm. Children can be encouraged to observe the differences in rhythmic formulas, in the relationship between short and long and the children can be asked to create on their own rhythmic formulas based on the existent bitonic melody. In the same way, the teacher can combine the potential of the rhythm of the song by applying focus on the difference in tempo and in that way point the children towards a better perception of the concept of tempo and timing, knowing that it is often the case that children are confused about the two mentioned terms.

The author of the second grade music textbook indicates that the song "Să cântăm, să jucăm" also originates in the folklore. Being placed in a sonorous structure with a great third compared to the fundamental and with the tendency for the resolution to be towards the tone C as well as taking into account the tonal functionality of it, we can say that the tonality in question is C Major. Following the author's remarks that follow the song, we can easily conclude what are really the proposed objectives that are aimed at being realized this way. We give a few examples of the author's comments: *we sing nicely in group and with the soloists, we sing softly, loud enough and louder, we sing the high, medium and low notes and we sing the short, medium short and long, two-beat notes* (Lelea, 2009:27). Indeed, the author gives some indication of dynamics (mf, f or "loud") that can be exploited in this song in order to encourage the development of the sense of dynamics and the perception of nuances. Also, the ambitus of the song located in the octave C1 - C2 and the mostly ascendant melodic contour of the song can contribute to the development of one's vocal skills, especially because of the gradual change of the melody that helps in this effort. Other recommendations can be added to the author's commentaries, such as "let's dance", *which can be done easily because of the rhythmic course of the song, the existence of sixteenths and the literary text that gives a dancing character to the song*. Lyrics like: "Bateți tot pe loc, Talpa mai cu foc..." (eng. "step on the spot, energetically") from the beginning of the second stave or "Fete și băieși, Să jucăm cu toți" (eng. „Girls and boys, let's all dance”), which accompany the rhythmic formulas where we again find sixteenths, are a great source for practicing and perceiving the awareness of these rhythmic values and relationships with other already learnt rhythmic values.

## CONCLUSION

For the first time in many decades, the second grade music textbook authored by professor Ion Lelea, has introduced the custom-related folk repertoire, adaptations or carols composed by Romanian authors as well as other songs specific to the Romanian traditional customs. As is well known, many of these types of songs are characterized, among other things, by the presence of heterogeneous measures and the predominance of eighths as a unit of measure, especially for songs that are included in the Giusto – syllabic rhythmic system. In addition to the familiarization of children with this repertoire of particular value for the Romanian folklore, songs are also useful for developing of a rhythmic sense, the conscious perception of the eighth as a unit of measure and an intermediary step towards conscious introduction of heterogeneous, alternative measure which are present to a large degree in the folkloric creations.

The inclusion of a repertoire of folkloric origin into the contents of the first-grade teaching, to a large degree can have benefits for the musical development of children. The extent to which this will be achieved largely depends on skills, commitment and creativity of teachers, which is another topic that is currently a part of the development of the educational process.

## REFERENCES

- Kelemen G, (2006). Gifted children, identification, encouragement and development, International Symposium, Research and Education in *Innovation Era*, 347-359, Arad: Universitatea “Aurel Vlaicu”.
- Kelemen, G., (2007). Domenii psihopedagogice de manifestare a supradotării generale în *Zbornik 12*, Vrsac: Preschool Teacher Training College *Mihailo Palov*.
- Kelemen, G., (2007). Copiii supradotați cu dificultăți de învățare în *Agora, Psycho-Pragmatic*, nr. 3, 57-63, Arad: Editura Universității Aurel Vlaicu.
- Lelea I., (2005). *Cultura muzicală pentru clasa I a școlii elementare* Beograd, ZUNS.
- Lelea I., (2009). *Cultura muzicală pentru clasa a II-a a școlii elementare* Beograd, ZUNS.
- Vasile, V. (2004). *Metodica educației muzicale* Bucuresti: Editura Muzicală.

# **TURKISH LOANWORDS IN THE CONVERSATIONAL STYLE OF THE MODERN MACEDONIAN LANGUAGE<sup>4</sup>**

**Violeta Januševa**

Faculty of Education – Bitola

*violetajanuseva@gmail.com*

## **Abstract**

Bearing in mind that regarding the lexis, the conversational style is characterized by frequent usage of Turkish loanwords that have appropriate Macedonian equivalents, as well as of loanwords from English language, the paper examines whether the students at the University „Sv. Kliment Ohridski“ – Bitola, who are in their first, second, third and fourth year in college (their age and status make them seem like a relatively homogenous group with same or similar language features) know the literal and the figurative meaning of these Turkish loanwords that have a Macedonian equivalent, the meaning that these loanwords have in students' every day spoken practice and their possible replacement with words from the modern English language, which imposes itself as a global language. The results from the research show that a part of the Turkish loanwords that were subject to analysis, are still present in students' vocabulary, some of them are substituted by native words and, though rare, some are substituted by English loanwords.

*Key words: Turkish loanwords, meaning, students*

## **INTRODUCTION**

A language is an open, multifunctional system that is constantly evolving due to changes in society, so it can be said that, the language is the first place where social alterations can be noticed. As a result, some words cease to exist and become part of the passive vocabulary, some expand their meaning, new words that gradually enter the active vocabulary appear, etc. Changes are vital for the development of a language and are bound to occur. They are especially prominent in the lexis that portrays the socio-political conditions of a society.

It goes without saying that a language has its own instruments that assist people when communicating in accordance with the situation they are in. Various functional styles appear, representing a linguistic realization with a specific function, owing to the linguistic stratification. The main objective is to fulfill people's individual and social requirements, (Minova-Gjurkova, 2003: 199).

The conversational style of the Macedonian language is a linguistic indication of a specific function and it develops its own system in accordance with society's development. It is not homogeneous and its features, to a great extent, depend on the individual characteristics of the person (sex, age, profession, etc.), so in that sense, the younger generation's conversational style is going to differ from their parents' vocabulary regarding the linguistic features.

---

<sup>4</sup> Original scientific paper

This style, having a communicative function, encompasses a person's daily life and performance. The unofficial character of the situations it is used in, the spontaneity and unpreparedness are its main distinctive features. While the intonation and the relation between the participants are of great importance, the thriftiness of the speech prevails in the conversational style.

Bearing in mind that regarding the lexis, the conversational style is characterized by frequent usage of Turkish loanwords that have appropriate Macedonian equivalents, as well as of loanwords from English language, the paper examines whether the students at the University „Sv. Kliment Ohridski“ – Bitola, who are in their first, second, third and fourth year in college (their age and status make them seem like a relatively homogenous group with same or similar language features) know the literal and the figurative meaning of these Turkish loanwords that have a Macedonian equivalent, the meaning that these loanwords have in students' every day spoken practice and their possible replacement with words from the modern English language, which imposes itself as a global language. The results from the research show that a part of the Turkish loanwords that were subject to analysis, are still present in students' vocabulary, some of them are substituted by native words and, though rare, some are substituted by English loanwords.

## METHODOLOGY OF THE RESEARCH

Twenty Turkish words that have Macedonian equivalents are analyzed in order for the paper's objective to be successful. These chosen words are excerpt, as extremely prevalent in usage, from older people's various daily interactions (people who speak modern Macedonian language, who are not students, are not the same sex or age, those who have a different educational background, etc.) The meaning given to the Turkish words by different older people is not concerned in this research. It has been conducted among students in the first, second, third and fourth year at the University „Sv. Kliment Ohridski“ – Bitola, regardless of the unit, as the target population in the research are all of the students from Republic of Macedonia. The research covers 200 students, i.e. the sample is intentional, because the goal, in a time when there is an increase in the use of English loanwords by students owing to the English language's world-wide acceptance, is to determine their knowledge of these Turkish loanwords, the meaning these loanwords have in their every day spoken practice and the possible substitution by English loanwords. The words' literal and figurative meaning is listed according to the interpretation in the „Dictionary of Foreign words in the Macedonian language“ („Rečnik na stranski zborovi vo makedonskiot jazik“) by T. Belčev (Belčev, 2002). A questionnaire that contains twenty Turkish lexical units is the instrument used to conduct the survey. The results show that a part of the Turkish loanwords that were subject to analysis, are still present in students' vocabulary, some of them are substituted by native words, some, in rare cases, by English loanwords and some manage to develop a different meaning over the years.

## RESULTS AND DISCUSSION

Below are the results we obtained from the research.

The lexical unit *ačik* in the Belčev's Dictionary has the following meaning: *open, clear, obvious*, (Belčev, 2002: 70). The majority of the students (162) are not familiar with this meaning; several students (10) already know the meaning, whereas several (18) apply entirely different meanings to the word, such as: *much, without shame, clever, distinguished, smart man*. It can be concluded that most of the students use the Macedonian instead of the Turkish lexical unit in their daily interactions, which mean that the Turkish unit is not a part



of their active vocabulary in their every day spoken practice; however, some still use the Turkish loanword, gradually forming different meanings for it.

In Belčev's Dictionary, the word *barabar* means: *together, (walking), equal*, (Belčev, 2002: 77). Most of the students (180) are not familiar with the meaning of this lexical unit. None of them list other meanings. Only several (20) know the meaning of this loanword. So, again, most of the students use the Macedonian word instead of the Turkish one, which mean that it is not a part of their active vocabulary, but similar to the above-mentioned instance, the Turkish lexeme is still present in some students' vocabulary.

The lexeme *bovča*, according to Belčev's Dictionary, has two meanings: the first, *square cloth to wrap up or to make bed* and the second, *pack, packet*, (Belčev, 2002: 93). Most of the students (194) are not familiar with this lexical unit, regardless of the meaning. Few of them (2) use the first meaning of the lexeme and few (4) the second one. 124 of the students, who know neither of the meanings, only relate the word to the bundle of presents traditionally given to the bride and groom. This indicates that the majority of the students do not use a Macedonian word for this lexical unit, as well as that the word remains part of the active vocabulary since a new meaning is obtained over the years. The results show that, although infrequently, this lexeme is still present in some of the students' vocabulary.

The lexeme *gajret*, in Belčev's Dictionary has four meanings: the first, *value, effort*, the second, *passion, joy*, the third, *courage* and the fourth, *help*, (Belčev, 2002: 119). Most of the participants in the research (142) do not know the meanings. Some (6) are familiar with the fourth meaning, and some (52) even list other meanings, such as: *care, patience, comfort* and *hope*. The end result is that most of the students use a Macedonian word for this lexical unit, meaning that the Turkish word is not included in their daily interactions. However, some of the students develop a new meaning which becomes a part of the everyday conversations. The number of students who actively use the lexeme is insignificant.

In Belčev's Dictionary, the lexeme *davija* means: *quarrel, appeal, demand*, (Belčev, 2002: 140). Most of the participants (188) do not know this meaning, as well. Some (12) know the meaning, but none of them list different meanings they use. So, while majority of the students use the Macedonian equivalent of this Turkish word, there is a small number of students that actively use the Turkish lexeme.

The lexeme *dibidus* in the Dictionary has the following meaning: *completely, till end*, (Belčev, 2002: 164). Most of the students (186) do not know the meaning of this lexeme, either. Some of them (14) do, but no student mentioned a different meaning. Therefore, it is clear that the majority of the students use the Macedonian word and not the Turkish lexeme. The number of students who still use the Turkish word is insignificant.

In Belčev's Dictionary *gjuture* means: *aproximately*, (Belčev, 2002: 190). Most of the students (192) do not know the meaning of this lexeme. Several (8) have a certain understanding of the meaning, but none of them list other, possible, meanings. Therefore, it is concluded that the majority of the students use a Macedonian word, while the Turkish lexeme is not a part of their everyday vocabulary. Again, the number of students who still use the Turkish word is insignificant.

As for the lexeme *jazak*, in Belčev's Dictionary it means: *pity, sadly, samefully*, (Belčev, 2002: 272). Most of the students (164) know the meaning of this lexical unit. The rest of the students (36) have mistaken this particular lexeme for another one: *jaz'k*. However, this is a dialectal form and according to the Orthography of the Standard Macedonian language – Pravopis na makedonskiot literaturni jazik, (Orthography, 2007: 7) words with Turkish origin are spelled with an 'a'. That being the case, the meaning *shamefully* shows that the Turkish lexeme is still used and there is no usage of a Macedonian word in the everyday speech.

Regarding the lexeme *mufte*, in Belčev's Dictionary it means: *gratis, without money, free of charge* (Belčev, 2002: 427). All of the students (170), except for 30, know the meaning of this lexical unit, which means that it is part of their active vocabulary. There is an extremely small number of students who use the Macedonian lexeme. Oftentimes, they replace this lexical unit with the English loanword *gratis*, (*gratis*, originating from Latin, meaning: *free of charge*, used from 1540 onwards) so it is obvious that there is an ongoing process – the Turkish lexeme is superseded with the loanword from the English language.

The lexeme *paramparče* in Belčev's Dictionary means: *one of the small pieces, of the thousands pieces*, (Belčev, 2002). Most of the students (60) do not know the meaning of this lexeme. Some (22) know the meaning, while the majority (118) applies a different one to this lexical unit, such as: *to break something into pieces*. Therefore, it can be concluded that the majority of the students use a Macedonian word, while the Turkish lexeme is not a part of their everyday vocabulary, but, over time, being used with a different meaning, it becomes part of their active vocabulary. The number of students who still use the Turkish word is smaller.

The lexeme *raja* according to Belčev's Dictionary, has three meanings: the first, *non-Muslim population in the Turkish Empery*, the second, *obedient Christian in the Turkish Empery* and the third, figurative: *poverty, low estate*, (Belčev, 2002: 537) Some of the students (30) are not familiar with either one of the meanings. Only 2 know the second meaning, and 4 of them know the first one. Majority of the students (164) use the lexical unit with the following meanings: *population, crowd* and *a lot of people*. These are the most frequent meanings in students' everyday speech. So, while some of the students use the Macedonian equivalent of this Turkish word, there is an insignificant number of students that actively use the Turkish lexeme.

As for the lexeme *rušvet*, in Belčev's Dictionary it means: *bribe*, (Belčev: 2002: 571). The results show that only some of the students (22) know the meaning. The rest (178) neither know the meaning, nor list other possible meanings for this lexeme. To conclude, while the Turkish word is part of a few students' active vocabulary; most of the students use the Macedonian equivalent. According to the Interpretative Dictionary of the Macedonian Language – Tolkoven rečnik na makedonskiot jazik, (2006: 144), the lexical unit *mito* (*bribe*) is present in people's vocabulary, as well.

In Belčev's Dictionary the lexical unit *sefte* means: *merchant's beginning of daily work, the money he earned by the first customer*, (Belčev, 2002: 585). While some of the students (36) do not know the meaning of this lexeme, a few of them (4) do. The rest (160) use different meanings, such as: *beginning, for the first time* and *something new*, for instance: *Sefte mi se čevlile*, meaning: *I wear the shoes for the first time, they are new*; *Seftosaj ja kolata* meaning: *Drive the car for the first time* and so on. So, some students use a Macedonian linguistic string of words for this lexeme, but some still have the Turkish word as a part of their active vocabulary. Majority of the students use the other meanings of this lexeme in their everyday speech, especially: *something new*, which is related to the lexeme *sefte* and the typical pat on the back of the head when we congratulate someone on the new look/hairstyle.

The lexeme *sofra* in this Dictionary means: *table, low rounded table to put food on*, (Belčev, 2002: 601). Several students (8) do not know the meaning of this lexical unit. A fairly large number, however, (64) do. Majority of the students (128) relate it to a table that has food on. Therefore, only some of them use the Macedonian word and not the Turkish one. However, the majority gives a different meaning to the lexeme when using it. The expression (*Kje*) *odime* (*bevme*) *na sofru* [*We are going on sofru, We go on sofru, We were on sofru*] is also related to the lexical unit. It is listed by many of the students who know the lexeme's meaning and those students who list other meanings almost always relate the

lexeme to some kind of a celebration where there is an abundance of food on the table; a birthday, a party, an engagement, a wedding, etc.

In Belčev's Dictionary the lexical unit *kjelepur* means: *that which you can achieve with very little effort*, (Belčev, 2002: 656). Most of the participants (192) do not know this meaning. A few of them (8) list other meanings, such as: *something that is easy or free*. So, majority of the students use the Macedonian word, while the Turkish lexeme is not part of their active vocabulary. Only a few of them develop a new meaning for the lexical unit.

The lexical unit *kjotek* has two meanings in the Dictionary: the first, *a stick* and the second, *beating (with a stick)*, (Белчев, 2002: 657). None of the students are familiar with the first meaning of the lexeme. However, everyone (200) uses the second meaning: *beating* (using a stick, using hands, etc.). Hence, the second meaning of the lexeme, which is extended, is part of students' active vocabulary and is not substituted by a Macedonian word.

The lexeme *udzur* according to Belčev's Dictionary means: *relaxation, free/spare time, having no worries and having no job*, (Belčev, 2002: 658). Some of the students (42) do not know the meaning of the lexeme. Most of them (158), however, do: *free/spare time* (but not the other meanings). This indicates that a small number of students do not use the Turkish lexeme, but the Macedonian word. Still, the majority of them actively use the Turkish loanword. It is evident that the rest of the meanings in the Dictionary are not familiar to the students. The meaning of *free/spare time* is a person who has free time to do some activity (sport, manicure, etc.) that is not in accordance with the norms of the speakers.

In Belčev's Dictionary the lexical unit *čorba* means: *meat stew*, (Belčev, 2002: 723). Some of the students (26) do not know the meaning of the lexeme, some of the students (48) do. The majority (126) use other meanings, such as: *soup* and *every type of stew-like food*. That means that some of the students do not implement the Turkish lexeme in their vocabulary, but use the Macedonian word. For the majority of the students, the meaning of the Turkish lexical unit is broadened, so it exists in their active vocabulary.

The lexeme *dženem* in the Dictionary has the following meaning: *hell*, (Belčev, 2002: 724). Very few of the students (10) do not know this meaning, and very few (12) know it. This indicates that a small number of students use the Macedonian word, and, also, a small number of them actively use the Turkish lexeme. This lexical unit develops a new meaning: *far away* and most of the students (178) use this particular meaning in their daily interactions.

In Belčev's Dictionary the lexical unit *šukjur* means: *thank you*, (Belčev, 2002: 734). There are students (14) who do not know the meaning of the lexeme, and those that do (6). There is a small number of students who use the Macedonian word and a relatively small number of those who use the meaning from the Dictionary. Most of the students (180) use this lexical unit when it means: *finally* or *thanks God*. So, the lexical unit is not substituted by a Macedonian word and is a part of most students' active vocabulary.

## CONCLUSION

Regarding the analyzed Turkish loanwords, the research results are shown below: there are a larger number of students who do not include the Turkish lexemes in their everyday conversations because they are not familiar with the meaning and, thus, use a Macedonian word instead. On the one hand, this leads to the conclusion that most of the analyzed lexemes are, gradually, being superseded by domestic words. On the other hand, there are some students who actively use the Turkish lexemes in the daily life. That means that although there are Macedonian words that can be used instead of these lexical units, the Turkish words remain in student's vocabulary and they have a stabile status. Some of the students use meanings that are not listed in Belčev's Dictionary, hence the new meanings lexemes start having over the years. That indicates the inevitable changes of a language. That

said, there is one case when Turkish lexeme is substituted by English word and it is assumed that the Macedonian conversational style will have more of this in the future.

In conclusion, this research ought to initiate similar projects, on more representative sample, in order to determine the status of the Turkish loanwords in the conversational style general among the native speakers of the modern Macedonian Language, as well to motivate a revision on the actual textbooks that are related to the Turkish loanwords in the modern Macedonian language regarding the change of the existing examples and the precise determination of their status as active or passive lexical units.

## REFERENCE

- Vidoeski, B., Dimitrovski, T., Koneski, K., Skalovska-Ugrinovska, R. (1998). Skopje: Prosvetno delo
- Belčev, T. (2002). Rečnik na stranski zborovi vo makedonskiot jazik. Skopje: Univerzitet „Sv. Kiril i Metodij“
- Bojkoska, S., Minova-Gjurkova, L., Pandev, D., Cvetkovski, Ž. (1988). Makedonski jazik za sredno obrazovanie. Skopje: Prosvetno delo
- Minova-Gjurkova, L. (2003). Stilistika. Skopje: Magor
- Tolkoven rečnik na makedonskiot jazik. (2006). I 3. Skopje: Institut za makedonski jazik „K. Misirkov“
- Online Etymology Dictionary. Retrieved  
<http://www.etymonline.com/index.php?term=gratis>, 25.3.2016

# **TENDENCIES FOR PERCEIVED SELF-EFFICACY AND PROCRASTINATION IN STUDENTS<sup>5</sup>**

**Sofija Georgievska, Ivan Trajkov**  
Faculty of Philosophy Skopje

## **Abstract**

This research was conducted in order to examine the relationship between the tendency to perceived self-efficacy and procrastination among third year students, divided by gender and school success to determinate if there are any difference in terms of procrastination and self-efficacy.

For the purpose of the research is used a convenience sample of 92 participants of which 29 male and 63 female respondents who are students in third year high school Josip Broz Tito in Skopje.

To collect data used appropriate measuring instruments such as The General Self-Efficacy Scale (GSE- like for general self-efficacy - Version student population) and The General Procrastination Scale (Lay, 1986).

## **SELF-EFFICACY**

Self-efficacy is commonly defined as the belief in one's capabilities to achieve a goal or an outcome. Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated. These students will put forth a high degree of effort in order to meet their commitments, and attribute failure to things which are in their control, rather than blaming external factors. Self-efficacious students also recover quickly from setbacks, and ultimately are likely to achieve their personal goals. Students with low self-efficacy, on the other hand, believe they cannot be successful and thus are less likely to make a concerted, extended effort and may consider challenging tasks as threats that are to be avoided. Thus, students with poor self-efficacy have low aspirations which may result in disappointing academic performances becoming part of a self-fulfilling feedback cycle.

## **PEDAGOGIC STRATEGIES THAT FOSTER SELF-EFFICACY**

Research shows that the type of learning environment and teaching method can improve self efficacy in the classroom (Bandura, 1994). The students' response indicated that a question and answer format, inquiry-based lab activities and conceptual (rather than quantitative) problems had a significant effect on creating a positive climate in the classroom. In addition to those pedagogies, collaborative learning and the use of electronic applications showed a positive correlation with increased self-efficacy in their student sample. Fencel and Scheel point out that the teaching methods that showed a measurable positive effect share the common feature of engaging students in a comfortable or creative manner. Moreover, pedagogies such as collaborative learning and inquiry-based activities have also been shown to have a strong correlation with how well students learn physics.

---

<sup>5</sup> Original scientific paper

Bandura also concludes that cooperative learning strategies have the dual outcome of improving both self-efficacy and academic achievement. "Cooperative learning structures, in which students work together and help one another also tend to promote more positive self-evaluations of capability and higher academic attainments than do individualistic or competitive ones." (Bandura, A., 1994)

**Other pedagogies for improving self-efficacy include:**

- Establish specific, short-term goals that will challenge the students, yet are still viewed as attainable. (Schunk and Pajares, 2002)
- Help students lay out a specific learning strategy and have them verbalize their plan. As students proceed through the task, ask students to note their progress and verbalize the next steps. (Schunk and Pajares, 2002)
- Compare student performance to the goals set for that student, rather than comparing one student against another or comparing one student to the rest of the class (Bandura, 1994)

***Self-Efficacy—In Seven Phases***

Personal projects entail seven phases, each of which begins with a question that fosters self-efficacy.

**Phase 1: What do I want to accomplish?**

In phase one, students identify personal aspirations of interest. Typically, they don't share these with other students; rather, they record them in a journal that's accessible to the teacher only. To help students articulate their aspirations, a teacher might ask, "What would you do if you knew you wouldn't fail?" One female high school student might respond, "I want to go to the U.S. Air Force Academy and eventually fly military jets." A powerful addition to student projects is for the teacher to identify an aspiration and follow the same phases as the students.

**Phase 2: Who else has accomplished the same goal, and who will support me?**

During the second phase, students look for role models and mentors. The student who wants to fly jets might find her role model in Nicole Malachowski, who not only graduated from the U.S. Air Force Academy and flew F-15s in combat over Kosovo, but also was the first female to be selected to the Air Force's elite flying team, the Thunderbirds. The student might approach her own parents to be her mentors, just as Nicole Malachowski's parents were mentors for their daughter.

**Phase 3: What skills and resources will I need to accomplish my goal?**

Whereas phase one encourages students to "dream big" without any limitations, phase three asks them to confront the realities of their aspirations. During this phase, the young female student might find that she has to maintain a high grade-point average, procure a letter of recommendation from a U.S. senator or representative, and be in superb physical condition to be accepted into the Air Force academy.

**Phase 4: What will I have to change about myself to achieve my goal?**

This phase directly addresses the fourth self-efficacy skill: the ability to identify personal beliefs and habits that get in the way of accomplishing one's goals. It's probably the most confrontational of all the phases. Here, the student might realize that she gets discouraged easily when positive feedback begins to wane. As a result, she might resolve to work against this tendency.

**Phase 5: What is my plan for achieving my goal, and how hard will it be?**

This phase directly addresses the second self-efficacy skill: the ability to set concrete long- and short-term goals. Students develop written plans that detail the steps they will take

to accomplish their goals. With guidance from the teacher, the student who wants to fly jets might develop a detailed two-year plan that, when executed, would most likely result in a higher grade point average and enhanced physical conditioning.

#### **Phase 6: What small steps can I take right now?**

This phase partially addresses the third self-efficacy skill: the ability to monitor one's progress. Teachers might ask students to identify something they can accomplish within the next month or two that would be a small step toward their ultimate goal. Because Air Force cadets must regularly run long distances, the student might set the goal of being able to run the mile in less than eight minutes by the end of two months. An effective addition to this phase is for the teacher to ask students to write their small step on a piece of paper and put it in a self-addressed envelope. The teacher then mails these envelopes to students after two months.

#### **Phase 7: How have I been doing, and what have I learned about myself?**

In the last phase, students evaluate their overall progress and draw conclusions regarding what they have learned about themselves. The student who wants to fly jets might conclude that she's right on schedule, proud of herself because she's willing to dream big, and ready to celebrate her current progress. This phase is also a time when students can make adjustments in their efforts or time lines. Our student might find that she really isn't as committed to flying as she thought she was but that she's very committed to a career in the military. Such changes in direction are a natural consequence of exercising self-efficacy and are also to be celebrated.

### **PROCRASTINATION**

Procrastination is the bane of most, if not all, college students. By the time we reach college, many of us are already experts at avoiding the inevitable. "Oh, we'll get to it," we say. And most of us do. We get it done, but not without a constant and looming pressure that builds until, the night before, we cram, sometimes all night long, to finish. The result? Seldom our best work. Was it worth it? Not a chance. So why do we procrastinate over and over again?

The reasons we procrastinate are easy to identify. We might feel overwhelmed by the task, or we may be perfectionists, or maybe we get distracted easily, or perhaps we are just plain lazy. Whatever the reason, the fact remains: procrastination creates more stress in our lives, and never yields our best results.

Since the demands placed on first-year college students are high, it is important to enter college knowing, first of all, that procrastination can severely hinder your academic performance. This is true in school as well as in life. With this in mind, it is essential to have a realistic game plan for overcoming procrastination in college. Here are some helpful tips once that first big project is assigned:

**Assess the Task.** Spend a few minutes thinking through everything that needs to be done, then, if possible, segment the task into various smaller pieces. It's much easier to tackle smaller chunks than one huge task.

**"Once begun, it's half done."** Yes, a cliché inspirational poster quote, but quite true. Don't shoot for completion in one sitting. This will overwhelm you every time. Just begin. Getting started is the key, and incremental progress will follow.

**Schedule "Action Sessions."** Progress, even a little bit each day, adds up, and over time increases your confidence that you can, that you will, finish. Schedule 15- to 30-minute "action sessions" with realistic goals in mind, and set your mind to completing these goals.

**Eliminate Distractions.** Find a quiet place, and try to make your "action sessions" count, all 15-30 minutes of them (or whatever amount of time you designate).

**Reward Yourself.** This can help seemingly painful projects become more pleasurable. After completing an “action session,” take a nap, buy a latte, call a friend, round up a game of ultimate Frisbee. The point is to have something to look forward to, so that you begin to associate hard work at school with pleasure.

**Find a (Good) Study Partner.** And not just anyone, either. Find someone that cares about their performance even more than you do. The old adage, “If you want to be a good student, hang out with good students,” is not only true, but imperative.

**Be Reasonable.** Don’t beat yourself up about getting everything perfect. Remember, you will take on—and likely complete—hundreds, possibly thousands, of projects throughout your college career. The goal of making every one of them perfect is not only impossible, but silly. Remember, it’s more important that every project gets finished, not that every project be perfect.

## RESEARCH

The problem of this research is to explore the relationship of perceived self-efficacy with the tendency for procrastination among high school students, as well as to examine the differences between students who vary in gender and school achievement.

### Sample

The sample in this study is composed of third year students from Gymnasium Josip Broz Tito in Skopje. It is consisted from 92 subjects of which 29 are male and 63 are female. In terms of school achievement in the sample are included students with excellent success (11 of which 3 males and 8 females), very good (33 respondents, of which 16 male and 17 female) and good success at school (out of 48 respondents, where 10 male and 38 female). In table 1 schematically is shown the structure of the sample according to the variables gender and school success.

Table 1. Structure of the sample

		Gender		Total
		Male	Female	
School success	Good	3	8	11
	Very good	16	17	33
	Excellent	10	38	48
	Total	29	63	92

### Instruments

➤ **The General Self-Efficacy Scale (GSE)** is a 10-item psychometric scale that is designed to assess optimistic self-beliefs to cope with a variety of difficult demands in life. The scale has been originally developed in German by *Matthias Jerusalem* and *Ralf Schwarzer* in 1981 and has been used in many studies with hundred thousands of participants. In contrast to other scales that were designed to assess optimism, this one explicitly refers to personal agency, i.e., the belief that one's actions are responsible for successful outcomes. Perceived self-efficacy is a prospective and operative construct.



➤ **The General Procrastination Scale (Lay, 1986)** is a self-report measure of trait procrastination. This uni-dimensional inventory consists of 20 items describing general daily tasks such as “I often find myself performing tasks that I had intended to do days before.” Each item is scored on a 5-point Likert-type scale (1 = False of me; 5 = True of me). Ten items are reversed scored, and responses are summed to obtain a single composite score with high scores reflecting procrastinatory behavior. The GP has been demonstrated to have a test-retest reliability of 0.80 (Ferrari, 1989) and a Cronbach alpha coefficient of 0.82. (Lay, 1986). According to Ferrari (1992), the GP scale is effective in measuring habitual task delay across several situations. The GP has been positively correlated with low self-esteem, defensive avoidance, disorganization, self-handicapping and individual need for achievement (Lay, 1986; Ferrari, 1992; Ferrari, et al.,1995).

## Results

To check the hypothesis is used independent t-test and ANOVA.

Table 2. Descriptive statistics for the level of self-efficacy and procrastination.

	N	Xmin	Xmax	M	SD
Tendency for procrastination	92	32.00	69.00	51.33	8.43
Perceived self-efficacy	92	23.00	40.00	33.78	3.32

Table 3. Correlation between self-efficacy and procrastination

		Tendency for procrastination	Perceived self-efficacy
Tendency for procrastination	R	1	-0.23*
	P		0.026
	N	92	92
Perceived self-efficacy	R	-0.23*	1
	P	0.026	
	N	92	92

( $r = -0,23$  ;  $p < 0,05$ ) .

Табела 4: t- test for measuring differences in the level of procrastination and self efficacy

	Gender	N	M	SD	t-test	P
Tendency for procrastination	Man	29	49.86	7.70	-1.13	0.26
	Woman	63	52.00	8.72		
Perceived self-efficacy	Man	29	35.00	2.24	2.45	0.02
	Woman	63	33.22	3.59		

Table 5. ANOVA for students with different school success for procrastination and self-efficacy

		SS	df	M	F	Sig.
Tendency for procrastination	Between groups	50.59	2	25.29	0.35	0.71
	In groups	6413.63	89	72.06		
	Total	6464.22	91			
Perceived self-efficacy	Between groups	15.90	2	7.95	0.72	0.49
	In groups	989.75	89	11.12		
	Total	1005.65	91			

## CONCLUSION

The data is further processed using the statistical software package SPSS, version 20 where the first descriptive statisticians for certain variables, then obtained correlation tendency between procrastination and perceived self-efficacy after being sought for gender differences in terms of the aforementioned variables using a t-test and while no differences were found, and finally by using analysis of variance were examined differences between school achievement and the procrastination and perceived self-efficacy which also were not found statistically significant differences.

## REFERENCES

- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), Encyclopedia of human behavior (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], Encyclopedia of mental health. San Diego: Academic Press, 1998).
- Lay, C. (1986). At last, my research article on procrastination. Journal of Research in Personality, 20, 474-495.
- Schunk, D. H., & Pajares, F. (2002). The development of academic self-efficacy. In A. Wigfield & J. Eccles (Eds.), Development of achievement motivation (pp. 16-31). San Diego: Academic Press.

# HEARING STUDENTS' VOICE IN ACADEMIC WRITING WITH EFL STUDENTS-AVOIDING PLAGIARISM<sup>6</sup>

Bisera Kostadinovska

## Abstract

Teaching, as well as learning a foreign language has to encompass all of the relevant skills in order to obtain beneficial results. The four language skills are said to be equally important for the students to be able to become a fluent speaker/user of the target language he/ she is learning. Reading, writing, speaking and listening are the four language skills that must be present in the teaching of the English language as a foreign language. If we take a look at the structure of the resources that are being used for this purpose, we will see that the above mentioned skills are involved equally in both teaching and learning resources.

An integral part of the proper functioning in a new cultural setting is learning how to communicate with people that are not in the immediate surroundings. But learning how to write properly has many other aspects that are worth the effort.

The most important aspect in writing, beside the proper grammatical and orthographical norms, is teaching students to avoid plagiarism. Students are being taught to express their own thoughts, summarizing what they have said, paraphrasing what they have heard, read or listened to, properly referring to sources to support their own idea and making sure they do not plagiarize.

The paper aims to show how certain activities are taken to enhance students' voice in writing, pointing to them the necessity of avoiding plagiarism, with students from II<sup>nd</sup> and III<sup>rd</sup> year undergraduate studies at the Faculty of Education- Bitola, Macedonia, at the department for English language and literature-teaching group.

*Key Words: Writing, plagiarism, summarizing, paraphrasing, activities*

## INTRODUCTION

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

When students are being taught the foreign/second language, they are taught to communicate with other people, that is, to understand them, to be able to exchange ideas, to convey meaning, to read what they have written and to write to them. An integral part of the proper functioning in a new cultural setting is learning how to communicate with people that are not in the immediate surroundings. But learning how to write properly has many other aspects that are worth the effort. First of all, writing reinforces the grammatical structures,

---

<sup>6</sup> Original scientific paper

vocabulary that the students have learned. When writing, the writer has the liberty to express her/him while being very adventurous with the language. Third, when students write, they become very involved with the new language; the constant thinking how to express a certain idea is a great way to reinforce learning.

What has to be distinguished are the differences between speaking and writing which has to be done in order to justify the importance of teaching writing:

- Speaking is universal and inherent; everyone acquires a native language in the earliest stages of their lives but not everyone learns to read and write;
- The spoken language has dialect variations whereas the written language demands following the standards of grammar, syntax and vocabulary;
- Speakers use their voices and other non-verbal “means” of communication to convey meaning and express their ideas. Writers rely on their words to do the same;
- Speakers use pauses and intonation whereas writers use punctuation;
- Speakers pronounce whereas writers spell; and, most importantly
- Speaking is spontaneous while writing is a planned activity.

Because of the last mentioned reason, in the process of learning a foreign language, writing has to be present equally as the other three language skills and the emphasis should be put on the final product as well as on the process.

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

### **What is plagiarism?**

In academic writing, it is considered plagiarism to draw any idea or any language from someone else without adequately [crediting that source](#) in your paper. It doesn't matter whether the source is a published author, another student, a Web site without clear authorship, a Web site that sells academic papers, or any other person: Taking credit for anyone else's work is stealing, and it is

While it may seem obvious that copying someone else's words verbatim and submitting them in a paper with your name on it is plagiarism, other types of plagiarism may be less familiar to you. These more subtle forms of plagiarism are actually more common, and you should make sure you understand all of them, as well as how to avoid them by conducting your research and writing carefully and responsibly.

## TYPES OF PLAGIARISM

- **Verbatim plagiarism**

If you copy language word for word from another source and use that language in your paper, you are plagiarizing *verbatim*.

- **Mosaic plagiarism**

If you copy bits and pieces from a source (or several sources), changing a few words here and there without either adequately paraphrasing or quoting directly, the result is *mosaic plagiarism*.

- **Inadequate paraphrase**

When you paraphrase, your task is to distill the source's ideas in your own words. It's not enough to change a few words here and there and leave the rest; instead, you must completely restate the ideas in the passage in your own words. If your own language is too close to the original, then you are plagiarizing, even if you do provide a citation.

- **Uncited paraphrase**

When you use your own language to describe someone else's idea, that idea still belongs to the author of the original material. Therefore, it's not enough to paraphrase the source material responsibly; you also need to cite the source, even if you have changed the wording significantly.

- **Uncited quotation**

When you put source material in quotation marks in your essay, you are telling your reader that you have drawn that material from somewhere else. But it's not enough to indicate that the material in quotation marks is not the product of your own thinking or experimentation: You must also credit the author of that material and provide a trail for your reader to follow back to the original document. This way, your reader will know who did the original work and will also be able to go back and consult that work if he or she is interested in learning more about the topic. Citations should always go directly after quotations. Below are several activities that can help students avoid plagiarism.

## SUMMARY EXAMPLES

**Original text:** “For most people, writing is an extremely difficult task if they are trying to grapple in their language with new ideas and new ways of looking at them. Sitting down to write can be an agonising experience, which doesn't necessarily get easier with the passage of time and the accumulation of experience. For this reason you need to reflect upon and analyze your own reactions to the task of writing. That is to say, the task will become more manageable if you learn how to cope with your own particular ways avoiding putting off the moment when you must put pen to paper” (Taylor 1989, p. 3).

**Acceptable summarized version:** Inexperienced and even skilled writers can feel a great deal of anguish when faced with writing tasks; however, this response can be managed by recognizing and coping with personal avoidance strategies (Taylor, 1989, p. 3).

### Paraphrasing examples

**Original text:**

Traditionally, in oral and written discourses, the masculine pronoun 'he' was used as a pronoun to refer to a person whose gender was unknown or irrelevant to the context. Recently, this usage has

come under criticism for supporting gender-based stereotypes and is increasingly considered inappropriate (Smith, 2010, p. 24)

**Paraphrased text:**

If the gender of a person was not known or was unimportant to the meaning of oral or written texts, it was customary to use the masculine form of 'he' when a pronoun was required; however, there has been growing concern about this practice in modern usage because it appears to privilege stereotypes based on gender (Smith, 2010, p. 24).

**Example 1.**

**Original version:**

“Standards exist to determine goals, shape operations and the measurement of them. Standards once dealt only with the material world but they are present now in most forms of human process and performance.” (Lawn, 2011, p.261)

**Acceptable paraphrased version:**

Standards are leading forces of development on a personal as well as professional level. They can be found in every aspect of life (Lawn, 2011).

**Example 2. The examples below present plagiarized versions of the original section above. Analyze the similarities and differences between the original and the plagiarized versions below:**

1. Standards exist to determine goals, shape operations and the measurement of them. Standards once dealt only with the material world but they are present now in most forms of human process and performance.
2. Standards exist to determine goals, shape operations and the measurement of them. Standards once dealt only with the material world but they are present now in most forms of human process and performance (Lawn, 2011).
3. As I said standards exist to determine goals, shape operations and assess them. They, back then were concerned only with the material world but they are currently part of most forms of human process and performance.
4. Standards are there to set aims, direct activities and assess them. For that matter, back then they were concerned only with the material world but they are currently part of most forms of human work and outcome (Lawn, 2011).
5. Standards are leading forces of development on a personal as well as professional level. They can be found in every aspect of life.

**Task 1. Paraphrase the following sentences/excerpts using your own words.**

- “The mathematics teacher herself is obviously a key human resource, and her resourcefulness is not simply a function of formal qualification”(Adler, 2000, 210)

---

---

---

---

- “...future work must address differences between successful teachers and unsuccessful teachers (those who leave the profession after the first year) and the gaps that exist in the ways in which they struggled with adversity, especially in the same or similar context.” (Castro, Kelly, & Shih, 2010, p.629)
- 
- 
- 

- Robin Williams' suicide last month shocked the world, but some of his co-stars noticed his depression early on. Ethan Hawke revealed he could sense the Oscar winner was 'in a tremendous amount of pain' when they filmed *Dead Poets Society* back in 1989.

'Even [when I was] 18, it was obvious that he was in a tremendous amount of pain. Anybody who was watching knew,' the 43-year-old told **Q with Jian Ghomeshi** in Toronto Thursday.

(<http://www.dailymail.co.uk/tvshowbiz/article-2754271/Ethan-Hawke-sense-Robin-Williams-tremendous-pain-filmed-Dead-Poets-Society-1989.html> )

---

---

---

---

- The *Imitation Game* has won the People's Choice Award at the 38th Toronto film festival, meaning the wartime drama starring Benedict Cumberbatch as Bletchley Park cryptologist Alan Turing is all but guaranteed a starring role at next year's Oscars.

(<http://www.theguardian.com/film/2014/sep/14/toronto-2014-the-imitation-game-benedict-cumberbatch-win-award> )

---

---

---

---

## **Plagiarism**

### **Text example 1**

#### **Original source (text)**

Alvin Kernan, *The Playwright as Magician*. New Haven: Yale University Press, 1979. pp. 102–103.

From time to time this submerged or latent theater in becomes almost overt. It is close to the surface in Hamlet's pretense of madness, the “antic disposition” he puts on to protect himself and prevent his antagonists from plucking out the heart of his mystery. It is even closer to the surface when Hamlet enters his mother's room and holds up, side by side, the pictures of the two kings, Old Hamlet and Claudius, and proceeds to describe for her the true nature of the choice she has made, presenting truth by means of a show. Similarly, when he leaps into the open grave at Ophelia's funeral, ranting in high heroic terms, he is acting out for Laertes, and perhaps for himself as well, the folly of excessive, melodramatic expressions of grief.

### **Verbatim plagiarism, or unacknowledged direct quotation (lifted passages are underlined)**

Almost all of Shakespeare's Hamlet can be understood as a play about acting and the theater. For example, there is Hamlet's pretense of madness, the "antic disposition" that he puts on to protect himself and prevent his antagonists from plucking out the heart of his mystery. When Hamlet enters his mother's room, he holds up, side by side, the pictures of the two kings, Old Hamlet and Claudius, and proceeds to describe for her the true nature of the choice she has made, presenting truth by means of a show. Similarly, when he leaps into the open grave at Ophelia's funeral, ranting in high heroic terms, he is acting out for Laertes, and perhaps for himself as well, the folly of excessive, melodramatic expressions of grief.

### **Examples of referencing**

*"General (language for no purpose) courses at any proficiency level almost always teach too much, e.g., vocabulary, skills, registers or styles some learners do not need, and too little, e.g., omitting lexis and genres that they do. Instead of a one-size-fits-all approach, it is more defensible to view every course as involving specific purposes. . . ." (Long, 2005)*

*Life planning is a process to encourage people to review their lives, identify life priorities, consider options and make plans to implement choices (Coleman and Chiva 1991). It is an idea that started in the USA, but has found its way to Britain and the rest of Europe in recent years. Hopson and Scally (1999) suggest the process is built on seven life management skills: knowing yourself; learning from experience; research and information retrieval skills; setting objectives and making action plans; making decisions; looking after yourself; and communicating with others.*

Task 1: Have a look at this excerpt from an electronic journal and decide what are the relevant information needed for an in-text citation and full reference:

***Teacher International Journal***, Year XII, No. 2 (2013) - Bitola: Faculty of Education, 2013  
pp. 98-103

**Valentina Gulevska**

University St. Kliment Ohridski, Faculty of Education, Bitola  
[v.gulevska@pfbt.uklo.edu.mk](mailto:v.gulevska@pfbt.uklo.edu.mk)

## **THE TEACHER'S PROFESSIONAL ETHICS**

### ***Abstract***

The interest for the improvement of the teaching quality today is increasingly growing up, and educational standards are elevating on higher level. One of the most important aspects of the teaching complexity, in this terms, is professional knowledge of the staff in schools and their ethical accountability. The aim of this paper is to show that the teacher's role as researcher of the ethical knowledge in the teaching is particularly important, especially in the making ethical decisions in the classroom. The teacher's ethical choice, in the various situations and circumstances linked with the students, must be individual and free, and, at the same time, should provide the practical framework for his further professional development. Also, in the paper will be emphasized that the ethical rules and principles, immanent to the civilized way of life can be transmitted from generation to generation only through planned educational activity. In this process a key role has a teacher and his professional ethics.



*Key words: teachers, professional ethics, education, values*

In-text citation:

---

---

Full reference:

---

---

Task 2: Refer to the text *Language Learning Strategies*, and decide whether the given examples below are instances of proper referencing or plagiarism:

...For instance, a research indicates that more able students may use more effective foreign language learning strategies than students with lower ability. Several diary studies clearly showed that lower-level students always depended far more on their teacher and on grammar rules than did higher-level students. Differences in strategy use as learners advanced in proficiency have been found. ....

..... There have been studies about adult language learners, who seemed to use more sophisticated language learning strategies than younger learners. However, the adults were learning languages for career purposes, and so, we believe that motivation might have been a greater factor in these results.....

....Many researchers assume that the learner's level of motivation is likely to influence the choice of strategies. The fact that highly motivated learners are able to learn languages more rapidly and effectively suggests that they probably use strategies more often than less motivated learners.....

## REFERENCES

- Gatz, M., (2004). Pre-writing strategies. *Teaching of Writing*, 1-10
- McKensie, L. & E. Tomkins, E. G., (2010). Evaluating Students' Writing: A process Approach, *Journal of Teaching writing*. 201-212
- Onozawa, C., (2010). A Study of the Process Writing Approach, A Suggestion for an Eclectic Writing Approach, (research)
- Brick, J 2006, *Academic culture: a student's guide to studying at university*, NCELTR, Sydney.
- Central Queensland University 2006, *Faculty of business and informatics guide for students*, 6th edn, viewed 30 January 2016, [fbi.cqu.edu.au/FCWViewer/view.do?page=492](http://fbi.cqu.edu.au/FCWViewer/view.do?page=492).
- Obama, B 2008, *Barack Obama Victory Speech*, viewed 28 February 2013, <http://ebookbrowse.com/obama-s-victory-speech-full-text-pdf-d423113313>
- Sony Pictures Digital Inc. 2004, *Spiderman* [Online image]. Available at: <http://humanresourceplanet.blogspot.com/2010/11/spiderman-suffered-from-poor-work-life.html> [Accessed 20 May 2011]

# A NEW MACEDONIAN NOVEL ABOUT A YOUNG AND GROWING<sup>7</sup>

**Jovanka Denkova**

Faculty of Philology, UGD  
Štip, Makedonija  
*jovanka.denkova@ugd.edu.mk*

## **Abstract**

In this paper we refer to a new, in fact the latest novel by Macedonian author of children Velko Nedelkovski dedicated to young readers. What makes this book special is that it applies to young people who are at the exit from childhood and the threshold of adolescence, and the author attempted to help them on that rocky road through friendships, initial loves, nourishing love to animals, respect for elders, and all this in order to grow into healthy, strong young men, ready to face all difficulties in life.

**Key words:** *novel, Macedonian literature for children and youth.*

## **INTRODUCTION**

The famous Macedonian novelist, playwright, poet and writer, Veljko Nedelkovski in this his book proves to be a great expert on child soul vibrations of it in those dramatic years of a child's development when the child begins to see the world with different eyes. After the excellent children's books, especially for young "Second shift" (Vtorata smena), "Confused years" (Zbuneti godini), "Flying man Peperut" (Letackiot covek Peperut), "Charmers from eighth grade" (Šarmerite od osmo), now a young adolescent audience it presents novel "Zlatko Zlatec" with interesting subtitle "Series mini-novels for children and young". With the commitment "youth" already indicates the nature of the case. Namely, it becomes clear that the novel will be dedicated to young people, adolescents.

## **THE NOVEL "ZLATKO ZLATEC" ("SERIES MINI-NOVELS FOR CHILDREN AND YOUNG")**

The novel<sup>8</sup> has four parts: 1. Zlatko Zlatec and Tomchule Mac 2. Zlatko Zlatec and Misko from Docnilend 3. Zlatko Zlatec and thirst for applause and 4. Zlatko Zlatec and four simcezi.

The richness of the characters that will walk on the stage in front of readers, gives the novel a broad and attractive dimension. They are not only classmates of Zlatko Zlatec, not only friends of his street, but in almost all the events are included and loved ones of the family, designated as Tatoni (Tony's father), mother Lily, and the inevitable and always prepared for fun - grandfather Dedor. But there are "omniscient surcharge boy" Zhilche Verne (Živko Vernovski) then Miško (from Docnilend) and Welle from Veles, but also four

---

<sup>7</sup> Specialized paper

<sup>8</sup> Velko Nedelkovski, Zlatko Zlatec, Antolog, Skopje, 2015.

of his best friends, "princesses-simcezi" (Letka, Jana, Snežinka, Marionka). Inevitable are with domestic pets, with cats and dogs.<sup>9</sup>

In the first part, the main character, Zlatko Zlatec and Tomchule Mac, Zlatko, affectionately called by his parents Zlatko Zlatec, proclaims at home his desire to have a pet, and no more, no less than -lion, and it truly, "I want you to buy me a lion?! ... But live, not teddy bear!" (11).

Once they point that it is impossible, and have a little joke with him, and that the real lions belong in the jungle or zoo, Zlatko, with capricious behavior typical of children, agrees for a puppy or a kitten, but adults delayed discussion of a "distant and indefinite future." The requested puppy should have odd, fairy characteristics: "Then find me a puppy!? Now or soon!? ... With raised or lowered little ears. With green muzzle and blue tail! (12).

Therefore, in protest Zlatko refuses to eat, and he will even write a letter to their home members, but the answer does not reach. Quite by chance, after a cinch around skyscraper, Zlatko founds a little lost kitten and he appropriates him. Responsibility for its cultivation, especially "rude behavior", on which hare beginning to complain domestic - should take Zlatko.

On one occasion, during the arrival of the postman, cat exploits half-open door and goes outside. Among children arises real search for him around skyscrapers, but only his friend Živko Vernovski (Zhilche Vern) is to remember that the cat must have sinned skyscraper in returning.

Unfortunately, the apartment in which is the cat, belong to Letka and therefore for its new owner she declares herself, Zlatko classmate, which are at odds. The compromise will offer comrade Zhilche - the cat will have two owners and they will change during the week: "the little kitty will have two names and two owners!

One week he will live with you, Letka. And then a week with you, Zlatec... Joint care for him will reconcile the two of you"(32). Thus, the pet will really bring feuding sides, so when Letka wants more days, Zlatko could not resist her tears. Also, the cat will be one reason for the assembly of new friend ships that from the beginning to be threatening hostilities (with Bobby and Bibo): "A child who has this tame kitten can become a third undivided friend Let's spread our detachment for a snack! (42).

Sarah Friedman in her article *Is Sharing a Bear Necessity*, explains why animal characters and anthropomorphism have a greater impact on children than human characters, which emphasized that: 1. the animals are an inseparable part of life for children 2.Children love animals and 3.the use of animal characters is ambiguous and due to the lack of sex, race, age, etc., which can allow children to identify with them.<sup>10</sup>

**And Karen Swallow Prior indicates on positive effects of animalistic stories for children. According to her, the ethical dimension is important that children learn compassion towards animals and their humane treatment later in life. While identification with animals helps in the development of a moral framework for children that includes kindness to animals, identification with them is still not the highest rank of the ethical scale.**

**Higher than this is sympathy, this is not quite the same thing as identification. The word "compassion" (a derivative of the root of word meaning "to suffer" and combined with the prefix "together" or "a") is the anguish felt for each other, but not by identifying with the other, but rather to despite being by the other.**

**One thing is to feel the pain of another through identification, but high heretical is to suffer fully, to feel for what is not himself, but is entirely another. Hence the most powerful and**

---

<sup>9</sup>Aleksandar Kujundziski, Predgovor kon kn. Zlatko-Zlatec, Antolog, Skopje, 2015.

<sup>10</sup>Sarah Friedman, *Is Sharing a Bear Necessity?: Anthropomorphization and Learning Social Lessons from Children's Books*. MA thesis, University of Virginia, 2011, <<http://www.virginia.edu/psychology/downloads/DMP%20Papers/DMP%202011/Sara%20Friedman.pdf>>. Web, accessed on 22.01.2016

**most shocking places in animalistic literature are those when their only role reflects that they have in the real world: simply to be an animal with which we live in this country.<sup>11</sup>**

The second part of the novel is entitled "Zlatko Zlatec and Miško from Docnilend" and it starts with the first schoolday of the newschool year, when Zlatko is in fourth grade. Here is shown the friendship between the children at the school especially friendship with classmate Miško also called "Misko from Docnilend", because he was always late for classes. In this chapter, the area turns a negative behavior in mice, its constant delays of hours, request excuses to avoid school obligations.

Reading the dialogues between Miško and Zlatko in which Miško attractively is trying to capture the fun of absence from school, inevitably pushed the notion of "Pinocchio" and section when bows and accepts to leave in the country where there is no school.

In their fun games, Miško will try to suck and Zlatko, but Zlatko recognizes the danger in time, so not only he will not accept it, but he will try and help his partner. In fact, the cause of the rebellious behavior of Miško looming, and it is the absence of the father who is abroad. Solidarity of children is boundless, so first, not knowing the reason for his absences, his comrades from their modest pocket money, generously raise funds to buy him a watch to not be late for class.

But then, after finding out that this Miško's behavior is only a way and wish to draw the attention of his parents, particularly the father and forced him to return home from abroad, his friends choose to take concrete action –they will write a letter to Miško's father to return home.

This, according to Carl E. Pickhardt, is a kind of rebellion against social norms imposed by adults, precisely because adults. Revolt could cause young people to rebel against their own interests -to reject interests had since childhood, various activities and relationships that often support their self-esteem. It can cause them to engage in self-destructive behavior – refusing to work at the school, even physically hurt. Although the young man consider that the rebellion is an act of independence, he never really is. It is actually a case of addiction. The rebellion in the young person causes it themselves cannot define, and this affects personal behavior when doing the opposite of what other people want.

Dave Currie says that adolescent rebellion as a result of the desire of adolescents for independence. It is one of the normal reasons, but he believes there are "unhealthy" reasons for such rebellion, such as parental discord, parental discipline methods, confusion in the family, parental alcoholic, abusive situations, financial pressures, the influence of peers fear of failure, feelings of low self-worth, and so on.<sup>12</sup> In the case of this novel, the care of friends walked in time to protect Miško of bad roads. Not only that, thanks to their appeal to the father, he returns home and opens a business in their homeland. Charity action of family harmony is immediately visible and Miško corrected his behavior. Meanwhile, relations between Letka and Zlatko thanks to kitty improve.

The third part is entitled "Zlatko Zlatec and thirst for applause," and in it first we see the desire by Zlatko to be famous, and therefore belong in all possible sections (young actors, dancers, players, recites, traffic section, ecologists chess players, etc.), but he soon realizes that it is impossible to achieve good results everywhere, and all things do not attract him the same. While parents and grandfather are proud of it and recognize themselves and their desires in him, he gives up many of these extracurricular activities, one by one. The environmental section will initiate one-day trip to Katlanovo, where Zlatko will introduce girl

---

<sup>11</sup>Karen Swallow Prior, . Ask the Animals, and They Will Teach You, Flourish magazine, 2011, accessed on 22.01.2016, <http://www.flourishonline.org/2011/07/lessons-from-literature-about-animals/>

<sup>12</sup>Dave Currie, **Helping Parents Survive Adolescent Rebellion**, <http://powertochange.com/family/rebellion/>, accessed on 13.02.2016

Marionka from Veles, with who he will continue to communicate through letters, to which Letka becomes jealous.

Pickhardt in his article, speaking exactly about early adolescence (from 9-13 years), indicates that at that time the child leaves childhood and begins to move into adolescence. What characterizes this period is the desire of the child-adolescent should not be treated as a child but as an adult. Therefore, it is understandable, in that period, the child tries to get away from family and moving to other social groups, the circle of friends, with those who have common interests, the same understanding with which to hang out and are associate with him.

Therefore, any such group-band has its own place in the school where they are collected. The adolescents in this period are especially important to be accepted by their appearance, behavior, attitudes, in a word, not to be alone. But on the other hand, excessive popularity can bring big problems.<sup>13</sup> That is a problem faced Zlatko. In fact, this part of the novel suggests uptake of Zlatko puberty, as evidenced by the fact that he wants to emphasize among his friends, and especially to appeal to girls: "With such responsibilities, you will neglect the poor kitty! He will mew hungry and thirsty, my little eye! Actor, dancer, chess player, karate ... Overnight you want to become world popular number one..." (100)

Zlatko wishes not to be alone, to have a brother or sister, especially after being a mediator in forgiveness between twins Goran and Zoran Bliznakovski(!), and their mutual jealousy. Zlatko is one that will find a compromise solution to their jealousy, and also the way to get what they want from their parents.

The last, fourth part of this novel for children and youth, "Zlatko Zlatec and four simcezi" reveal "sweet pain" of Zlatko, stage in the life of every adolescent when their awareness parade more sympathies, and they are hesitating. Depending on the daily events in correspondence with them, the mood of Zlatko is also changing. Thus, except Letka, which completely appropriates kitty, Zlatko nurture some tender feelings towards the girl who is sitting with in the same bench, Jana - Janka, to Marionka from Veles which introduces on the ecological outing in Katlanovo and with which some time he exchanges letters, and to a beautiful snowflake (of the performance) - Sneze.

Another normal space for young people to explore is their new development of their sexuality. Children who are in transition from middle childhood to adolescence will express their sexuality in a natural, healthy way. Often, young people express romantic interest in one of their peers. When these "sympathy" will occur, they can call on their friends these special "boy" or "girl". Young can express an urgent desire to associate with these friends in the school bus, during lunch, or during other group activities, such as a basketball game. Or they can connect with these friends in the community, such as festivals, church activities, or youth clubs.<sup>14</sup>

So, suddenly, poor Zlatko will find himself amidst the "whirlwind" of girls, feelings, interwoven events... The dilemma will be resolved in part with the help of his grandfather who gives useful tipst hat are timely for show because his companions begin exhibit jealousy towards him as a favorite of many girls: "Letka why are you like pungent pepper? Let's do this... One day I will sit with Janka and one day with you. If Jana agrees...(154).

His dilemma is beautiful present by his grandfather, who will also be the best adviser: "I know your little problem has three unknowns...Up-number with four unknown! That familiar and dear girls, right? Which little eyes will be given priority? Which name rings to you the most?" (155).

---

<sup>13</sup>Carl E.Pickhardt,Adolescenceandthepursuit of popularity, <https://www.psychologytoday.com/blog/surviving-your-childs-adolescence/201005/adolescence-and-the-pursuit-popularity>, accessed on 13.02.2016

<sup>14</sup>Angela Oswalt, **Developing Interest In Sex And Sexuality**, <https://www.mentalhelp.net/articles/developing-interest-in-sex-and-sexuality/>, accessed on 13.02.2016

This will crystallize Zlatko feelings, girls feelings, and among his comrades. Letka and Jana Janka will fully away from him and get closer to other classmates, Snowwhite family will move to another city, and while Zlatko is grieving because of that, suddenly in Skopje migrates Marionka from Veles. The novel ends with the image of two young on a walkthrough Skopje.

## CONCLUSION

This is novel in that motive more interlocking strands that are attached to each other. First, here is the child's loneliness amidst skyscrapers, lonely without sibling or replacement requires pet. Love and care for the little kitten, you walked with the girl which otherwise was "at odds" - Letka. Also, the cat will be an occasion to acquire new friends, new friends, who will show him that life can pull and side roads if permits (from hours to escape from Misko Docnilend). Friendship and the desire to prove participation in many sections, and will bring friends with girls top children's sympathy and tender feelings, which reflects the typical growth of children in comprehensive youth.

## REFERENCES

- Currie, D. Helping Parents Survive Adolescent Rebellion,  
<http://powertochange.com/family/rebellion/>, пристапено на 13.02.2016
- Friedman, S. (2011). Is Sharing a Bear Necessity?: Anthropomorphization and Learning Social Lessons from Children's Books. MA thesis. University of Virginia,  
<http://www.virginia.edu/psychology/downloads/DMP%20Papers/DMP%202011/Sara%20Friedman.pdf>. Web, пристапено на 22.01.2016
- Nedelkovski, V. (2015). Zlatko-Zlatec, Antolog, Skopje, 2015.
- Oswalt, A. Developing Interest In Sex And Sexuality,  
<https://www.mentalhelp.net/articles/developing-interest-in-sex-and-sexuality/>,  
 пристапено на 13.02.2016
- Pichardt, C.E. Adolescenceandthepursuit of popularity,  
<https://www.psychologytoday.com/blog/surviving-your-childs-adolescence/201005/adolescence-and-the-pursuit-popularity>, пристапено на 13.02.2016
- Pickhardt, C.E. Rebel with a Cause: Rebellion in Adolescence,  
<https://www.psychologytoday.com/blog/surviving-your-childs-adolescence/200912/rebel-cause-rebellion-in-adolescence>, пристапено на 13.02.2016
- Swallow Prior, K. (2011). Ask the Animals, and They Will Teach You, *Flourish* magazine,  
 пристапено на <http://www.flourishonline.org/2011/07/lessons-from-literature-about-animals/>
- Kujundziski, A. (2015). Predgovorkon kn. Zlatko-Zlatec, Antolog, Skopje. 2015.

# **PROFESSIONAL BURNOUT AND BALANCE BETWEEN WORK AND FAMILY LIFE AMONG TEACHERS<sup>15</sup>**

**Ivan Trajkov, Sofija Georgievska**

Faculty of Philosophy, Skopje

## **Abstract**

With this research can be concluded that teachers with higher professional burnout have a lower degree of balance between work and family life. This implies that schools should pay more attention to the professional burnout in their employees, because it is not only that it is perceived in their work but also in the overall quality of their lives or in the balance between work and family life.

The research offers opportunities for further investigation of the causes of the established relationship. It also provides direction in deeper examination of the given problem.

## **INTRODUCTION**

Many teachers find the demands of being a professional educator in today's schools difficult and at times stressful. When work stress results in teacher burnout, it can have serious consequences for the health and happiness of teachers, and also the students, professionals, and families they interact with on a daily basis.

## **THE NATURE OF THE STRESS RESPONSE**

When a potentially threatening event is encountered, a reflexive, cognitive balancing act ensues, weighing the perceived demands of the event against one's perceived ability to deal with them (Lazarus & Folkman, 1984). Events perceived as potential threats trigger the stress response, a series of physiological and psychological changes that occur when coping capacities are seriously challenged. The most typical trigger to the stress response is the perception that ones' coping resources are inadequate for handling life demands. According to current models of stress, we are constantly taking the measure of the daily demands we experience in life and comparing this to the resources we possess for dealing with them. If our resources appear equal to the demands, we view them as mere challenges. If, however, demands are viewed as exceeding our resources, they become stressors and trigger the stress response. Accordingly, teacher stress may be seen as the perception of an imbalance between demands at school and the resources teachers have for coping with them (Esteve, 2000; Troman & Woods, 2001). Symptoms of stress in teachers can include anxiety and frustration, impaired performance, and ruptured interpersonal relationships at work and home (Kyriacou, 2001). Researchers (Lecompte & Dworkin, 1991; Farber, 1998; Troman & Woods, 2001) note that teachers who experience stress over long periods of time may experience what is known as burnout.

---

<sup>15</sup> Original scientific paper

## PREVENTION OF BURNOUT

Albee (2000), one of the pioneers of prevention research, points out that, "It is accepted public health doctrine that no disease or disorder has ever been treated out of existence" (p. 847). It is far better if the roots of teacher burnout are identified and eliminated before the syndrome develops, rather than treating it after it has already occurred. Across the various medical professions, a distinction has been made between three levels of prevention interventions: (a) Primary prevention, where the goal is to reduce the incidence of new cases of a disorder, (b) secondary prevention, where the goal is early identification and treatment of symptoms before they turn into a full-blown disorder, and (c) tertiary prevention, where persons who have recently suffered a disorder receive some type of intervention to prevent relapse (Conyne, 1991). Such preventative interventions may either be done at the organizational level, with changes in the school environment, or at the individual level, in which the goal is to strengthen teachers' resources for resisting stress.

## RESEARCH

Starting from the research problem, it is defined the following research hypothesis: Teachers with higher professional burnout (exhaustion and distance from work) have a lower degree of balance between work and family life (the ability for flexible family readiness for flexibility of the family, the ability to work on flexibility, willingness to work flexibility).

### Questionnaires

The Oldenburg Burnout Inventory (OLBI) was originally developed in German. For the present research, the OLBI was translated into Dutch and then back-translated to German. The OLBI measures burnout with two dimensions: exhaustion and disengagement. The eight items of the exhaustion sub-scale are generic, and refer to general feelings of emptiness, overtaxing from work, a strong need for rest, and a state of physical exhaustion. Example items are "After my work, I regularly feel worn out and weary", and "After my work, I regularly feel totally fit for my leisure activities" (reversed) (1 = strongly disagree, 4 = strongly agree). Disengagement refers to distancing oneself from the object and the content of one's work and to negative, cynical attitudes and behaviors toward one's work in general. This sub-scale also comprises eight items, including "I frequently talk about my work in a negative way", and "I get more and more engaged in my work" (reversed). The answering categories are the same as for exhaustion. For both sub-scales, four items are positively worded and four items are negatively worded.

2. *Measure of Boundary Flexibility for the Work and Family Domains* consisted from family flexibility-ability, work flexibility-ability, family flexibility-willingness, and work flexibility-willingness.

### Sample

In this research was used a convenience sample of 73 subjects (60 female, 16 male) who are teachers employed in primary schools in Skopje. The average age of respondents was 45.3 years with a standard deviation SD = 11,38.

### Results

The dimensions of the variables balance between work and family life and professional burn out are defined measures of central tendency and variability.



*Table 1. Descriptive for professional burn out*

<u>Dimensions</u>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>M</b>	<b>SD</b>
physical exhaustion	73	10	32	20.78	4.86
Disengagement	73	23	50	36.25	6.34

*Table 2. Descriptive for Boundary Flexibility for the Work and Family Domains*

<u>Dimensions</u>	<b>Number of questions</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>M</b>	<b>SD</b>
family flexibility-willingness	6	73	6	42	22.99	8.09
family flexibility-ability	5	73	6	35	23.92	6.46
work flexibility-willingness	4	73	5	24	14.85	5.04
work flexibility-ability	4	73	4	22	11.69	4.44

*Table 3. Correlation between professional burnout and Boundary Flexibility for the Work and Family Domains*

<u>Dimensions</u>	<b>Disengagement</b>	<b>physical exhaustion</b>
work flexibility-ability	.186	.149
work flexibility-willingness	.248*	.208
family flexibility-ability	.382**	.148
family flexibility-willingness	.166	-.011

Based on the results obtained under the assumption that teachers with a higher level of professional burnout (exhaustion and distance from work) have a lower degree of balance between work and family life our hypothesis is partially accepted.

## SUMMARY

Burnout results from the chronic perception that one is unable to cope with daily life demands. Given that teachers must face a classroom full of students every day, negotiate potentially stressful interactions with parents, administrators, counselors, and other teachers, contend with relatively low pay and shrinking school budgets, and ensure students meet increasingly strict standards of accountability, it is no wonder many experience a form of burnout at some point in their careers. Efforts at primary prevention, in which teachers' jobs are modified to give them more control over their environment and more resources for coping with the demands of being an educator, are preferable over secondary or tertiary interventions that occur after burnout symptoms have surfaced. However, research reviewed here indicates each type of prevention can be useful in helping teachers contend with an occupation that puts them at risk for burnout.

## REFERENCES

- Albee, G. W. (2000). Commentary on prevention and counseling psychology. *The Counseling Psychologist*, 28, 845-853. EJ 622 673
- Conyne, R. K. (1991). Gains in primary prevention: Implications for the counseling profession. *Journal of Counseling and Development*, 69, 277-279. EJ 426 849
- Esteve, J. M. (2000). The transformation of the teachers' role at the end of the twentieth century: new challenges for the future. *Educational Review*, 52(2), pp. 197-207. EJ 609 284
- Farber, B. A. (1998). *Tailoring treatment strategies for different types of burnout*. Paper presented at the Annual Convention of the American Psychological Association, 106th, San Francisco California, August 14-18. ED 424 517
- Kyriacou, C. (2001). Teacher stress: directions for future research. *Educational Review*, 53(1), pp. 28-35. EJ 622 519
- Lazarus, R. S., & Folkman, S. (1984). Coping and adaptation. In W. D. Gentry (Ed.), *The handbook of behavioral medicine* (pp. 282-325). New York: Guilford.
- LeCompte, M. D., & Dworkin, A. G. (1991). *Giving Up on School: Student Dropouts and Teacher Burnouts*. Newbury Park, California: Corwin Press. ED 340 809
- Troman, G. & Woods, P. (2001). *Primary Teachers' Stress*. New York: Routledge/Falmer.

# MUSICAL CREATIVITY IN PRESCHOOL AND ELEMENTARY SCHOOL<sup>16</sup>

Vladimir Talevski, Ivana Temelkoska

Pedagogical Faculty "St. Kliment Ohridski" Skopje  
*talevskiv@yahoo.com*

## Abstract

This work will give some insights on the role of the school as an important factor in rising up the creativity. The activity of children largely depends on the influence as members of the family, but also largely from the educator or the teacher. All children are curious about all situations and objects that surround them, visual or auditory. When children express a desire for singing or playing on a musical instrument, are curious to discover the sound, sources and the physical appearance of the sound source. The conceiving of the creative component begins with the desire of singing and playing, it needs to be supported by adults (parents, educators, teachers ...). It is necessary to present the selected songs that will be eligible and possibly to contain a message.

Musical creativity is in all events in preschools and kindergartens (singing, listening to music, playing the children's musical instruments, music and movement, basic music literacy, children's musical expression and creation, folk music works), which covers all age groups in pre-school and lower primary classes. Many authors (music practitioners) have different interpretations about the importance of creativity, but all are of one mind on the recommendations for use of creativity in other subjects.

**Keywords:** *creativity, improvisation, inspiration, implementation, communication.*

## INTRODUCTION

It would be ungrateful if we talk about the school as a place where creativity is not developing and cherish. In encouraging creativity are excluded objects of art areas (music and art), because these items are basic to encourage creativity in children. On the other hand, many Examples of which some are imposed and criticized, is that the school is not places where creativity flourishes. There are a number of examples, confirmed by facts where outstanding scientists and artists, who have proven themselves as top artists at the school, were not recognized and even considered as bad students. In this context we could mention: Isaac Newton, in primary school he had weak marks. Also renowned scientist and inventor Thomas Edison, his teacher said, "he is so stupid that nothing can be learned." The famous chemist Louis Pasteur in the subject chemistry had average grade. An example within the musical art is Enrico Caruso, one of the greatest tenors of all time, where his teacher said he had no voice and can not deal with singing. Many top artists have difficulties in meeting the goals and targets set by the school, even went so far that such students are considered as children with special needs. Disorderly reading and speech (dyslexia), as examples can be pointed famous children runway Hans Christian Anderson, painter and scientist Leonardo da Vinci, composer Wolfgang Amadeus Mozart, scientist and inventor Thomas Edison,

---

<sup>16</sup> Revisional scientific paper

composer Ludwig van Beethoven, painter Pablo Picasso, musician John Lennon and others. All those are distinguished by their achievements but in the school they were students with certain difficulties. Its development and its further education and development is a result of the school, as well as some other influences in the middle of life.

With the foundation of didactic concept in the XVII century by Jan Amos Comenius (1592-1670), which represents a novelty in the educational component, but also in the educational part, however, the creative component is missing.

For the creativity there are several important factors that there is special connection between each other and they form a single unit. First it is required a source of *inspiration*, which is the main precondition for the emergence of creativity, but to gain inspiration you need to get the *idea* through *experience* (poetry, prose, painting, music, etc.). The next step is *implementation* through research experience or realization of live ideas. With the discovery of the idea follows *communication* or display through various forms (publication, presentation, presentation, public performance etc.). If the creative process practiced in the previous example given, in which case no opportunity to practice in the curricula in the teaching time of forty / forty five minutes. As an example, during a lesson in Mathematics to get musical inspiration or hour of music get some idea of the mathematical solution is not feasible idea, not to interfere in realization of teaching hours. Another example of the class of which we expect students to be creative and all to paint, write poems, stories, but it is difficult all students to get the same inspiration and to be realized the same period. But also the realization of creative activity has a different duration, i.e. the creativity of each student is an individual. The written tale (story), track (poetry), can be a few sentences, but also by a large number of pages. Also for painting, drawing, sculpture shaping a student will complete in a shorter period of time, for some it takes a longer time (several hours). All this is given within a period of lesson from forty/forty five minutes. That means that the given activity remains to be stopped or to be completed in one of the following classes or at home as homework. However, in such conditions there is a pedagogical direction and support which encourages creativity. In the second half of the XX century, Paul E. Torrance with a number of experiments proved that it is possible in the classroom to encourage creativity. Torrance confirmed the presence of pursuing principles encourage creativity among students, e.g.:

- "-Accept the unusual questions;
- Accept the imagined ideas;
- Show the children that their ideas have value;
- Provision of space where you are not valued;
- The connection of the evaluation, causes and consequences". (Torrance, 1965: 43).

Implementing the principles in teaching where students should learn how all assigned tasks are solved and just learn the correct answers and adopt the presented solutions. It is necessary to encourage, distinguish the problems and ask questions in order to send the message that appropriate problem there are other solutions. Such teaching is an individual thinking in solving a task, thus the teacher does not impose its decision or opinion, but is open to other solutions.

Abraham H. Maslov, thinks that all subjects should be taught by the example of art objects, which greatly encourage creativity. "It's a new way of education that must be developed and leading to the strengthening of new types of human persons to be independent and bold, with encouraging guidance, creative, who know how to improvise. Teachers who teach art class first went in that direction. It could be implemented in math and hope that one day it will happen. Certainly today mathematics or history, or literature is taught in an authoritative way prefer storage ... "" The question is how much students learn to deal with it

and how, in order to enable them to become creative and innovative orientation " . (Maslow 1976: 95-96).

Musical subjects (fundamentals of music education, methodology of musical education, playing musical instruments, creative music workshop), belonging to the group of art objects, and also our lapse experience speaks clearly such an education is causing excitement among students and often receive unexpected results. Students in first contacts require adaptation for such a turn of such education, which deviates from the usual teaching, they were used to during their schooling. Some students may often say they are confused by this kind of teaching process. Because initially they think they don't learn nothing (referring to learning is just a memory), that originally should hear, and at home (listening) to learn it. But the creative process is often put into solving problems in reality. Such teaching is possible finding a good reception from the students.

Special Papers Eduardo de Bono suggests that "to have special courses to encourage creativity." (Bono: 2008). Its principal procedures for solving a problem speaking "... it is necessary to require a number of alternative solutions, e.g. when there are only two ways to solve the problem it is necessary to select and third solution, or the next day another might have a better idea, and the best ever ". (Bono: 2008).

In the modern educational world there is an opportunity for a number of examples and methodological procedures which provide an incentive for each activity with maximum solutions involving creativity as fundamental idea for thinking of each individual.

## **CONCEPTUAL - PRACTICAL INSIGHTS ON CREATIVITY**

A number of authors (in the upbringing - educational process) have a different interpretation of the notion of creativity. For example, Frank Barron, creativity looks like "capacity to deliver the opportunities that previously were not" or "... the ability to invent something new (a beginning of new by taking a new step, using existing ideas" .(Trstenjak, 1981).

"Music teaching activities are closely associated with the motivational cooperation and competition. The cooperation is shown through singing or playing musical instruments in different groups. Participants in these groups are aware that their interpretation given contribution to the results for the whole group, because they develop a sense of belonging and responsibility. E.g. the individual is not being able to work in a group, not sense the background, eliminating or disconnected from the group. In music education present a the competitive spirit is present, which increases the interest and encourages more musical activity to achieve greater results, that the other side contributes numerous negative reactions from the affected students. Therefore, the music educators need to be careful especially in such competitive activities, the main objective to be music. " (Branka Rotar - Pance: 1995).

Hojzan, has another approach, to maintain the continuity in the creative activities he made several divisions, which they grouped into several groups that lead to the preparation of ideas, continuous solutions and connecting ideas.

- "Relationship or direct changes or innovations (preparation of game ideas with potentials)";

- "The process of continuous improvement ideas and solutions (rarely comes to ingenious solutions in one step)";

- "The ability to connect ideas, information and original work in new and unusual way." (Hojzan, 2010).

Jurman, for the creativity will say: "Creativity is the main anthropologic feature without which man would never be one. Also, the animals know how to work, but their work is not creative, such work takes place in some reflex actions, rooted in their nervous system,

which takes place in a real environment and motivation is instinctive or comes from biological needs. " (Jurman, 2004).

Creativity in each person is individually expressed, its constant feature defines the meaning of life and existence. The man is confirmed through creativity. His activities "... it is always imbued with creativity and can be found in all forms of human creativity, particularly with his results." (Jurman, 2004).

For the creativity Ibuka writes: "To define creativity is very difficult, but simple put the creativity in the narrow sense is the freedom of expression of imagination in a broad form of retrieval or open." (Ibuka, 1992: 87).

Jurman, states that "creativity is common in every person, some of the higher level, in others is lower, but still occurs. It depends on the situation in which man is and therefore can sometimes contain more expressive content through which to express their creativity, and sometimes less. " (Jurman, 2004: 190).

Due to the structural specificity of the subject musical upbringing / education, as well as objects of art as part of the upbringing - educational process, creativity plays an important role. All the study subjects with a larger one with less intensity, are realized exclusively with the support of creativity. Also improvisation is an important segment in the creative part of the implementation. The units: *singing* (cover of a song by ear or musical score), *music and movement* (own movement - improvisation - the rhythm of the offered music content), *listening to music* (selection of music listening, the first contact with a new one listened composition); *children's musical instruments* (the choice of playing the children's musical instruments); *basics of music literacy* (in the early grades of I-III with musical symbols within a two-line systems and in the IV and V grade within the musical staff); and *a children's musical expression and creation*, creativity belongs to a special place, because it distinguishes the self-expression.

## PURPOSE OF CREATIVE ACTIVITIES

Creative activities have developmental objectives of which we will mention: psychomotor skills, the intellect, and the aesthetic qualities of the person in formation of personal character.

Lipari Kadunc, determines certain objectives that, "... divided into several groups: *teaching*; *psychomotor*; *cognitive or educational*; *emotionally social* ". (Lipard, 1997: 72).

*Teaching purposes*, contribute to create a positive and socially variable "... opportunity for expressive speech and creative expression leisure, opportunities for exploring nature, developing a willingness to work and create work habits, evaluating its work, developing of self-awareness and independence, strengthening of responsibility to oneself and to the surrounding environment. " (Lipard, 1997). Creativity contributes to developing education initiative, dexterity, economy, environmental awareness, develop self-confidence in the limit of their capabilities, determination and impletacija personality.

*Psychomotor purposes*, mainly to develop "... manual technique and physical abilities that show coordinated movement of the body (arms, legs, head)." (Lipard, 1997). It reflects the accuracy, speed of movement of the fingers, hands, legs, head coordinated movement under the control of the visual motor skills of quick movements.

*Cognitive or educational purposes*, this is primarily for the development of intellectual abilities, "... logical and visual thinking, creative thinking, acquiring knowledge and create work habits." (Lipari, 1997). These goals are upbringing and education, because it contributes to skills development, basic techniques for thinking, thus study other professional techniques, knowledge and skills.

*Emotionally - social objectives.* "These goals related to the development of feelings, interest, love of work, to maintain the team spirit at work, solidarity with people, the ability to experience success (we know that praise affect the incentives and support for work)". (Lipard, 1997). Manual creation has an important role in their communication or aesthetic features and communication have an extremely important role in human relationships. It is also important to familiarize oneself, namely both physical and mental self-realization, which has a strong social value.

## CONCLUSION

Creativity in teaching has multiple significance. Indeed creativity is an essential characteristic of the man, while the school (teacher), weighing development of all human potential has a great responsibility to encourage creativity. Creative individuals represent a significant factor for social development and survival of some not, but all of society, and society does not encourage creativity, thus hampers. Encourage creativity in January vigorous quality teaching and makes the usual incomparable teaching. The usual teaching is characterized by boredom, and it can be implemented subject to fear and various kinds of pressure on the students. Great emphasis has pedagogical creativity faculties where possible to implement in all subjects, but will certainly mention the cases of a group of music and fine arts, where opportunities are great and inexhaustible. Students represent adults, persons who acquire their knowledge at universities for teachers, where in all subjects creativity has the opportunity to be part of the teaching process. These schools educate students that his employment will realize kindergartens and primary schools. What does the course of their education should not be limited only theoretical, but it requires to be realized and practical, which is an important segment of the educational process of future teachers or teachers.

## REFERENCES

- Anderson, DR (2002.) *Creative Teachers: Risk, Responsibility, & Love*, Journal of Education, V. 183.
- Duraković, M. : (1985) *Razvijanje stvaralačkih sposobnosti u problemsko-kreativnoj nastavi*, naklada Istarska, Pula.
- Bono De, E. (2008.) *De Bonovtečaj razmišljanja*, VEBLE Commerce, Zagreb.
- Đorđe, L., (1991) *Metodika razredne nastave*, Nova prosveta, Beograd.
- Jurman, B. (2004) *Inteligentnost, ustvarjalnost, nadjarenost*. Ljubljana. Centar za psihodijagnostična sredstva.
- Maslov, AH (1976) *The Farther Reaches of Human Nature*, Penguin Books, New York.
- Meyer, H. (2005.) *Što je dobra nastava*, Erudita, Zagreb.
- Maslow, A. H.: (1976) *The Farther Reaches of Human Nature*, Penguin Books, New York.
- Pečjak, V. (1989.) *Putovi do ideja*, Vlastito izdanje, Ljubljana.
- Simplicio, JSC (2000.) *Teaching Classroom Educators How to Be More Effective and Creative Teachers*, «Education», Volume 120, Issue 4, New Monmouth, New Jersey.
- Spasenović, V. : (1996) *Uloga sadržaja u procesu usvajanja znanja*, Zbornik za institut za pedagoška istraživanja, br. 28, Beograd.
- Torrance, EP (1974) *Encouraging Creativity in The Classroom*, Brown Company Publishers, Dubuque.
- Rotar Pance, B. (1995). *Zunajnamotivacija in Notrajna v glasbenem izobraževanju. Vzgoja in izobraževanje*
- Todevski, R. (2004) *Patterns of creative music classes for wire grade I* nel. Skopje.

- Todevski, R. (2004) *Patterns of creative music education for second grade* Irnel. Skopje.
- Todevski, R. (1995) *song as educational communication in teaching music in elementary education* Irnel Skopje.
- Trstenjak, A. (1981) *Psihologijaustvarjalnosti* . Ljubljana: Slovenskamatica.
- Talevski, V. (2012). *Method of music education*, Authorized lectures, Skopje.



## WORK WITH CHILDREN'S MUSIC GROUP – FROM THE DIDACTIC TO THE ARTISTIC PERFORMANCE<sup>17</sup>

Eudjen Cinc

West Univeristy Timisoara - Romania, Faculty of Music and Theatre

### Abstract

Work with a human voice, especially with a child's voice and cultivating the sound of the choir, presents an area of crucial importance for a conductor. We use the term *conductor* because it needs to be understood that regardless of whether we have in front of us an amateur or a professional choir, whether they are singers with a wealth of experience or children who are still developing and educating their inner ear so that in the future they could contribute to the development of choir music, the person who stands in front of the group and works with them, needs to have the characteristics of a conductor. Voice formation is a long term process, without which there is no success in both solo and collective music performance.

**Key words:** *children, music group, conductor, collective, performance*

When we talk about instrumental music, it seems normal that future players need to practice continuously and devotedly. Mastering the instrumental technique is a precondition for performing music sheets, from the simplest to the most complex, for example, JS Bach's fugues and partitas. It is unexplainable that the same logic is not applied to the human voice. It is often considered that the human voice is God's gift which does not need to be perfected to a large extent. It is true that people sing spontaneously, without particular effort. The human voice, however, in many aspects has insufficiencies which can be overcome through hard work.

Hence, from the very beginning it needs to be understood that conductor's job is very difficult, especially when working with children. It becomes even harder when work on the voice is focused on creating virtuoso voice technique. In such situations the conductor must manage, and when needed use *unconventional methods* thanks to which the child unconsciously reaches success. Work with children's musical group is specific in many aspects. We must constantly work on motivation, and on forming a love towards singing. Methods of work with children's vocal groups are based on already established methods of learning musical content in preschool and elementary school, but they also have many specific elements.

The sound of a vocal group, regardless of its size and age group of its members, does not present the sum of voices, because no group can function successfully if it presents a group of solo singers. One of the simplest definitions of a choir is that it is an *organized group of singers, led by a conductor, which sings according to certain rules*. Not only must the collective performance follow certain rules, but also the choir must always be understood

---

<sup>17</sup> Specialized paper

as a single corpus. Members of a vocal ensemble must not have *solo singer fibs* and active and regular participation in practices is a basic condition for success.

When starting work with a children's music ensemble we need to understand that work on technique goes hand in hand with the development of creativity and musical interpretation. As in learning songs, mere reading of words does not mean much. Insisting on techniques and assigning a secondary role to creativity and emotional participation, is far from what music as a form of art represents.

Conductors in their work obligations as a priority have *cultivation of vocal emission*. This presents a *conscious physiological act with the goal of making the sound more beautiful for the listener*. From the very musical beginnings humans strived to make the sounds they produce more beautiful. This a conductor needs to keep in mind even today, and what is most important, follow the golden rule *and reach maximal effects with minimal effort*. This is why, it is important to know how to organize a musical group, regardless of whether it is with children, youth or older singers. Used energy and time without concrete results, is meaningless. Following this holy rule, the conductor, in order to successfully achieve his/her mission, must constantly monitor:

- homogeneity (unity) of all voices in every moment;
- dynamics (relation between silent-loud)
- development and the children's good mastery of a large span of voices (to sing a large number of tones well);
- intonation (clear singing);
- correct pronunciation of the text;
- eliminating the called parasite sounds from singing. (Romănu, 1973).

For these goals to be achieved, vocal didactics need to deal with the physiological characteristics of a child's voice. Sound is a *phenomenon which is formed with the oscillation of a body in certain conditions and environment*. When it comes to the human voice, musical tone is created thanks to the activation of several of muscles. Rarely does one muscle independently participate in the creation of a tone. Usually several muscles in a coordinated effort contribute to *final product*. An important role in this process have muscles which influence breathing (especially inhaling). One needs to keep in mind that these are very delicate muscles and care needs to be taken in dealing with them. Lacking knowledge of methods for working with the voice leads to long lasting consequences, especially for the health of children. What is worse, in most cases the negative consequences are visible after a long time, they usually manifest in puberty or latter, and then it is usually too late for the situation to be improved. In one word, the conductor must have the role of voice muscle trainer. Children's voices must not be forced above their realistic abilities. The most common mistake in children's performances is constant pressure to put forth more effort into singing than is needed, the so called *forced singing* (Чинч, 2010a).

As we have already mentioned, timbre is the characteristic which enables us to differentiate one voice from another or one musical instrument from another. Different tone timbres were scientifically proven by physicist Hermann von Helmholtz (1821-1894), in 1863. According to him, timbre is determined by the so called *harmonics*, which are incorporated in every tone. Therefore, musical tones most frequently do not exist by themselves, but as a group of one main voice and several differently organized *smaller tones*, which the human ear does not hear, but which exist. Differences in their organization give different timbre of *main tones*. As a auditory, acoustic phenomenon, timbre represents a

specific physiognomy of every music tone, while its other characteristics, which we have just mentioned, pitch, intensity and duration are characteristics of all tones.

Concept of *sound pallet* can be compared to painting where the same landscape can be painted with different colors. It is precisely the sound pallet which makes the human voice such an exquisite instrument. Expressive abilities of voice, because of the possibility to convey the deepest emotions through the literary text, are very wide.

The first element with which the conductor needs to deal with is *formation of natural rhythm in singing*. It implies maintaining the natural rhythm of speech in the song. The conductor must continuously insist through instruction and examples (Vasile,2004). It is difficult to do this with success at the earliest age, but it is important that the process is begun at that time. Of course, adequate competency of the preschool teacher or teacher is needed. Mistakes are mostly inborn and a lot of effort and patience is needed to resolve them. Every music activity in preschool as well as in music education classes and music culture in school, have the same procedure, when it comes to introducing a new song. Text needs to be covered first and then music. This is the case with music groups also. Firstly, the children must consciously say the text. For this we need to discuss the text with them first, and clarify unknown words. This is extremely important for good diction in singing. The conductor needs to predict the places in the text which present a problem for correct diction and to solve them before melody is covered.

Precise intonation in singing is one of the most important conditions for a quality performance. *Music starts where the perception of a perfect intonation ends*, said Maurice Emmanuel, one of the most famous French composers. In short, we would characterize good intonation as the *ability of the performer to produce tones in their absolute pitch*. Experience shows that every choir, regardless of its structure, can avoid tone unevenness if the conductor knows well the *critical points* of his/her group and or of the piece which is being performed. Through taxing and patient work conductors can educate their group, in the earliest age, to continuously take care to maintain correct intonation. It implies immense decisiveness and will because every tone must be consciously sung. The tone must be thought out, sung and kept at the correct pitch. These are the three main conditions of correct intonation. Work on intonation needs to be constant, unrelenting in every activity and at any rehearsal, in every composition, on every tone (Чинч, 2010a).

Cause of tone unevenness can also be incorrect breathing. Incapability to control breath exhale creates oscillations in intonation and inhibits correct pitch maintenance. It frequently occurs that the last phrases, last tones are sung in a low voice because the singer is out of breath. Because of this the implementation of the so called *stolen air* and correct breathing is important, so that the last tone could be performed clearly.

Dynamics present the level of intensity (strength) with which a musical piece is performed. It has a wide palette of gradation, from the most silent (*piu pianissimo*) to the loudest (*forte fortissimo*). Dynamics is also one of the most important expressive means. Differences of intensity in a musical piece, present a skilled application of this effect, called *gradation*. In the music sheets of old masters dynamic changes are not indicated, however it is known that they were performed with certain gradation. Furthermore, today we are familiar with the echo effect, which characterized the work of Orlande de Lassus and Andrea Gabrieli, famous Renaissance composers. In the beginning of Baroque, in 1601. However they should not be blindly followed, but rather a logical dynamic flow should be sought. We must not forget that some of the dynamic phrases which we come across in music sheets are not given

by the composer but by the publishers of the music sheets, hence this also needs to be taken into consideration. One of the main rules of gradation is that *each melody line which is followed by words achieves a dynamic effect if it is not created in one straight line, but in waves* (Romănu, 1973). A fortissimo will never have the right effect if it is preceded by loud tones. One must take a dynamic run up, quiet down, for a letter effective performance of a high tone.

There exist a few common occurrences in collective vocal performances which belong to amateurs but in the worst context. One is constant loud singing. It belongs to uncultivated groups and should be steered clear of. To sing loudly is the easiest. Skill of a group is observed in silent singing. Furthermore, singing low tones silently and slowly and high voices loudly and quickly, is far from real art. Although it is not easy, one should slowly develop in children the understanding that dynamics, tempo and pitch are different characteristics and should not be connected in such a way. Correct usage of dynamics is preceded by analysis of musical tone and literary content of the composition. A constant correlation must exist between these two elements; we must view them as two sides of the same corpus. Leopold Mozart, the father of the famous compositor and an influential music pedagogue of his time said that *vocal music must be a model for instrumentalists* and that *they must always sing while they are playing* (Vasile,2004).

One of the most important characteristics of conductors is their ability to set an adequate tempo (speed of performance) of every music composition. Music sheets of old masters, as in the case of dynamics, did not leave us a lot of information about tempo. It is well known that Haydn and Mozart did not write tempo signs often. From Baroque, the period which preceded them, even less signs were left on music sheets and from the Renaissance almost none.

There are some more problems in confirming the right tempo, i.e. the one that the composer imagined. The first is that through the centuries the meaning of the terms themselves changed. For example *allegro* which during the Baroque indicated the character of the music composition, today presents one of the main descriptors for tempo (Romănu, 1973). On the other hand, *allegro* in Baroque is more similar to the modern *moderat*, this means that relation towards tempo changes according to time and the tastes of different styles. For a child's choir conductor the rule that tempo should always be slower at the start of the composition is important. Although slow singing and playing for conductors can entail a more effort than performing in a faster tempo, they need to get used to it, by thinking that compositions are not performed for oneself, but rather that the interpretation has as a goal to make learning of the new composition easier for the children. No one can first learn how to run and then walk. On the other hand, one should not overdo the slow tempo.

A basic assessment of music abilities can be conducted quite early. The assessment can be done in a few phases and each leads to expressing a higher level of music ability development. It can follow the following model:

1. the child will follow the assigned simple melody arithmetical and ametrical models;
2. the child will follow the assigned melody arithmetical and ametrical models;
3. the child will repeat more complicated melody models with rhythm and meter and letter dynamic variations and tempo variations.
4. the child will follow the assigned rhythm-meter models;
5. the child will independently one music fragment from a familiar song (Чинч, 2010a);

Of course, the assessment of future singers will place a special accent on the voice characteristics, on its qualities, while the assessment for future instrument players will highlight the characteristics needed for playing a certain instrument. It is important that to determine the natural voice span during the assessment.

Significant for successful work of a conductor is adherence to methodology work which starts long before the rehearsals. The conductor should equally rigorously follow the order of activities during the rehearsals (breathing exercises, vocalizes, work on the text, work on the melody, etc.), and the steps which precede work with children. The first step is selection of compositions and music scripts.

Mandatory steps at the beginning of work with a children's group, be it a vocal or an instrumental group, are the following:

- Composition selection;
- Individual work of the conductor
- Group rehearsals (work on mastering the literary and musical content and then the artistic coverage).

During the selection of the composition, which will be performed, the conductor must consider numerous factors, therefore it can freely be said that the selection of an appropriate composition is real art. Conductors must know their groups, the groups abilities and be led by this knowledge. It can happen that conductors consciously select compositions which surpass the abilities of the group in order to through them overcome certain problems, however it is better to do this during practices and vocalizes. Conductors of children's groups must take care that the selected compositions have artistic value, and are not just the reflection of the current trend or whim, but that they contribute to the development of the children's aesthetic criteria and musical abilities. On the other hand the compositions must also be an expression of the children's wishes, they must motivate them and be close to contemporary trends. It is good to incorporate modern compositions and arrangements which incorporate movement, costumes and other effects, which is very simulative.

After the selection of music script the next vital step is their analysis. Its primary goal is to familiarize the conductor with the new composition. This implies that conductors must first notice the problematic areas which will demand special attention. This is true for both literary text and melody. Furthermore, conductors will think of the way in which they will overcome the problems. Of course, not all problems can be anticipated. Sometimes problems occur in places where the conductor could not anticipate them and vice versa, special attention must be paid to places which seemed easy to master. It is important to keep in mind that in musical performance *deep seeded* mistakes are difficult to correct. Hence, it is advisable to solve the problem at the beginning because otherwise they will cause problems for the conductor at every turn. It is useful to mark the problematic areas on the music sheets so that the conductor would not forget about them.

Apart from noticing problems, the initial analysis has as a goal to form an image of the music interpretation. It is at that time that conductors plan what the dynamics will look like (where it will be interpret as louder or more quit), the tempo of singing and playing, where the accent, pauses, inhale will be placed etc. The composition will be divided into logical parts which will separately be covered during rehearsals. They must not be too long because in that case they will be problematic to master. If they are too short, the logical flow is lost and the process of latter connecting them could become problematic. At rehearsals, the

transitions between fragments which the conductor constructed, need to be well practiced, so that a *pause* between parts is not felt. Firstly the music sheets need to be read, i.e. sung or played. The usage of temperament instruments is recommended in this case. If it is a composition for a vocal group, the literary text will be read a few times at the beginning. The melody must be completely mastered, in the tempo in which the composition will be performed. It cannot hurt, especially for less experienced conductors, to learn the melody (with the text) by heart. This will ease work with the group because conductors will be able to separate themselves from the notes and give their attention to the coverage of music sheets. The next step in the work would be to determine the conductor's line and after that the conductors movement, which we have already talked about.

Rehearsals must not start before the conductor has a detailed plan of their realization. This entails that conductors know how much time they have for rehearsals. By harmonizing the abilities of the group with the complexity of the composition, composers build a working idea of the rehearsal length and frequency. For children it is better to organize shorter and more frequent rehearsals. Of course after that one must precisely know what will be done at each rehearsal, which problems should be solved and in what way. If during the practices it is understood that the plan cannot be realized, children should not be forced, but rather the plan should be changed.

The conductor in the work with musical groups, especially when working with children, must also be a good psychologist. Success is not achieved through an overly authoritative approach, because this is the opposite of what music represents. The conductor must persuade not order. It is also a mistake to lecture a group for too long; work should be based on the demonstration model. Giving examples has a larger effect in music teaching (Чинч, 20106).

Rehearsal organization is a wide issue, many words ben be written on this topic and they certainly would not fit into one book. Of course, in the work with children's groups, experience is important because it gives solutions to some problems. Specificities of each child and each generation bring new challenges which are impossible to predict and to which universal solutions do not exist. The conductor must be quite flexible and creative in finding functional schemes, which again do not always function. Because of this, conducting is not as easy as it might seem at first glance. It is difficult to organize a vocal group with multiple voices in early elementary school children or even preschool children. It demands a huge amount of effort but is not impossible. However, groups with multiple voices can be organized well only after the fourth year of elementary school (with due respect to exceptions). Work with a multiple voice group entails excellent ability of the conductor and investment of a lot more effort than when working with a one voice choir. More voices also entail more rehearsals and a more systematized work.

Rehearsals for groups with more voices must be organized for each voice separately. There exist two approaches in their organization. One is for the whole program (all compositions) to be acquired separately in voices and only after that do the assemblymen of voices. The other approach is to assemble the voices after each mastered section. The conductor must select the right approach because it depends on the character of the group. If we assume that numerous voices entail only occasional separation of voices, using the first method, in that case, would be meaningless and harmful. Instrumental group rehearsals are organized according to a similar scheme. Rehearsal organization, however, also depends on group configuration. If it is based on Orff instrumentarium and percussion instruments there

is no real need for rehearsals to be done separately. Instruments which deal with melodic line will be covered in more detail.

These two types of organizing work with children's groups is quite rare especially in the last few years. The number of vocal and especially instrumental groups is decreasing in our country, as if work with children is ever more decreasingly the subject of interest. On the other hand, the accent which is placed on simplifying work and achieving external effects through one voice singing with virtual musical accompaniment (usually on a negative), apart from often not possessing artistic value, does not help in the development of children's musical ability. This does not mean that conductors should not use such content, but rather that it should not represent the only form of work. Children's group conductors (preschool teachers, teachers) are frequently put in a position that the thought out program must be performed, and although it looks easy and harmless, most often it is difficult and the conductor uses rules for achieving the best results, with the least of effort. It is not difficult to predict whether the interest for group, collective achievement of artistic performances is decreasing when personal satisfaction for success is shared, when we take into consideration the character of the society in which we live, where individual even egotistic success is encouraged instead of group, collective work. Are we soon going to watch only virtual choirs and orchestras on virtual performances? Certainly. However, in that context we will agree that music in its original function had passed away.

## REFERENCES

- Lelea, I. (2009). *Manualul școlar în funcția păstrării identității culturale și naționale*. Вршац: Висока школа струковних студија за образовање васпитача *Михаило Палов*.
- Lelea, I. (2010). *Manualul școlar în funcția supradotării și a inovațiilor în învățământul primar*. Вршац: Висока школа струковних студија за образовање васпитача *Михаило Палов*.
- Munteanu, G. (1999). *Metodica predării educației muzicale în gimnaziu și liceu* București: Sigma.
- Vasile, V. (2004). *Metodica educației muzicale*. București: Editura Muzicală.
- Ђурковић – Пантелић, М. (1999). *Методика музичког васпитања деце предшколског узраста*. Шабац: Виша школа за образовање васпитача.
- Românu, I. (1973). *Dirijatul de cor*. Timișoara
- Чинч, Е. (2008). *Основи теорије музике са збирком решених тестова*. Вршац: Висока школа струковних студија за образовање васпитача *Михаило Палов*.
- Чинч, Е. (2010). *Основи рада са децјим музичким саставима*. Вршац: Висока школа струковних студија за образовање васпитача *Михаило Палов*.
- Чинч, Е. (2010). *Увод у нотно писмо и теорију музике*. Вршац: Висока школа струковних студија за образовање васпитача *Михаило Палов*.
- Чинч, Е. (2012). *Музичка хрестоматија*. Вршац: Висока школа струковних студија за образовање васпитача *Михаило Палов*.
- Чинч, Е. (2013). *Увод Музичко васпитање са методиком*. Вршац: Висока школа струковних студија за образовање васпитача *Михаило Палов*.

# ETHICS – AN ELEMENT OF MANAGERIAL WORK OF SCHOOL PRINCIPALS<sup>18</sup>

Liljana Polenakovikj

Bureau for Development of Education, Skopje, Macedonia

*liljanapolenakovik@yahoo.com*

## Abstract

This paper is dedicated to ethics in business, where the research subject is educational institutions with a focus on the leadership - the position of school principal. Ethics is associated with the term competence, which is close to knowledge, qualifications and skills required for a person to have the respective job position. Aristotle defined it as ethical intentions, those intentions and procedures that are carefully evaluated, thought through, right, the "best". In recent decades, the Macedonian authors especially in business and management literature, put a bit emphasis on the ethics as an element of the management. The ethical role of the manager exceeds the close relationship with the stakeholders and extends to the nature (the environment), human rights, the community etc. In the formal education system, ethics is taught during primary school, secondary school, university studies, specialized education and training in business, the military and other organizations. In order to have school principals (directors) with ethical values, a program that emphasizes the moral behavior is required. These programs need to emphasize what it means to be ethical and must provide moral leadership.

*Keywords: Ethics, leadership, educational institutions, school principal/director*

## INTRODUCTION

Ethics is introduced by Aristotle in the fourth century BC. **Ethics** is about what is good and what is bad - both in life and in all areas of everyday life (work, family, relations between people in different activities, and actions of the person). Ethics is an integral element of the notion of competence, a term that is associated with knowledge, skills and personality skills needed for the respective job. For the adjustment of the legislation and activities to that of the European Union, in late 2010 the Republic of Macedonia adopted the National Framework for higher education qualifications (National Framework, 2010). In this guidebook, the term "**qualifications**" stands for "a dynamic combination of cognitive and metacognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills, **ethical values** and **attitudes** (National Framework, 2010, pp 97)."

An additional motive for the preparation of this paper, is the key document concerning the development of the educational sector in the Republic of Macedonia. Namely, on 18.04.2006 during the 129th session, the Assembly adopted the "National Program for Development of Education 2005-2015" including all relevant documents for the program (National Program, 2005). According to the documents, the **principal's position** in the school is presented as **one of the key factors for a successful education system in the country**.

---

<sup>18</sup> Specialized paper



This paper focuses on the position of the principal in a school, with a further elaboration on the ethics or the ethical behavior as a key element in the daily activities of the managers of the educational institutions.

## ON THE POSITION OF SCHOOL PRINCIPAL

The following text presents several approaches in defining the position of school principal.

By analyzing the work of contemporary schools, Matthews and Crow defined seven key roles of principals: **mentor, supervisor, leader, manager, politician, a person who constantly learns and someone who stands for the school** (Matthews L., Crow, G., 2003).

Portin and his team conducted a comprehensive analysis of the 21 schools in the state of Washington in order to understand how the modern principals work, and came to the following 5 key conclusions (Portin, B., Schneider, P., DeArmond, M., Gundlach, L., 2003):

The core of the principal's work is to understand (diagnose) the needs of the school, given the resources and talent available to meet those needs.

Regardless of the type of school, the principal must show leadership in 7 areas:

1) **Instructional Leadership** Teaching methodologies and competences (assuring quality of instruction, modeling teaching practice, supervising curriculum, and assuring quality of teaching resources.).

2) **Cultural Leadership** Preservation of the culture (to stand for tradition, history and culture of the school and the community);

3) **Managerial Leadership** Management (to manage the operations of the school: scheduling, budgeting, safety and security, infrastructure, transport, etc.).

4) **Human Resource Leadership** Human resources (recruitment, hiring, firing, inducting, and mentoring teachers in the educational process, enabling career development of employees etc.).

5) **Strategic Leadership** Strategy (promoting the vision, mission and goals of the school and developing a means to reach them);

6) **External Development Leadership** Cooperation with all stakeholders (representing the school within the community, public relations, developing additional funds / donations, mediating external interests and advocating for the school's interests).

7) **Micro-political Leadership** Micro-politics (mediating and neutralizing internal interests in order to maximize human and financial resources).

Principals are responsible for ensuring that leadership happens in all seven areas.

School's governance structure affects the ways key leadership functions are performed.

Principals learn by doing their job. Although they gained competences during their training, the education process should be improved since it doesn't train them to meet the real challenges at work.

One of the most important conclusions from this study was that not every type of school needs the same kind of leadership, nor every school is a place for principals with insufficient education. If the principals are not entitled to choose the teachers, or to adapt the teaching methods and schedules, then they are ordinary mid-level managers. Furthermore, if the principals have no support from the local community, from the decision-makers, the education institutions, they can easily find themselves being responsible for the function of the school, without having to take any decisions.

Back in 1955, one of the most famous theorists in management, Robert Katz, described the ideal principal as someone who is able to effectively deal with every problem in the organization and that it is a person who owns three types of management skills: technical,

interpersonal and conceptual skills (Katz R., 1955). Katz defines the skill as the ability that doesn't have to be innate and it can be developed. The technical skills include understanding or advanced knowledge of a specific type of activity. These skills include knowledge of methods, processes, procedures and techniques. **The interpersonal skills represent the ability to effectively work with others.** It is the ability to accept and understand the opinion of the co-workers, and to predict the behavior of others. The conceptual skills refer to the vision and the global understanding of a situation, in order for the organization to progress. The assessment of how decisions will affect every part of the organization is an essential part of the conceptual skills and determines the success of those decisions, and the functioning of the entire organization.

Several authors (Portin, B., 1998, Shen, J., 2001, Tirozzi, G.N., 2001 etc.) agree that school principals must develop these three types of management skills if they are to "survive" the complexity of the position. This complexity is more expressed in early XXI century, given the fact that all principal's responsibilities remained the same or even increased and the community continues to change, evolve and therefore sets new and high demands.

The complexity of the principal's position is summarized by Michael Fullan in 1998 in a vacancy announcement for Secondary School Principal (Fullan, M., 2002).

**Wanted: A miracle worker who can do more with less, pacify rival groups, endure chronic second-guessing, tolerate low levels of support, process large volumes of paper and work double shifts (75 nights a year). He or she will have carte blanche to innovate, but cannot spend much money, replace any personnel, or upset any constituency.**

Another fictional vacancy for School Principal was published by Anytown School District.

Qualifications: wisdom of a sage, vision of a CEO, intellect of a scholar, leadership of a point guard, **compassion of a counselor, moral strength of a nun**, courage of a firefighter, craft knowledge of a surgeon, political savvy of a senator, toughness of a soldier, listening skills of a blind man, humility of a saint, collaborative skills of an entrepreneur, certitude of a civil rights activist, charisma of a stage performer, and the patience of Job. (One might also add mathematical skills of an actuary). Salary lower than you might expect!

In the last decade of the XX century and the first decade of the new millennium, the United States marked a rise in the number of resignations by secondary schools principals and a lack of quality ones as well. Studies have shown that there are number of reasons for this (NASSP Bulletin, 1998):

- Low level of school funding by the local and national government
  - Increase of the functions' complexity of the school principal
  - Decrease of young population;
  - Unattractiveness of principal's position;
  - Lack of opportunities for professional development and training;
  - Lack of vision and low level of standardized system (state or local) for development and selection of quality principals;
  - Inability to adapt to the environment;
  - Increased level of stress in the workplace;
  - Long overtime hours;
  - Low salary (very small difference in the salary of the principal and the teacher, despite the bigger responsibility of the principal);
  - Increased requirements and responsibilities for the principal by all stakeholders etc.
- Ripley also elaborates on tensions that school principals face (Ripley, D., 1997):

- Leadership tensions: (collaborative vs. authoritarian style, man vs. woman, instructive leader vs. manager, leader vs. subordinate).
- Tensions for the purposes (the need of the individual vs. the need of the group, development of the teacher as a profession vs. teacher's personality; development of the teacher vs. the student).
- Social and cultural tensions (principal's visions vs. local community's vision; perspectives vs. reality; stability vs. change).

Ripley suggests that principals must accept all tension, understand and use them to make the school better. The key to success is in the correct balancing of all tensions, through respect for morality and moral values and the introduction of moral norms.

Additional pressure on the school principals in the United States was made in 2001 when the law "No Child Left Behind Act of 2001" was enacted (No Child..., 2001). This law increased the responsibility of the primary and secondary school principals for the inclusion of all children, regardless of their religion, gender, skin color, nationality, or disability. This law further increased the rights of teachers, students and all local stakeholders, but also significantly increased the risk for the school principal if he / she fails to achieve the indicators for the annual progress of the school. In this regard, Peterson and Kelly describe the daily operations of principals (Peterson, K., Kelley, C., 2001):

"The principal's daily work is characterized by hundreds of short tasks of different nature - one moment talking with teachers about teaching materials, the next moment solving students' problems, immediately afterwards a new set of issues and problems arise. Their work is constantly interrupted by various problems to be solved, reports to be written and people talking to them."

All these elements of the principals' work can be further analyzed for their ethical behavior.

## **SHORT OVERVIEW ON THE CONCEPTIONS OF ETHICS THROUGH HISTORY**

"The word **ethics** was created by the philosopher Aristotle (384-322 BC), one of the most educated men of all times and teacher of Alexander the Great - later the most famous king and warrior. Aristotle defined it as ethical intentions, those intentions and procedures that are carefully evaluated, thought through, right, and the "best". By being ethic, people act reasonably; they don't exaggerate nor feel restrained. Ethics speaks of such excellent choices and actions which are very important since they represent the basis of good morals. Ethics talks about good and bad - in life in general, and in particular areas as well (work, family, human relations, the various objectives and actions of the person). Ethics teaches the man what is best and shows him the right path in life. It goes further to teach about being warmhearted, giving attention, taking care, sharing love and helping each other. Ethics shows the most important thing: the priorities for the people. Ethics is the science of morality, of human knowledge and activity, of good and evil. Ethics helps people to live properly and to improve their lifestyle. By following ethics, we become true people, close to each other, especially friends to our own (Темков К., 2009)."

Even before Aristotle, morality and values were considered as part of ethics. Confucius was the first in history to talk about the autonomy of morality that is not connected to religion. He repeatedly emphasized the necessity of the moral authority of the government: "If you set a good example of justice, who will dare to act unjustly? If you are not greedy, people will not steal (Менз А., 2010)." Socrates with his philosophy explains the ethics scientifically. "He tries to show and prove that there is general criteria of correctness, both in

morality and in the management of society and the state (Majxoшев A., 2012)." According Plato, ethics represents a top objective, whereupon the meaning of life can only be a superlative good. He says the state is the highest good, meaning it is a creation which will be formed according to the best laws and everything has to be in accordance with the idea of good. In this course, Plato interweaves the ethics and the moral on the highest level.

"Ethics is a philosophical science, which theoretically solves the practical problems that arise in human life - how to act, what is good and evil etc. Ethics is a practical philosophy that seeks to answer the question: what should we do? Ethics teaches us to critically assess the situation in order to create an opportunity for appropriate reaction. Ethics basically represents a value system, and each individual in a given social situation decides what is right or wrong, fair or unfair, good or bad, just or unjust (Majxoшев A., 2012)."

In recent decades the Macedonian authors, especially in business and management literature, devote more attention on ethics as an element of management. Shuklev and Drakulevski in their book "Strategic Management" state:

"Ethics actually reflects the morality as a perception of personal belief, moral behavior and opinion on a situation, so it reflects as something moral or good, versus bad and immoral. But to say that one ethical behavior is good, several aspects should be taken into consideration: the aspect of self-interest, when a person seeking to achieve its own interests does good for society. The second aspect is that if an individual has consistently promoted its interests at the expense of others, that individual will not be accepted by others and will be isolated. The third aspect is that ethics is based on something good or something bad. The last aspect of moral behavior leads to humanity and the connection of people in their relations (Шуклев Б., Дракулевски Љ., 2001)."

## ETHICS AS AN ELEMENT OF MANAGEMENT WORK

The literature on the position of the school principal used for the research of this paper was mainly from English-speaking countries, and most of them are related to the education system in the United States.

Theorists, policy makers and practitioners in education agree that the principal plays a key role in creating the high-performing schools [(Educational Research Service, 2000), (Fullan M., 2002), (Shellard, E., 2003)]. Furthermore, it is a generally accepted view that these positions need to be given to people who are extremely capable, dedicated to work and have the energy to cope with many challenges [(Bloom G., Krovetz, M., 2001), (Kennedy, C., 2000)] According Cusick "effective school leadership, in terms of dedicated and competent principal is a key element in establishing and maintaining high-quality schools (Cusick, P., 2003)." Some scholars compare the performance of school principals work with corporate executives (Hollar, C, 2004). In this comparison, the students are the principal's customers, who as head of the corporation stimulate innovative thinking, teamwork and proactivity in their employees (teachers and administration). For Fenwick and Pierce, the best executives are excellent teachers with expert knowledge of educational strategies, development of educational curricula, management and knowledge of child development (Fenwick, L., Pierce, M., 2001). Many researchers agree that the role of the principal as **instructional leader** (Portin, 2005) is crucial to the existence of effective and efficient schools, so that the role of the principal is the most important position in the school (Blasé, J., Blasé, J., 2004), (Harris, S, 2004).

Len Marella in his work: "In Search of Ethics" states: "We all seem to know what should be our values , and we relate and identify ourselves with them. However, we do not act, we rationalize inappropriate behavior with the mentality: *the goals justify the means*, which is a recipe to a complete decomposition of integrity. This frightening discontinuity

between our values and our behavior manifests itself in schools, family, public administration and business (Marrella, L, 2008)."

The question arises: what is the role ethics in the management of public institutions (especially schools)?

Major research has been conducted in order to understand the importance of integrity and ethical skills of leaders from each organization. Peter Townsend and Warren Bennis explained that leadership is a matter of character (Bennis, W., Townsend, R., 1955). Bennis identifies three characteristics that define the leadership character, ambition, competence and integrity. Each of them is a separate component, but they have an effect only if they are combined together.

John Maxwell said that the most important ingredient for leadership is integrity. He defines integrity as matching of words and deeds (Maxwell, J., 1993). According to Stephen Covey, integrity is one of the ten suggestions for principals and processes that increase the honor of the leader and his influence on others. He defines integrity as conformity of words and feelings with the thoughts and actions we take, for the sole purpose is the benefit of others. It is done without hatred and deception, personal benefit, manipulation or control; while repeatedly reversing our intention (Covey S. R., 1995).

It is obvious that ethics is an integral part of managers' everyday chores. Many of their decisions directly affect the ethical relations, regardless the interpersonal relations, the respect for environment, minority groups etc. The time has passed when the role of the manager was to "serve" only the interests of all stakeholders, or that ethics here refers only to maximize their profits.

The ethical role of the manager has evolved from the close connection with the stakeholders, and expands to the environment, human rights, concern for the community and others. The new reality is such that every business decision has its consequences and ethics is essential part of all decisions in our everyday management. Now the question arises: what is the level of ethics (low, medium or high) in the decisions made and implemented activities, rather than the ethical dimensions of the decision (Waddock, 2007).

## **ETHICS OF LEADERSHIP IN EDUCATION INSTITUTIONS**

Michael P. Thomas sets four ethical standars that should be the key to administrators in shcools: 1) a keen sense of distributive justice, especially as it comes to bear in discussions of equity and access to educational opportunity; 2) a commitment to acting on the belief that all individuals are ends and should never be used as means to an end; a belief that is consistent with the traditions of individualized education and objectives off helping each child reach his or her potential; 3) a willingness to act on the basis of justice and fairness; 4) a commitment to informing decisions with the knowledge of the best available research and the traditions of thought about issues related to those decisions (Manning, E.W., 2000).

Hoyle, English and Steffy believe the involvement of theoretical ethics, and ethical practices in the educational system is the first step in preparing future school leaders who will make good ethical decisions based on intelligent thinking and best moral judgment (Hoyle, J., English, F.W., Steffy, B.F., 1998). They suggest the educational courses on ethics by Weldon Beckner. Beckner sees the education system as a unique set of ethical dilemmas that differ from ethical decisions in the business world. His paper gives examples of moral versus political dilemmas in the field of educational leadership (Beckner, W, 1997).

The school board members are part of the leadership team of the school at the municipal or city level. John Hoyle, Fenwick W. English and Betty E. Steffy define five specific competencies that are the key for successful school leaders in the 21<sup>st</sup> century (Hoyle, J., English, F.W., Steffy, B.F., 1998):

- Demonstrate ethical and personal integrity;
- Model accepted moral and ethical standards in all interactions;
- Promote democracy through public education;
- Exhibit multicultural and ethnic understanding and sensitivity;
- Implement a strategy to promote respect for diversity.

These five skills were implemented in 1992 in the code of ethics for members of the school board in Texas, the US. This Code of Ethics states:

“As a member of the Board, I shall promote the best interests of the District as a whole and, to that end, shall adhere to the following ethical standards:

**Equity in attitude**

- I will be fair, just and impartial in all my decisions and actions
- I will accord other the respect I wish for myself
- I will encourage expressions of different opinions and listen with an open mind to others’ ideas

**Trustworthiness in stewardship**

- I will be accountable to the public by representing District policies, programs, priorities and progress accurately.
- I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns
- I will work to ensure prudent and accountable use of District resources
- I will make no personal promise or take private action that may compromise my performance of my responsibilities

**Honor in conduct**

- I will tell the truth
- I will share my views while working for consensus
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor

**Integrity of character**

- I will refuse to surrender judgment to any individual or group at the expense of the District as a whole
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm the District if disclosed.

**Commitment to service**

- I will focus my attention on fulfilling the Board’s responsibilities of goal setting, policymaking, and evaluation
- I will diligently prepare for and attend Board meetings
- I will avoid personal involvement in activities the Board has delegated to the Superintendent
- I will seek continuing education that will enhance my ability to fulfill my duties effectively

**Student-centered focus**

- I will be continuously guided by what is best for all students of the District”

Thomas Sergiovanni writes about moral leadership as a set of duties and obligations. He says that "leadership that is based on the concept of steward (servant) leadership is what is missing in the major discussions about leadership. In order to gain trust, the people must be convinced of the competence and values of the leader. People's confidence is strengthened by

their belief that the leader makes decisions based on his skills and values, and not on the basis of personal interest. Sergiovanni said that a good leader is a steward before all (Sergiovanni, T.J., 1997)."

The literature on the position of the school principal has different approaches to defining the competencies that one should have to be a successful principal. In these lists of success factors, other than the competences for effective and efficient work, the ethical behavior of the principal is present as well.

## CONCLUSION

The current management system of educational institutions is complex and involves several managers and board members, as well as other decision-making parties, such as mayors, jurists, the Parliament, the Ministry of Education and Science etc. This complexity shows that in order to deal with the challenges of the 21st century, a reassessment is required on the basic structure of the school governance.

In order to reform the educational system, especially the school governance, at the beginning of XXI century in the United States several important strategic documents were adopted: School Boards at a Dawn of the 21st Century (2002); Thinking Differently: Recommendations for 21st Century School Board / Superintendent Leadership, Governance, and Teamwork for High Student Achievement (2000); and Solving the Crisis in Executive Leadership (2002). All documents concern the public schools in the US that indicate the same problem - lack of trust in the governance structure and public education. Some experts note that with the educational landscape shifting so rapidly, school governance systems cannot expect to remain static (Olson, L., Bradley, A., 1992). Others suggest that school boards may lose local control entirely if they do not keep pace with overall reform efforts (Harrington-Lueker, D., 1993).

To be a virtuous school leader is a major challenge when the ethical norms and rules of behavior are violated. Every day in the news we come across examples of unethical behavior of politicians, business leaders, managers, administrators and others. Furthermore, we hear about people who are accused of violating professional ethics or are accused of a major crime. We wonder why top professionals lose their moral values and commit unethical acts which destroy their careers and damage the image of their organizations and professions? **It seems that need for power** leads individuals to act in a self-centered way, thus losing the sense of what is right and wrong?

Ethical behavior is taught by the words spoken by our parents, educators, teachers, church officials, school administrators, but even more by their actions. In the formal education system, ethics are taught during primary school, secondary school, university studies, specialized training and learning in business, the military and other organizations. In order to have school principals with ethical values / directors, a program that emphasizes the moral behavior is required. These programs need to emphasize what it means to be ethical and must provide moral leadership.

School leaders should be passionate about education, fully understand the role of the school in the society, and be committed to honesty and integrity. Schools can no longer tolerate principals who have a "hidden agenda" about the programs, human resources, and especially the budget (with the purpose of personal gain). Ethical behavior means that principals and teachers should become "moral agents" to each other, but especially to the students. The values and ethics of the school governance must be transferred to all the teachers, administration, and students in order to help them become the better persons.

"Educational leaders are faced with difficult and exciting challenges every day. They are responsible for the effective functioning of an institution or division and are accountable

to a variety of stakeholders with different interests and priorities, including staff, students, parents, community, and government. They must constantly ask themselves what they ultimately hope to achieve and, relatedly, what values they hope to promote and serve. Many educational leaders are school principals, but educational leadership is not restricted to that occupational role (Kristinsson S., 2014).” According to Starratt (2005), “educational leadership may be manifested in a person’s conduct as a human being, citizen/public servant, educator, and administrator/manager, and all of these roles or “levels of ethical enactment” come into play when a school principal acts as an educational leader (Starratt, R. J., 2005).”

## REFERENCES

- Beckner, W. (1997). *Doing the Right Thing: Ethics Foundations for Educational Leaders*. Paper presented at the annual meeting of the National Council of Professors of Educational Administration in Vail, Colorado, August 1997.
- Bennis, W. & Townsend, R. (1995). *Reinventing Leadership Strategies to Empower the Organization*. William Morrow and Co. Inc., New York.
- Blasé, J., & Blasé, J. (2004). *Handbook of instructional leadership*. Thousand Oaks, CA: Corwin Press.
- Bloom, G., & Krovetz, M. (2001). A step into the principalship, *Leadership*, 30 (3), 12-13.
- Borota-Popovska M. (2008): „Menadžerski kompetencii za 21-ot vek“, *Godišen zbornik* 2008, br. 1, ISPPi, UKIM, Skopje, str. 275.
- Covey, S. R. (1991). *Principle-Centered Leadership*. Summit Books, New York.
- Cusick, P. (2003). The principalship? No thanks. *Education Week*, May 14, 2003.
- Danzberger, J.P. (1994). Governing the nation’s schools: The case for restructuring local school boards. *Phi Delta Kappan*, 75(5), 378-381, January 1994
- Educational Research Service (2000). *The principal, keystone of a high-achieving school: Attracting and keeping the leaders we need*, Arlington, VA: Educational Research Service.
- Fenwick, L., & Pierce, M. (2001). The principal shortage: Crisis or opportunity? *Principal*, 2001, 80, (1), 24-32.
- Flynn, J. (1999). *Enhancing educational governance: A model for strengthening critical performance competencies among Delaware’s school board members*. Proquest Dissertation Abstracts International, A59 /09, p.3300, March 1999.
- Fullan, M. (2002). The change leader. *Educational Leadership*, 59, (8), 16-20.
- Harrington-Lueker, D. (1993). Reconsidering school boards. *The American School Board Journal*, 180, 2, February, 1993: 30-36.
- Harris, S. (2004). *Bravo principal!* Larchmont, NY. Eye On Education.
- Hollar, C. (2004). The principal as CEO. *Principal*, 84, (1), 42-44.
- Hoyle, J., English, F.W., & Steffy, B.F. (1998). Skills for Successful 21<sup>st</sup> Century Leaders. *American Association of School Administrators*, Arlington, VA.
- Katz, R. (1995). Skills of the Effective Administrator, *Harvard Business Review*, 33(1), 33-42).
- Kennedy, C. (2002). The principalship: Too much for one person? *Principal*, 82, 28-31.
- Kristinsson S. (2014), *The Essence of Professionalism*, in Handbook of Ethical Educational Leadership (ed. Branson C. M., Gross S. J.), Taylor and Francis, New York and London.
- Manning, E.W. (2000). *The Texas code of ethics for school board members and effective school district operations (A dissertation)*. Baylor University.
- Marrella, L. (2008). *In search of ethics: Conversation with Men and Women of Character* (3<sup>rd</sup> ed.). DC Press.



- Matthews, L. & Crow, G. (2003). *Being and becoming a principal*, Boston, MA Pearson Education, Inc.
- Maxwell, J. (1993). *Developing the Leader Within You*. Thomas Nelson Publishers, Nashville.
- National Association of Secondary School Principals. (1998). In search of excellence – a talk with Tom Peters about the principalship, *NASSP Bulletin*, 72, 36-45.
- Olson, L. & Bradley, A. (1992). Boards of contention. *Education Week Special Report*, April 29, 1992
- Peterson, K. & Kelley, C. (2001). Transforming school leadership, *Leadership*, (3), 8-11.
- Portin, B., Schneider, P., DeArmond, M. & Gundlach, L. (2003). Making sense of leading schools, *E-Bulletin*, 31, (8), 1-59.
- Portin, B. Shen, J. (1998). Educational leadership outside the school administrator's door. *Teaching Education*, 5, 81-90
- Ripley, D. (1997). Current tensions in the principalship, *NASSP Bulletin*, May 1997, 81 (589), 55-65.
- Sergiovanni, T.J. (1992). *Moral Leadership: Getting to the Heart of School Improvement*. Josey-Bass Publishers, San Francisco.
- Shellard, E. (2003). Defining the principalship. *Principal*, 82, (4), 56-60.
- Starratt, R. J. (2005). *Ethical leadership*. In B. Davies (Ed.), *The essentials of school leadership* (pp. 61–74). Thousand Oaks: Sage.
- Tirozzi, G.N. (2001). The artistry of leadership: The evolving role of the secondary principal. *Phi Delta Kappan* 82 (6), 434-439.
- Waddock, S. (2007). *Ethical Role of the Manager*. Encyclopedia of Business Ethics and Society. Ed. . Thousand Oaks, CA: SAGE, 2007. 786-91. SAGE Reference Online. Web. 30 Jan. 2012.
- Мајхошев А. (2012). *Новинарска етика (авторизирани предавања)*, Правен факултет, Универзитет „Гоце Делчев“ – Штип, стр. 16
- Мењ А. (2010). *Историја на религиите* (Второ издание), В и Г, Зеница. превод од руски Ратомир Гроздановски. Скопје, стр.80
- Темков К. (2009) Што е етика?, *Дневен весник Нова Македонија* од 17.09.2009 (од <http://www.novamakedonija.com.mk/NewsDetal.asp?vest=91591051405&id=25&setIzdanie=21790>)

#### **Internet sources**

- <http://www.mon.gov.mk/images/stories/dokumenti/NacionalnaRamka/Nacionalna%20ramka%20na%20visokoobrazovnite%20kvalifikacii%20za%20RM%20-%20Vodic.pdf>
- <http://www.mon.gov.mk/images/stories/dokumenti/NacionalnaRamka/uredba.pdf>
- <http://www.npro.edu.mk/dokumenti/strategija-mk.pdf>
- <http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf>

# INFLUENCE OF THE WORK FORMS INTO LEARNING OF LANGUAGE SKILLS (READING, LISTENING, SPEAKING AND WRITING)<sup>19</sup>

**Evdokija Galovska**

Faculty of Education  
*evdokijagalovska@yahoo.com*

## **Abstract**

The aim of the paper is to show the influence of the working forms in teaching of German language in elementary and secondary schools in Bitola and to examine the attitudes and opinions of teachers of German language regarding the same. Descriptive methodology of research was used to conduct a poll of 44 teachers of German language from elementary and secondary schools in Bitola. Results showed that application of different organizational forms of teaching work influence the students, it reaches better success in the process of studying. According to that the individual form of work, the work in pairs or tandems, the group form of work and plenary form of work positively influence the learning of language skills: reading and reading comprehension, listening and listening comprehension, speaking and writing. The choice of questions in the poll sample showed representing of these problems and sublimed the same as a whole that is to say to be able to present general image for the examination of the presence of the working forms in the frames of the teaching process. Many changes have been made during the last decades in the approach of teaching of German language. The regular teaching of German language slowly, but surely is changing into one modern and computerized teaching of German language.

*Key words: forms, skills, language, teaching*

## **INTRODUCTION**

In expert literature and methodology the term forms of teaching work means the relations that are marked and regulated in teaching. In wider sense it can be stated that terms refer to the communicative and interactive structure of the teaching work. Generally division would be: individual form of work, work in pairs or tandems, group form of work or common form of work, frontal form of work or plenary form of work. As a special teaching form of work the plenary work. is separated This term means meeting where certain notice is given that is a place where reports are lodged for certain topics or task.

This refers to students or smaller groups of students who demonstrate in the final part or retell represent or present certain educational segment and that is why it can be said that this is a type of frontal teaching by students. In didactical development of the teaching practice numerous forms of teaching works appear by which the structure in teaching is defined.<sup>20</sup>

By each form of work a certain specific variant in the performance of the components of the teaching process from the aspect of studying of the teacher and the independent work

---

<sup>19</sup> Original scientific paper

<sup>20</sup> Jung, L. 99 Stichwörter zum Unterricht. Max Hueber Verlag, 2006, s. 210

of the student is given. In the individual or single form of work each student performs certain activity which can be same or different for all students in the group. Only with emphasized individual (independent) activity of the students their development can be expected and their progress as well.

At the same time it is meant to different intellectual sensor and practical activities. In the educational process more actual is the work in tandems .Such formation has certain pedagogical and psychological sense. Activities in pairs support cooperation and intensive communication without which certain pedagogical effects cannot be achieved<sup>21</sup>. Group form of work represents social form of work characteristic according the internal dynamical and didactic value. The common form of work represents work of one teacher in front of the grade, but also represents a teaching situation where students carefully follow the teaching of the teacher.

### **THE AIM OF THE PAPER**

The aim of the paper is to show the fact that application of different forms of teaching work in teaching have great influence in learning of language skills by the students and what degree is the students' knowledge of German language.

### **MATERIAL AND METHDOLOGY**

A descriptive method for data collection has been used. The poll was used as an instrument in the research for the teachers of German language in elementary and secondary schools in Bitola .The poll represented basis for gaining quantitative data.

### **FORMS OF TEACHING WORK**

Social forms are again in the focus of interest. The social climate is raised again and influences positively to the target group. The readiness for help is supported, the competition thought is reduced, and all of them are also encouraged. Social forms are all forms of cooperation between students and teachers .According to Schwerdtfeger (Schwerdtfeger, L. 2001) the aim of application of the social forms is to develop independence in studying and action. Each change of the social forms leads to change of time and place and influences to the studying process. The choice depends on the language target. From that aspect it can be said that methodological qualification is necessary to choose the real social form that will be suitable for certain teaching aim.<sup>22</sup> Insertion of the individual form of work in teaching is dependent on different factors for example teaching aim ,the level of weight and level of students knowledge. On basis of this , the same is used in teaching situations where work raises the capability for concentration and self discipline. Regarding to that the self confidence is strengthened at students and they are encouraged for further independent reading.

With the introduction of the work in pairs or tandems it should be taken into consideration that heterogenic pairs (according to the success, sex knowledge etc) are especially successful in performance of task. At this form of work primarily are: the experience and common demand of a solution. The contribution that is raising of the social competence means the presumptions, capabilities and competences of the other participant to be accepted that is finding out common aims and ways for decision of the set tasks.<sup>23</sup>

The following form of teaching work is the group work that is a social form of work where students and the teachers are focused on certain tasks, have social interaction and they

---

<sup>21</sup> Leuchter, M. Didaktik für die ersten Bildungsjahre, München, 2010, s.78

<sup>22</sup> Schwerdtfeger, L. Gruppenarbeit und innere Differenzierung, Goethe Institut, München, 2001, s. 99

<sup>23</sup> Alfons, S. Partnerschaft im Unterricht, Kinder lernen mit einander und voneinander, München, 1959,

lingually understood each other. The working strategies and social capabilities are applied in cooperative teaching are very useful for the students in this world of globalization .The group situation offers possibilities as widening of the sights ,introduction to new perspectives so you can make better profit from the knowledge of the other participants in the group.

Each member of the group has different knowledge ideas and views so the creativity and the quality of certain tasks rise on higher level.

Regarding the frontal or common form of work it can be shortly said that the same is economic social form because is at the same time knowledge to all participants, furthermore the same enables fast same and effective information for all, offers good survey of the teaching situation it has simple methodology and it can be easily organized.

At the end the plenary work is a meeting where information is given that is lodging of reports on certain tasks or topics that is a form where commonly the educational process is realized so the teacher controls the working interaction and communicational processes.

## **RESULTS**

Analyses of the results from the poll conducted among the teachers of German language.

With the research a poll was made among teachers of German language in elementary and eocndary schools in Bitola elected by accidental way, for examination of the presence of the organizational forms of teaching work in the education ( individual work, work in pairs, work in groups and plenum) within the educational process and influence of the same in learning of the language skills ( reading, reading comprehension, listening, listening comprehension speaking and writing) in the teaching of German and English language.

44 teachers were covered by the poll. Regarding the sex, female teachers dominated. This structure corresponds to the sex structure of teachers of English, German and Macedonian language generally.

The reached results for the age structure of the teachers show that more than a half are younger than 40 years old and it was understandable to be expected to accept the new and different organizational forms of teaching work.

When asked how many percentages used the individual form of teaching form of educational work 19 teachers or 43% claimed that they use the individual form of work 60% in teaching 12 teachers or 27% used 40%, 7 teachers or 16% used 20%, 6 tecahers or 14% used 80% no one claimed that it used 100%.That refers to the fact that for successful teaching is necessary to combine all teaching forms and at the same time to overcome the traditional teaching where the basic form of work was the individual form .

When asked which phase of the teaching class they used work in pairs the largest number of the teachers that is 25 teachers or 57% claimed that the largest part of the teaching class is the most suitable for work in pairs that speaks that this form is the most suitable for learning new lexical and grammatical contents.

When asked when they used group work if the students are more motivated 38 teachers or 86% gave confirming answer that refers to the fact that the group work represents motivation for better learning of teaching contents an achievement of better quality in teaching.

When asked for better learning of the skills reading which organizational form of teaching form suggested the largest number of teachers 38 teachers or 86% suggested the individual work ,work in pairs was suggested by 5 teachers or 12% and only one teacher or 2% suggests the work in groups.

That speaks for the fact that reading does not mean only finding written or printed graphic signs but only understanding of their sense. Reading in teaching of foreign language

is on the same line with reading comprehension as a skill that it is about understanding of certain information from a text or understanding of the overall text as a source of information. According to that the most suitable form of teaching work for learning of the skill speaking is the individual form.

When asked for better learning of the skill writing which organizational form was suggested the following results are gained. Individual form is suggested from the largest number 33 teachers or 75% work in pairs was suggested by 6 teachers or 14% and 5 teachers or 11% suggest work in groups.

This confirms the fact that it is a word for lingual action through graphic system. This system must be adopted through own process of connection of letters into words and the into sentences and texts. This speaks that in education of foreign language writing has different aims that is: basis for further studying of language, supports the teaching process in studying confirmation and revision of certain parts of orthography, lexicology and grammar with use of certain isolated exercises, helps in the development of language competence and surely writing represents means for content lingual and formal creative use of language in shorter or longer written records.

When asked for better learning of the skill speaking which organizational form of teaching work is suggested teachers almost all were divided regarding the work in pairs 18 teachers or 41 % and work in groups 20 teachers or 45% or only 6 teachers or 14% suggest individual work for better learning of speaking which refers to the fact that group in pairs and groups is important for conversation and for successful learning of the speaking technique. According to all this it can be said that together with the individual sound intonation and modulation rhythm and strength of the sound with mimics and gesticulation certain news can be transferred which is followed by wanted verbal reaction.

When asked about better learning of the skill listening which organizational form was suggested teachers answered equally that all organizational forms were present. So, it can be concluded that when studying foreign language listening is understood as receptive capability for information understanding of the foreign language with possibility in details and according to this listening is a set of psychological mental and cognitive factors.

According to all above stated it can be understood that language skills is the capability to use certain language that is to see expression in foreign language from one side and understanding of a foreign language from the other side.

## CONCLUSION

Regarding the achieved results it can be said that methodological potential that the foreign experience has for teaching technology has shown as fruitful in the achievement of the same in the area of diagnostic setting of the aims forms, criteria for the current and final grade and algorithm of the reproductive teaching. The creational thinking for the teaching technological experience and polite ways which are directed for discussion of the components of the teaching process (forms, methods aims and etc) will help the teacher. The revision of the ways for methodological construction created within the technological approach will help rationally and creational to plan the teaching process and to evaluate its successfulness.

The working forms will influence oppositely in the learning of the lingual skills from psychological aspect, regular changing of the working forms to influence positively to the students' motivation and wish for studying of German language. It is also proved that the social and emotional climate among students during the teaching process has been raised on higher level.

## REFERENCES

- Alfons, S. Partnerschaft im Unterricht, Kinder lernen mit einander und von einander. München, 1959
- Brandi, M. L. Video im Deutschunterricht. Goethe Institut, München, 1996
- Bratanić, M. Mikropedagogija. Školska knjiga, Zagreb, 1993
- Bimmel, P. Kast, B. Neuner, G. Deutschunterricht planen. Goethe Institut, München, 2003
- Bausch, K. R. Christ, H. Krumm, H. J. Handbuch-Fremdsprachenunterricht. Francke Verlag, Tübingen und Basel, 2005
- Brinitzer, M. Grammatik sehen. Ismaning, 2003
- Chighini, P. Kirsch, D. Deutsch im Primarbereich. Goethe Institut, München, 2009
- Coppes, K. H. Partnerschaft im Unterrichtsgeschehen der Grund und Hauptschule. Weinheim, 1969
- Dauvillier, C. Hillerich, L. Spiele im Deutschunterricht. Goethe Institut, München, 2004
- Dagmar, H. Projektunterricht. Weinheim, 1997
- Drecke, M. Wortschatz und Grammatik. Langenscheidt, 2004
- Fausser, P. und Fintelmann, K. Lernen mit Kopf und Hand. Weinheim, 1991
- Feigenwinter, M. Gruppenarbeit im Deutschunterricht. St. Gallen, 1975
- Funk, H. Koenig, M. Grammatik lehren und lernen. Goethe Institut, München, 1991
- Fuchs, H. Lehrwerke und andere neue Medien. Berlin, 1999

## THEORETICAL CONTRIBUTIONS FOR THE ASSESSMENT OF WRITING SKILLS<sup>24</sup>

Ardjana Braja, Manuela Zejnelhoxha

Faculty of Humanities  
Department of French and Italian languages  
*ardianabraja@yahoo.it, manuelazej@yahoo.it*

### Abstract

In Albania are noted evaluation practices of linguistic and cultural competences from the most traditional to the most modern, inspired in particular by communication methods. Initially some teachers, oriented towards the future as well as taking advantages from their linguistic competence, have had rating experiences that are applied in western countries and have begun to practice them in teaching.

In a situation where teachers had not the same training and the same experience and where the institutional guidelines and researches in the field of evaluation were insufficient, the evaluation process, as well as the whole process of teaching/learning, it was very chaotic.

Now, thanks to numerous international and national researches in the field of evaluation of writing skills, to Common European Framework of Reference of Languages, workshops and formative and training seminars we have a new framework of evaluation of writing skills. The paper emphasizes theoretical contributions regarding the evaluation of writing skills as well as their role on a correct and objective assessment.

**Keywords:** *evaluation, writing skills, studies, teachers, students.*

Several studies have been done in the field of evaluation and development of writing. Many authors are of the opinion that the assessment of writing skills is closely related to the work done by the teacher for writing and the correction of the written work (Cicalese, A. 2002; Serafini, M.T, 2005; Gatullo. F, 2001). What is the aim of school evaluation of writing text? Of course, the writing competence according to Cicalese. However, this response seems less predictable if we reflect over the presence, in different tables of evaluation, of two different objects: on one hand the different size of competence (orthography, morphosyntax, lexical, etc.), and to the other the possession of contents ,namely the possession of knowledges that do not have a direct connection with writing competence. This mixture of objects threatens to undermine the value of measurement: it should be appreciated " how the student knows to write"? or "how much he know about the subject"? Result necessary to separate a central core of writing competence, despite the knowledges of different types of texts. Through writing student can speak for himself, express his opinion, feelings and desires, and so it can be presented. Important to realize this, is that the student must have a motivation of personal character. Teacher must create the appropriate conditions for him to express, otherwise it is difficult to come to him spontaneously by writing.

Nowadays in the daily life the written communication is replaced with the verbal one. As explains Balboni (1989), now only professionals such as journalists, writers and poets

---

<sup>24</sup> Specialized paper

write. Also the written correspondence has been replaced already by telephone messages. The only type of written communication that is spreading more and more among humans is electronic mail. The written work is constantly away from our everyday reality and so a question naturally arises:

To what serves the written job?

We must not forget the fact that communication is a system and as such each network node is connected to others and depend on them, drawing for each linguistic level the right choices. These choices include also the type of printed text, leading to reflect about rules of creative and cultural character. The procedure of the writing process associated with training materials (Dibra, K.1997) models of writing (Cicalese A.2002), the concrete elements for improvement of writing skills and realization of appropriate texts about the situation and receivers, (Fornasiero, S. Goldman, S. 2005), analysis of theoretical and methodological models inspired on the Common European framework of References for languages (Vedovelli, M.2005) were analyzed by the above authors bringing valuable contributions to the realization and organization of several types of texts.

Many Albanian authors have analyzed the control system of knowledges (Kapaj, R. pedagogical magazines, nr. 4 1986), they have analyzed when it is made (Katro, J. Teacher January 22, 1986), have highlighted the educational and psychological values of evaluation (Kapaj, R teacher, 24. 05. 1988); forms for general assessment (Hadaj, D. Pedagogical magazines, NR 3, 1989).

Recently much has been written in the newspaper "Teacher" about the problems of writing and evaluation. According to Ahmeti, N.(Teacher, 2009), which analyzes the written works in primary schools, the assessment is a clear indication of the work of the student, clarifies and places him in front of responsibility. Especially in the written works he is easily controllable, so it is required to be as objective as possible. According to the author, all written works are made difficult by the teacher, but only a part of them are taken into account for records. Written works not only occupy an important place in school work, but also play such important role on student formation, according to modern requirements.

According to Lami. A, (Teacher, 2009) communication realized through writing is a solid communication as it leaves controllable traces, is more reliable and complete. The written work has more time available than speaking. This time give possibilities for memory, consolidation, reflection and high-level assessments. Writing is part of an irreversible development and plays an essential role in the formation of students. According Kallço, A. the creative work would not exist if we don't know the psychology of students. Appropriate conditions should be created for an continuous and independent work, with variations, with problem situations so to train students for self-control. Vuji, M. (Teacher, 2008) highlights the role of homeworks for active, critical and creative learning. The article also provided students' opinion that complain about teachers who gives them voluminous task from which they do not benefit at all, because few teachers corrected them. According Vuji the most worrying problem is the correction of homeworks. The new didadicts or psicodidadicts that is based on the criteria of creative learning, has found and developed some active form for control, correction and evaluation of homeworks. For example there are activated two or three students of different levels to write part of the assigned homework on the blackboard. This gives teachers the possibilities to create an debating environment to detect errors and arguing task.

These works have positively contributed to the teaching and assessment of writing skills.

According to ways of writing and text format (Werlich.E, 1976) recommends that it is necessary to take into account certain criteria to classify the ways and forms of writing in



school. From one side, we can refer to the typology of texts<sup>25</sup>, by advocating the ways in which the text is organized, on the other hand to criteria that are focused on pragmatic conditions and objectives of school context.

At school are created contexts ad hoc for learning. This pragmatic data is physiological and can define two types of communication practices : case of writing that are addressed to the real receivers, for concrete purposes more or less associated with school life (newspapers school, correspondence between schools, etc.), or cases of writing with simulated purposes and receivers (a letter to the director of an Italian newspaper, a newspaper article, review of an composition, the reportage of an imaginary journey, etc).

Near this binom reality / simulation related to pragmatic aspects of written communication ("to write to communicate"), there is another useful to classify the practices of writing: the functional writing ("write to think and to elaborate knowledges ") and creative writing. The first includes all writing activities related to practical goals and activities of the study, while the second characterizes all practices of expressive, creative and educative character.

To write texts, according Werlich is not a simple activity. It is a complex competence because there are involved variuos voices simultaneously. Observing the development of the writing competence in a didactic context, it represents a frequency of some constant elements and changes of other elements that define the complexity of specific results, of specific written works. To separate stages of a writing curriculum is necessary to identify a scale of criterias. The first grading criteria can be recognized by the grade of complexity of the procedures involved in performing a writing task. In this context, the indicator of the difficulty of a task is not reflected only on the final work and specific form of the text, but mainly in the determination of procedures required by specific topics. Indicators of diversity of procedures used in performing a writing task, along with the complexity of the various texts, can represent not only a criteria of the implementation of a writing curriculum, but also the possibility of changing the writing competence according to different levels of language proficiency, as it happens, for Common European framework of Reference for Languages. Another criteria connects the mode of writing with stages of evolution of students. Thus, from expressive writing focused on ourselves and on expressing affective reports to reality and persons (very useful in the early years of learning the language), it is passed in processing data of reality in a descriptive, indicative and interpretative format so to lead then in a argumentative and interpretative writing, typical of teaching in schools those recent years.

A guiding compass to find other elements of the scale lies in the relationship between the type of cognitive operations and forms of text. Text transformations, for example, make possible the simultaneous interaction of the global plan of the text as well as that of local structures,so manipulation should affect the functional goals and the general structure (Corno., D. 1999).

Even the instructions are given gradually, when special procedures are consolidated: from training of pre-text, with exercises that are focused on unit as a paragraph or a sentence

---

<sup>25</sup> The Werlich E. typology, in a synthetic way summarizes: the type of descriptive text, which has as organizational center the *space* inside which are considered people, objects, state of things, relationships; type of narrative text , that has as organizational center *time*; during time frame set actions or events; narrative type associated with cognitive ability of perception of the chronological order; type of expositive text which has as analysis or synthesis of the constituent components of concepts; it is based on cognitive ability of understanding the general concepts or different specific concepts; the argumentative type text , which has as organizational center the logical relationships between concepts;  
Regulatory type text which has as organizational center regulation (or orientation) of the behavior of the receiver.

(Marin., T.2008), to methods of global nature, where work is focused exclusively in the framework of full texts. These two poles must interact in a logical manner in different stages of the didactic process.

Of course, there are different types of written works, which not only allow the introduction in different ways of knowledge and competence, but also promote specific aspects of self writing competence. As a result, the evaluation criterias, namely clear expression of indicators of an assessment table, must contain a common part and a specific part for different types of written works. Among the necessary indicators of the common part, should be provided, for example, "orthography", "morphology" and "syntax", "punctuation", "lexical" etc. (Colombo. A 2002).

## REFERENCES

- Ahmeti, N. (7.01.2009) Vendi dhe realizimi i punëve me shkrim në klasat e fillores, Mësuesi.  
Braja, A. *Vlerësimi i aftësive me shkrim në mësimin e gjuhës italiane* (teza e doktoraturës)  
Tiranë 2011.
- Balboni, P., (1998) *Tecniche didattiche per l'educazione linguistica*, UTET, Torino.
- Cicalese, A., (2002) *Imparare a scrivere*, Carocci
- Corno, D. (2002) *Scrivere e comunicare: Teoria e pratica della scrittura in lingua italiana*.  
Bruno Mondadori.
- Colombo, A. (2002) *Tipi e forme testuali nel curricolo di scrittura*, in A.R. Guerriero (a cura di), *Laboratorio di scrittura*, La nuova Italia, Firenze.
- Gatullo, F., (a cura di), 2001 *La valutazione degli apprendimenti linguistici*, La Nuova Italia, Milano
- Dibra, K., (1997) *Saper scrivere*, Ombra GVG, Tiranë
- Kapaj, R. (1986) *Sistemi i kontrollit të dijeve në GJH*, Revista pedagogjike, nr.4 f.72-76.
- Katro, J. (12. 06. 1993) Testimi – një shqetësim apo kërkesë e kohës. Mësuesi.
- Katro, J. (22.01.1986) Kur dhe si bëhet kontrolli me shkrim, Mësuesi.
- Hadaj, D. (1989) Forma të reja për matjen dhe vlerësimin e njohurive të nxënësve në gjuhën e huaj, Revista pedagogjike, nr3, f.46-52.
- Marin, T. (2008), *Progetto italiano*, livello B2-C1, Quadro Europeo di riferimento, Edilingua Milano.
- Serafini, M.T., (2005) *Come si scrive*, Strumenti Bonpiani, Bologna
- Vedovelli, M., (2005), *Manuale della certificazione dell'italiano L2*, Carocci, Roma.
- Vuji, M. (28. 05.2008) Cilësia e detyrave të shtëpisë tregon nivelin e mësimdhënies. Mësuesi.
- Werlich, E. (1976), *A Text Grammar of English*, Heidelberg, Quelle & Meyer.

# POSSIBILITIES TO INTERVENT IN EDUCATIONAL SYSTEM FOR MARKET'S NEEDS IN THE 21<sup>ST</sup> CENTURY<sup>26</sup>

Gordana Tasevska, Toni Soklevski, Jasmina Vasilevska

Business academy Smilevski – BAS, Skopje

*gorde.tasevska@yahoo.com*

## Abstract

Current needs of the economy can not be solved by isolated system of education. Educational services are leaving the world of formalized standards and norms, go beyond schools and want to connect with the world that needs such educational services. Secondary education is built on its own specific structure and organization, which provides functional link with the labour market. Educational institutions within its educational work must not only be concerned about the preparation of the working staff and must not stop concerning for their own participants, when they leave the educational institutions.

The modern structure of higher education respects the principles of flexibility, functionality and openness. Its concern is the regular educational participants, employees, the unemployed and all those who need educational upgrading. They should provide a clear definition of profiles' requirements; standardize the necessary knowledge and skills, as requirements through institution that will be implemented in the teaching process.

It is necessary a vertical integration of the educational system for the sole purpose of creating professional staff required by current and future employers. The path to achieve a common aim seems long, but the longest journey begins with the first step.

**Keywords:** *education, education system, labour market, profile, competence.*

## INTRODUCTION

In the labour market in Macedonia there is a large gap between supply and demand. Employers can hardly find human resources "tailor-made", but the staffs who they employ is not qualified for their needs. Even more difficult is combining the offer of the labour market, with the wishes and needs of companies. The real picture is raw and it does not correspond to the claim. In a broader social context education in the Republic of Macedonia has never had effective relationships with other sectors in the country, such as economy, social policy, health, agriculture, culture etc. The reasons for this situation should be sought in both sides.

The education authorities often alone deal with education, fearing that if someone starts to interfere from the outside, the "continuity of functioning" will depart from the aligned already. That feeling, that others are incompetent, made the educational system a kind of island where people are not sufficient enough. Therefore there is no social dialogue, no logging staffing needs, and no conversation about the quality of education services and so on. Key imperatives of an educational system are:

- raising the educational level of citizens;
- improving the quality of educational services and
- creating employable and competitive staff.

---

<sup>26</sup> Specialized paper

Is the education in the Republic of Macedonia on track to meet these imperatives and to do something about meeting the needs of companies with adequate human resources? The answer to this question is not simple. It should generally be required in the structure of the programs of the education system at all levels. This will create a student profile outlined at the beginning of the XXI century, which will possess the following attributes:

- higher cognitive capacities for acquiring knowledge;
- responsibility for learning outcomes;
- autonomy in planning their work and their time;
- skill in discovering new sources of knowledge and assessment of their accuracy and reliability;
- ability to develop a system for critical thinking;
- a sense of problem solving;
- ability to use various techniques to present knowledge;
- ability to evaluate self - acquired knowledge;
- ability to learn through collaboration and
- skill to apply the acquired knowledge.

The focus of key socio-economic, cultural and political priorities are the learning outcomes, i.e. competences that would graduate - student acquire and will enable closer ties with the requirements arising from the labour market and society. Therefore, the final profile should be based on an identified and recognized by society, i.e. - the academic community and employers, graduates and professional organizations.

Thus graduates of the XXI century must have three types of generic competences:

A) Instrumental Competences: Those having an instrumental function. These include:

- Cognitive abilities, capacity to understand and coordinate ideas and thoughts;
- Methodological capacities to coordinate the environment: organizing time and strategies of learning, making decisions or solving problems;
- Technological skills related to use of technological devices, computing skills and information management and
- Linguistic skills such as oral and written communication or knowledge of a second language.

B) Interpersonal competences in which:

- Individual abilities are related to the capacity to express one's own feelings, critical and self-critical abilities and
- Social skills are related to interpersonal skills or team-work or the expression of social or ethical commitment. They tend to facilitate processes of social interaction and collaboration.

C) Systemic competences here are:

- skills and abilities associated with the system. They suppose a combination of understanding, sensibility and knowledge that allows one to see how the parts (of the whole) are connected and come together. These capacities include the ability to plan changes and make improvements in whole systems and to design new systems. Systemic competences require prior acquisition of instrumental and interpersonal competences as a basis.

Focussing on competences promotes the development of easily readable and compatible degrees and thus promotes transparency in European higher education. Thus, diplomas / qualifications become comparable and compatible if the learning outcomes as well as academic and professional profiles are made comparable.

## **1. OPPORTUNITIES FOR INTERVENTION IN EDUCATIONAL CYCLES**

Education Policy of each community is to provide opportunities to acquire appropriate educational level for everyone and for all age groups and to ensure that they possess the knowledge, skills and attitudes that are in accordance with the requirements of society and the labour market. Feature of any education is dynamic and flexible structure, which will allow horizontal and vertical mobility of students, students and teaching staff to work on clearly defined mechanisms that will enable its adaptability and willingness to meet the changing needs of individuals and society at large. Also, education has to overcome the problems and eliminate the factors that cause educational abstinence and fewer users of educational services. The education that fosters a culture of life and develops knowhow "know-how" skills through higher education organization, activities and educational content offering to acquire knowledge and skills to further manage their own lives and opportunities for individual development.

To make improvement, education and research communicate with changing needs in all cycles in the field of labour. These requirements largely determine the character and content of educational policy and planning of education. Linking education and research and the labour market would be improved by installing a mechanism for increased cooperation with business and industry. The educational system establishes the structure and organization that will allow its functional connection with the labour market. The modern structure of the education system respects the principles of flexibility, functionality and openness. Its concern is the regular educational participants, employees, the unemployed and all those who need educational upgrading. The dynamics of changes in the educational system follows the dynamics of changes in the required competencies that will dictate the labour market. The functioning of the educational system within the proposed placement is followed by redesigning the curricula. The main feature of the curriculum is realization and affecting the unity between: student's general knowledge, professional knowledge and relevant professional specific knowledge, rounded to the standard of competence for a profession or occupation. Current needs of the economy can never be solved by isolated educational system. Educational services must leave the world of formalized standards and norms, to get out of their desks and to connect with the world that needs such educational services. Social dialogue is fundamental to link the needs of the labour market and education.

### **1.1 Basic education in the formation of social values**

Primary education in the formation of social values is crucial. That is primarily because it is a first important social context (outside the family), where a relation with knowledge, responsibility and work, and socialize in the spirit of social values. No higher educational level can fully complement the shortcomings and mistakes made in primary education.

Mission of primary education is to develop a personality that can take individual, family and civic responsibility through the acquisition of knowledge, skills, abilities, attitudes and values about the changing world of work and social life. This set up an independent, open, critical and democratic person with skills and competences for action, developing preparedness and awareness of lifelong education. The emphasis in instruction and less on the teacher and his lecture and increasingly practiced the acquisition of knowledge, skills and attitudes of the building by the students.

Modern requirements emphasize the learning process because they needed serious change of atmosphere in the class in which student interaction should have a leading role, by: encouraging independent learning and critical; individual and partnership working; learning by solving problems; brainstorming and group discussions; project learning; independent

research; skills to use multiple sources of knowledge; case study; making essay / material product; observation, organizing sessions on setting goals; visual presentation and sketching ideas and notation, and so on.

The introduction of entrepreneurial learning curricula and projects still in primary school aims to develop entrepreneurial skills and attitudes among students in allowing them to work creatively and actively in practical projects. This includes "learning by doing". Establishing and running a business or company is something that young people will have great benefits. Thus they are given the opportunity to experience learning about real business and employment through entrepreneurial activities. Pupils learn that being a leader means not only telling others what to do. They learn the value of teamwork, the importance of good communication strategies, how to present information in writing and through oral and visual presentations, how to deal with failure and positive lessons that can be learned from the experience. Encouraging the entrepreneurial spirit from an early age, and improving it with the appropriate skills, it is the key to reducing unemployment, creating new jobs, creating competition and enhances economic development.

### **1.2 Adjustment to secondary education within the overall market orientation**

Socio-economic development as synthetic determinant of the overall educational system, with all its intensity, concentrated occurs in the last ten years as the background of all the needs and reasons for changes in comprehensive secondary education. The main reason for the change of this total cluster of factors could identify high degree of discrepancy between what high school is expected and what is gained on one hand, and what secondary education needs and what society gets to respond to educational tasks, on the other. This discrepancy is manifested within the following groups of needs for change in secondary education:

- a) providing content and organizational structuring of secondary education to meet the needs of the labour market within the overall market orientation of the economy and related sectors. Surely in this framework is not expected secondary education to resolve the problem of unemployment, but what you can do is the labour market to offer competent personnel for the majority of job functions of employers and thereby substantially reduce additional, unnecessary effort of retraining and qualification as a condition of alignment of supply and demand in the labour market. In the philosophy and mental patterns to be formed in future staff needs a place to find and market philosophy and client as a key criterion for the quality of any job in the chain to satisfy his needs.
- b) In parallel with the development of free, entrepreneurial market economy, the country has developed parliamentary democracy as a social system to the citizen as the centre of society. So, the process of transforming secondary education in achieving its social function is to prepare future citizens for responsible and competent social life and activities.
- c) Competitiveness of the personnel not only in domestic firms, but also the mobility of employment and continued studies outside the country's borders. Language, computer and certain contextual competences arise as a pressing need for changes in the content and style of the realization of secondary education.
- d) The market orientation of the activity applies only to businesses. Educational organizations themselves need the acceptance and practice of the philosophy of turning to its client-student. It stresses the urgency of the need for organizational, legal, stylish and interpersonal changes that the student will be placed in the centre of the creation of all decisions in secondary education.

- e) Exponential penetration of new information and communication technologies in everyday operations, the largest number of professions and occupations, articulates the need for urgent incorporating these technologies as an object of study, but more like a rational infrastructure for streamlining the overall activity of secondary education.

Needs for changes to open space for the continuous development of education in providing: high school to open and to enable quick and efficient adaptation changed and changing conditions; room for continuous improvement and development; creating mechanisms for timely and quality response to emerging needs; achieving functional integration of innovation in a coherent and efficient system; secondary education should be based on the philosophy of lifelong learning that full and constant access to secondary education for all members of society; learning conditions and in a manner that is consistent with the actual needs and abilities of those who learn and the opportunities and needs of the environment; expansion of learning opportunities through institutional, programmatic and organizational pluralism in realization of education and linking formal and informal education and quality assurance and professionalism in the implementation of education, which includes verification of social norms and standards for educational programs and institutions. (National Programme for Development of Education in Macedonia, 2005-2015: 33)

In secondary education, as an open distribution system of knowledge, skills and abilities to perform the job and continuing education, opportunities is created for: entry, exit and return again in the system according to the needs of the individual or labour market; horizontal and vertical transition; integration and connection of different types of programs of education and training. Thus enables creation of own pace and time in the development of competencies to the acquisition of knowledge and skills. It is one of the key steps towards democratization of education and to quality education that will educate professionals appropriate to the application of the labour market.

In order to respond to such demands, vocational education provides: relevance of educational programs and educational outputs; Compliance with the needs of the labour market; efficiency in the education of high-quality personnel required in the labour market to enable the best use of available resources and rapid employment and equal opportunities for all individuals and groups. According to the above explanations, the basic directions of development of secondary education in the Republic of Macedonia are meeting the demands of the economy in terms of training staff to acquire new skills; linking education and the labour market and create more flexible connections; development of curricula, introduction of new educational programs and satisfying the balance between general and vocational education; providing conditions for acquiring certificates of qualification framework harmonized with European standards; rationalization and harmonization of the network of vocational schools with the needs of the economy, labour market and employment policy; develop a system of standards for educational programs, teachers and institutions; providing quality vocational education and continuous monitoring and evaluation of the results of students, teachers and educational institutions in general; providing better internal horizontal and vertical mobility; creating conditions for continuous professional development for teachers and increased financial investment and inclusion of different funding sources. (National Programme for the Development of Education in Macedonia from 2005 to 2015: 17)

Employers are burdened with higher institutional problems and do not show interest in terms of creating the need for profiles, their shape and their training. This leads to state educational institutions of secondary education, based on their positions to make changes.

The knowledge gained is not immediately usable, so losing the basic sense of vocational education relating to quality training and direct involvement in the work process.

Decentralization in the area of secondary education and involvement of social partners creates favourable conditions vocational education and acquired in vocational schools to focus on the needs of the labour that the international dimension.

### **1.3 Challenges and priorities in higher education**

Over a period of extremely rapid development of industry, higher education is expected to follow the changes and react accordingly. It is understood that the educational system is not able to change as fast as the industry, but what you can do is to train students with skills that would enable them to quickly and easily adapt to new market conditions. In today's "knowledge economy", more important than getting professional knowledge skills are the skills such as critical thinking (the ability to learn how to learn – i.e. readiness for continuous learning), creativity and courage. Traditional "values" of rote learning and assessment are still dominant, and the need to develop critical thinking and motivation for continuous (lifelong) learning, are discussed in academic circles and experiencing first steps.

The direction to the acquisition of certain competencies (knowledge, skills, abilities, etc.) should be clearly defined in the curriculum of each study program. Thus they serve as a guideline for teachers in terms of how the teaching and assessment of the achievements of the students. At the same time serve the students to adapt the way of learning and to have insight into the competencies required of them to master / gain them. Here, we need to make sure they are related to the different qualities of knowledge (reproduction, comprehension, critical analysis) and skills of practical application. Thus, universities' focus should not be put on memorizing and reproducing surrendered (or written in books), and the quality of the acquired knowledge (flexibility, dynamism, durability, applicability, comparability et seq.), so the procedural component of teaching to be marginalized.

Teaching staff coordinates theory, applicability and practice in the teaching process and develop the skills that are expected to gain students: Critical Thinking; Practical implementation of knowledge in real terms; Individual and team work; Basic communication skills / knowledge necessary scientific discipline skills.

Due to the tendency, towards the implementation of the Bologna principles of teachers, in recent years, trying to bring changes in methods, which sometimes implements initiating discussions with students, presentations on specific topics by students and so on. These methods often serve as the basis for defining part of the evaluation based on student activity. Most useful are considered clinical teaching (lecture by scholar-practitioner in a certain area), and methods of problem solving through simulation of real or fictitious cases. Higher education organizations are legally obliged to practice visits to institutions in order for students to gain insight into how their work later to assist and work independently. Teachers promote competencies required of the modern labour market (skills for critical thinking, creativity, motivation), so most students think that they remain insufficiently promoted by the teaching staff. If you have this in mind, the fact that one of the biggest problems faced by employers to find workers wouldn't surprise to be creative, flexible and willing to be undertaken risks. Turning the concept of "outcomes / results of teaching" in the curriculum with a focus on practical / transferable skills and redirect the purpose of teaching - the student knows (knew) to the student knows how to do-drivers of contemporary environment access to higher education. (Analysis of capacities for good governance in education, 2007: 45)



## **2. KEY COMPETENCES FOR COMMON VALUES**

Teaching and education contribute to economic and cultural aspects of the knowledge society and therefore should be seen in their social context. Teachers should be able to:

- Work with others: work in a profession that should be based on the values of social inclusion and nurturing the potential of every learner.
- They should have knowledge of human growth and development and demonstrate self-confidence when engaging with others. You should be able to work with students as individuals and support them to develop into members of society to fully participate and be active.
- They also should be able to work in ways which increase the collective intelligence of students and collaborate with colleagues to enhance their own learning and teaching. Work with knowledge, technology and information: they should be able to work with various types of knowledge. Their education and professional development should equip them to access, analyze, validate, reflect and transmit knowledge, making effective use of technology where appropriate.
- Their pedagogic skills should allow them to create learning environments and manage them, and retain the intellectual freedom to make choices over the delivery of education.
- Their confidence in the use of ICT should allow them to integrate it effectively into learning and teaching.
- They should be able to guide and support students in the networks in which information can be found and built.
- They should have a good understanding of subject knowledge and view learning as a lifelong journey.
- Their practical and theoretical skills should also allow them to learn from the experiences and match a wide range of teaching and learning strategies to the needs of learners.
- Work with and in society: they contribute to preparing students to be globally responsible in their role as EU citizens.

Teachers should be able to promote mobility and cooperation in Europe, and encourage intercultural respect and understanding. They should have an understanding of the balance between respecting and being aware of the diversity of the cultures of students and identifying common values. They also need to understand the factors that create social cohesion and exclusion in society and be aware of the ethical dimensions of the knowledge society. They should be able to work effectively with the local community and with partners and stakeholders in education: parents, education institutions, teachers and representative groups. Their experience and expertise should enable them to contribute to systems of quality assurance.

### **2.1 Required competencies and qualifications of the teacher in implementing educational policies**

Teachers' work should be embedded in a professional continuum of lifelong learning which includes initial teacher education, induction and continuing professional development, because it can not be expected to possess all the necessary skills on completing their initial education for teachers. Teachers play decisive role in supporting the learning experience of young people. They are key players in how education systems, evolve and in the implementation of reforms, which could make the EU economy with the highest performance, driven by the knowledge in the world. They recognize that high-quality education to learners, giving them personal fulfilment, better social skills and more diverse employment opportunities. Their profession, inspired by the values of inclusiveness and the

need to nurture the potential of all learners, has a strong influence on society and plays a vital role in advancing human potential and shaping future generations. Therefore, to achieve its ambitious target, the European Union views the role of teachers and their lifelong learning and career development as key priorities. Teachers should be ready to respond to the evolving challenges of the knowledge society to actively participate in it and to prepare learners to be autonomous lifelong learners. Therefore, they should be able to reflect on the processes of learning and teaching through an ongoing engagement with subject knowledge, curriculum content, pedagogy, innovation, research, and social and cultural dimension of education.

## CONCLUSION

The main power of changes in the education system, focusing on: the introduction of modular forms of work which allow flexibility of the system and raising its capacity in a timely manner to respond and adapt to any changes in the totality of social life, both the micro and the macro level, which means otherwise organize the teaching process (changes in the curriculum for each type of secondary and post-secondary education, reducing the number of students per class and etc.). redefine common knowledge that young people receive vocational education and identify the right combination between the general theoretical and practical knowledge transfer, which will enable better preparation for the labour market; innovate curricula, especially vocational subjects and practical training to the needs of business and services, and to introduce new forms of work (group work, interactive learning, project work, problem solving etc.), innovate equipment and teaching materials; involvement of business entities in group entities that design high school and verify the educational effect that would increase the flexibility and functionality of the educational system.

Timely suggestions received from business entities, changes occurring in their area can still be valuable for planning, education and training of the future workforce; training through the retraining of adults (who do not have qualifications or have long been unemployed) and re-training of employees of large state-owned enterprises and professional development of teaching staff in vocational theoretical subjects and practical training.

Teacher education should be a high level of schooling or equivalent and be supported by strong partnerships between higher education and the institutions where teachers will be employed. Teachers also have a key role in preparing students for their role as EU citizens. As such, they should be able to recognize and respect different cultures. Although teachers play a critical role in society, they can not act alone. Their own high quality education needs to be supported by the institutions where they are employed in the context of coherent national or regional policies that are appropriately resourced. These policies must address initial teacher education and continuing professional development, but must also be placed generally within the broader context of education policy.

## REFERENCES

- Hughes, G., Desantis, A., & Waszak, F. (2013). Mechanisms of intentional binding and sensory attenuation: The role of temporal prediction, temporal control, identity prediction, and motor prediction. *Psychological Bulletin*, 139, 133–151.
- Rogers, T. T., & McClelland, J. L. (2004). *Semantic cognition: A parallel distributed processing approach*. Cambridge, MA: MIT Press.
- The Purdue Owl.(2010). *Purdue University Writing Lab*. Taken from Purdue Owl website <http://owl.english.purdue.edu/owl/>, retrieved on 25.01.2015.
- Whitman, W. (1900). *Leaves of Grass*. *Bartleby.com*: Great Books Online. Taken from <http://www.bartleby.com/142/14.html>, retrieved on 25.01.2015.

# MULTI-INSTITUTIONAL COLLABORATION FOR PREVENTION OF JUVENILE DELINQUENCY<sup>27</sup>

**Goce Dzukleski**

National coordination center for border management

*goce\_dzukleski@moi.gov.mk*

## **Abstract**

Poverty in our society, lack of communication between parents and children, disturbed marital relations, problems at school, the crisis in the society and various other factors are the major causes of juvenile delinquency. This phenomenon, interpreted through our extensive experience in the security structures of the Republic of Macedonia, confronting several examples, is the basis for writing this paper. The treatment of the topic in several aspects, the real situation among juveniles, the legislation and the experience of other countries in the region, prompts a serious approach to this problem and points to the need to include all active entities that would contribute to the prevention of juvenile delinquency. Juvenile delinquency covers all activities of the juveniles that are incriminated by the positive criminal law. Juveniles are persons who have not yet reached full growth or maturity and are younger than 18, but sometimes up to 21 years of age.

The most effective means of reducing the number of children in conflict with the law is prevention. The general comment number 10 of the Committee of the Convention on the Rights of the Child, draws attention to the need for countries to consider prevention when they address the issue of children's criminality, stating that "the policy on juvenile justice without a series of measures intended for prevention of juvenile delinquency suffers from serious shortcomings".

**Keywords:** *juvenile, juvenile delinquency, prevention, educational institution, police.*

## **1. INTRODUCTION**

Prevention is the key link to reduce juvenile crime. This negative phenomenon is a problem in the community. To overcome the problems associated with juvenile delinquency, the involvement of all relevant factors is required. Protecting the welfare of children means not only protection against any damage or injury, for example by carrying out regular visits and checks on places where children are cared for or legislation on the prohibition of their physical punishment. In this regard, there must be a proactive approach and appropriate measures and implementation of procedures to ensure the healthy development of the child.

The reduction of juvenile delinquency is an organized, planned and coordinated effort by various bodies, institutions and agencies in charge of activities such as work with young people, aimed at preventing and limiting these phenomena. Schools in cooperation with the police, have special significance in the prevention of juvenile delinquency. Indeed, the educational process itself is a general form of prevention. This is an institution that can first

---

<sup>27</sup> Revisional scientific paper

feel the deviant behavior in juveniles and timely take certain measures to correct their behavior.

The school, besides the care by the teachers as individual factors and the significant advising by the teachers, can form activity bodies or teachers' associations for a particular region or municipality in order to organize preventive activity and to prevent the spread of socio-pathological phenomena and other damage in juveniles. Given the complexity of the phenomenon of juvenile delinquency as a socially negative phenomenon and its harmful implications in the field of crime, the police in recent years are continuously undertaking measures for adequate restructuring and organizational customization of departments in order to increase the effectiveness in stopping the juvenile crime. The measures taken are mainly in the field of crime prevention, education of staff working in the field, communication with other institutions and entities aiming at teamwork, as well as measures and activities in the sphere of repression.

## **2. THE CONCEPT OF JUVENILE DELINQUENCY**

Juvenile delinquency as a specific, intricate and complex socio-pathological phenomenon was present from the earliest days of creation and functioning of societies, based on customary, social and legal norms. However, the interest of the scientific observation for its study is of a newer date. The deviant behavior of juveniles does not perceive its manifest forms only in committing crimes, but includes various types of anti-social, educationally neglected and, generally speaking, socially unacceptable behavior, which is not incriminated in penal legislation. The wide range of socially unacceptable behavior of juveniles determines the different definitions of juvenile delinquency.

The heterogeneity in the use of different terms that refer to this phenomenon as juvenile neglect, juvenile delinquency, non-adapted juveniles, ill-behaved juveniles, antisocial behavior, juvenile crime and many other concepts of which one can not say they are synonyms for the same phenomenon<sup>28</sup>, is conditioned by the large number of intensive research performed on this topic. Hence, in the crime, legal and social literature, we meet a number of different and often imprecise provisions of the concept of juvenile delinquency, which can be classified into three groups.

- The first group consists of terms, determinations and provisions arising solely from the general crime legislation under which juvenile delinquency covers only the concept of juvenile behavior that is a criminal offense in the Criminal Law. This group includes the narrower defining of juvenile delinquency, which from the perspective of the phenomenon does not differ it from the criminality of adults but differs the juvenile perpetrator of the offenses from the adult, as an executor, not as behavior.<sup>29</sup> This determination of the concept for determining the breaking of criminal law norms by juveniles is referred to as "juvenile crime".<sup>30</sup>
- The second set of beliefs widely determines the concept of juvenile delinquency and despite violations of the general criminal law norms comprises behaviors that conflict with other legislation. These definitions refer to those violations of legal norms which are of more or less severe kind, while unlike the first group, the violation of law is expanded to other regulations, not only to criminal law norms.
- The third group of definitions exceeds the legal limits and is termed as a socio-criminological concept of juvenile delinquency.<sup>31</sup> Under the scope of this conceptual

<sup>28</sup> Arnaudovski, L.J. (2007), *Criminology*, Shtip: 2-ri Avgust-S, p. 54

<sup>29</sup> Jasovic Z. (1983), *Criminology of juvenile delinquency*, second expanded edition, Belgrade: Naučna Knjiga, p. 69.

<sup>30</sup> Arnaudovski, L.J. (2007), *Criminology*, Shtip: 2-ri Avgust-S, p. 87

<sup>31</sup> Jasovic, Z. (1983), *Criminology of juvenile delinquency*, second expanded edition, Belgrade: Naučna Knjiga, p. 73

determination of juvenile delinquency, this social pathological phenomenon includes the deviant behavior of juveniles in its entirety, i.e. in addition to behaviors that directly conflict with legal norms, these definitions include the behavior of juveniles which is considered asocial and violates the moral standards of the community.

In the conceptual determination of the socially unacceptable behavior of juveniles, the term "juvenile" is used in determining the general concept of crime committed by juveniles as "juvenile crime" and in determining the specific status of juvenile perpetrators of offenses in the system of the criminal law, the legal position, the ability of criminal responsibility, as well as the special system of sanctions that apply to juveniles, incorporated in the concept of "juvenile delinquency". There is a great diversity in determining the concept of juvenile delinquency, which today can be seen from the numerous terms to denote essentially the same concept, both in criminology and legislative theory in general. It is thought that there are as many definitions as there are authors who deal with this phenomenon<sup>32</sup>.

Despite the term juvenile delinquency, this criminal behavior is marked as juvenile crime, juvenile offense, educational neglect and so on. Thus here, as indeed in determining the concept of crime, there is too extensive interpretation of the concept, so that there are attempts, despite the unlawful behavior of minors defined by the Criminal Law, to move both asocial and other behavior of juveniles.<sup>33</sup> In this sense, the definition by Jasovik is written, who says that: "The offenders behavior of young people is any behavior of an individual or a group of young people which is counter social or socially unacceptable, behavior that violates legal and moral norms of a particular society and which, when it is socially visible, causes spontaneous or organized social response intended to protect social possessions and values, as well as the actors of such behavior."<sup>34</sup>

## **2.1 Factors lead to the appearance of juvenile delinquency**

The etiological basis and factors triggering crime as a whole, in the most general terms, apply to juvenile delinquency, too. However, it is believed that in the deviant behavior of juveniles there are some specifics of factors, conditions and causes. Bio-psychological structure and social features of juveniles significantly differ from adult delinquents. The renowned criminologist M. L. Ray criticizes the theory that says that minors are considered "unable to distinguish good from evil because of a lack of maturity." In addition, he specifically examines theory of unconformity (non-adapted) and generalization of clinical examinations of juvenile delinquents. In his opinion, these results explained the criminality of juvenile delinquents either through their unmet needs, or through some internal factors, thus neglecting the will and awareness of the juvenile and replacing them with affective state.

Juvenile delinquents differ from the adults by the degree of biological development and emotional maturity as well. Their criminal activity is not, as in the case of adults, the consequence of strong will and a reason for reflection, but guilt and premeditation are expressed in a special form.

### **2.2.1 Biological and psychological factors**

The main factors in the research of etiologic and phenomenological problems of delinquency and deviation are the social environment, the crime and the person. From the aspect of the first two factors, the juvenile delinquency has no particular specificity according to which it should be separately studied. However, the personality factor, by many elements, is considered as characteristic and is treated separately. This factor is explained by the

---

<sup>32</sup> Skaberne, B. (1968), Aspects of educational neglect, Skopje: Faculty of Law, Skopje, 35.

<sup>33</sup> Stojanovski, N., Sulejmanov, Z. (2002), Social Pathology, Skopje: Jugoreklam, 387.

<sup>34</sup> Vidanovic, I. (1991), Methodology of social work with individuals and families-general part, Belgrade: Naučna Knjiga

specifics of the physical and psychological changes that are typical of adolescence, i.e. the time between childhood and adulthood.

During the period of the so-called adolescent crisis, the person searches his/her own identification. Adolescents, when in a specific stage of development, are in need of an example, authority, confidentiality, support and help. The listed, because of specific conditions, often lack and because of that children turn to the street instead of the parents.

The inertia and apathy are phenomena that are mostly expressed in young generations. The expectations of them are great, and this is precisely the reason they are in the first row of the social changes. But, on the other hand, the decisions of their life are made somewhere else, outside the possibility to impact them. Therefore, the deviant and delinquent behavior in many occurs in the beginning as a form of protest against the socially imposed forms, but in the later stage they can be transformed into a habit. The psychological literature states the belief that adolescence represents a youth period that starts from 12-13 years of age, and ends with the maturity-around 24-25 years of age. In this period, a person is in a constant evolution and under the influence of factors like inheritance and environment, which make the young man different from adults, along with associating phenomena that in an adult can be considered as pathological, with the population of this age they are considered as normal.

In the puberty stage until the age of 16, significant organic and morphological phenomena occur in a person that strengthen the physical construction, the childhood habits are gradually abandoned and the character is gradually stabilized. In the psychological sense, it is believed that one person matures around the age of 18, and depending on the bio-psychological and social factors, the process of maturity can also occur much earlier and much later as well.

The changes in behavior reflect on the misunderstandings in the family and the social environment, in which the young person locates a reason for some type of anti-social behavior, which can become a model for permanent negative identification. Along with this, some internal psychological characteristics appear that are more expressive than usual: obstruction, aggression, or in another extreme-withdrawal, depression and isolation. In the social world, all these manifestations are melt together in the form of a clash of the generations, or a clash of values.

### **2.2.2 Social factors**

In our society, in the present circumstances, a young person is still unable to meet his/her existential needs of belonging, can not find his/her identity and value orientation and therefore becomes alienated, passive and incapable of revolutionary changes of the current socially disorganized relations. A disorganized, alienated and anemic society, can not enable the young people to realize their goals by legal means due to their marginal position in society, thus an increasing number of young people are turning to destruction or conformism, which is an expression of their alienation.<sup>35</sup> In crime fiction, the influence of the family, school, free time, means of mass communication and personality of the juvenile are included among the special factors of influence on the juvenile delinquency.<sup>36</sup> Normally, these factors do not act separately, but interrelated and conditioned by the factor of personality.

#### **2.2.2.1 The family as a factor**

The family as a factor is directly highlighted in the elements of structural connectivity. The family environment is a primary element of socialization in which the

---

<sup>35</sup> Stevan Aleksoski, *Criminology*, Stip, 2009, p. 105.

<sup>36</sup> For further information on the impact of these factors refer to: Z.H.Jasovic, *Criminology of juvenile delinquency*, Belgrade, 1991, p. 232-273

emotional atmosphere directly affects the intellectual and psychological development of the child. Any form of crisis in the family relationships and marital disagreement may affect the emotional development of the child in different types of disorders. A high percentage of juvenile delinquency among children growing up in orphanages is primarily explained by the absence of parental or family upbringing. The upbringing process in the development of juveniles is directly affected by structural family disorders, such as divorce of parents, loss or abandonment of parents, neglect or social-pathological behavior in one of the members of the immediate family. Thus, weak persons break up the family relationships, i.e. family functions, which has a negative impact on the development and upbringing. The family factor is indirectly derived from industrialization and urbanization. Namely, it is considered that the stability of the family and family relations are significantly stronger in rural areas as opposed to urban, where the family is somewhat alienated and is an independent social category. When the parents are successful in conveying their ideas for the good or the bad, the child receives these values and feels them like his/her own. The necessary condition for such internalization of values is the exposure to a particular set of values, in the context of a loving parent-child relationship.

#### **2.2.2.2 The school as a factor**

Besides the family, the school is the institution that performs the most important upbringing and educational processes of socialization of the personality and preparation for employment and social functions. The development of the young people and their social behavior mainly depends on the organization, program content and teaching process. As much as the society invests in the process, due to some difficulties, it is naturally burdened with certain weaknesses that are affecting the person.

The school program and its function in modern conditions are increasingly oriented towards educational, unlike the upbringing aspect of the young man. In such a system the building of moral norms, positive attitudes and personal character is missing, as the program is incompatible with the physical and mental abilities and needs of young people, their interest and their wishes. Besides that, the education system also lacks equipment, laboratories and classrooms, gyms and other facilities for physical education, which will attract the interest of the youth to usefully spend their free time in a creative and imaginative way. Of certain importance are the interpersonal relationships, the influence of the poor students, social-pathological phenomena by a part of the school population, interruptions in schooling, frequent changes to the school environment, truancy and other forms of justified or unjustified absence from school, as well as the poor performance. The consequence of all these factors is 60-70% of juvenile delinquents in the school age.

When juveniles are not interested in the school program, they often exhibit violence in and outside of school. Violence is any intentional use of force or power. It can be in the form of a threat or involve the use of force against him/herself, against another person or against another community. It ends (or can be ended) with a physical injury, death, psychological damage, developmental disorders or a loss.<sup>37</sup>

### **3. PROTECTIVE MEASURES AGAINST JUVENILE DELINQUENCY TAKEN FROM THE MINISTRY OF INTERIOR**

In the interest of promoting the service in May 2003, the Ministry of Interior established a Department of Juvenile delinquency and socio-pathological phenomena within

---

<sup>37</sup> Ministry of Education and Science, Education based on the rights of the child (UN Convention on the Rights of the Child).

which three sections function: REPRESSIVE, PREVENTIVE AND EDUCATION. These function independently, but complement each other and are closely related with each other.

**DIVISION FOR REPRESSION**-It treats the juveniles who are in conflict with the law. It performs the repressive function of the MI and is the holder of all activities in the Office, in relation to juvenile delinquency and socio-pathological phenomena. It should raise a number of initiatives, ideas and methodologies to reduce juvenile delinquency, as well as new opportunities for solving cases, conducting interviews with juvenile offenders. Ways of monitoring the active juvenile offenders are presented, the condition with the participation of juveniles in violations on public order and peace, as well as measures and activities to reduce them, also monitoring of socio-pathological phenomena which is a major scope of activity of this department.

**DIVISION FOR PREVENTION**-Performs preventive activities, i.e. acts on timely protection and assistance in supervising, developing personal responsibility in children and juveniles, organized activities for the upbringing of neglected category of children and students and takes other measures with mobile presence in the most vulnerable places according to previously prepared plans and specific assessment of forms and degrees of inclination for delinquent behavior, taking into account the personal characteristics of the juveniles. The Division for prevention mainly deals with primary prevention i.e. influencing the community engagement through programs to reduce the occurrence of delinquency, through the mass media, lectures in schools in order to raise public awareness of this issue. The Division for prevention treats juveniles and children victims of sexual abuse and all forms of violence and exploitation, children at risk as well as children without parental care and children with a forthcoming danger of physical and psychological violence and so on. Prevention of juvenile delinquency is one of the most important activities that must not be neglected giving priority to repression in current operations. The prevention must take the rightful place in our daily work, and where there are no effects of prevention, repressive operations will be performed within its authority. For prevention of juvenile delinquency the UN rules for prevention of juvenile delinquency (the Riyadh rules) are applied as well. The prevention of juvenile delinquency is an essential part of crime prevention in the society. The successful prevention of juvenile delinquency requires the engagement of the entire society to ensure the harmonious development of children and adolescents, and, above all, respect for their personality.

Juveniles should have an active role and partnership within the frames of the society. Emphasis should be put on prevention, which enables successful socialization and integration of all children and young people through family, community, peers, school and so on. With due respect to the proper personal development of children who should be accepted as equal partners in the process of socialization and integration, prevention of juvenile delinquency should be exercised.

**DIVISION FOR EDUCATION** - observes all the trends on this issue and through education complements the knowledge and skills for successful work of the staff, including new methods and techniques in operation. It develops special programs to increase the sensitivity of the society and the environment to juvenile delinquency, youth violence, as well as domestic violence. Furthermore, it develops programs that enable families to learn about parental roles and responsibilities regarding the development and care of children, as well as suggesting ways to affect the positive development of the parent-child relationship and so on. In order to successfully fulfill their tasks, the inspectors for juvenile delinquency should be specially qualified and trained and receive the training in continuity in order to master the appropriate knowledge, skills and experience to enhance the prevention and control of



juvenile delinquency and to improve dealing with delinquents. Education is needed in order to establish the necessary level of professional competence, of which the sector is especially engaged.

#### **4. JOINT PROJECTS OF THE MINISTRY OF INTERIOR AND SCHOOLS FOR PROTECTION FROM JUVENILE DELINQUENCY**

##### **4.1 Project "The regional policeman advises"/ "The police and students make friends"**

The Ministry of Interior began the implementation of a new project called "POLICE AND STUDENTS MAKE FRIENDS." The project includes about five hundred primary and secondary schools. For greater security and reduced violence in schools more than 150 police officers are in charge. Every school has an appointed police officer in charge; his contacts will be available to directors, teaching staff, students and their parents. The project aims to enhance preventive activities.

##### **3.2 Project "Safety in schools"**

Violence in schools and against schools is increasingly widespread and receives more severe forms. Violence is the most common form of violation of human rights.

During the transition period, the previous system of values collapsed, while the new has not yet been established. In this context of values, neither the legal norms are respected nor the applicable ethics and norms are complied with. A lack of motivation among young people can be felt, deviation from positive attitude towards their environment, their friends, family, the environment.

All this leads to the expansion and strengthening of all forms of deviant behavior of children, students, juveniles and adults, many of them turn into hooligans and behave aggressively, and many of them become victims of various forms of violence. Furthermore, young people more easily identify with and develop respect for negative "heroes" and strive to follow their path-for example hooligans, people who easily and quickly got rich and possess great material values (expensive cars, mobile phones, fashionable and expensive clothes, daily spending money, etc.).

Realizing this situation, the Division for prevention implemented the project "Safety in schools" in order to prevent such behavior and to direct the energy of the students in a positive direction, i.e. noticing the risks and avoiding them, but also introducing the legislation. The realization of this project should lead to the acceptance of the right positive, moral, ethical, social and human values by the young people, and thus contribute to building a stable and progressive society. Also, this project should be observed as a lead to developing a relationship of trust and proper communication between the students and the police by solving numerous dilemmas and giving adequate responses to all the questions raised by the students, with the slogan "Trust the police and use it as your service."

Within the project, the members of the prevention club, visits to police stations were made where they were familiarized with the equipment that police officers use in everyday work and with the offices in police stations (duty room, facilities for retention, etc.).

##### **3.2.1 Project "Safety in schools"-results from the project research**

The motives for the research were the frequent cases of violence in secondary and primary schools in Skopje and other cities in the country. In the research 549 students from

third year were involved, as well as teachers, psychologists and directors. Only half of the students in all the secondary schools in Skopje have the feeling that they are safe at school, while the rest show smaller or larger degree of insecurity.

According to the students, there is a high degree of presence of all security risks. These are part of the results of the research conducted by a team of the Association for security research and education, published in the book "Security in Schools" by the "Nova Makedonija".

According to the results, 48 percent of students said they feel "safe" at school, while 17 percent feel "less safe" and "unsafe" and the remaining 35 percent of the respondents said "somewhat safe."

Professor Dragana Batic, head of the research project "Safety in schools", at the promotion noted that, according to the results, approximately 50 percent of the students believe that there are security risks present at schools, such as theft of personal property, vandalism, violence, fights, carrying weapons, alcohol consumption and drug abuse, disrespect, corrupt teachers, cronyism etc.

According to 42 percent of the students, the school is a "good" environment for deviant behavior. The majority of the students believe that there should be security in schools. Many of them show intolerance toward those who are different from them (homosexuals or people of other faiths), which can grow into violent behavior.

### **3.3 Project "Protection from addiction to drugs, alcohol and cigarettes"**

Representatives of the Ministry of Interior in the Republic of Macedonia, or more specifically of the Department of Border Affairs and Migration, in cooperation with the Regional Centers for Border Affairs and the Departments for Prevention from the Sectors of Interior and the Ministry of Education and Science (directors of primary and secondary schools) organized a joint activity in the field of prevention on the topic: "Protection from addiction to drugs, alcohol and cigarettes". The aim of this project is to strengthen the preventive role of the police through proactive approach-community cooperation, to increase prevention on drug abuse and personal protection of the youngest population.

The project has a preventive and educational character, so that young people (students from primary and secondary schools) become familiar with the most common causes and dangers of addiction to drugs, alcohol and cigarettes.

The Regional Border Police (North, East, South and West), in cooperation with the Sectors of the Interior, have held seven educational meetings with students at primary and secondary schools, on which they were familiarized with the terms drugs, narcotics, depressant drugs, types of drugs, features of addicts, consequences and crimes related to drugs.

Also, through the presentation the attending students were told about the harmful consequences (health, psychological, family, social, school and financial arising from drug abuse), the legal provisions of the Criminal Law of the Republic of Macedonia and sanctions for persons who commit these crimes. In addition to the harmful consequences for the health of young people, which may be caused by the illegal drugs, the harmful effects caused by coffee, tobacco and alcohol were also highlighted.

## CONCLUSION

The prevention of juvenile delinquency is an essential part of crime prevention in the society. Preventive action through the timely provision of protection and assistance in supervising, developing personal responsibility in children and juveniles, organized work with upbringing-neglected category of children and young people and taking other measures with mobile presence in the most vulnerable places on previously prepared plans and concrete assessment of the forms and the degree of inclination for delinquent behavior, taking into account the personal characteristics of juveniles, is an important segment in reducing juvenile delinquency.

The Division for prevention deals with primary prevention-impact on community engagement through programs for reduction of the occurrence of delinquency, through the Mass media, lectures in schools, all this in order to raise public awareness of this issue. School is an institution that can first feel deviant behavior of juveniles and timely take certain measures to correct their behavior. The school can also provide expert assistance and guidance to parents, upbringing of their children, and with a proper diagnosis of delinquent behavior it can direct the overall activities of other social factors (social work centers, security institutions, health care, humanitarian non-government) in the most appropriate direction.

The institutions of the security system are adjusted in terms of measures to juveniles against the positive legislature. In the Sectors of Interior special departments have been established i.e. departments in charge of monitoring offenses committed by minors and taking actions. These services have contacts with educational institutions, with associations caring for this population, with social services and parents of children who have committed a crime and therefore were subject to their interest.

## REFERENCES

- Boskovic, M, Criminology, 2006, Novi Sad.
- Dinitz, S, The Antisocial Personality, Forensic psychiatry and psychology, F.A Davis, Company, Philadelphia.
- Glat, M, Alcoholism, crime and juvenile delinquency, Zagreb, no. 4/1961.
- Goce Dzukleski, Music for the purpose of prevention of juvenile offense, Prosvetno delo (Magazine for the theory and practice of education), no. 1, Skopje, 2015.
- H. Mannheim, Sumary of the Third Internacional Congress of Criminology, London, 1957;
- J.Chazal, Revue de science criminaleet de droit penal compare, Paris br.1/1949.
- Jakov Lazarovski, Altruist and aggressive behaviour, Skopje, Melbourn, 1997.
- Jasovic Zarko, Criminology of juvenile delinquency, Naucna Knjiga, Belgrade, 1991.
- Juvenile Justice Law "Official Gazette of the Republic of Macedonia", no. 87/07,103/08, 161/08.
- Ljupco Arnaudovski, Violeta Caceva, Repetition and repeaters (Repetition with offenders), Institute for Sociological, Political and Juridical Research at the University "St. Cyril and Methodius" - Skopje, 1979.
- Milutinovic, M., Criminology, Savremena administracija, 1990.
- Mladenovik-Kupcevik, R., Criminology, Saraevo, 2001.
- Nada Pop Jordanova, Medical psychology, Skopje, Kultura, 2003.
- R. Bujanovic-Pastuovic, Relations between personality and discovered and undiscovered socially unacceptable behavior.

Stevan Aleksoski, Criminal Psychology (Psychosocial factors for juvenile offense), Stip; Prilep: Faculty of Pedagogy "Goce Delchev": P.P.Elvor, 1997 (Kocani: Mladost).

Stevan Aleksoski, Criminology, Stip, 2009.

Tatjana Velikova, Repetition with juvenile offenders, Stip, 1999.

Todor Kraleov, Criminology- Overview of the main concepts, Skopje, 2004

Todorovik, A, Large urban areas and juvenile delinquency, no. 3/1975;

Todorovik, A, Samples of juvenile delinquency, Institute for Criminological and Forensic Research, Belgrade.

<http://www.zsd.gov.mk/> , Juvenile justice.

<http://povrzuvanje.blogspot.com/>, Research and action on violence in schools.

<http://www.unicef.org> , Stopping violence in schools.



**ISSN 1857- 8888**