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TEACHING GRAMMAR IN FRENCH AS A FOREIGN LANGUAGE- CLASSES IN MACEDONIAN SCHOOLS¹

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Abstract

In our many years of experience teaching the French language, we have had more cases of students with low grammatical knowledge of the language as opposed to those with solid grammatical basis, although most frequently, both of those groups of students have already been learning the language in the primary and secondary school. This reality inspired us to set a goal to use this research to investigate whether this “problem” could possibly be a result of the methodology used to teach the grammar in the lower education levels. Namely, our intention was to gain insight in the way the grammar is taught in a part of the Macedonian primary and secondary schools. For that purpose, we prepared a questionnaire through the answers of which we gained knowledge about several aspects of teaching grammar. In general, the research has shown that explicit grammar is used, in principle, but that it is not taught in a completely traditional way, but through a deductive approach. In doing so, the teachers rarely use a specialized pedagogical grammar for French as a foreign language, mostly relying on the grammar offered in the schoolbook. We have also reached a conclusion that there is big room for specialized training of a large part of the teachers, on the topic of grammar methodology of teaching in French as a foreign language. Apart from this, the research also points at some other defects which need to be resolved in the future if we want to achieve better quality of the classes and more success among the students who are taught the French grammar.

Key words: methodology of teaching, grammar, French language, primary education, secondary education.

Introduction

According to one of the most general definitions, the term *grammar* signifies a “collection of rules which one needs to know and apply in order to correctly write and speak a certain language” (Dictionnaire du français, 1999: 475). When we speak of the French grammar specifically and of the French language in general, it is inevitable to admit that the stereotype present among the students, that this is a very difficult grammar, i.e. an exceptionally complicated language, is to a great extent justified. It is a fact that the French grammar system has an abundance of rules, as does any other language actually, containing irregularities, as well as a high number of exceptions which the students were expected to learn by heart, according to the traditional approach. Additionally, there are a lot of differences between the French and the Macedonian grammatical metalanguage and for some French grammatical categories there are no equivalents in the Macedonian grammar at all. However, although at certain periods in the past there were dilemmas regarding the

¹ Original scientific paper

importance of studying this language discipline, the latest linguistic researches show that the contemporary teaching of French as a foreign language cannot be imagined without grammar: “This language discipline which went through a period of rejections, seems to be having a comeback in the language classes of today. This comeback shows that the grammar is inevitable for anyone wanting to learn to communicate in the French language”. (Fougerouse, 2001: 65). In other words, knowledge of the grammar, i.e. the morpho-syntactic and semantical characteristics and mechanisms of a language, is of great importance for successful use of the language, for correct written and oral expression and for precise and clear expression of one’s own thought.

However, through our long experience teaching at several Macedonian faculties, we can confirm that a large percentage of the students who attend the French language subject displays significant, primarily grammatical “oversights”. This presents a big challenge for us because at university level, the French language is taught in an advanced level and it is assumed that the student has already adopted a large part of the grammar rules. However, the reality is much different. In conditions when at our disposal we have only two semesters² to achieve a certain language level with the student, we are additionally forced to fill in the grammatical “gaps” instead of teaching new and more complex rules. Since this is not an exception, but a quite regular occurrence, it is inevitable to ask the question why the majority of students have weak knowledge of the French grammar and why, at the same time, there are students who managed to achieve a solid grammatical basis.

Motivated by all of this, we wanted to research how the French grammar is taught in a part of the Macedonian primary and secondary schools where the students initially gain their knowledge of the French language.³

To be more precise, our goal was to gain insight into how much attention is paid to grammar in the French language classes, the type of methodological approach applied, the reference textbooks used, as well as other challenges the teaching staff faces in the context of teaching grammar.

1. Theoretical Background

In the theoretical part of the paper, we will initially define the type of grammar which is in the scope of our interest and then we will give a review of the other types of grammar, we will consider the various types of approach applied when teaching grammar and finally, we will look into how much and how grammar is present in the various didactic approaches for learning/teaching French as a foreign language.

2.1. Defining Grammar of French as a Foreign Language

Before we enter deeper into the theoretical part, we point out the main difference between the grammar of the French language as a native tongue (FLM)⁴ and the grammar of the French language as a foreign tongue (FLE)⁵. Namely, unlike the grammar of FLM which has a goal, above all, to give thoughts on the language which is naturally adopted and which the student

² At the St. Kliment Ohridski University, French is not offered as an optional subject in all the departments and in the departments where it is present, it most frequently is a two-semester subject.

³ This paper is the first part of a more comprehensive research planned to be conducted in the future in order to perform a thorough review of the topic of interest. Apart from this paper, two other researches will be conducted, one of which will be related to the grammar in the French language schoolbooks in the primary and secondary education, while the other will refer to the perception and experiences of the students in terms of the French grammar.

⁴ Français langue maternelle.

⁵ Français langue étrangère.

already speaks, the grammar of FLE has a double goal: first, to study the functioning of the language structures and rules and thus to teach the language and even after that, to give thoughts regarding the language, like in the case of FLM. This means that the grammar of FLE is primarily taught in order to acquire the language elements and then to analyze them.” (Besse&Porquier 1991; Cuq, 1996; Germain&Seguin 1998; Vigner, 2004, in Uwizeye, 2011: 4). Our scope of interest is the methodology of teaching of the second type of grammar, i.e. the grammar of the French language as a foreign tongue.

2.2. Types of Grammar

The methodology of French language teaching differentiates two major types of grammars: *linguistic* (descriptive) and *pedagogical* (prescriptive). Linguistic grammar is the one which refers to grammatical rules and theoretical models, while pedagogical grammar is the one which contains a description of the grammatical rules and helps the learner learn a certain language, while helping the lecturer in explaining the rules of a language. According to Germain and Seguin, the primary difference between the two types of grammar is that the pedagogical grammar describes the grammatical competence of a language in order to make its adoption easier, while the linguistic grammar describes that competence scientifically, comprehensively and without a practical goal. (Germain&Seguin, 1998: 54, in Uwizeye, 2001: 19). In other words, the pedagogical grammar presents a specific practical use of the grammatical competence of the lecturers and methodology experts, relying on the linguistic grammar. In this type of grammars, accent is put on specific intrapersonal situations and the actual use of the language. Unlike the linguistic grammar which needs to be comprehensive, the pedagogical grammar is mostly selective, depending on the needs of the learner. (Al Khatib, 2008: 3). In it, the metalinguistic description is simpler and has an abundance of examples, illustrations, reformulations and paraphrases. (De Salins, 2001: 25). The pedagogical grammar consists of three subtypes: learning grammar (*grammaire d'apprentissage*), teaching grammar (*grammaire d'enseignement*) and reference grammar (*grammaire de référence*) (Al Khatib, 2008: 5).

- The *teaching grammar* refers to the grammatical programs and is intended for language lecturers. It most frequently contains didactic tips and suggestions which help the lecturer follow a certain direction in teaching the language. This grammar type is not intended for students and they would be unable to successfully use it without the help of the teacher regarding the use of the grammar rules.

- The *learning grammar* is intended for direct learning by the learner, unlike the teaching grammar which requires help from the professor.

- The *reference grammar* presents an elementary grammatical handbook in which the grammar can be presented in a prescriptive manner, descriptive manner or in both of them.

2.3. Approaches in Teaching Grammar of French as a Foreign Language

Concerning the manner of teaching the grammar, the specialized publications most frequently mention *implicit grammar*, *explicit grammar*, *inductive approach* and *deductive approach*. Implicit grammar means teaching grammar to teach the learner how to use the language without the use of grammatical explanations and grammar theory. (Günday, Cakir & Atmaca, 2017: 253). However, as Al-Khatib points out: “Implicit grammar does not mean lack of grammar, but its concealed presence, so the student would not feel that he/she is learning a language at the moment.” (Al-Khatib, 2008: 5). On the contrary, explicit grammar means explicit description and explanation of the language rules through the use of a grammatical metalanguage. Once the student adopts that metalanguage, he/she will apply it through the

exercises in the future. To be more precise, “this is teaching/adoption of the grammatical description of the language through its metalinguistic model (using its terminology, in the original or simplified version) (...), while the approach can be deductive (...) or inductive (...).” (Besse&Porquier, 1991: 80, in Hocini, 2018: 4). Practicing explicit grammar alleviates the understanding, enables efficient use of complex structures and contributes to bigger self-confidence in the use of the language competences. (Günday, Cakir & Atmaca, 2017: 256)

In order to make a difference between the inductive and deductive approach, one needs to initially define the basic terms. Namely, the term *deduction* refers to the approach which starts from the general notion and leads to the specific notion (from rules to examples), while the term *induction* means an approach which starts from the specific notion and leads to the general notion (from examples to rules). The foundation of the deductive approach lies in the traditional approach in which the professor primarily gives the grammatical rule and then the student does exercises to apply the rules. In doing so, the teacher relies on the capability of the student to rationally correlate the new examples with the already known rules. Opposed to that, the inductive approach requires a reflexive way of work by the student, through observation of a corpus which leads to the formulation of assumptions which then need to be confirmed. Thus, the teacher relies on the capability of the student for intuitive correlation of the given examples with new, at the time being, unknown rules (Vincent, Dezutter & Lefrançois, 2013: 93, Puren, 2001: 15).

In the specialized publications one frequently encounters polemics regarding which of the two approaches, explicit or implicit grammar, is more efficient and whether they can independently, without mutual alternation or combining with another approach, completely answer the challenge of successful grammar learning. Thus, one group of researchers is expressly against the exclusive practice of only one approach. For an example, Hocini considers that implicit grammar is not enough by itself and that the exclusive practice of this approach could lead to the occurrence of errors by the student if the rules he/she adopts are not controlled by the professor (Hocini, 2018: 5). Günday, Cakir, and Atmaca also point at certain limitations of the implicit manner. According to them, although some didactics experts are in favor of learning grammar automatically, without thinking about the rules, as is the case with native languages, we are here dealing with two different processes: “while the adoption of a native language takes place unconsciously, both in the family and in society, i.e. in a social and authentic environment, learning a foreign language is a conscientious process which mostly occurs in a school or virtual environment. Thus, the learners do not always have the opportunity to practice the target language in an authentic environment. Applying the implicit manner makes the perception of grammatical rules harder.” (Günday, Cakir & Atmaca, 2017: 253). The authors Cuq & Gruca favor the practice of explicit grammar because, according to them, it does not allow “fossilization” of the grammatical errors and its advantages over the conceptualization of the rules contribute a lot to learning the foreign language. (Cuq & Gruca, 2009: 387, in Uwizeye, 2011: 21). However, other authors point at certain defects of the explicit manner of teaching: “it is well known that in the first phase of learning a language, the learners rely on their ‘language intuition’ to judge whether a certain statement is grammatically correct or not. The grammatical description intervenes in order to give a clarification and can be processes only in the conditions when the listener already has a certain language capital (Vigner, 2004: 102, in Uwizeye, 2011: 21). In that same direction, Hocini also confirms that this manner would be useful for determining the grammar rules, above all, in the conditions when a student already has adopted implicit knowledge of the language he/she learns.

Some authors consider that there is no single correct manner and that the approach changes depending on the case, the learner and the lecturer, so they advocate the application of a

combined approach which would utilize various ways of grammar teaching. (Hocini 2018, Uwizeye, 2011, Fougereuse, 2001).

2.4. Grammar of French as a Foreign Language in the Various Methodological Approaches

In the following paragraphs of our research, we will conduct a panoramic review of the representation of grammar in the various didactic methods of teaching FLE, without entering into a detailed description of the methods themselves. In the so-called *traditional* methodological approach which is also called grammar and translation method, the grammar is in the centre of the French language class activities. This is a normative grammar which has morphology and syntax as its pillars and through which the “correct” or “writers” language is adopted. Grammar is taught explicitly, in a deductive manner and a more complex grammatical metalanguage is used. In this type of grammar, accent is put on written understanding and expression, mostly using the translation method and work with literature texts. In essence, teaching grammar of FLE does not differ a lot from the way FLM is taught. Its goal is not communication and it is taught more as a theory based intellectual discipline. Unlike in the traditional, in the *direct* approach, grammar is analyzed in an implicit and inductive way. In doing so, the native language is not used to explain the rules, but the French language instead and regarding the listener, he/she is not a passive participant, but is actively engaged in learning the grammatical rules.

The foundation of the *audio-oral approach* is composed of a contrastive analysis of the native tongue and the language learned. In this approach, advantage is given to the listening and systematic memorizing exercises, as well as repetition of the linguistic structures which are extracted from previously recorded dialogues.

In the *structural-global audiovisual approach (SGAV)*, the grammar which is taught is implicit and inductive and uses a simulation of communication acts to give advantage to the oral expression. (El-Habitri, 2009: 55).

One of the approaches introduced in the 70s of the past century, which has had a major influence, felt even today in the contemporary methodology of teaching French as a foreign language, is the *communicative approach*. This method gives advantage to speech acts and semantical meaning of the grammatical contents. Thus, learning a language is conducted through communication, i.e. through the application of linguistic acts in a real or fictive language situation. A comprehensive definition on teaching grammar as part of the communicative approach is given by Robert: “the communicative approach stresses the communication situation, i.e. the message. This approach above all, uses authentic documents and activities (since they are taken from everyday situations) which have a goal to make the student more independent for oral and written expression (...)” (Robert, 2008: 56, in Boudabous, 2018: 51). In this method, grammar is taught in an explicit manner through “traditional” or structural exercises which enable systematic adoption of the morpho-syntactic mechanisms of the language. (El-Habitri, 2009: 55). In essence, the grammar practiced here is called *knowledge grammar* or *semantical grammar*. This type of grammar presents a description and explanation of the language through categories which correspond to certain communication intents (meaning). In other words, language is described through the conceptual operations performed by the subject who speaks and not through the morphological categories. Thus, according to this grammar, the determinants (articles, possessive determinants, demonstrative determinants) are formal categories and not categories which display intent. The operation which here corresponds to intent or meaning would be: identification of the beings one talks about. The determinants are just formal means which enable the expression of that intent. (Charaudeau, 2001: 24). Regarding the

action approach in all its variations⁶, the primary goal of which is to make the listener capable of real expression in any real life situation, the grammar in this approach is taught *per situation*, according to its presence in the communication context. The grammatical contents are not big and lead to the realization of the so-called language *project*, which is in fact the essence of the action approach. (El-Habitri, 2009: 55).

3. Research Methodology

This research relies on a qualitative analysis which is used to investigate the manner grammar is taught in a part of the Macedonian primary and secondary schools. The analysis is made based on the questionnaire which contains 15 questions related to the various aspects of teaching grammar in the French as a foreign language classes: the approach applied during the teaching, the type of grammar practiced, the importance given to grammar, the language in which the explanations are taught, the implementation of grammar in oral expression etc. The questionnaire contains closed type questions with two or more offered open type answers and questions offered in which the participants are able to explain their answer. The hypotheses this paper is based on are as follows:

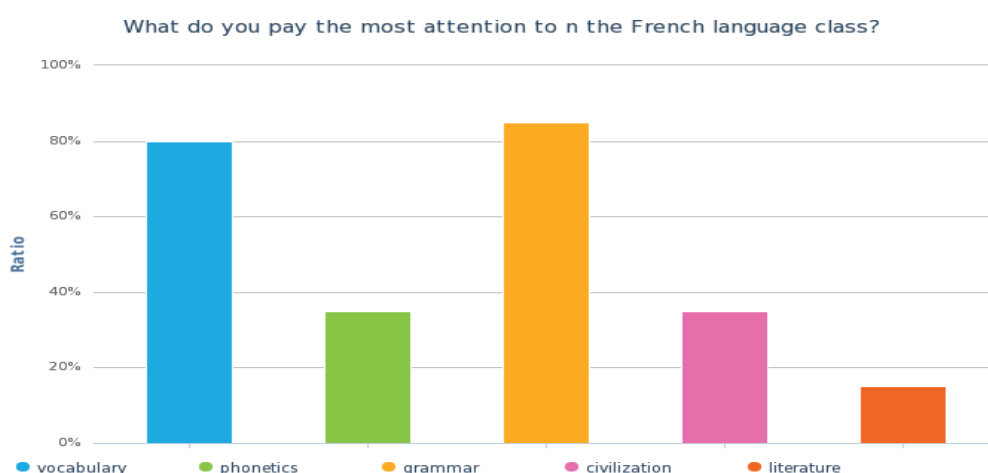
1. *The French language classes are encumbered by grammatical contents which, according to us, contributes to the creation of a feeling of dislike towards the French grammar among the students ;*
2. *The French language classes still use a traditional grammar teaching approach (“grammar for the sake of grammar”) ;*
3. *Grammar is taught primarily based on the explanations and grammatical exercises offered in the schoolbooks ;*
4. *Teachers do not use specialized pedagogical grammars for teaching French as a Foreign Language.*

The questionnaire was prepared and uploaded on the free online platform *Survio.com*. Afterwards, one month before the start of the research, we sent it via e-mail to a high number of French language teachers and professors in the primary and secondary schools. The questionnaire received answers from a total of 20 lecturers from various primary and secondary schools in the country. This figure is not as small as it may appear upfront as we have received a lot of informative answers which enabled us to create a clearer picture of the way grammar is taught and to confirm or reject the starting hypotheses of our research. In addition, this research does not intend to give thorough answers with regards to the proposed subject, but to offer an insight in the contemporary trends and approaches in teaching grammar in the primary and secondary schools, to detect the possible weaknesses in the teaching process and to stress the positive aspects.

⁶ This includes *goal oriented pedagogy* (pédagogie par objectifs), *project pedagogy* (pédagogie du projet), *competences oriented approach* (approche par compétences).

Results

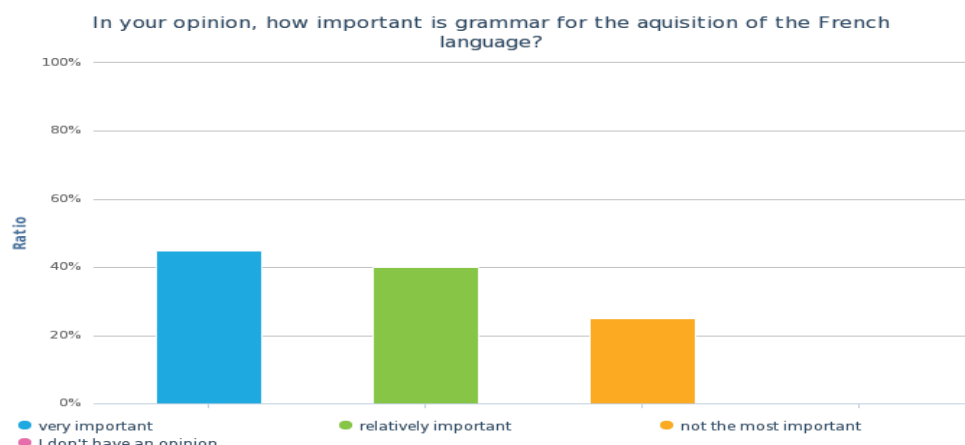
As we already stated, the questionnaire intended for this research was sent by e-mail to a large number of primary and secondary school teachers and was posted on the Facebook page of the French language teachers and professors. Out of the total of twenty received answers, 11 are from the primary education teachers, 8 from the secondary education professors and one lecturer answered that he teaches in both of the education levels. Concerning the issues which are the most treated in the French language classes, the respondents had the right to multiple choice answers and 85% of the respondents gave grammar as their answer. However, a very similar percent of respondents (80%) answered that they pay most attention to vocabulary. An equal percent of lecturers (35%) chose phonetics and civilization as linguistic disciplines which occupy most of the class, while 15% answered that they mostly pay attention to literature:



(Chart 1)

Those who stated that they pay the most attention to grammar, gave the following reasons: *grammar is key to adopting a foreign language; to provide correct communication and understanding of the language; grammar is needed for the student to be able to comprise a correct sentence and to correctly express him/herself in the French language.* The respondents who favored vocabulary, gave the following arguments: *in order to communicate, one must know the vocabulary; grammar is of secondary importance, while vocabulary is more important; grammar is learned through the vocabulary.* In any case, for most of the lecturers, grammar and vocabulary are inseparable in the French language classes and thus they give both of them equal importance. It is important to note that a part of the teachers consider all of the listed disciplines as interconnected and equally important in the language learning process. This is best seen in the answer of one of the respondents who stated that: “learning a foreign language is a complex activity which, in order to be fully successful, has to include all the mentioned elements, to a lesser or greater degree”. In the next question, we asked for the respondents’ opinion regarding the importance of grammar in the successful use of the French language. At this question we had an almost equal percent of respondents which consider grammar either very important (45%) or they give it a relative

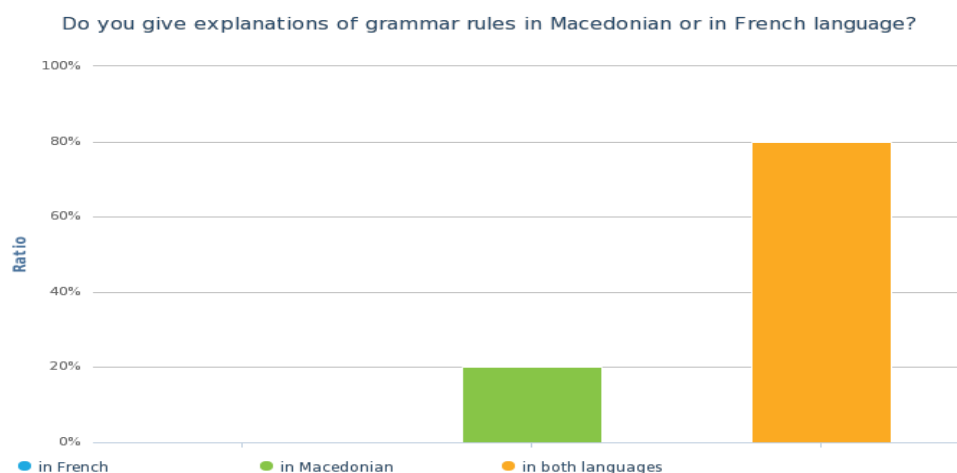
importance (40%). However, not a small number consider that it is not the most important component in learning a language (25%):



(Chart 2)

When asked why they consider grammar to be, or not to be, important in learning a language, the teachers who gave a positive answer stated that: *grammar is important for correct sentence formulation; with the correct use of grammar, the speaker would be correctly understood; it helps the speaker feel more secure in expression; it is important for a more successful written expression*. These views had additional explanations that the students do not need to be encumbered with grammatical contents as is currently imposed by the teaching materials, that one should not insist on learning the rules by heart, but a communicative approach should be applied instead and more attention should be paid to the practical use of grammar in the oral expression. On the other hand, the respondents who consider grammar not to be the most important for successful use of the French language, gave the following arguments: *even if a sentence is not grammatically correct, the message will be conveyed if the accurate vocabulary is used; even without too much rules, the student can be understood; some students learn the language without grammar, by watching movies and reading newspapers*. The next question required the lecturers to provide several approaches of teaching grammar and all the respondents explained their own way of teaching. Namely, 55% of the respondents gave a descriptive explanation of the method they use and a bit more than half of them stated that they practice an approach in which the students discover the rules by themselves, while the rest answered that they teach in the classical manner, first explaining the rules and then leaving time for exercises. One respondent gave an explanation that he/she uses a communicative method and only one respondent provided four types of approaches which could generally be used: inductive, deductive, implicit and explicit. The remaining 45% of the teachers do not speak of a specific approach, but describe the type of activities they use to teach grammar: *interactive notebook, games, online exercises, coloring, hammer paper, videos, exercises, songs etc*. We received a specific insight in the teaching approach at the next question where we explicitly offered several grammar teaching approaches which the teacher needed to pick. Here, a bit larger percent (60%) of the teachers chose the answer that *they first analyse examples and leave the student to independently get to the rule*. A lower percent of teachers (30%), when teaching, first explain the rule partially or entirely and later the students work based on that and do exercises. 10% of the professors do not explain the rules at all and they leave it up to the student to implicitly adopt them. When asked whether they use another grammar beside the grammar offered in the schoolbooks, most of the respondents (90%) answered that they rely on the schoolbook grammar and internet resources.

Except for one professor who stated that he/she uses an additional grammar, none of the others stated that they use another grammar schoolbook beside the regular ones. 60% of the teachers think that the French grammar is more complex compared to the grammar of the other foreign languages, while 40% do not share that opinion. A part of the first group of teachers support the answers with the following explanations: *“there are too many rules and exceptions; it is more complex only compared to English; reading and writing are exceptionally difficult”*. The remaining part of teachers of the first group consider that the difficulty of the grammar depends on the way the rules are explained by the teacher, but they also consider that the students have bad knowledge of the Macedonian language grammar and thus do not have a good basis for learning the French grammar. We received interesting results to the question which language the lecturer teaches the grammar in. Here, none of the respondents answered that he/she teaches in French, but most of them (80%) use both languages (French and Macedonian), while 20% use only the Macedonian language. Two teachers added that their explanations are mostly in French, but if the students are beginners or if the teacher concludes that most of the material is not understood, they resort to using the Macedonian language. Those who use only the Macedonian language or combine the two, explained their option by stating that this way they make sure that they were understood by everybody and that this is the best option when working with students of various levels of knowledge of the language. Two respondents explained that it is necessary to use the Macedonian language because for some grammatical categories there are no equivalent in the Macedonian grammar and this enables them to enrich their vocabulary with grammatical terms from both of the languages:



(Chart 3)

When asked which grammatical material is hardest for the students to learn, 25% of the respondents answered that this was subjunctif, 20% stated that passé composé is the most complicated tense, while 15% of the teachers consider that tense agreement is one of the most difficult parts of grammar. The following topics were also mentioned, to a lesser degree: *comparison of past tenses, direct and indirect object pronouns, irregular verbs*. One of the answers stresses that problems are noted among the categories which do not have equivalents in the Macedonian language. Almost all of the teachers prepare additional grammatical exercises outside of the planned program and some of them do that always (50%), some do that sometimes (30%) and the rest answered that they frequently prepare such materials (20%). Half of the teachers answered that all the grammatical exercises are predominantly

done during the class, while 40% percent said that the students work both during the class and at home. Only 10% of the respondents stated that the grammatical exercises were done at home. Some of the teachers added that they avoid givin homework because, according to them, only one or two students do their homework, while the rest copy the homework at school. What caused great interest for us was whether the student manages to implement the grammatical knowledge in the oral expression. 40% of the teachers in the survey answered that this is not achieved, stressing that oral expression is brought down to a minimum in the French language classes. On the other hand, a similar percent of teachers (30%) stated that the students manage to implpement the grammar, but with minor interventions from the teacher. 20% gave an answer that it is very hard to reach grammar implementation and that this requires a lot of work and that the students find it easier to implement the grammar in the written, rather than in the oral expression. 10% of the respondents stated that relative success is achieved in relation to this question. Concerning professional training, the percent of teachers who attended and those who did not attend traninings in the filed of methodology of teaching grammar of French as a foreign language is equal. Almost all of the teachers (90%) stated that they would like to attend training on this topic in the future, while 10% think that such trainings are not necessary.

Conclusions

From the analysis of the questionnaire answers, we reached several conclusions regarding grammar teaching in the French as a foreign language classes in a part of the Macedonian schools. The first important conclusion that we came to is that in teaching French as a foreign language, highest significance is not given to grammatical contents exclusively, but other language components are also considered important in learning the language, above all, vocabulary. In accordance to that, we concluded that our first hypothesis, according to which the French language class is encumbered with grammatical contents, due to which, the student develops a certain aversion towards grammar, is not valid. Concerning the methodological approach applied in teaching grammar, the results analysis shows that most of the teaching staff practices explicit grammar, but that it is taught according to the deductive approach, through which the students use examples to formulate the grammatical rule themselves. However, it needs to be mentioned that the teachers do not use the technical terminology terminology to name the teaching approach practiced, but give descriptive explanations of the procedure applied. This leads us to the opinion that most of them lack theoretical knowledge in the field of methodology of teaching grammar of French as a foreign language. In any case, according to the results, our second assumption that the traditional approach is still generally used for teaching, cannot be completely accepted. However, we can't fully reject it because the figure of 30% of teachers who approach the grammatical matter in an explicit and at the same time, inductive way, is not negligible. Unlike the first two hypotheses, the third and fourth hypothesis can be confirmed because the results received show that a high percent of the teachers in the survey rely solely on the grammar given in the schoolbooks and that they do not practice using other specialized pedagogical grammars intended specifically for teaching grammar of French as a foreign language. According to us, this can be resolved by organizing more frequent training in the field of methodology of teaching where the teachers would get acquainted to all the types of pedagogical grammars they have at their disposal in more details, as well as with the advantages of the contemporary grammar teaching approaches. This is even more justified because half of the teachers stated that they have never attended such training, while 90% of the professors in the survey expressed a desire to do so.

Beside the results related to the primary hypotheses of the research, we also noted other challenges which the teachers face in the classes and we would like to present them here. Namely, according to the teachers, their French language program is encumbered by complex grammatical materials which is very hard for the students to learn. The program devotes very little space to oral competences, i.e. the practical use of the acquired grammatical knowledge. Furthermore, the students have very low knowledge of the Macedonian language grammar and do not have a good foundation for learning the grammar systems of other foreign languages. All of these problems need to be taken into account, especially in terms of a possible revision of the teaching programs by the authorized education institutions.

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Appendix

Questionnaire

1. What do you pay most attention to in the French Language classes? Explain why!
 - a) vocabulary
 - b) phonetics
 - c) grammar
 - d) civilization
 - e) literature
2. How important is grammar for the acquisition of the French Language ?
 - a) very important
 - b) relatively important
 - c) not the most important
 - d) I don't have an opinion
3. Why is/is not grammar important for a successful foreign language learning?
4. Can you list several approaches/ways of teaching grammar?
5. Which way do you teach grammar?
 - a) First you explain the rule completely, then you do the exercises.
 - b) You only partially explain the rule, and then the students complete it.
 - c) First you analyse the examples and allow the student to come up with the rule independently.
 - d) you do not explain the rules at all, you leave the student to implicitly adopt them
6. If you do not do any of the above, explain what your teaching method is.
7. Do you rely solely on the grammar offered in the textbook or use other grammar as well. Specify which.
8. Do you think French grammar is more complex for students compared to other foreign languages?
9. Do you give explanations of grammar rules in Macedonian or in French language? Explain why!
 - a) In French
 - b) in Macedonian
 - c) In both languages
10. What grammar content is most difficult for students to adopt?
11. Do you prepare additional grammar exercises?
12. Where does the student mostly do grammar exercises, in class or at home?
13. Do students easily apply grammar rules in oral expression?
14. Have you ever attended any training on teaching grammar in French as Foreign Language?
15. Would you like to attend such training?
 - a) yes
 - b) no
 - c) not necessarily
 - d) I don't know

THE EFFECTS OF THE FORMATIVE ASSESSMENT ON STUDENTS' MOTIVATION IN THE REPUBLIC OF KOSOVO¹

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Abstract

Bearing in mind that the formative assessment of the students' achievements in the Republic of Kosovo, as a new paradigm in assessment, is implemented relatively late in relation to other Balkan countries, this paper aims to present the effects of the use of the formative assessment in Kosovo's primary schools on students' motivation.

This research has a qualitative paradigm and descriptive design, i.e. it analyses whether the pedagogical documentation regarding the relation of the formative assessment and students' motivation is in line with the theoretical knowledge. In the same time, the research has a quantitative paradigm, i.e. it analyses the teachers' attitudes towards the effects of the formative assessment on students' motivation. The obtained data are processed with the frequency analysis from the SPSS, the descriptive statistics for each variable (M = mean, Mo = Mode and SD = standard deviation), and the value of the statistics (Spearman's rho correlation). The research indicates that, so far, the pedagogical documentation that refers to the connection between the formative assessment and the students' motivation in Kosovo is in correlation with the theoretical insights worldwide, and that teachers' have positive attitudes about this relation.

Key words: *formative assessment, students' motivation, Kosovo.*

1. Introduction

Assessment for learning is widely applied by education systems around the world because of its effectiveness. It helps teachers understand where the students are in relation to the learning outcomes and provide them with feedback on areas of improvement to achieve the specified learning outcomes. The main purpose of the formative assessment is to build students' knowledge, values, and attitudes. The advantage of this assessment is that teachers are able to help their students orient themselves towards the educational goals and learning objectives and achieve the competences foreseen in the subject curriculum. Another advantage of the formative assessment is that, based on the difficulties students may encounter at work, teachers may plan to eliminate obstacles and to use more appropriate concreting tools, thereby keeping the students engaged, constantly active and on track. It particularly gives motivational effects on improving students' learning. According to Boston (2003) formative assessment is a common feature of classroom practice. It represents a range of more and less formal techniques that teachers can use to gain an understanding of what the students in their class have and have not mastered yet and adjust their instruction in response. William (2011) describes that the formative assessment role is to collect and interpret evidence about the current level of students' learning, and to use this information to tailor teaching and learning

¹ Revisional scientific paper

to students' needs and thereby strengthen further learning. Thus, it can be said that it is a process of assessment carried out by teachers to help students improve their performance, gain new knowledge and apply their skills in daily life and during the teaching process. It is also aimed at modifying teaching activities in favor of improving the performance of teachers and students' achievement. Diggelen et al. (2016) and Voinea (2018) also find out that formative assessment, as an educational element has enriched teaching and learning in general as well as assisted educational institutions and policies in theory and practice. The importance of formative assessment as a means to raise the quality of students' performances is pointed out by Menéndez et al. (2019), finding that the formative assessment appears to be a good strategy for enhancing collaboration between students during the learning process, and by Gustafson et al. (2019), stating that the formative assessment has effects on early reading development, and that it enhances critical reading skills and language comprehension skills. It is known as assessment which increases the motivation of students to learn because it makes them feel co-owners of knowledge and learning and this, ultimately, leads to increased learning outcomes.

2. Review of the literature in the field

Broadly speaking, the motivation can be defined as Myers (1996: 6) said as a need or desire that serves to energize behavior and to direct it towards a goal. The motivation is extremely important in the teaching and learning process, thus many researchers have recognized and acknowledged the positive correlation between the formative assessment and the students' motivation. Black & Wiliam (1998) state that the formative assessment is an essential part of the teaching practice and its implementation enhances the students' motivation. They argue that students should be involved in the learning outcomes, in order to acquire motivation to learn. Further, according to them, teachers and students should discuss the assessment and the learning outcomes and as a result students become aware of their own cognition. Said & Al-Homoud (2004) indicate that the motivation can determine interest in a subject, habits, and success and define students' motivation as "willingness, need, and desire to participate in, and be successful in the learning process". Stiggins (2005) confirms the positive connection of the formative assessment and the students' motivation, and points out the role of teachers in helping students to enhance their motivation. As Black and Wiliam (1998), he also indicates that teachers should include students in the assessment, thus students will take responsibility for their own learning. Komljanic & Marsh (2008) conclude that formative assessment both in Hong Kong and Slovenia has a significant impact on students' motivation. Cauley & McMillan (2010) confirm this positive connection between the formative assessment and the motivation and provide several techniques for formative assessment that can enhance the students' motivation. They also find out that there is a relation between the feedback and the motivation. According to McMillan et al. (2010) the students' motivation is extremely important and it refers to the students' activities, orientation towards the goal and self-efficacy. They reveal that the formative assessment can contribute to the students' motivation. Weurlander et al. (2012) exploit interviews with students and show that students perceive the formative assessment as external motivator that encourages them to study more. Viering (2016) believes that formative assessment helps students in developing motivation and persistence because formative assessment shows students that ability can be improved and achieving the goals is not something that they cannot reach. Saoud (2016) suggests that if the formative assessment is practiced in the classroom, the students are highly motivated to learn. Moss & Brookhart (2019) argue that the formative assessment can act as strong toll to increase the students' intrinsic motivation.

On the other hand, there are researches that find out that the formative assessment do not affect the students' motivation, as those of Balan & Jönsson (2018) who argue that there is no

correlation between the clearness of the assessment criteria and the students' motivation, and of Simon (2019) who recognizes the relevance of the formative assessment, and especially the role of the feedback in promotion of the students' motivation. Unfortunately, his research shows that there is no significant relation between formative assessment and the students' motivation.

However, from the above it can be seen that most of the researches support the view that there is a strong relation between the formative assessment and the students' motivation.

3. Methodology of the research

This research has a qualitative paradigm, i.e. it analyses the pedagogical documents connected with the effects of the formative assessment on the students' motivation in the Republic of Kosovo and brings them into relation with the theoretical insights. In the same time, the research has a quantitative paradigm, i.e. it analyzes the teachers' attitudes towards the connection of the formative assessment and the students' motivation.

Therefore a general hypothesis is established: the pedagogical documentation and the teachers' attitudes towards the existence of correlation between the formative assessment and students' motivation in the Republic of Kosovo is in line with the positive theoretical insights worldwide. In order to prove this hypothesis, an analysis of the pedagogical documentation in the primary education referring to this topic has been done, and a questionnaire has been conducted. The population consists of primary education teachers as the most responsible for the implementation of the formative assessment and direct barriers of these changes. The sample consists of 101 teachers from the following primary schools in Kosovo: "Metush Krasniqi" – Rogacica, "Asllan Thaci" – Karaqeva, "Deshmoret e Kombit" – Kamenica, "Fan Noli" – Kamenica, "Dituria" – Shkabaj, "Zenel Hajdini" – Dolen Lupch, "Rexhep Mala" – Topanica, "Rilindja" – Madzunaj, "Pavarësia" – Prishtina. The questionnaire is constructed using the Likert scale which examines the degree of conformity with the claims, ranging from strongly disagreeing to fully agreeing. The questionnaire consists of 3 claims which are connected to the general hypothesis. Teachers' perspectives on these three claims are examined using the frequency analysis from the SPSS, the descriptive statistics for each variable (M = mean and SD = standard deviation), and the value of the statistics (Spearman's correlation). The presentation of important data for each claim is done using tables and graphs.

4. Results and discussion

4.1. Qualitative analysis of pedagogical documentation

Given that now in Kosovo, according to the Curriculum, students are assessed in relation to the learning outcomes and competences, it can be understood that for effective assessment, teachers must have continuous and continuous interaction with their students. Good and timely assessment planning would certainly be a sufficient condition for a reliable and valid assessment.

Formative assessment in the Republic of Kosovo has officially begun to be applied in the 2016/2017 school year. Piloting the implementation of the new Kosovo Curriculum started in the 2013/2014 school year, initially in 10 schools, continuing in the 2014/2015 school year, in 82 schools. The piloting is completed in the 2015/2016 school year.

Following the revision of the Curriculum, pilot schools (excluding vocational schools) were leading schools in the implementation of new subject curricula under the new Kosovo Curriculum. In the school year 2016/2017 the implementation of the new Kosovo Curriculum has started in all schools of Kosovo (excluding vocational schools), initially with the elementary grades for each pre-university level and the implementation of the new

Curriculum will include all classes in the school year 2020/2021, with the implementation of new subject curricula.

The formative assessment system in Kosovo is regulated by the Law of pre-university education, and in particular by Curriculum framework of pre-university education of the Republic of Kosovo and the Administrative instruction, AI/08 (2016). Curriculum framework is the basic document that regulates the pre-university education. It describes the goals and principles of the pre-university education, the students' key competencies, curriculum areas and courses, as well as the types of assessment and assessment of students' achievements. According to the Curriculum framework, there are six competencies that have to be achieved by students: competence for communication, thinking, learning, and life, work and environment, as well as personal and civic competence. These competencies enable students to achieve quality and inclusive education and are necessary both in students' professional and personal development. Competences are defined as broad abilities to apply knowledge, skills, attitudes, routines, values, and emotions independently, practically and meaningfully. The purpose of the Administrative instruction is to specify the parameters of the students' assessment which is connected with the abovementioned competencies. According to the Guide for teachers for curriculum implementation in schools (2016), the formative assessment will be focused on obtaining evidence of learning outcomes/learning objectives and criteria for success, supporting the peer and self-assessment based on criteria for success, providing feedback on students' performances based on criteria for success, testing and reporting on students' achievements progress based on criteria for success. Thus, all stated before is inevitably connected with the students' motivation because students have to be motivated to achieve all the competencies listed in the Curriculum framework.

Further, the Administrative instruction, though indirectly, stresses out the students' motivation and its connection with the formative assessment in three chapters. Chapter 3.4.1. states that formative assessment should be implemented by engaging students in classrooms, homework, quizzes, debates, presentations, essays, tests, portfolios, projects, cabinet work and other teachers' and students' defined activities. Therefore, it is obvious that students should be highly motivated to participate in such activities and that the teachers' encouragement in enhancing their motivation is inevitable. The effects of the students' engagement and the use of various techniques on increasing the students' motivation are in accordance with the findings of Stiggins (2005) and Cauley & McMillan (2010). Chapter 3.4.3. points the significance of the constructive feedback that will guide students' progress and this indicates the power of the feedback when it is direct to the promotion of the students' motivation, which is in correlation with the findings of Simon (2019). Chapter 3.4.4. indicates that the information obtained from this type of assessment is used to organize guidance to support students according to their needs, potentials and interests and this claim support the claim that the formative assessment is directed towards the promotion of the students' motivation. From the above, it can be concluded that the pedagogical documentation on the impact that formative assessment has on students' motivation is in positive correlation with the theoretical insights, i.e. it stresses the significance that the formative assessment has on the students' motivation.

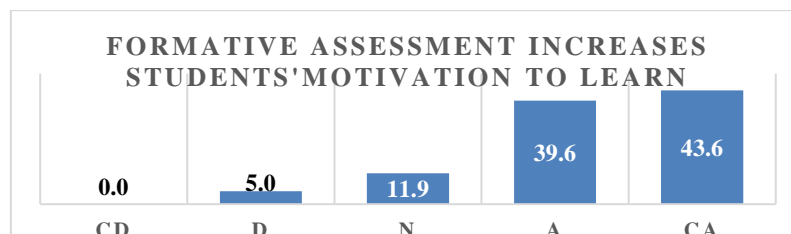
4.2. Quantitative analysis of teachers' attitudes

Hypothesis: Formative assessment increases students' motivation for learning.

Claim 1: Formative assessment increases students' motivation to learn.

Attitude	Completely disagree	Disagree	Neither agree, nor disagree	Agree	Completely agree
No. of teachers	0	5	12	40	44

Table 1: Frequency analysis – Teachers' attitudes on claim 1

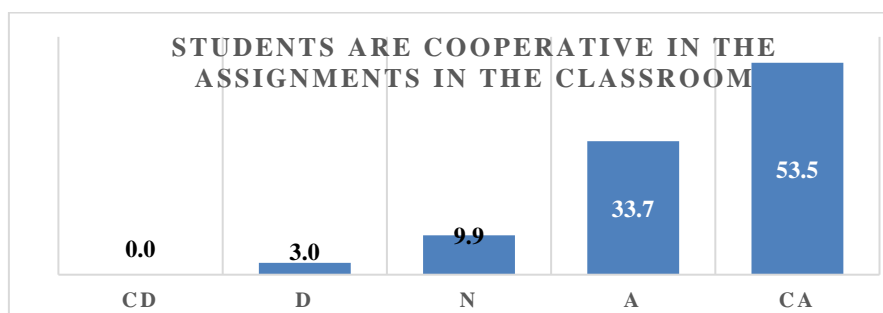


Graph 1: Frequency analysis – Teachers' attitudes on claim 1

Claim 2: Students are cooperative in the assignments in the classroom.

Attitude	Completely disagree	Disagree	Neither agree, nor disagree	Agree	Completely agree
No. of teachers		3	10	34	54

Table 2: Frequency analysis – Teachers' attitudes on claim 2

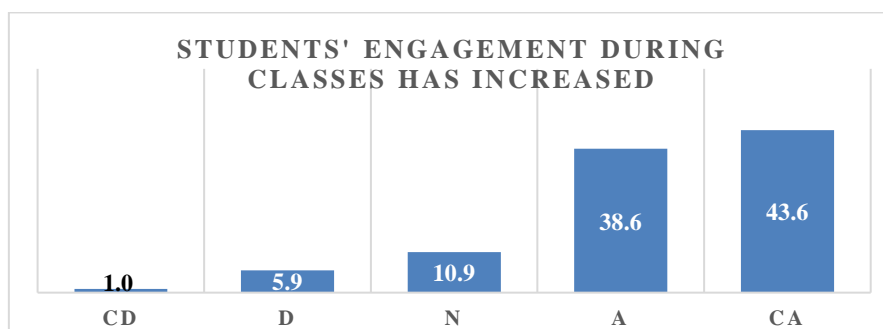


Graph 2: Frequency analysis – Teachers' attitudes on claim 2

Claim 3: Students' engagement during classes has increased.

Attitude	Completely disagree	Disagree	Neither agree, nor disagree	Agree	Completely agree
No. of teachers	1	6	11	39	44

Table 3: Frequency analysis – Teachers' attitudes on claim 3



Graph 3: Frequency analysis – Teachers' attitudes on claim 3

From the frequency analysis, the following statistical data can be observed. Both graphical and tabular presentations of the data show that the opinion of the teachers is very positive regarding the effect of the formative assessment on the students' motivation to learn. The results from the first claim show that 43.6% of the teachers completely agree with the claim that the formative assessment increases the students' motivation to learn and that 39.6. 0% of the teachers agree with the claim. This means that 83.2% of the teachers think that applying formative assessment motivates students to learn. However, there are number of teachers who think that formative assessment does not affect students' motivation to learn, though none of the teachers chooses the completely disagree alternative. Thus, only 5.0% of the teachers have a negative opinion on the impact the formative assessment has on the students' motivation, and it can be said that this result is negligible.

As for the second claim, it is clear that students' collaboration is of utmost importance because this collaboration motivates students to achieve better results. Thus, 53.5% of the teachers completely agree with the claim and 33.7% of the teachers agree, which means that 87.2% of the teachers have recognized and acknowledged the relevance of the collaboration on the students' motivation, i.e. have positive attitudes regarding this claim. Only 4.0% of the teachers completely disagree with this claim.

In relation to the third claim, it is obvious that there is a connection between the students' classroom engagement and the motivation, primarily because if the students are motivated to learn, the classroom engagement will undoubtedly increase. 82.2% of the teachers recognize the relevance of the connection between the motivation and increase of the students' engagement, i.e. 38.6% completely agree and 43.6% agree with this claim. Only 5.9% of the teachers have negative opinion, i.e. 1.0% of the teachers completely disagree while 6.9% disagree with the claim. These statistics show that even the insecurity is expressed by very few teachers or only by 10.9%.

Therefore, the three claims that emerge regarding the special hypothesis *Formative assessment increases students' motivation for learning* are consistent as 84.2% of the teachers have positive and only 5.3% of the teachers have negative attitudes.

Statistics				
		Formative assessment increases students' motivation to learn	Students are cooperative in the assignments in the classroom	Students' engagement during classes has increased
N	Valid	101	101	101
	Missing	0	0	0
Mean		4,22	4,38	4,18
Median		4,00	5,00	4,00
Mode		5	5	5
Std. Deviation		,844	,786	,921
Minimum		2	2	1
Maximum		5	5	5

Table 4: Statistics

From the statistics in table 4, it can be seen that the mean of the chosen alternatives for all three claims is above 4, indicating that the absolute majority of the teachers agree and fully agree with the claims. These results are also justified by the values of the standard deviation in the table and they show that the teachers support the formative assessment as assessment that motivates students to achieve better results.

Regarding the positive correlation among motivation, cooperation and the students' engagement, correlation analysis was performed according to Spearman's rho and the results are as follows:

Correlations			Formative assessment increases students' motivation to learn	Students are cooperative in the assignments in the classroom	Students' engagement during classes has increased
Spearman's rho	Formative assessment increases students' motivation to learn	Correlation Coefficient	1,000	,062	,236*
		Sig. (2-tailed)	.	,541	,018
		N	101	101	101
	Students are cooperative in the assignments in the classroom	Correlation Coefficient	,062	1,000	,233*
		Sig. (2-tailed)	,541	.	,019
		N	101	101	101
	Students' engagement during classes has increased	Correlation Coefficient	,236*	,233*	1,000
		Sig. (2-tailed)	,018	,019	.
		N	101	101	101

*. Correlation is significant at the 0.05 level (2-tailed).

Table 5: Correlations

From the results in table 5 it is obvious that there is statistically meaningful correlation between the first and the third claim and between the second and the third claim. Thus, the results show that the students' engagement and the increased motivation in positive correlation (Spearman's rho, 236 *). The students cooperation is also in good correlation with the increased students' engagement in the classroom (Spearman's rho, 233 *). However, it seems that the students' cooperation is less relevant in increasing the students' motivation to learn (.062)

Thus, the results from the qualitative and the quantitative analysis are in favor of the acceptance of the general hypothesis. These results support the theoretical findings on the positive correlation between the formative assessment and students' motivation.

5. Limitations of the research

Bearing in mind that the formative assessment in the Republic of Kosovo is implemented relatively late, that there is no researches on the topic and that the pedagogical documentation in Kosovo contains only basic information for the formative assessment, it should be point out that this research has its own limitations. Thus, in order to obtain more detailed picture for the formative assessment in Kosovo, the full implementation of formative assessment at all levels of pre-university education is not only a proposal, but is considered to be an urgent need to improve the pedagogical approach to students and the teaching process as a whole. This means that various aspects of the formative assessment should be examined and surely all the teachers in pre-university education in Kosovo should be included.

6. Conclusion

Though this research gives valuable data of the effects that formative assessment has on students' motivation, yet it can be said that the formative assessment adheres to all the principles envisaged for sustainable assessment. Thus, full implementation of formative assessment means adapting classical assessment methods to contemporary methods and in no

way removing other forms of assessment. It should be point out that though several organizations, as the KEC (Kosovo education center), tried to contribute to teachers' training for formative assessment and have prepared several teacher training programs on practical and creative teaching and assessment for teachers in the Republic of Kosovo, yet, this is not enough and it refers to the initial phase of implementing the formative assessment in Kosovo. The changes are inevitable, still, they should be made without underestimating the educational values created for decades plus, given that the latter forms of learning have achieved significant results that are also demonstrated by Kosovo students with respectable results around the world. It will take a long time until tangible and positive results are achieved and pedagogical conditions for analyzing results and applying them to everyday learning are created.

Some of the most basic requirements, regarding the formative assessment, are the following: teachers' training to understand the value of this type of assessment, ongoing monitoring and mentoring of students' progress and development, creating technical opportunities for conducting such assessment in all schools, creating preconditions for accountability regarding the implementation and comparison of results before and after teacher training. At first glance it may seem that these conditions are already met, but in everyday practice there is a need for intervention. There is often a perception among teachers that, despite the changes being implemented by educational structures in Kosovo, the differences are as much to say. The reality is that teachers do not find it easy to change their teaching practices in both pedagogical and practical approaches. A process where responsibility and accountability will be installed in relation to the implementation of conceptual changes first in the planning of the learning process, then in the practical part of the lessons, and the whole process to be guided and monitored by expert groups will certainly to bring her positive results. Given that formative assessment is a process that prepares students to understand science rather than just measuring and comparing learning outcomes, it is understood that a more professional and serious pedagogical approach should be taken by teachers when implementing formative assessment.

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SOCIO-PATHOLOGICAL YOUTH BEHAVIOR- DRUG ADDICTION: WITH A REVIEW OF THE SITUATION IN MACEDONIA¹

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Abstract

Drug and drug abuse is a phenomenon typical of modern society that does not occur elsewhere and to others, but right here, among us. The number of those who enjoy drugs is growing rapidly, especially among young people, high school students and even elementary school students. Of particular concern is the fact that The Republic of Macedonia is a transit country on the road to drugs, but at the same time a country that produces and consumes drugs. Every day we are witnessing a steady decline in the average age of consumers with initiation and abuse of illicit drugs. Drug addiction is treated as a disease of modern society, and there are numerous factors and causes for its occurrence and daily growth. The main immediate factors are: tradition, impact of modern social processes on breaking down the homogeneous family, urban environment, migration, urbanization and so on. The general social causes of drug addiction are as follows: the rapid flow of ideas and the rise of standards, changes in the value system, structural changes, lack of awareness of drug properties and signs of youth behavior. Unfortunately, the Information chain is based on the principle that young people learn about drugs very quickly, but not in time for its harmful properties and effects.

Keywords: *drug addiction, youth, society, disease, awareness*

1. Introduction

*“First the man takes the drug, then the drug takes the drug,
and finally the drug takes the man.”*
Old Chinese proverb

Today we are witnessing the rising demotivation and impatience of young people. The accelerated development of technology is affecting young people's will and interest. They live in a world that is far different from the one in which their parents lived. They have innumerable opportunities and temptations in front of them that are difficult for adults to grasp and imagine. When we talk about what is being offered to young people today, we can recall the Apostle Paul's words: “I am allowed, but not everything is useful to me“. Often parents are mistaken that they know their children well, that they have a normal family, and

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"that" can't happen to them. A healthy and stable family is a good foundation for preventing excessive behavior in young people. (Stojilković, 2019)

The findings so far point to the conclusion that students on the one hand have superficial information on psychoactive substances, and on the other they lack a deep understanding of the problems of drug addiction. Hence, they do not have an adequately constructed view of healthy lifestyles and the long-term effects of abuse of psychoactive substances. They are open to experimenting with them and at the same time not being sufficiently aware of the risks they are taking. The question of why one becomes addicted and another does not is always relevant, especially if individuals have grown up in the same or similar social circumstances, families, schools, or other microenvironments. That is why the logical assumption that there is a predisposition to drug addiction is emphasized. Although there are no precise studies that indicate the specific psychological structure of a person, addicts are more commonly found with personality traits such as withdrawal, passivity, aggressiveness. Identity is a potential force for personality development and a key guide in following and understanding the direction in which the young person moves. Today, the young person is exposed to greater temptations than ever before, but is also responsible for his own choices in life. (Stojilković, 2019)

2. The relationship of sociology and social pathology

Sociology, as a science, for its research subject has the whole of social life and all phenomena in society. In his research, sociology uses a global scientific approach and observes every social phenomenon within a broader set of social phenomena with which it is directly or indirectly related. Therefore, sociology is a theoretical general science that seeks to discover and formulate the general conditions in which one type of social phenomenon influences another, independent of time and space. (Wikibooks, 2008)

This science uses various methods of empirical research, symbolic interpretations and critical analysis to develop a systematic knowledge of social activities, most often for the purpose of applying it to the achievement of social well-being. (Giddens, Duneier, & Appelbaum, 2007) Sociology, as a basic social science, is the foundation from which all the separate social sciences originate. It is a field where their special results come together in a broad sociological synthesis. But it is a science at the same time, because it examines and studies practical relationships and phenomena in society.

The collaboration of sociology and other social sciences is closely linked. In the particular social sciences, sociology provides the theoretical and methodological framework for the study of particular areas of social reality or individual social phenomena that are the subject of their study. In turn, the particular social sciences provide a huge empirical material for sociology.

Social pathology is a special sociological discipline that studies socio-pathological phenomena and explores all kinds of disorders of human importance that are of social importance. These are social diseases, social deviations and social disorganization. In a broad sense, it is a science that deals with facts about disorders that are socially conditioned, harmful, unacceptable and undesirable. Areas of social pathology include social diseases

(somatic, mental and psychosomatic), sociopathy, toxicomania, vices (alcoholism and drug abuse), aggression (crime) and social disorganization. (Eduklik, 2014)

The sociological approach to the study of pathology is the most widespread today. Its founder is Emil Durkheim, who defined it as applied sociology. It covers three areas of social research:

- Deviant behavior- behavior that deviates from established social standards and norms. In social pathology social deviation is understood as the kind of individual and group behavior that results in social-destructive, pathological and delinquent behavior, causing a social reaction. It is about all those phenomena that endanger universal social values.
- Social disorganization- absence, disorder and the breakdown of the form of social relations on which the organization of the institution or group is based. This area is less studied than deviant behavior because the reasons for deviant behavior are more sought after in the sphere of the individual's personality, and less so in certain properties of the social system.
- Social Response- social measures for the prevention and elimination of deviant behaviors. It depends on the nature of the deviation, the degree and the extent to which it occurs, the social visibility of the deviation, the meaning that the social community attaches to the norm that is violated. A condition for social reaction to deviant behavior is its visibility to community members. (Wikibooks, 2008)

3. Socio-pathological youth behavior- drug addiction

The term drug addiction is of Greek origin and by definition means a passion for enjoying narcotic drugs and the drug addict is the person who enjoys it. However, the notion of drug addiction has much broader dimensions and grows into a common passion, and as it evolves, it becomes a hallmark of an entire culture and a new principle and way of life, in other words, it becomes a disease. Drug addiction is already a trend, a response to the daily monotony of young people or the social dysfunction, opposition to all that is normal and reasonable, a ticket to society, a way to cut off time or unexplored expanse, without which life is considered incomplete. Actually drug addiction is a very strong personality connection with some psychoactive substance, which manifests itself as an irresistible passion for its consumption. (Kaličanin, 2002)

The World Health Organization defines drug abuse as "a state of periodic or chronic intoxication caused by drug reintroduction". We distinguish three types of addiction: mental, physical and tolerance. How long this may take depends on a variety of factors: the type of drug and its pharmacological properties, the manner, frequency, amount and length of consumption, the addict himself and his needs, family and social environment, etc. (Nastić, 2004)

4. Drug addiction to young people

Addiction is subjected to a harmful habit, usually a psychophysical drug addiction, including legal medications, nicotine, caffeine, and alcohol. In the last two decades there is talk of internet addiction as well. The classification includes a number of addictions, such as physiological, psychological, behavioral and consumer addictions. All types of addiction have a similar course: diagnosis, prognosis and treatment procedure. (Medicine, 2011)

The drug is a natural or synthetic chemical substance that affects physiological and psychological (intellectual, emotional and motivational) functions, and significantly changes the behavior of the person consuming it. Multiple use leads to accustomed or creating psychic/ physical addiction. Drug intake (heroin, crack, cocaine) leads to rapid production addiction, and when it abruptly stops, abstinence syndrome occurs. According to the World Health Organization, drugs are "any substance that when found in the living organism is able to modify one or more functions and with its reuse lead to psychological or physical addiction" (Голубовић, 2008)

Many modern-day drugs have historically been used as drugs (heroin, marijuana, hashish, cocaine). Sumerians, Chinese and other nations in the past have used opium, cocaine and hallucinogenic mushrooms to prevent pain due to increased physical endurance in those who fought. Nowadays, except in some places where drugs have remained an inevitable part of culture or some pagan rituals (in countries such as Bolivia, Peru, Cambodia, Mexico, Turkey and certain African countries) are taken up by various motives. The most basic are:

- The trend;
- The need for self-discovery, which is most pronounced among adolescents as one of the stages and crisis of identity;
- The need for self-discovery in the environment, which is also characteristic of adolescents whose mental state at a given time in life is too fragile and complicated, and tends to fit into a larger and more stable environment at all costs;
- Rebellion and resistance against the world,
- Identification with false idols and
- The most dangerous factor, of all the worst human beings characteristics, which throughout history have been the source of the greatest success and the greatest failure - curiosity. (Stevan, 2003)

Drugs are various natural or chemically synthesized substances that have a psychoactive effect on the consumer. They primarily affect the vegetative nervous system. Some of them make it more difficult or easier to consume in the long run addiction and have different consequences for the consumer. It is almost impossible to reach anyone who comes into contact with drugs. Given the fact that mass production of drugs has made it far cheaper and accessible to everyone, drug addiction is already a global phenomenon. It is no longer the occupation of the rich, but also the "treasure of the poor". (Stevan, 2003)

4.1 Adolescent drug addiction in Europe and in our country

In Western Europe drug addiction is spreading unseen speed especially after the 80s, and states are facing various problems in its suppression. At the Second Ministerial Conference in Strasbourg in 1994, data was provided on drug users: Austria 22646, Italy 150000; Germany 70,000 - 100,000; Poland 20000 - 40000; Norway 4000 - 5000; Switzerland 25000 - 30000; Slovenia 1000 - 3000; Croatia 4500. Unfortunately in our country as well the time has passed when drug addiction among the youth was a phenomenon far and away in our society. Already after the 70's The Republic of Macedonia has faced initial problems due to the massive increase in drug use among young people, primarily due to the discovery of their different, "better" world under the influence of Western culture. The youth subculture of the 1970s led to the enjoyment of drugs from the earliest years. Youth addiction in the 1970s was

seen as an ideology of protest, of youth resistance to society i.e. on the emancipatory step. In the 1980s it became a style and a supplement to various sub cultural movements. In the late 80's and early 90's, young drug users no longer seek a better understanding of the world; they do not seek ways to improve the environment, but seek to forget it. Young people today have a "no future" philosophy, which is the most fatal. (Стаменкова-Трајкова, Белевска, & Трајков)

In recent years, illicit drug trafficking has grown and the enjoyment of drugs has spread. Perhaps in recent years, the economic and social crisis, the demolition of traditional values, the erosion of morality, which is present in all countries in transition, have played a key role. Compared to 1993 in 1995 the number of enjoyers has tripled. Drug enjoyment also entails juvenile behavior, leading to the recent years of thefts, violent behaviors and murders often committed by minors, a significant number of whom are drug users and whose main motive is to obtain the necessary funds drug supply. Some of drug lovers themselves grow drugs in their gardens. The desire to become addicted to drugs is a young person's socially conditioned attitude, a reflection of one's attitude towards one's own and social problems. Thus, it can be concluded that drug addiction is a socio-pathological phenomenon that causes socio-economic relations in the family and personality traits. (Стаменкова-Трајкова, Белевска, & Трајков)

4.2 Adolescent attitudes about drugs

The adolescent population from which drug addicts can later be recruited is not homogeneous in terms of attitudes and interest in drugs and opiates. It can be said that it is much differentiated and their views are different and unequal. Therefore, for practical reasons, adolescents, in terms of their attitudes about drugs, are divided into five groups:

1. Many modern adolescents do not show any interest in drugs of any kind, nor do they approve of their use.
2. Some modern adolescents show an interest in young drug addicts and their behavior, but without any desire to accept drugs and their lifestyles.
3. The third group consists of adolescents who emotionally identify with drug addicts and who use drugs themselves. For most of them, enjoying drugs is more of a public demonstration of their determination than internal need for drugs.
4. The fourth group consists of adolescents who identify with drug addicts in terms of their attitudes, customs, behaviors and attitudes towards drugs. However representatives of this group, whether because of the short internship or personality factor, maintain a certain distance to the drug, not completely succumbing.
5. Still a relatively small number of those adolescents who have completely depleted their relationships and habitual social relationships, and are mentally and physically drug dependent. Thus they fully adopted the drug addicts' behavior and the characteristics of the drug addict.

Many adolescents belong to the first and partly to the second group. The members of the fourth and fifth groups have long been an extreme minority, but in the past ten years their numbers have grown rapidly.

5. Drugs in the Republic of Macedonia

The Republic of Macedonia is a country on the road to drugs (transit country), but at the same time a country that produces and consumes drugs. Of particular concern is the steady decline in the average age of initiation and abuse of illicit drugs. Another major concern is the use of heroin and the serious health risks, i.e. the risk of heroin overdose and death as a result. In the Republic of Macedonia intravenous heroin use is prevalent in 95% to 96% of drug users. Intravenous drug use is a serious risk factor for the spread of infectious diseases such as HIV/AIDS, hepatitis B and C viruses and other blood related diseases. Of those who are drug addicts and who are on drug treatment, 70-90% are infected with hepatitis C virus and it is likely that intravenous drug use could be one of the major factors for the spread of HIV/AIDS in the RM in the future.

According to the HBSC (Health Behavior in School-aged Children) survey of cannabis use, conducted in 2009/2010 in 39 countries (including the Republic of Macedonia) among 15-year-olds, 3% of the respondents who used cannabis were boys and 1% were girls, on average 2%. (Macedonia, 2012)

5.1 Analysis of the drug situation in the Republic of Macedonia

The analysis is made “to assess the current situation with drug abuse in the Republic of Macedonia in order to see if there are any significant changes before and after the adoption of the National Drugs Strategy in the five pillars of the Strategy:

- Coordination of drug policies;
- Reducing demand;
- Decrease in drug supply;
- Cooperation with international organizations and
- Research and evaluation

The Center for Drug Monitoring and Drug Addiction, the Sector for Controlled Substances and the Ministry of Health conducted three surveys that represent a qualitative-quantitative analytical cross-sectional study, followed by an analysis of research conducted in the field of drugs, by other institutions and/or experts in the Republic of Macedonia. An additional objective was to identify the places where measures and activities need to be foreseen in the new drug strategy to strengthen capacity. The research was conducted in the period May - November 2012, in cooperation with the Ministry of Health with the Ministry of Interior of the Republic of Macedonia.

The survey covered 246 people, 8 regions, 20 cities of the Republic of Macedonia. The selection of the representative sample in the research was random. The survey was conducted in various locations of outdoor and indoor type, parks, cafeterias, and clubs. Analyzed persons are categorized by sex, age, diagnosis and by age: addicts under 15; 15 - 19 years; 20-34 years; + 35 years; by sex: male / female. 239 (97.15%) of the total of 246 respondents gave age data. The minimum age of the respondents is 17 years and the maximum age is 55 years. The average age of the respondents was 32.2 ± 7.3 years. The calculated mean values indicate that 50% of the respondents in the survey are over 32 years of age.

The research results show that the age group 20-34 is the most prevalent in terms of drug use, i.e. the most abused drug in that age category. The analysis showed that there is a much higher number of men who abuse drugs than women, 84% of men, versus 16% of women, of all respondents included in the survey.

From the obtained data it can be concluded that 61% of the respondents have secondary education and 37% have no secondary education. This can make a correlation between education and drug use. This is important data for the preparation of prevention programs and the need for youth not involved in the educational process to be included in indicated and selective prevention programs to increase awareness of the harmful effects of drugs. The study confirmed a high degree of risky drug use by injection and thus the potential for transmission of infectious, blood-borne diseases.“ (Петрушевска, 2018)

Conclusion

The wisdom of the past centuries of life and the wisdom of the old sages sends a message to the youth - *not to seek irrational beauty, but to find the beauty of reality. Because doesn't exist more tragic reality from everyday escape from it.*

Drug and drug abuse is a phenomenon characteristic of modern society. It is no longer happening elsewhere and to others, it is here among us. The number of those who enjoy drugs is growing rapidly, especially among young people, high school students and even elementary schoolchildren. For younger people, the most important thing is to act preventively and to help them build their own attitudes towards life and to use all available means to influence the formation of an appropriate system of values, especially during adolescence. Every society should regulate and prevent drug use as much as possible through specific mechanisms. It is only certain and indisputable that drugs, no matter which group they belong to and which name they hide, are the greatest evil of modern society. Drug addiction is a serious illness and should be treated this way as it is the only way to help the addict. As for already established drug addicts, there are many different ways of treating it today. Their psychological addiction, insecurity and inability to accept reality are central problems. But one thing is clear: the drug addict is a person who has a real problem and needs help. The integration of former addicts into society and their retraining is a very important process, which is not enough for that person to participate alone, but also for the whole family, friends and professional services.

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TYPES OF COMMUNICATION IN THE TEACHING OF THE SUBJECT MACEDONIAN LANGUAGE¹

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Abstract

Communication is a complex process that simultaneously occurs as a process of interaction between individuals, as an information process and as a process of mutual influence and understanding in a verbal way. According to the article "Four types of communication", communication is seven percent verbal and 93 percent non-verbal. Of the nonverbal communication, 55 percent belong to body language and 38 percent to tone of voice. What we do with the body has a big impact on everyone around us, especially those we want to influence. Let's break down how to use body language and space effectively. In the further elaboration of this article we will consider the types of communication, the types of communication in teaching, ie the types of communication in Macedonian language classes.

Key words: *communication, verbal communication, nonverbal communication, Macedonian language classes*

Introduction

Human language is a natural language, a system that has its own structure and signs that serve to communicate between people. According to Jacobson (1956, p. 25), language is a difficult concept to define, that is, it is a complex concept based on consensus. Many languages use gestures, sounds, images, words, or groups of symbols to communicate concepts, ideas, meanings, and thoughts, although the problem of linguistic ambiguity often arises when an attempt is made to distinguish between these aspects. According to Saussure (2002, p. 58), language is a living matter. Many scientists deal with language and define it in different ways, but the essence is the same, that is, language is a system of signs and is a basic means of communication. Language is a system of signs, and communication is an exchange of signs. It is possible to communicate easily without the use of language, but still some signs must be exchanged. So, communication etymologically comes from the Latin language (communication) and means communication, connection, statement (Vujaklia, 1974, p. 450). Communication is the exchange of signs, ie mutual action with signs. The totality of all types of communication of people in a certain time, space and a certain society consists of the social communication network in which there are formalized and informalized segments. According to Dotlic (Dotlic, 1989, p. 35), communication is an information process, ie a process of exchanging information. Communication is defined as the process of

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interconnection in a community. For M. Belova, communication is a process of occurrence of individual and social behavior (1997, p. 183). And for M. Bratanic, communication is a process of creating meaning (1993, p. 76). Communication is a two-way process that takes place between communication partners, Burkart points out (2000, p. 317).

Communication in teaching

Communication in teaching means multidirectional communication, and that means a relationship teacher - student, student - teacher, student - student. During the lesson the teacher should express himself clearly and correctly. The teacher should check that the question asked by all students is correctly understood, and the same applies to the instructions he gives for work as well as to the way of teaching. During the class, in addition to verbal communication, the teacher should make visual contact with the students, which will encourage and direct the students in terms of their correct answering and correct presentation. In this way, students will know through non-verbal communication whether their answers are correct or incorrect. Nonverbal communication, in addition to visual contact, involves the successful use of voice, gestures, facial expressions, and a sense of humor. In addition to the successful preparation and planning of the teaching material, the teacher should successfully implement the presentation of the prepared materials, which means that what the teacher presents should be clear, understandable and easy for students to remember. Desired communication in teaching means that the teacher encourages students to freely express their opinions and suggestions. During the lesson when the teacher asks the student a certain question, he should give him enough time to think about it and when the student gives the answer, he should be patient enough and allow him to express himself completely, and of course, by asking questions to get the most out of the student's knowledge in relation to the request. In communicating with students, the teacher should address them with some respect without using abusive and obscene words. The teacher should take care not only when communicating with students, but also in relation communication student - student and make sure they listen to each other carefully. At the beginning of the school year, the teacher should establish certain rules of communication in the classroom and make sure that they are followed.

According to Miraschieva (2007, p. 22), when a teacher addresses students, his face has such power that it can either encourage or reduce students' self-confidence. If eye contact is maintained with the students listening, or the facial expression is not in line with what is being said, then the students will move away from the teachers themselves, but also from the message that needs to be conveyed. Smiling has tremendous power, even when we can't see if a person is laughing. Whenever someone laughs, it makes us feel good. A key link to the listener, who builds a positive perception for you, can be achieved simply nodding **with the head** and smiling. The smile can be more important than exchanging words when you walk past people in a hallway. These small actions will immediately help you to understand how receptive a student is and how much he or she receives your messages. Eye contact is a very important aspect of nonverbal communication. In a group, it is very important to make contact with all the students sitting in the classroom. When teachers speak and explain during teaching, they often use their hands when speaking. Each movement of the hands brings its own meaning and clarification of what is being said. Every movement should be something, otherwise the movement will be a problem and will be contradictory to what is being said, and thus will distract the students from what is being said. This is especially important for the visual type of students in the class. According to the prominent, it can be said that vocal and

non-vocal communication, vocal-verbal, vocal-non-verbal, non-vocal-verbal and non-vocal-non-verbal communication are used during the teaching.

Types of communication in Macedonian language classes in the eighth grade/Research part

Communication is the regulator of the whole teaching process. It is a factor for the development of the personality, because through communication conditions are created for the socialization of the personality (respect for others), at the same time enables individualization, because it attaches importance to individual differences, abilities and motives. Through the process of communication, each student has the opportunity to express their views and values, beliefs. In order to get a real picture of the use of the types of communication in the teaching, two hours of observation were performed in the area of Language and Literature, in the VIIIa grade in the primary school "Dame Gruev" - Bitola. During the observation of the classes in Language and Literature, the emphasis is on the use of the types of communication between the students and between the students and the teacher.

A) Teaching unit: Constituent independent compound sentences

Type of lesson: New teaching content from the area Language

Objectives of the lesson: To recognize and distinguish the constituent sentences and to use them correctly

Teaching forms: frontal, dialogic

Lesson activities:

*Communication between the teacher and the students begins during their meeting in the classroom, with the first mutual greeting that initiates the process. Communication is **interpersonal, direct, mutual, vocal** and **non-vocal**. The research will focus on verbal and non-verbal communication. The contact takes place between students, between the teacher and the students, ie **vocal-verbal** (conversation between students and teacher), **vocal-non-verbal** (some words that should emphasize a goal are emphasized), **non-vocal-non-verbal** (Teacher and students exchange smiles). After entering the classroom, the students are still moving, pushing, pulling on the backpacks, laughing out loud, talking. Student body gestures show relaxation, good mood and willingness to work. While the teacher is writing the lesson, the students talk to each other, ie they use **vocal-non-verbal** and **non-vocal-non-verbal** (signal) communication. As aspects of nonverbal communication that use gestural expression, vocal and facial expression are: grimaces, facial expressions, gestures, such as pushing, loud laughing, pinching, louder laughing, squinting, winking, touching another person, pointing fingers, tapping feet, holding the head with the palms, throwing the hair, touching the hair, biting the hair, raising the eyebrows, picking the forehead, imitating the movements of the other, looking with contempt, closing the mouth with the hand when laughing, loud laughter when speaking, biting nails, kicking, pulling up sleeves, wide-open eyes, lying on a bench, squatting on a chair, etc. These nonverbal behaviors of students are characteristic of adolescence and are repeated in a large proportion of students in grade VIII. Most of the students' communication is non-verbal, while verbal communication is accompanied by intonation signals, ie it is vocal-non-verbal. The teacher communicates with the students by appearing in the classroom. Teacher clothing is non-verbal communication and should express seriousness and authority. The use of gesture expression is when knocking on a bench to attract students' attention (non-vocal-nonverbal communication), vocal and facial expression when raising the tone of voice and raising the eyebrows showing*

seriousness (vocal-verbal and vocal-non-verbal), movement in space, spatial behavior is emphasized by the teacher standing in front of the board (in order to get full attention from students), and when speaking moves between the benches. The students stop with all the previous verbal and non-verbal activities and follow the teacher with their eyes. Knowledge of the types of complex sentences (independent and dependent, conjunctive and non-conjunctive) is derived from the teacher's questions. From the examples in the textbook, the teacher explains what these types of sentences express, through examples they see the conjunctions and the conjunctions compile, as well as the use of the comma according to Spelling. After the teacher asks questions, the students raise their hands (gesture expression of non-vocal non-verbal communication). Some of them, who are more confident in the answer, move their hand as they lift it and jump from the chair. A plan is written together (in notebooks and on the board). Some orally and some in writing do the exercises in the textbook.

Evaluation of knowledge: Participation in the activities, the examples they compile, the content plan and the preparation of the exercises are opportunities to perceive and evaluate students' knowledge, for formative assessment through oral feedback.

Teacher activities:

The teacher devises the course, the forms, the methods; devises content, clarifies parts that students do not adopt or makes it slower; gives exercises, serves and corrects answers. The teacher first asks the students about the acquired knowledge of complex sentences. From the examples in the textbook, the teacher explains what these types of sentences express, through examples they see the conjunctions and conjunctions compile, as well as the use of the comma according to the Spelling. Makes the plan on the board and gives the students the opportunity to participate in it; then instructs them to do the exercises; listens to and corrects any possible incorrect answers. *When writing on the board, the teacher makes sure that she does not completely turn her back on the students, that is, she turns sideways (non-vocal-non-verbal speech), in order to keep her attention to herself and to what she writes and speaks (non-vocal-verbal speech). While speaking in addition to vocal-verbal communication, she uses non-verbal communication from several aspects, namely vocal expression (changes melody, dynamics, rhythm of speech), facial expression (changes facial expression when emphasizing important spelling rules), gestural expression (moves hands when speaking and addressing certain students), postural expression (standing upright in front of students and moving between benches while speaking).*

Student activities:

The students prepared for the lesson according to the previously given instructions. Students follow the explanations, think, pull out conclusions, ask questions about the obscure elements, together with the teacher make a plan for the content, answer the exercises and present. *When students ask and answer questions, they communicate verbally, but they also use non-verbal-non-verbal communication, ie vocal, facial, gestural expression. That is, as they speak, certain words intonate, show, and wave their hands in explanation, moving their bodies back and forth, putting their hair behind their ears, rolling their eyes in ambiguity when speaking, winking or nodding.*

B) Teaching unit: „Саканиот учител“ ("The Beloved Teacher") by Grigor Prlichev, autobiography

Type of lesson: New teaching content from the field of Literature

Objective of the lesson: To see the characteristics of autobiography

Teaching forms: dialogue

Expected Outcomes: To achieve the goal and students to understand and recognize the characteristics of autobiography as a literary-scientific type and as a form of written expression, and to be able to recognize it independently among other types of literary works.

Planned activities:

With the help of the questions asked by the teacher, the students' knowledge is repeated regarding the data of G. Prlichev and his work „Сердарот“ ("The Serdar"). The excerpt from the autobiography of G. Prlichev, „Саканиот учител“ ("The Beloved Teacher") is read; through questions about the introductory part and the content, the text is interpreted (with questions from the textbook), emphasis is placed on the parts of the text (words and sentences are quoted) in which we discover the characteristics of D. Miladinov, seen according to the statements of his student G. Prlichev. Conclusions about the peculiarities of autobiography are drawn through questions from the teacher. Why is this kind of work scientific, and why is it literary? What are they talking about? What is the content of these works based on? What are the peculiarities of the style in which the autobiography is written?

Assessment of knowledge: from all planned and realized activities can be seen the adoption of knowledge by students, for formative assessment through oral feedback.

Teacher activities:

Communication between the teacher and the students begins during their meeting in the classroom, with the first mutual greeting that initiates the process. Communication is interpersonal, ie it takes place between students, between teacher and students, ie vocal-verbal, vocal-non-verbal (some words that should emphasize a goal are emphasized), non-vocal-non-verbal (Teacher and students exchange smiles with each other). The teacher communicates with the students with her appearance. Teacher's clothing is non-verbal communication and expresses seriousness and authority. The use of gesture expression is when knocking on a bench to attract students' attention (non-vocal-nonverbal communication), vocal and facial expression when raising the tone of voice and raising eyebrows showing seriousness (vocal-verbal and vocal-non-verbal), movement in space, spatial behavior is emphasized by the teacher standing in front of the board (in order to get the full attention of the students), and when speaking she moves between the benches. The students stop with all the previous verbal and non-verbal activities and follow the teacher with their eyes. The teacher directed what they should repeat for this lesson; designed the course of the lesson; gives explanations as needed; asks students questions about G. Prlichev, his work „Сердарот“ ("The Serdar") and their knowledge; follows the reading of the excerpt from the Autobiography of G. Prlichev „Саканиот учител“ ("The Beloved Teacher"); encourages them through questions to analyze the introductory part and the content, as well as quotes of words and sentences from which they can discover the characteristics of D. Miladinov according to the statements of his student G. Prlichev; asks questions through which they draw conclusions about what autobiography is; helps them make the plan, and then writes it on the board. When writing on the board (written communication), the teacher is careful not to turn her back completely on the students, ie she is turned sideways (non-vocal-non-verbal speech), in order to keep the attention to herself and to what she writes and speaks. While she speaks, in addition to vocal-verbal communication, she uses non-verbal communication from several aspects, ie vocal expression (changes the melody, dynamics, rhythm of speech), facial expression (changes the facial expression when emphasizing

important spelling rules), gestural expression (she moves her hands when speaking and addressing certain students), postural expression (standing upright in front of students and moving between the benches as she speaks).

Student activities:

While the teacher is writing the lesson, the students talk to each other, ie use vocal-non-verbal and non-vocal-non-verbal (signal) communication. Students use grimaces, facial expressions, gestures such as pushing, loud laughter, pinching, louder laughter, squinting, winking, touching another person, pointing with the finger, tapping with the feet, holding the head with the palms, stroking the hair, touching the hair, biting the hair, raising the eyebrows, picking the forehead, imitating the other's movements, looking with contempt, closing the mouth with the hand when laughing, loud laughing when speaking, biting the nails, kicking, pulling the sleeves, wide opening of the eyes , lying down on the bench, rocking with a chair, etc. Students display their data; read text, analyze it, perceiving the elements as a form of expression and as a creation; make a plan for the conclusions. After the teacher asks questions, the students raise their hands (gesture expression of non-vocal non-verbal communication). Some of them, who are more confident in the answer, move their hand as they lift it and jump from the chair.

Student assessment: From all planned and realized activities, the adoption of students' knowledge of formative assessment through oral feedback can be seen. For better illustration of the use of the types of communication in the Macedonian language classes, Protocols 1 and 2 were prepared for monitoring the targeted activity of 2 teaching units („Лена Ангелина“ ("Beautiful Angelina") - B. Risteski, interpretation; Written exercise - writing short dramatic text, with dialogues and monologues).

Protocol 1 for observing the targeted activity in the teaching in Macedonian language

Observing the position of the educator and non-verbal speech

Group: Macedonian language

Educational activity: New teaching content in the field of Literature („Лена Ангелина“ ("Beautiful Angelina") - B. Risteski, interpretation)

Pay attention to the position of the educator and his movement.

When and where does the teacher sit?

The teacher sits in the chair in front of the students as he writes down the lesson, while the students individually work on the task as they read the dramatic excerpt.

Where and when does the teacher stand?

The teacher stands while asking questions, while the students answer, while the students draw conclusions about the character's expressions, while orally retelling the text's plot.

How close does the teacher get to a student at different stages of the activity?

The teacher approaches the bench where the student who answers the question sits, ie approaches the same distance and when he approaches to help with the written work of a student.

When does the teacher move around the classroom?

The teacher moves around the classroom as he explains and defines new concepts. (What is dialogue and what is monologue?)

Does the teacher address all students?

The teacher addresses all students when defining new concepts and when asking questions related to the text.

Can all students watch and listen to the teacher?

While the teacher is speaking, he stands in front of the board so that all the students can see him.

Does the teacher use appropriate gestures? What kind?

As the teacher asks questions and waits for the answer, she raises her eyebrows and smiles in order to encourage the students to express their opinion; as she explains and speaks, she moves her hands to keep the students' attention.

Does the teacher look the students in the eye?

When a student answers a question, eye contact must be established between the teacher and the student.

Protocol for observation of teaching activity

Observe the targeted activity and complete

During the targeted activity I noticed and asked:

After the teacher asks a more complex question, only a small part of the students raise their hand, and the others look down at the bench or turn to a classmate, avoiding eye contact with the teacher. Such non-verbal communication gives the teacher information about the mastery of the material, ie which part of the teaching unit should be given more attention.

During the targeted activity I noticed and asked:

During the reading of the drama, the students communicate non-verbally and verbally: they follow the text in a concentrated manner, laugh at certain parts, actively raise their hand for the next reading, ask for new and unknown words, have free posture, freely establish eye contact with the teacher, which indicates a great interest in that part of the teaching unit.

During the targeted activity I noticed and asked:

During individual work, as well as working in pairs, students talk to each other, turn to the students behind them, talk quietly and exchange opinions. Thus, verbal and nonverbal communication between students is observed.

Protocol 2 for observing targeted activity in Macedonian language teaching Interacting observation

Grade: VIIIa class, Primary school "Dame Gruev" – Bitola

Teaching unit: Written exercise - writing short dramatic text (with dialogues and monologues)

Observe the interaction during the targeted activity and fill in the following table. Then answer the question.

Table1. Interaction during the targeted activity

Interaction	Time	
	Minutes	Percentage of targeted activity
Teacher - grade	20 min.	50%
Students work in pairs	5 min.	12,5%
Students work in groups	0 min.	0%
Students work individually	10 min.	25%
Another	5 min.	12,5%

What kind of interaction prevails?

Teacher-department interaction prevails.

Does this correspond to the goals of the targeted activity? Why?

The objectives of the lesson for this teaching unit are: for the students to recognize the elements of the dramatic text that refer to the characters, ie to know how to apply the knowledge for dramatic text, expressions of characters in independent creation. After writing the assignments, the students present their plays. The interaction of the lesson corresponds to the goals of the directed activity. Through mutual communication, teacher - class, through pair work and free conversation between students, the knowledge about this teaching unit is determined, opinions and experiences on this topic are exchanged.

In what kind of interaction were the students most productive?

The students were most productive during the free conversation between the teacher and the class. Students then were encouraged to think creatively and critically about what would result in easier mastering of the new methodological unit. The teacher evaluates the compositions by discussing the remarks.

Protocol for observation of teaching activity

Observe the targeted activity and complete

During the targeted activity I noticed and asked:

During the students' individual work, I noticed that creativity in writing is encouraged when students have a quiet conversation with each other. By exchanging opinions, ie communicating verbally and non-verbally, students are motivated and fulfill the given task faster.

During the targeted activity I noticed and asked:

When reading written play, students use verbal and non-verbal communication. They stand as they read and move back and forth with the body (non-vocal-non-verbal), occasionally looking at the teacher expecting an approving sign, raising the tone of voice at certain moments (vocal-non-verbal). This indicates the students' satisfaction with the creative expression of the lesson.

Conclusion

Communication in teaching means multidirectional communication, and that means a relationship teacher - student, student - teacher, student - student. During the lesson the teacher should express himself clearly and correctly. Communication is the regulator of the whole teaching process. It is a factor for the development of the person, because through communication conditions are created for the socialization of the person (respect for others), at the same time it enables individualization, because the importance of individual differences, abilities and motives is given. Through the process of communication, students have the opportunity to express their views, values and beliefs.

During the lesson, in addition to verbal communication, the teacher should make visual contact with the students, which will encourage and direct the students in terms of their correct answering and correct presentation. In this way, students will know through non-verbal communication whether their answers are correct or incorrect. Nonverbal communication, in addition to visual contact, also involves the successful use of voice, gestures, facial expressions, and a sense of humor.

Teachers should be highly qualified in all areas to the highest degree in their profession. Communication at the same time is expressive, receptive and acceptable. Teachers must be skilled in the process of listening to their students as much as they can clearly explain the content, that is, they will present the teaching content with clear thoughts and correct expressions. They must be able to transform complex ideas into simple and understandable ones for students and convey them to students in short messages. In other words, teachers need to adapt their communication skills to all students, regardless of their abilities and learning styles. Only through effective communication the teacher will be able to "read" his student and adapt to the needs of the individual.

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DEVELOPMENT OF EFFECTIVE CRITICAL THINKING AMONG STUDENTS THROUGH SOCIAL WORK EDUCATION¹

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Abstract

All professions have value systems that give the goal and direction to their practitioners. Regarding the goals and values of social work, they relate to living conditions and improving the well-being of people, the way social workers treat people and their goals, as well as the ways to achieve them. This work is dedicated to students, future social workers, who through education for social work and associated practice should be trained for this profession. By using their knowledge, values and skills, be able to help people in need and solve social problems. A successful social worker is one who can critically think in a particular situation and make a proper assessment of the same. Students will be able to face it only if they actively participate in solving the life challenges of the affected people, as well as improving their well-being. The development of effective critical thinking is essential and it can be realized through the active participation of students in a range of activities, including various forms of therapy and counseling, group work and community work; formulation and policy analysis, etc. In this direction, a range of knowledge, techniques, strategies, principles and activities are used in education for social work and practice, with one single goal, maintenance or change of the system.

Keywords: *social work, students, critical practice, critical thinking*

Introduction

Social work, above all, is a practical profession and an academic discipline that through the merging of historical, socio-economic, cultural, political and personal factors can serve as an opportunity or an obstacle to the realization of well-being and development in people. (Work 2017) According to Bernler and Johnson (1993), at least three meanings are recognized in social work. The first meaning refers to the practice, as well as the competence of social institutions (working with children and youth, working with adults, working with dependents, preventive work, social planning, etc.). The second meaning of this term refers to the methods and techniques of the discipline of social work (social work with an individual, family, group, social work in the community, social planning). The third significance refers to the most difficult part which includes the professional discipline of social work and all theories, methodology, scientific activity, education, etc.

¹ Specialized paper

The practice in this profession is crucial for students, future social workers. It is necessary to be supplemented by intensive mentoring and supervisory support, enabling students to more easily cope with new situations and learn from them on a daily basis. The goal of social practice is to gain a wider perspective on the areas and competences of social work. Great attention should also be paid to the personal and professional development of students - future social workers, with a particular emphasis on the development of reflective practice, critical thinking, and the evaluation of ethical standards in this profession. Therefore, programs for social workers in education need to train most future social workers to promote social change, solve problems in interpersonal relationships, and strengthen and release the beneficiaries in order to achieve well-being. (Branica 2003) Students need to be really well trained to handle the right situation, and to be able to think independently and critically in the same. It can only be provided by the practice in social work.

Having in mind the importance of social practice in the overall education of social workers, it is crucial to determine the professional criteria of future social workers, to establish an appropriate system of education and continuous support for students, to sensitize other members of the team and the employees of the institutions, where they are practice. The importance of experiential learning through practice in the process of professional development of future social workers is growing, because the problems in the practice of social work are becoming more complex, and the new laws in this area bring more responsibilities for which social workers must be trained. (Urbanc 2003)

The meaning of the notion of critical thinking

Critical thinking is the ability for clear and rational thinking, as well as an understanding of the logical link between ideas. For critical thinking, it was debated long ago by early Greek philosophers Plato and Socrates, but this is still the subject of discussion in the present, modern times. In fact, critical thinking refers to active learning and the use of thinking ability rather than passive reception and acceptance of served information. Instead of accepting ideas and assumptions with nominal value, critical thinkers always require to determine the arguments and findings that represent the whole picture. They systematically identify, analyze, and solve problems rather than relying on their own intuition or instinct. (SkillsYouNeed 2018)

The very concept of critical thinking is essential because it consists of knowledge, skills and attitudes, and it addresses the awareness of our limitations, our stereotypes and cultural prejudices, as well as our personal style of thinking. An important influence on the process of critical thinking brings also the emotion of a person- feelings, beliefs and values. Awareness of one's own values, beliefs and prejudices, and the ability to sympathize, listen and incorporate the attitudes and voices of the people with whom it works, should be the primary driver for social workers and those who will be in the future. According to Facione (2006), the personal dispositions or characteristics of open-mindedness, respect, tolerance and empathy are as important for critical thinking as the cognitive skills of intellectual curiosity, integrity and discipline. Critical thinking primarily involves self-knowledge, as well as the ability to understand the larger picture by learning from people of different cultures, from different backgrounds and different views of the world. (Clare Tilbury 2010)

Necessary skills for critical thinking

Critical thinking is essentially a way of thinking about things, through which one should come to the best possible solution in the circumstances for which a thinker is aware. When we talk about critical thinking skills, it's about the following:

- Understanding the connections between ideas,
- Determining the importance and relevance of arguments and ideas,
- Recognize, build and evaluate arguments and ideas,
- Identification of inconsistencies and mistakes during thinking,
- Access to problems in a consistent and systematic way,
- Thinking about the justification of one's own assumptions, beliefs and values.

The necessary skills needed to critically think are different and numerous, and include the observation, analysis, interpretation, reflection, evaluation, conclusion, explanation, solving problems and making decisions. More specifically, the following abilities are covered here:

- Thinking about a particular question or topic in a completely objective and critical way,
- Identification of different arguments that exist in relation to a particular question or topic,
- Assessing the viewpoint in order to determine validity,
- Recognize weaknesses or negative points that exist in evidence or arguments,
- Noting what implications might be behind a particular statement or argument.
- Providing structured reasoning and support for the argument that we want to make. (SkillsYouNeed 2018)

The most important steps for developing critical thinking skills

1. One of the most important steps in developing critical thinking skills is self-criticism and self-reflection. Clarifying thoughts with an objective assessment of the given information, as well as recognition on its strengths, weaknesses and prejudices facilitates access to certain situations from a certain perspective.
2. Another important step in the development of critical thinking is the ability to hear ideas, arguments and criticism from others without considering the response that follows or the accompanying reaction of the listener. Without active listening, we can not properly collect the information that someone gives us. In fact, it is the only way, through their perspective, to hear, analyze and revise that information.
3. Key to critical thinking is the analysis of information. In order to achieve this, we need to put emotions on the side and focus on the central issue that we have. In the process of analysis, all arguments should be well disaggregated and assessed, to determine their further influence and to approach it from a completely objective point of view.
4. Successful critical thinking involves non-violent communication in a productive way. Ability is visible when communication can recognize a valid logic, productivity, compassion, collaboration, and constant observation. This cooperation would occur quite naturally and spontaneously, when the subjects in the process are empathetic, sympathetic, open minded and focused on solving the goal.
5. In order to achieve any goal in life, we need to have one already created picture, as it would look in the future. This ability to predict the future impact of the decision is called predictability. It is a very important component of success in all aspects of life. Making any decision should be carefully considered, in view of its further impact on the intended

ultimate goal, but also for those who were actively involved in the work and contributed to the shared success. The development of critical thinking requires the ability to think of one's own beliefs, as well as about other ideas, and then sees the connections between those things. Therefore, during the development of critical thinking competences, it is of great importance ability for active listening, breaking up and evaluating arguments, as well as separating emotions from the topic in question. (Milam 2017)

Defining of the term critical theory

Critical theory emphasizes the reflective assessment and criticism of society and culture by applying knowledge from the social sciences and the humanities. As a term, it has two meanings of different origin and history: its first meaning comes from sociology, and the second one stems from literary criticism, which is used as a term that describes the theory based on criticism. (Betancourt 2018)

Critical theories explain social problems, arising from various forms of oppression and injustice in capitalist societies and forms of neoliberal governance. In a word, critical social work is the application of social work from the perspective of critical theory, which tries to solve social injustices. In the profession of social work, social workers have an ethical commitment to overcome inequality and oppression. According to Rojek, the theories of social work have three possible analysis strategies, and these are the following (1986).

- Progressiveness. Social work can be viewed as a catalyst for social change. Social workers work with oppressed and marginalized groups of people and, therefore, find themselves in a good position to use it and transform the society into a social democracy or a socialist state.
- Reproducibility. The function of social work is the production and maintenance of a capitalist state machine, as well as the provision of sub-coordination of the working class.
- Contradiction. Social work can act as an instrument for controlling classes, at the same time it can create conditions for the overthrow of capitalist social relations. (Encyclopedia 2018)

Defining of the term critical practice

Critical practice is grounded in the concepts of critical theory. It is actually the methodology used by the critic or observer in order to understand and evaluate the field of knowledge. The use of critical-practice skills aims to help people improve their results. The analysis is applied in a specific field of expertise and with recognizable practical skills that work on groups with a defined range of problems and situations. The goal of the critical practice is to develop the ability and skills to overcome the common barriers in any profession, adverse effects, causes and consequences, viewed from a critical and evolutionary perspective. Since our focus is concentrated on the profession of social work, hence the critical type of practice in this profession can be realized through practitioners who are aware that their role can be seen and functional, not just to promote a certain degree of release or strengthening. (Belsey 2015)

Critical social work and its conception

The term social work, the critical theorists first accepted and adapted from the critical, sociological and philosophical theory, which was developed by German social thinkers at the

Frankfurt School. They were convinced that its role was to help in the process of understanding and explaining society, as well as criticizing and changing it. Therefore, social workers are fully committed to criticizing and transforming the profession of social work and the unjust nature of society. They understand that human nature is susceptible to different influences, so that social relations are considered crucial in the development of individual and collective identities. The most commonly discussed are the social identities in which race, culture, ethnicity, age, sex, sexual orientation, religion, ability and class are rooted, because they are the reality in the everyday life of a person, and are directly related to experiences of the type of domination, oppression and privilege. Hence, it is assumed that social workers have a very important and responsible role and are necessary to be involved in the difficult and creative work of conceiving and building a better social world. (Baikie 2012)

The concept of social work covers the following aspects:

Values of critical social work- Every society has its own value system. Values are abstract goals and ideals to which each individual should strive within his conscious behavior. They are a feature of every society because they are deeply rooted in the everyday life of people and determine the human activities and the meaning of human life. Therefore, one of the most important functions of values is the maintenance of the order and the organization of a society, by determining the importance, the place and the shape of the cultural activities. Values show what we stand for, what we are turned, what we like, and they are an expression of our awareness of life. (Tufekciev 2016)

Values refer to what a person, group, or culture considers important. Values give a sense of what is nurtured and appreciated and is considered valuable to preserve and act. Social work is a "normative" profession that is grounded in the values of equality, community, inclusiveness, democracy, celebration of diversity and differences, human rights, social justice, sustainability, harmony, co-operation, interdependence and personal and social transformation. (Baikie 2012)

Theories of critical social work- Theories are ways to describe, explain and give meaning to events in our lives. There are numerous examples of theories, such as the theory of evolution, which relates to the way of explaining the origin and changes in the populations of biological organisms. Like any other theory, this explanation is not universally accepted there are other theories or ways of explaining the origins of life.

When it comes to social work and theories, it is primarily concerned and focused on theories that try to explain and influence the thoughts, feelings and actions of human beings and the relationships of people to each other and with social institutions. Through the research of the theory of social work, the influence of the more theoretical traditions, such as biomedical, psychological, sociological, anthropological, political and educational is revealed, of which mostly, only the last four relate to the theoretical foundations of critical social work. (Baikie 2012) Critical theory appears as an intermediary between different domains of reality, between the appearance and essence, and between theory and practice. It is systemic, totalized, integrated, and global. Social theory, however, has a mediating function for critical theorists, including science and philosophy, and mediating between research and theoretical construction and presentation. (Kellner n.d.)

Concepts of critical social work- Concepts are mental representations, abstract objects or abilities that make up the fundamental foundations of thoughts and beliefs. As such, they play a very important role in all aspects of cognition. They are often taught as components of human knowledge in various cognitive science disciplines, such as linguistics, psychology and philosophy, where ongoing debate requires knowledge to be presented through concepts. They are also used as tools or models, databases, sometimes called classes, schemes, or categories. Often, the word concept can mean any idea. In order to understand a given theory, one should first understand the concepts that are central to it.

There are a great range of conceptual blocks of various educational theories that are important for critical social work. They include: individual and social identity, justice and injustice, human rights, social positioning, power, language, discourse, dialogue and dialogical relations, history, differences and diversity, inclusion and exclusion, marginalization, oppression, domination, privilege, contradiction, critical reflexive analyzes, helping, raising awareness, community, deconstruction and reconstruction, context, meaning and opportunity. (Baikie 2012)

Principles of critical social work- The principle is a basic truth or proposition that serves as a basis for the belief system, behavior or thinking. Namely, it is a brief and clear statement that gives people general guidance and direction. Practitioners or workers in social work have an aspiration to reach harmony and balance between their assumptions, values, theories, concepts, principles and practices. They are dedicated and working at various levels, such as: social work through direct work with individuals, families and communities, but also work at the policy level, research and advocacy. They work cooperatively and collectively in a way that values the knowledge and experience of users that is present in all components of life: material, affective, cognitive, and spiritual. In their daily work of establishing and maintaining ethical relationships and codes, they respect the uniqueness of individuals, groups and communities. Through customer engagement, they do not reject standardized knowledge and practices, but change their procedures, including the use of power, in terms of context, that is, changing practice focuses from the client to the context of the very nature of the problem. (Baikie 2012)

Practices of critical social work- The quality and competence of the workforce is the need of any organization/institution that strives to survive in today's competitive environment. It should be the main goal in an institution that expects quality performance from its employees, current and potential. In that direction, educational institutions strive to produce as much quality staff as possible. Besides the theoretical basis, the practical part of the course is also of great importance. Practice is the application or use of certain ideas, beliefs or an appropriate method of work, according to theories that apply to it. It refers to performing some kind of activity, acquiring appropriate skills in a given area, through continuous training, in order to improve and sustain students' abilities. There are a number of practices that are related to students' social work and are related to skills in this discipline. However, there are also basic skills that are based on assumptions and values in social work, and have proved to be very useful in supporting and promoting the goals of this discipline.

According to Finn and Jacobson, there are four clusters of practice, which are actually the core of this process. They are the following:

- “1. **Engagement:** interpersonal communication, anticipatory empathy, observation, noticing and bearing witness, body consciousness, listening, dialogue, understanding and respecting resistance, group work, popular education, honoring difference.
2. **Teaching and Learning:** co-learning, systematic inquiry, “diagnosis” and analysis, mutual aid, open space technology, collecting and assessing generative themes, community mapping, organizational knowledge, identifying resources and supports, setting a teaching and learning climate, development of critical awareness, assessment.
3. **Action and Accompaniment:** challenging oppression and creating contexts of support, planning, supporting, decision making, mobilizing resources, motivating participants, challenging barriers, following through in creating change, addressing anger and transforming conflict, critical education, building coalitions, policy analysis, advocacy.
4. **Evaluation, Critical Reflection, and Celebration:** participatory evaluation, designing evaluation tools and processes, initiating, sustaining, and enriching critical reflection, recognizing success, appreciating contributions, and relishing learning, honoring ritual and play, finding joy and beauty in the work.” (Baikie 2012)

Teaching critical thinking in social work education

Critical education can be termed transformational education, it is not only a cognitive process, it is also an emotional and spiritual process that refers to and calls for active engagement in the dialogue between students and teachers. A large number of social work educators work each day to ease the learning environment through: active creation of collective knowledge, overcoming passive giving and receiving knowledge, research questions, not just finding answers; collaborative work, not just competitiveness in the work; making a dialogue, not just debating, etc. (Campbell & Baikie, 2010). This education can be at the same time stimulating, but at certain moments it acts destabilizing, but it affects the everyday creation of mutual support of the relations between the subjects. (Baikie 2012)

The application of **critical thinking** skills is essential for social workers. From the very beginning of studying students from this study course, have the opportunity to come closer and to face the problems of this educational area. This approximation to reality in this field, by students, future social workers, will require thinking at a higher level, supported by deep study of things, which will be encouraged by the university education. They will be encouraged to think more intensively and systematically, because in their profession they will be in a position to make decisions, significant and highly influential on the lives of others. At the heart of critical thinking, there is the capacity for a clear articulation of the foundation in making decisions. Most often, critical thinking is discussed as an element of practice based on evidence. The practice tends to focus on interventions decisions, and critical thinking is always present at every stage of the social work process, such as assessment, planning, intervention and reflection. It is a crucial component in various frameworks for practice in social work, which involves the evaluation and development of different types of learning. (A Brechin 2001)

A **critical reflection** is a process of reasoning in the direction of creating a certain meaning through experience. It is descriptive, analytical and critical and can be articulated in different ways. Through this process it is given in depth and width of experience, as well as building relationships between theory and experience. Critical reflection is a continuous process which can be realized through the four steps of thinking: Identification the results of students who are related to their experience; Designing reflection activities; Engaging students in the

critical reflection before the experience, during the acquisition of the same and after it and Evaluation of the study through the column for displaying the evaluation criteria. (Bart 2011) Critical reflection is necessary and helps in articulating issues, in opposing bias, in investigating causality, in comparing the theory and practice, in order to encourage critical evaluation, as well as the transfer and student's knowledge. (Excellence n.d.)

The learning environment with clearly defined parameters gives the students support and the ability to fully and safely participate in activities involving critical thinking and critical action. **Critical action** concerns the part that involves the efficient use of skills, working with diversity, effective negotiation, as well as connecting with service users and others, in order to provide access to the necessary resources. (A Brechin 2001)

The perspective of the best **critical practice** is a solution that tries in a strategic way to identify ways of working that offer positive resources for professionals in their work. (Ferguson 2003) In fact, it is a methodology used by the critic or observer in terms of understanding and evaluating the field of knowledge. Critical practice is grounded and closely related to the concepts of critical theory. Critical practice applies analysis of groups working in a specific area and apply appropriate practical skills in order to improve their performance in work. Critical practice aims to develop the ability and skills to overcome the unwanted effects of a given profession, discovering the causes and perceiving the consequences, from a critical and evaluative perspective. (Belsey, Critical practice 2002) Critical practice, as a discipline, puts an equal emphasis on theory and practice, using an enhanced methodology when reviewing and examining processes, ways and its changing contexts.

Conclusion

In the process of studying social work, educators use different techniques to promote critical thinking and problem solving, as capacity, mood and interest to think critically; do not develop in each student equally. There are a number of studies that have a primary goal, to help social work educators and human services develop and evaluate the strategies for teaching students for critical thinking and acting. This is of great importance because critical thinking provides the basis for improved thinking and action processes. Students who have opted for this discipline should have a clear picture and full understanding of the meaning of critical thinking as an integral element in this field. In addition, they should be aware of the importance of the general skills of critical thinking and its central place in the social work process. In order to achieve this, students need appropriate guidance in the function of applying those critical thinking skills in this field. This implies that in the requirements of students being able to critically analyze and discuss on a certain issue, it is necessary to accompany explicit and detailed guidance on the importance of these terms in social work. Through the elements of critical thinking students are encouraged to think about possible ways to more accurately study critical thinking, and thus raise the question, in what way and what can be helpful to students to develop complete skills and competencies, which are key to this vocation. Students through critical practice can get acquainted with tools and techniques for logical decision-making in various areas of human practice. Students should be able to think about alternative assessments and decisions about intervention, and in particular to identify customer theories, perspectives or expectations. (Clare Tilbury 2010) The aspiration of the practice intended for students, future social workers, should be directed towards their self-assessment and self-improvement skills, above all, the acceptance of

different valid points, finding their own weaknesses and limitations within their position. One should not omit the fact that they should be aware of how thinking, which is filled with stereotypes and prejudices, can lead to injustice. It should be a roadmap to the students, who are expected to acquire these skills and competences, of primary importance in higher education. (Baikie 2012)

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THE NEED OF E-LEARNING PLATFORM IN THE EDUCATIONAL PROCESS¹

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Abstract

One important segment of modern education is the quality of curricula and the quality of the teaching process that should be directly related to the application of ICT. Education is facing the challenge of encouraging and supporting the information society, but also its required to be organized in such a way that students from all profiles will be able to gain solid knowledge and culture and develop into future competent staff in their profile. That is why modern learning management systems have recently been used to improve the quality of education, as well as to make it easier for students to master the learning materials.

Keywords: LMS, e-learning, e-content, education

INTRODUCTION

The main purpose of e-learning platforms is to complement the traditional way of learning with effective methods, to offer or provide solutions to a given problem, to provide access to resources at any time, as well as access to resources. The offer of a solution that will improve and facilitate the way of learning and mastering the learning materials should not be understood as a replacement for the traditional way of learning. E-learning certainly brings a number of benefits to the educational process. It is not an alternative to the existing educational process, but it is an integral part of it. The introduction of e-learning as a complement to the traditional way allows the student to be the center of the educational process and take responsibility for the outcome of education. The teacher acquires increased importance for the process, and his role changes, he is a mentor, coordinator and participant in the educational process.

The use of information technology in educational institutions has increased significantly in the last decade, and the reason for this is the need for students to acquire the necessary skills. Because computers and the Internet allow the use of services and tools, as well as access to vast amounts of information, they are of great benefit to teachers, as they can satisfy students' different ways of teaching and give their students access to information that otherwise would be difficult to access. But this technology should be seen as an accessory or a teaching tool, not as a substitute for the educator.

Education is one of the main segments in supporting the development of the information society, in two aspects. First, education should be a leader in the promotion of the information society and the creation of professional staff. Second, the quality of the educational process directly depends on the application of information and communication technologies (ICT) in it. Access to a computer also means access to the Internet, which confirms the existence of an Internet connection in schools. The use of ICT as part of teaching often supports the traditional teaching model. As part of the teaching and realization of the teaching tasks, the Internet is

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most often used to obtain certain information about the teaching material and much of that information is taken without being checked, reworked and authorized. A very small percentage of the Internet is used to exchange opinions, discuss or use other innovations (blogs, forums, wikis, etc.). However, a large percentage of students use the Internet to communicate with other students, using all the possibilities for instant communication (messenger, chat, skype, etc.) and much less to communicate with teachers. Schools have a small number of functional websites that do not attract students in terms of content.

E-LEARNING

A term with a narrower meaning than e-education is e-learning, and that term defines the use of ICT for distance learning. The use of ICT for distance learning is most popular today in the field of higher education. In addition to universities as educational institutions, a number of other institutions and companies are introducing online courses, which are becoming more popular and more visited.

E-learning is a comprehensive activity that combines modern methods of learning with knowledge management and is already implemented in education, both in lower and higher education. The application in lower education is not excluded, but so far, no significant implementation has been noticed. The application in higher education is due to the possibility for students to perform their activities related to their education from home, and thus the student is more motivated. This requires effort on the part of teachers to create appropriate materials. They are expected to plan learning activities and develop learning materials. The good thing is that it has the ability to process once-created materials and adapt them to the needs of each student individually using intelligent tools and techniques.

Therefore, e-learning can be said to be the process of transferring knowledge electronically using appropriate ICT learning management applications. The goal is to improve the quality of learning by using the Internet and its services and to provide access to remote services source.

LEARNING MANAGEMENT SYSTEMS

Learning management systems are a powerful technology that has yet to reach its full potential in the education process in this information age. Understanding of what LMS are and how complementary technologies can be integrated with LMS, researchers and practitioners can better able to communicate about the future of computers in education. However, understanding and consistent use of the conditions alone is not enough to realize the potential of computer technology in education. There is a real shortage of solid research for LMS. More researches are needed for the implementation and effectiveness of the LMS. These studies should take a closer look at the feature of these systems, as well as identify which additional features are needed. Students, teachers, parents and other perceptions in the educational process, as well as individual characteristics, should be described. More research is also needed in the area of authorizing lessons and adhering to standards. It is important to pay attention to the needs of today's students, where technology can rise to the top to best meet those needs.

LMS delivers and manages all types of content, including videos, courses and documents. In the areas of lower and higher education, LMS should include a variety of functionalities similar to corporate versions, but there will also be features such as forum sections, teacher and instructor courses, place for discussion, and often the use of a curriculum. The curriculum is

rarely a feature in the corporate LMS. LMS can be used to create professionally structured course content. The teacher can add text, pictures, tables, links and text formatting, interactive tests, a slide show and more. In addition, LMS can create different types of users, such as teachers, students, parents, visitors, and editors. Helps to control what content the student can access and monitor progress in it. Teachers can manage courses and modules, enroll students or set up self-enrollment, view student reports, and invite students to their classes online. In higher education, the use of LMS is more a means of subsistence than a consequence of technological development. With less and less investment in public universities lately, students and their parents have higher tuition fees. Many countries are developing education systems to reduce costs, increase teaching flexibility and expand access to higher education.

E-CONTENT

The technology behind the learning management systems is e-content (Learning objects). E-content is the smallest component with content within an LMS. They offer powerful learning potential due to the possibility of reusability in different contexts, generation (use of learning objects to generate new lessons), adaptability to meet the needs of individual students and adaptability to meet the needs of larger and smaller groups of students. without significant cost changes (Gibbons, J Nelson & R Richards, 2003). In essence, e-content can be defined as any digital medium that can be used to support learning (Watson & Watson, 2007). Its multiple use contributes the most to success. In order to increase the reuse of e-content, it should be compatible with the SCORM (minimum 1.2) standard. SCORM (Shareable Content Object Reference Model) is a collection of standards used in the development of e-content, regardless of who it is intended for: government institutions, private companies or the educational community. Unfortunately, there are multiple standards for describing e-content in use, as well as multiple standards for assessing interoperability between LMS and e-content (Watson & Watson, 2007). The elements that make up e-content depend on the idea and concept of use, but one of the key factors is the age of the students for whom it is intended, and can generally be divided into technical and user-friendly elements.

CHOICE OF E-LEARNING PALTFORM

As previously pointed out E-learning is a general term that refers to a form of learning in which the educator and the student are separated by space or time where the gap between the two is bridged through the use of online technologies. As with any online activity, it is important to set standards for proper operation. In the field of e-learning, there are standards that allow to perform courses in any type of LMS platform. It is a reference model with complex content and is accepted for use in many organizations and institutions involved in e-learning.

An e-learning platform is a software application that integrates various tools for management, communication, evaluation, monitoring, etc. in order to provide technological support to teachers and students at different stages of the e-learning process, but also in the traditional form of the educational process. When choosing these systems, there are a few critical points that each of them must meet:

- Be free and open source
- Multilingual support
- To be adjusted according to the SCORM standard
- Tools for creating courses

- Generate and review content
- Carrying out activities, tasks and tests
- Support for multimedia content
- Report on the activities undertaken by the student
- Personalized learning guidelines
- Evaluation tools
- Collaborative discussion forums
- Course efficiency analysis
- Available User manual.

But how to choose the right system among the hundreds on the market? In order to choose the best learning management software for the respective needs, the following important factors must be considered:

1. Defining users. Users generally want something that is easy to use, allows them to communicate with teachers and classmates, and generates a report on their own progress.

2. Budget preparation. It is very difficult to calculate exactly how much to spent on one LMS. Some of them have a monthly or annual fee, while others have accessories that improve the system and are only available at an additional cost. When defining the budget, one should also consider the option of whether it will be charged to course users and what can be expected in terms of system costs.

3. List of required functions. It is important to keep this list relatively short - about 10 features or less. If there are too few requirements, then each LMS will look like a good choice. But if there is too much, then it will probably not be possible to find an LMS that meets all the criteria.

4. Development plan. The learning management system provides the opportunity to be available to a new audience and increase the number of users. So, a solution is needed that can deal with the growth of participants. There is currently a shortage of free software on the market and this type of system is most in demand in the field of education, so some vendors offer free LMS solutions for teachers and instructors and for educational purposes.

CONCLUSION

The opportunities that arise when implementing ICT help a lot in planning and preparing the teaching process, enabling the preparation to be done faster and with better quality. This facilitates the work of the teacher, the preparation is of better quality, and the teacher gets more free time for additional self-improvement. The possibilities of new technologies also provide a great variety of ways to achieve educational goals. Applying ICT during the lesson increases students' activity, their motivation to learn and the opportunities for mutual cooperation.

The aim of this paper is to give a basic idea and describe e-learning that can be used in the educational process. These platforms can not only be an advancement of the institution, but also the basis of learning management systems, which nowadays are becoming increasingly popular in educational settings.

Students today are influenced by a variety of educational forms, whether formal or informal, that are often found outside the classroom. These experiences are global, so the moderators are required to connect the student with the world, for easier exchange of these experiences. The learning system can encourage teachers, parents, pupils and students, through access to certain information, to change the experience of the educational period of their lives.

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INDICATORS OF THE TEACHER EFFECTIVENESS IN THE EDUCATIONAL PROCESS¹

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Abstract

Today's modern education requires modern teacher in the same process. The emphasis is not placed only on the curriculum and what should be taught, but the affective moment holds a significant place. The way the teacher manages the classroom, provides climate in the classroom, relations of entities actively participate in the educational process, etc. Something that is really appreciated today is the effectiveness of the teacher and his ability to be a good leader. This paper will focus on indicators that show teacher's effectiveness in the educational process: the ability to develop trusting, compassionate relationships with students; patient, caring and kind personality; professionalism (dedication to teaching); subject matter knowledge and knowledge of learners. These indicators are taken as a benchmark and a starting point from Pearson's Global Survey of Educator Effectiveness.

Key words: *teacher, effectiveness, classroom, relationships, educational process*

Introduction

It is undisputed that the role of the teacher is crucial in the educational process. The modern teacher tends to be a successful leader and at the same time be effective in work that matters. The modern teacher will be successful if it is able to establish adequate interaction and communication relationships with their students. The success in this depends on the degree of mutual trust, sincerity and partnership. Both students and teachers should work in that direction, since school quality implies a shift in the behavior of all stakeholders involved in the implementation of this process. (Kochoska, 2007) In order to have a better world, a world of respect and equality, it is necessary to embrace democratic values, community and cultural diversity. It is the only way we can talk about deep understanding of civic issues, connected communities, and global conversation. (Education, 2016)

Teacher effectiveness in the educational process

A number of studies have shown that teachers are the most important school-based factor in student learning. A perfect example of such research is Pearson's Global Survey of Educator Effectiveness. Pearson surveyed a range of citizens in 23 countries asking the question: "What do you think are the most important qualities of an effective teacher?" People around

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the world recognize that teachers need to be able to build compassionate, trusting relationships with students to create a safe, positive and productive teaching and learning environment.

These are the main indicators of the effectiveness of teachers in the educational process:

1. The ability to develop trusting, compassionate relationships with students
2. Patient, caring, and kind personality
3. Professionalism
4. Subject matter knowledge
5. Knowledge of learners (Katherine McKnight, 2015)

Ability to develop trusting and productive relationships with students

The most frequent response is that a great teacher develops relationships with students. The research literature agrees: teachers need to be able to build trusting relationships with students in order to create a safe, positive and productive learning environment. (Peterson-DeLuca, 2016)

The importance of building trust in the classroom

One definition describes trust as a "reliance on the character, ability, strength, or truth of someone or something." Trust means that we rely on someone else to do the right thing. We believe in the person's integrity and strength, to the extent that we're able to put ourself on the line, at some risk to ourself. Trust is essential to an effective team, because it provides a sense of safety. When the team members feel safe with each other, they feel comfortable to open up, take appropriate risks, and expose vulnerabilities. Without trust there's less innovation, collaboration, creative thinking, and productivity in the classroom. Students spend their time protecting themselves and their interests – this is time that should be spent helping the group attain its goals. Trust is also essential for knowledge sharing. A study published in the "Journal of Knowledge Management" found that trust was a key element in a team's knowledge acquisition. If the team members trust one another, they're far more likely to share knowledge, and communicate openly. (Team, 2016) Trust is an essential element in team productivity. With it, the students can accomplish everything they set out to do and more. To achieve confidence in the classroom, the teacher should be a role model for students. The teacher should demonstrate his trust in them, as well as in his colleagues. He should make an effort to help everyone get to know each other on a personal level, to encourage conversations on values, family, or hobbies. (Team, 2016)

The importance of good relationships in the classroom

The students, as human beings are naturally social creatures and they practice friendship and positive interactions. The better the relationships are at classroom, the happier and more productive they're going to be. Good working relationships give several other benefits: the work is more enjoyable when there are good relationships between the subjects in the educational process. Also, the students are more likely to go along with changes that they want to implement, and they're more innovative and creative. There are several characteristics that make up the good, healthy working relationships in the classroom:

- Trust – This is the foundation of every good relationship. When we trust our team and colleagues, we form a powerful bond that helps us work and communicate more

effectively. If we trust the people we work with, we can be open and honest in our thoughts and actions.

- **Mutual Respect** – When we respect the people that we work with, we value their input and ideas, and they value ours. Working together, we can develop solutions based on our collective insight, wisdom and creativity.
- **Mindfulness** – This means taking responsibility for our words and actions. Those who are mindful are careful and attend to what they say, and they don't let their own negative emotions impact the people around them.
- **Welcoming Diversity** – People with good relationships not only accept diverse people and opinions, but they welcome them.
- **Open Communication** – We communicate all day, in so many ways. The better and more effectively we communicate with those around you, the richer our relationships will be. All good relationships depend on open, honest communication. (Team, Mind Tools, 2016)

Building and maintain good working relationships will not only make teacher more engaged and committed in his classroom; it can also open doors to key projects, career advancement, and raises (Team, Mind Tools, 2016). Trust, teamwork, communication and respect are keys to effective working relationships. While developing positive relationships with the individuals we interact with, we make our job more enjoyable and productive. These connections could also serve as future references or contacts in our career. Strong working relationships take time to mature, so the teachers should be focused on being consistent and dependable (Tingum, 2016).

Patient, caring and kind personality

Patience, care and kindness are defined as personality characteristics related to being a compassionate person, particularly with learners. Teacher dispositions are strongly related to student learning and development. (Peterson-DeLuca, 2016). Showing the students the teacher cares about them helps create a positive, supportive relationship and helps build an environment where learning can flourish. His modeling behavior helps students to learn and emulate. Most teachers care about imparting knowledge to students. But the best teachers also care about the relational aspect of teaching. They take time to establish a trusting and caring connection with their students, who in turn become more receptive to what's being taught. They get to know their students' interests, talents, and needs, which helps them prepare lessons and helps students feel the partnership of the learning experience.

Being a great teacher

There are a number of indicators that show the superiority of the teacher, like credentials, knowledge, critical thinking, and many other faculties of intelligence that are important. However, a great teacher should be much more than credentials, experience and intelligence. Among other things he should possess the following characteristics, so he should be:

- **Kind:** a great teacher shows kindness to students, colleagues, parents and those around him. “Kindness makes the world go around”. It truly changes the environment in the classroom and school. Being a kind teacher helps students feel welcomed, cared for and loved.

- **Compassionate:** Teaching is a very humanistic profession, and compassion is the utmost feeling of understanding, and showing others you are concerned about them. A compassionate teacher models that characteristic to the students with his actions, and as a result students will be more open to understanding the world around them.
- **Empathetic:** Empathy is such an important trait to have and to try to develop in ourselves and our students. Being able to put yourself in someone's shoes and see things from their perspective can have such a powerful impact on our decisions and actions.
- **Positive:** Being a positive person is not an easy task. Being a positive teacher is even harder when we're always met with problems with very limited solutions. However, staying positive when it's tough can have such a tremendous positive impact on the students and everyone around us. Looking on the bright side always seems to help make things better.
- **Builder:** A great teacher bridges gaps and builds relationships, friendships, and a community. Teachers always look to make things better and improve things in and outside of the classroom. Building a community is something a great teacher seeks to do in the classroom and extends that to the entire school and its community.
- **Inspire:** Everyone looks at a great teacher and they want to be a better teacher, they want to be a better student, even better, they want to be a better person. A great teacher uncovers hidden treasures, possibilities and magic right before everyone's eyes. (Alrubail, 2015)

Once you become a teacher, you care, not just about education, but about your students' education. Great teachers care about their students. They want them to succeed and are committed to helping them achieve their goals. Moreover, teachers care about their students' happiness, well-being and life beyond the classroom. (Powers, 2015) Investing yourself in your students creates a positive atmosphere in the classroom that enhances your relationship with students and makes them feel important. A student is far more responsive to a teacher who cares, and is therefore more likely to learn and engage. Connecting with your students establishes trust, which is important to the students' learning because it makes them comfortable enough to participate, ask for help when needed, and pay closer attention to advice and encouragement. Also, students feel better about themselves if they feel that a teacher has taken a genuine interest in them; they are motivated, and stronger self-assurance can make it easier for the student to challenge themselves academically. Especially with younger students, away from their parents and overwhelmed by the commotion of the classroom, a caring teacher is comforting and helps make the transition easier. (Inouye, 2015)

Knowledge of learners

This is a broad category that incorporates knowledge of the cognitive, social and emotional development of learners. It includes an understanding of how students learn at a given developmental level; how learning in a specific subject area typically progresses like learning progressions or trajectories; awareness that learners have individual needs and abilities; and an understanding that instruction should be tailored to meet each learner's needs. (Peterson-DeLuca, 2016)

Knowing students as learners

The process of coming to know the students as learners is often difficult and challenging, particularly if the students are struggling with schoolwork. Knowing students means more

than merely acquiring social or administrative information- students' names and ages, something about their friendship circles, a bit about their family backgrounds, a few statistics from their academic record. To maximize learning, we need to dig deeper than this superficial acquaintance.

In the past, most teachers did not pursue student information in either a systematic or particularly rigorous way. Instead of gathering and analyzing data for the purpose of learning about their students, they were content to put together a general picture based on tidbits from essays or student journals, a hint from an example of student artwork, a guess from an overheard conversation in the corridor, a comment from a parent or last year's teacher and so on. In some cases, teachers did forge personal connections with students, often when the personality of the student and teacher were compatible or when they shared a common interest (more often than not, this was an interest in the subject the teacher was teaching). In other cases, teachers ended the school year knowing little more about their students than they had at the year's start. Overall, coming to know students was an optional and often arbitrary business.

Developing an in-depth understanding of each learner enables teachers to:

1. Create a psychologically safe environment for every learner.
2. Determine each student's readiness for learning.
3. Identify multiple access points to the curriculum to increase engagement and success.
4. Develop and demonstrate greater emotional intelligence in the classroom. (Kusuma-Powell, 2011)

One of the most challenging principles of teaching for me is the knowledge of learners. When the school year first begins even the most experienced teacher has to learn about the new students. It is not always easy when these young people with different backgrounds and learning abilities enter the room. There are several strategies that will help any teacher become successful at meeting this difficult challenge. (Miller, 2015)

Dedication to teaching

Dedication refers to a love of teaching or passion for the work, which includes commitment to students' success. Responses often referred to loving the subject matter or simply being dedicated to the work. (Peterson-DeLuca, 2016)

Teaching is not a mission; it is a profession, and like any other, it requires a certain set of knowledge, competencies, skills, and behaviors. A teacher who is truly committed to students is one that puts students' learning and interests above everything else. It's a teacher who knows that the continuity of the work started with students during the school year is essential and does their best to comply with the commitment they've made. An effective educator also needs to be committed to the profession, by being a member of teaching associations and developing a professional learning network. Being committed to the profession also means engaging in formal or informal continuous professional development. Nonetheless, as important as the dimensions of commitment above may be the greatest commitment of a true educator should be with the students and their learning. (Boas, 2013) Teacher commitment is a key factor influencing the teaching-learning process. It is the psychological identification of the individual teacher with the school and the subject matter or goals, and the intention of that teacher to maintain organizational membership and become involved in the job well beyond

personal interest. Teachers' commitment is thought to decrease progressively over the course of their teaching career (Fraser, Draper & Taylor, 1998).

Commitment is a term that teachers frequently use in describing themselves and one another. It is a word they use to distinguish those who are 'caring', 'dedicated' and who 'take the job seriously' from those who 'put their own interests first'. (Nias, 1981)

- a) *Commitment to the learner*: includes genuine love for the learner, readiness to help the learner, enthusiasm, friendship, concern for their all-round development etc.
- b) *Commitment to the society*: awareness of and concern about, the impact of the teachers work on the development of the community, democratic values and the nation.
- c) *Commitment to the profession*: development of a professional ethic and sense of vocation.
- d) *Commitment to achieve excellence*: in all aspects of a teacher's roles and responsibilities, care and concern for doing everything in the classroom, in the school.
- e) *Commitment to basic human values*: to become a role model in the classroom and community through genuine and consistent practice of professional values such as impartiality, objectivity and intellectual honesty, national loyalty etc. (T.Deepa, 2016)

Passionate teachers are distinguished by their commitment for achievement of their students. Commitment is an essential element of successful teaching. Committed teachers are concerned with the development of their students and they profoundly struggle how to keep students' learning. They cultivate students' curiosity and interest in learning. Showing commitment to student learning can be an important factor in motivating students. Committed teachers recognize and endeavor to fulfill their responsibilities to their students. The degree of loyalty of committed teachers have, toward their profession is one of their distinguished characters. Teachers, who are engaged in their profession and committed to students and their learning, play a crucial role in development of students. Passionate teachers know that it is their role to encourage students for an active learning and concern themselves with promoting students' intellectual and moral development. Teachers with passionate, work with enthusiasm, their dedication and commitment increase, and they believe in the importance of their job.

Committed teachers have a tendency to perform the roles effectively that their job requires and to establish a good teacher-student relationship in accordance with the professional values. This approach facilitates student learning and development of terminal behaviors. However, in the clash of the career goals and values, and the goals and values of school, the importance of dedication and commitment increases. The basic goals and values of teaching profession effectively shape student behavior change in accordance with the principles of education sciences. (Mart, 2013)

Subject matter knowledge

Subject matter knowledge includes expertise in a given content or subject area as well as knowledge of the curriculum, learning objectives and/or standards in that content area. Those exceptional teachers develop extremely strong bonds with students, and use them to help students learn. (Peterson-DeLuca, 2016) Several features make up pedagogical content knowledge and each is intended to provide students a route to genuine understanding and learning.

- Combining Content and Pedagogy
- Understanding Student Perceptions
- Deciding a subject's difficulty

The foundation of pedagogical content knowledge is the combination of both content and pedagogy. Pedagogical content knowledge requires an understanding of where students are coming from in reference to the subject being taught. That's because, in order to teach material well, teachers have to know what the students bring to the table as far as prior conceptions, feelings, and strategies.

Teachers must have a good grasp of which aspects of the subjects are typically easy for students and which are more difficult. If it is clear, then they can create lesson plans that move through the easier material quickly and provide more time for the difficult subjects. This way the students will be better prepared to move forward. (Mazarin, 2015)

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RAISING CULTURAL AWARENESS IN EFL/ESL IN THE CLASSROOMS IN THE REPUBLIC OF MACEDONIA¹

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Abstract

Understanding a foreign language does not mean just understanding the grammar, the phonology and the lexis. It also means understanding certain characteristics of the culture. Language without culture is unthinkable, and so is culture without language. "It is an additional change that is expressed through the use of language". (Farnia, Rozina: 243) In the teaching process, future teachers of English have to master the target culture for a successful mastering of the language they are teaching. They have to make sure that their students master and become bilingual not just in the linguistic expressions but also in the literature and culture part. The aim of learning a foreign language is to master both the linguistic expressions and the cultural elements incorporated in the language.

"Culture in language learning is not an expandable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and writing. It is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them." (Thanasoulas, 2001).

The aim of the paper was to explore the methods and techniques used in raising the cultural awareness in schools with students of Macedonian who are studying to become proficient teachers of English in elementary schools in Bitola, Macedonia. The underlying and long-term aim is to make them aware of the existence of the other (target culture) in studying all level of the target language- phrasal verbs, tenses, grammatical categories, sociolects and many other language and literature aspects.

Cultural Influence on Foreign Language Teaching

To understand the importance of culture we need to know to what extent cultural background knowledge influences language learning and teaching, and how can we take advantage of that influence. To account for the roles culture plays in language learning and teaching, it is necessary to demonstrate the functions it may perform in the components of language learning and teaching. More closely, the influence on vocabulary will be taken into consideration and the teaching aspect of English as a foreign language.

Cultural influence on vocabulary

Language is the carrier of culture and vocabulary is the basic ingredient of language. The cultural difference will inevitably be exhibited on the vocabulary, and the explanation of vocabulary will also reflect the national or cultural difference. Take colour as an example. In

¹ Specialized paper

Chinese, white, denoting a colour, often associates with “pure, noble and moral goodness”, and the bride is dressed in white during the wedding in most western countries. In China the bride must wear red in the traditional wedding, definitely not white. Because Red means “happiness, good luck, flourishing and prosperous” in the future and people only wear white in funerals when one’s family member or relative is dead. White in China, is associated with “pale, weak and without vitality”. Thus, learning a language implies not only the knowledge of its grammar rules and the denotative meanings of words but it involves much more, such as the culture phenomena.

Teaching culture in EFL classroom

It is not an easy task to teach culture. Teachers can show the way rather than regulate a specific way of seeing things, which has the inclination of cultural imperialism. Making students aware of the important traits in the target culture help them realize that there are no such things as superior and inferior and there are differences among people of distinctive cultures, as well. (Wang, 2008:4). Kramsch (1993) argues that a foreign culture and one's own culture should be placed together in order for learners to understand a foreign culture. Learners' interaction with native speakers or text will require them to construct their own meanings rather than having educators simply transfer information about people and their culture, and non-native speakers should have opportunities to make their own meanings and to reflect on both the target culture and their own. Kramsch (1993) refers to this as establishing a “sphere of interculturality”. Moreover, what educators should always have in mind when teaching culture is the need to raise their students’ awareness of their own culture (Straub, 1999) and 'the target culture' (Wei, 2005:55), to cultivate a degree of intellectual objectivity essential in cross-cultural analyses (Straub, 1999, cited in Wang, 2008:4). Teachers and program developers are asked (Coleman, 1996; Holliday, 1994; McKay, 2002) to take the learners' sociocultural background into consideration in choosing materials and pedagogical approaches for particular contexts of teaching since ignoring the students' norms and expectations.

Techniques for Developing Cultural Awareness

There are many opinions about which techniques should be used in the classroom in order to develop cultural awareness in learners. Literature and drama have been found to be very effective for making learners sensitive to alternative cultural perspectives (O’Dowd 2004). Planet and Byram consider importance of learner-centeredness in intercultural teaching (Planet, Byram 1999). This principle should ensure that learner’s own culture is not dealt with as an abstract concept but the focus is put on learner’s involvement in it. Learners are encouraged to reflect on their culture on the basis of their own experience. The fact that these analyses take place in English lessons and learners use techniques which they would use to explain their own culture to people from other cultures, make this different from culture teaching in other subjects. Planet and Byram warn not to provide learners with ready-made information which they might need in their analysis but instead, with information and sources where they might use themselves. Even though learners were born into the culture and are familiar with it, they need to require a more distant and general look on their culture together with some information in these analyses. Byram urges teachers to start with reflecting on learner’s own culture and only later introduce the target culture. The principle in which learners are supposed to discover their own knowledge applies even to dealing with the target culture. Culture assimilators, developed by social psychologists for facilitating adjustment to a foreign culture, are used as a brief description of a critical incident of cross-cultural

interaction that would probably be misunderstood by the students. After the description of the incident, the students are presented with four possible explanations from which they are asked to select the correct one. If they make the wrong choice, they are asked to seek further information that would lead them to the correct conclusion. Culture assimilators are supposed to be a good method to promote understanding of cultural information and emotional empathy (Hughes in Valdes 1986). Among other techniques are culture capsule which draw learner's attention to comparisons between the home and the target culture by presenting isolated items about the target culture. This technique uses visual aids which illustrate the difference, and a set of questions to stimulate class discussion. Cultural problem solving covers presentation of a problem for learners to solve and to evoke discussion about culture differences. Participants read or hear briefly about a real-life problem. The problem should illustrate the topic or theme of the discussion and can be set out quite elaborately with a number of points to discuss. Both previously mentioned techniques are using discussion which should allow students to express their own ideas. It can be also used to form a way into a topic which can stimulate students' imagination and give a teacher an indication of how much the students already know. The emphasis should be always on the ideas which are being expressed rather than on the accuracy of how the thought is being expressed. Discussion can be approached through brainstorming. Pupils can work in small groups as long as there is a clear and concrete focus of the activity and it is kept short. Very effective techniques are role play and drama (O'Dowd 2004). Role play is a popular method for communicative use of language where students are encouraged to use language imaginatively and creatively. Being based on real-life situations it is always welcome in a role play to use authentic aids from English speaking countries (for example train tickets, menus). Sometimes it is useful to record the role play on a video or audio cassette for future reference (McKinnon, Rigby 2005). Drama is similarly useful for directly involving students in cross-cultural misunderstanding. In this technique selected members act out in a series of short scenes a misinterpretation of something that happens in the target culture and is clarified in the final scene. Among other techniques which can be used to teach culture can be mentioned Audio motor Unit or Total Physical Response, primarily designed as a listening exercise, employs a carefully constructed list of oral commands to which students respond. These commands are arranged in such a way to make students act out a cultural experience (Bowen 2005).

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BENEFITS OF LEARNING GERMAN AS A SECOND COMPULSORY FOREIGN LANGUAGE IN SCHOOLS¹

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Abstract

It is never too early to start learning a language: it is fun, it promotes healthy development and many more cognitive and social benefits that last a lifetime. There are a number of reasons and benefits why learning German as a second language puts the child himself ahead of other children. Parents can also be of great help here, whether they know German or not. Numerous studies show that children who learn a second language, such as German, have an advantage from the very beginning. Experts have found that learning a foreign language has its benefits for brain health, due to the fact that it can be a very useful hobby for our health, because it encourages an increase in gray matter. Another of the many benefits of learning a second language is the fact that it opens up a whole new world of career opportunities.

INTRODUCTION

"Knowing a second language is like having a second soul" - Carlo the Great

Until recently, people thought that if a person knew two languages, it could create confusion in his mind. So, there was one paradigm and it was thought that it would be better to know one or two languages perfectly, because they would probably mix. Another more extreme and absurd view was that learning two languages could cause some kind of schizophrenia or separation. Some research has gone so far as to support the idea that learning two languages can be a problem; Early researchers found that bilinguals had lower vocabulary and slower access to words. However, these myths today are overshadowed by many modern studies, the results of which show the incredible psychological benefits of learning a second language.

Cognitive and social benefits of learning languages in early childhood

Numerous studies show that children who study a second language have an advantage from the very beginning. According to psychologists, children who learn another language before the age of five use the same part of the brain that serves them to learn their mother tongue. Younger students are unfamiliar with the fear of making mistakes, where the case is not the same and which can be a real obstacle for older beginners. The length of time a student can devote to language learning has a direct and positive correlation with cognitive development. Longer courses also give students the opportunity to grow along with additional language and culture,

¹ Specialized paper

developing a deeper connection as they mature. Furthermore, research shows that learning a second language enhances problem-solving skills, critical thinking and listening, as well as improving memory, concentration, and multitasking. Children who are proficient in other languages also show signs of increased creativity and mental flexibility. The cognitive benefits of learning a foreign language have a direct impact on a child's academic achievement. Compared to those without additional language, bilingual children have better reading, writing and math skills and generally get higher scores on standardized tests. Children who are exposed to other languages early on show more positive attitudes toward the cultures associated with those languages. Experience with language learning enables and introduces them to the world in ways that you would not otherwise experience.

Whether parents speak two languages or this is their first experience with another language, their support will make a huge difference in a child's success. They do not have to speak fluently the language their child is learning to create an encouraging and active learning environment. It is enough to provide as many opportunities for authentic experiences and the many online tools and resources available to them.

Learning a second foreign language improves brain function

Through numerous studies, experts have come to the conclusion that learning a foreign language has its benefits for brain health. Learning a second language can be a very useful hobby for our health, as it increases gray mass. This finding was made by a group of scientists from the University of Medicine in Innsbruck, Austria, who tried to find out what effect foreign language learning has on brain well-being, both in people with multiple sclerosis and in those who are healthy. Twenty-three participants took part in the experiment, taking an eight-week English course, which they attended three hours a week.

The study found that there was no difference between the two groups of subjects in terms of comprehension, speech fluency and learned words. Each of the students also underwent magnetic resonance screening before and after the course. The results showed that in the case of people suffering from multiple sclerosis, there was an increase in gray mass in the hippocampus, which affects short-term memory, as well as the basic ganglia, which affects learning ability, and parahippocampus, which affects coping in space. In healthy people, however, there has been an increase in gray mass in areas of cognitive function, self-awareness, emotion control, and motor function.

Other research has shown that language centers in the brain grow as a result of successful language learning. Those who study better grow these vital areas. Bilingualism delays Alzheimer's disease in people at potential risk for up to five years. It sounds incredible, but research continues to support this result. If a person is bilingual, then they have improved listening skills, because the brain has to work harder to distinguish other types of sounds in two or more languages. Babies living in a bilingual family can distinguish languages they have never heard before. Just because they are exposed to other sounds helps them to distinguish between German and French. Babies living in a bilingual environment have a stronger memory than those who did not grow up in such an environment, that is, they grew up with only one language. This means that they are better at calculating, reading and other important skills.

Cognitive increases, such as better attention span and multitasking, are due to the fact that bilinguals have activated both languages at the same time and must constantly see which is more appropriate. All this going back and forth, brings mental benefits. Because learning a

second language draws attention to abstract rules and the structure of the language, it can improve the first language.

Benefits of learning German as a second language in the future

Learning a second language, such as German or even more, is not only profitable in today's world, but also necessary. International students studying abroad, learning their language at school and gaining a foundation are of great importance. Profitability is mirrored by a new scientific language and the way in which people speak a language they understand. In addition, there is a sense of pride in being able to communicate with people of different races and cultures in their mother tongue. The reasons as well as the benefits of learning German as a second language are innumerable, but the most important are the following:

- The world is changing rapidly and many companies are choosing to open branches in several locations around the world. You have to be a globally-oriented person who speaks another foreign language. Many companies come to our country that come from Germany, so knowledge of the German language is a great advantage when applying and getting a job.
- Learning a new language is quite complex. It adheres to a whole new complicated system of rules, structures and vocabulary. In this way, our brain must work harder, understand the new meaning of words and help in verbal communication, develop cognitive thinking and problem-solving skills.
- If we are a person who wants to meet and interact with new people, then learning a new language should be our priority. When we learn new languages, the doors of opportunity to socialize around the world are open to us. Nothing increases the thirst for adventure in several countries more than the ability to communicate in key foreign languages. We will better understand the history of people, music, fashion, and literature, when we can read, write, and communicate in their language.
- When mastering a foreign language, we are better off making better decisions. Researchers at Pompeu Fabra University in Barcelona support the emotional distance as a term for mastering a foreign language. Their studies suggest that the use of a foreign language makes people more utilitarian, which in turn leads to better decision-making.
- If we understand the language in one place we visit, it is easier for us to fit into their culture, to wear clothes, and to behave like the people there. This will be useful in places where tourists are easy prey or targets of fraudsters. It is this fact that will make our visit exciting and naturally lead us to make new friends.

Conclusion

As mentioned earlier, research suggests that children who are learning a second language have an advantage over other children from the very beginning. According to psychologists, children who learn another language before the age of five use the same part of the brain that serves them to learn their mother tongue.

Children who are exposed to other languages early on show more positive attitudes toward the cultures associated with those languages. Experience with language learning introduces them to the world in ways they would not otherwise experience.

The depth of knowledge that comes with mastering a new language, strengthens the creativity of the person in the future. By mixing the mother tongue with a second foreign language such as German, the individual will discover that he can express himself more creatively in his

mother tongue. You may also find yourself using alternative words, in situations where you will not be able to remember the original words, when you want to express yourself.

Learning German as a second language leads to improved creativity and forces the individual to experiment with new words and phrases. It also leads to thinking much more broadly and solving complex problems by exploring alternative options.

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