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



TEACHER

International journal

September 2013 vol. 5

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

TEACHER

International journal

Bitola, 2013

Publisher
Faculty of Education - Bitola
Dean prof. Jove D. Talevski, PhD.

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

Executive and Editor-in-chief
Prof. Ljupco Kevereski, PhD, Macedonia

Cover
Bilana Cvetkova Dimov, PhD, Macedonia

Technical & Computer support
Josif Petrovski, Macedonia

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

TEACHER: Journal of the Faculty of Education - Bitola /
[Editorial Board Acad. Grozdanka Gojkov ...] Year XII, No. 2 (2013) -.
- Bitola: Faculty of Education, 2013 -. - 29 cm., 315 p.

Unspecified

ISSN 1409-6870

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

Address:
Faculty of Education
Ul — Vasko karangelevski‖ b.b.
7000 Bitola, Macedonia
Tel/Fax. ++ 389 47 253 652; 203 385

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

CONTENT

FOREWORD **8**

PETER ANDJELKOVIC
GOOD TEACHER IN BAD TIMES HARD TIMES (AND) OR BAD TEACHERS 9

DANIELA ANDONOVSKA-TRAJKOVSKA, BILJANA CVETKOVA DIMOV
WEBQUEST AS A TEACHING STRATEGY 15

MARIJA APOSTOLOVA, ANKICA VITANOVA
ASSESSMENT OF STUDENTS ACCORDING TO THE EUROPEAN CREDIT TRANSFER SYSTEM 23

VIOLETA ARNAUDOVA
COMPUTER GAMES AND THEIR IMPACT ON YOUNG PEOPLE 29

TATJANA BOZHINOVSKA
FORMATIVE ASSESSMENT IMPLEMENTED IN AN ENGLISH LANGUAGE LESSON 35

HASIM BRAJA, ARDJANA BRAJA
THE WRITING ACTIVITIES IN THE DIDACTIC PROCESS AND THE ROLE OF THE TEACHERS IN THE DEVELOPMENT OF THE SKILLS OF WRITING 43

ELIZABETA DAMEVA
ENCOURAGING CREATIVITY IN THE FRENCH EDUCATIONAL SYSTEM 47

SASHKA DIMITROVSKA
TEACHING LITERATURE - HOW WE COULD DO IT BETTER 57

BILJANA DODOVSKA
THE ROLE OF TEACHERS IN WORK WITH CHILDREN WITH DIFFICULTIES IN LEARNING 64

KIRE FILOV
EDUCATIONAL ACTIVITY OF EMANUEL CHUCHKOV BEFORE AND AFTER SECOND WORLD WAR 69

BILJANA GERAS
THE TEACHER AS A MOTIVATIONAL IMPULSE FOR THE DEVELOPMENT OF CREATIVE POTENTIAL IN GIFTED AND TALENTED STUDENTS 76

METODI GLAVCHE, RISTO MALCHEVSKI
ERRORS MADE BY SECOND-GRADE STUDENTS IN MATH CLASSES 82

DRAGAN GRUEVSKI, MIRJANA CVETKOVSKA
THE ENTREPRENEURSHIP AS AN INSTRUMENTAL VALUE OF THE CIVIL – LIBERAL SOCIETY AND SOME INSTITUTIONAL DETERMINANTS OF ITS DEVELOPMENT 89

VALENTINA GULEVSKA
THE TEACHER'S PROFESSIONAL ETHICS 98

ESTELA HOXHA
FIGURE OF FAN S. NOLI IN HISTORICAL TEXTS PRE-UNIVERSITY SCHOOL (GENERAL SECONDARY SCHOOLS) 104

VIOLETA JANUSHEVA
MULTIPLICATIVE ASPECT CONFIGURATION AND ITS RELATION TO OTHER CONFIGURATIONS WITH CONTINUATIVE DOMINANT IN MACEDONIAN LANGUAGE 112

IRENA KITANOVA
PHYSIOLOGICAL BASES OF READING 120

SONJA KITANOVSKA-KIMOVSKA
IMPLICIT AND EXPLICIT LEARNING AND THE BRAIN SYSTEMS THAT SUPPORT THEM 125

JASMINKA KOCOSKA
THE STUDENT'S POSITION IN THE DEMOCRATIC CLASSROOM 130

ANTE KOLAK, LENKA VIOLIĆ
THE ROLE OF HOMEWORK IN THE TEACHING PROCESS 134

BISERA KOSTADINOVSKA
IDIOMS AND THEIR SIGNIFICANCE IN LEARNING THE ENGLISH LANGUAGE AS SECOND AND/OR FOREIGN LANGUAGE 152

MARIJA KOSTURANOVA
THE (IN)EXISTENCE OF A CRITICAL PEROID AS EXPLANATION OF THE SUCCESSFUL/LIMITED ACQUISITION OF THE FIRST AND THE SECOND LANGUAGE 159

MARINA KRSTIC
PERFECTIONISM AND GIFTED 166

KEMAJL KURTESHI, VOGLUSHE KURTESHI
DEFICIENCY OF BLOOM TAXONOMY 170

VOGLUSHE KURTESHI, KEMAJL KURTESHI
IMPACT OF INTERNET IN LEARNING 175

LUPCO KEVERESKI, AGIM RUSITI
THE ROLE OF THE TEACHERS IN SUPPORT OF MATHS TALENTS 178

MILE D. MICKJUNOVIKJ, MIKJUN MIKJUNOVIKJ, LJUBICA MIKJUNOVIKJ
THE EDUCATIONAL FUNCTION OF SWEARING 183

GORDANA MIRCOVSKA, JULIJANA BOGDANOVA
SOCIAL BEHAVIOR OF THE YOUTH INDIVIDUALS-VICTIMS OF DOMESTIC VIOLENCE 186

SILVANA NESHKOVSKA, VIKTORIJA PETKOVSKA
HAVING FUN WITH GRAMMAR 194

ZORAN NIKOLOVSKI
TERMINOLOGICAL ENRICHMENT OF THE FRENCH LANGUAGE 201

VALENTINA MUCUNSKA PALEVSKA
TOTAL QUALITY MANAGEMENT AS A DETERMINANT IN CREATING COMPETITIVE ADVANTAGE OF EDUCATIONAL INSTITUTIONS 209

POLONCA PANGRČIČ
STRATEGIES OF GIFTED STUDENT EDUCATION FOR 21ST CENTURY 218

VIKTORIJA PETKOVSKA, SILVANA NESHKOVSKA
TEACHING ESP VOCABULARY 225

KRISTINA PETROVSKA
TEAMWORK AND SCHOOL CLIMATE AND CULTURE 232

JOSIF PETROVSKI, SNEZANA SAVOSKA, NIKO NAKA
NEED FOR LEARNING MANAGEMENT SYSTEMS IN HIGHER EDUCATION IN SUBJECTS THAT INVOLVE PROGRAMMING LANGUGAES 240

VASILIKA POJANI, ANYLA SARAÇI (MAXHE)
CONTRASTIVE INSIGHT ON WORD STRESS IN ALBANIAN AND ENGLISH 245

ELIZABETA RALPOVSKA
ON THE BASIC SEMANTIC REALISATIONS OF DESCRIPTIVE ADJECTIVES 251
AND THEIR LEXICAL DEFINITION 251

BLAGOJ RISTOVSKI, METODIJA STOJANOVSKI, BILJANA KOKALEVSKA
DESIGNING SOFTWARE FOR EVALUATION OF THE STUDENTS' ACTIVITIES 258

DESPINA SIVEVSKA
THE RELATION OF CLASSROOM CLIMATE AND STUDENTS ACHIEVEMENTS 263

MARIKA SPANDZOVA, ROZA KUJUNDZIEVA, NIKOLINKA KRSTEVA
THE EFFECT OF SMART BOARD AND THE EDUCATIONAL SOFTWARE SMART NOTEBOOK ON THE TEACHING MATHEMATICS IN THE THIRD GRADE 269

KATARINA STANOJEVIC
DEVELOPMENT OF STUDENTS MUSICAL MEMORY IN LOWER GRADES OF PRIMARY SCHOOL 278

ALEKSANDAR N. TODOROVSKI, MARINA TODOROVSKA
SUGGESTIONS FOR IMPROVEMENT OF ACTIVITY AMONG STUDENTS IN ELEMENTARY SCHOOL THROUGH EDUCATIONAL INTERVENTION 286

MIME TASESKA – KITANOVSKA
SPELLING MISTAKES IN THE WRITTEN EXPRESSION BY STUDENTS FROM THE FIRST AND THE SECOND PERIOD FROM PRIMARY EDUCATION 295

ANKICA VITANOVA, MARIJA APOSTOLOVA
MENTORSHIP IN THE NINE YEAR PRIMARY EDUCATION IN THE REPUBLIC OF MACEDONIA 302

ZANETA ZDRAVKOVSKA
EARLY SPEECH DEVELOPMENT WITH GIFTED AND TALENTED CHILDREN 307

FOREWORD

The Second edition of the scientific journal TEACHER represents a new, continuous pedagogical development in the affirmation of new phenomenological emergencies in the pedagogical theory and practice. The specter of the theoretical and empirical papers of the scientific-educational editorial board from Macedonia, Serbia, Albania, Kosovo enriches this international journal, by which the European and the Balkan pedagogical dynamical communication is being noted. The reflections of the papers from the fields of pedagogy, psychology, sociology, mathematics, informatics sciences, literature, linguistics and other social and natural sciences simply underline the interdisciplinary projections that deal with significant pedagogical phenomena. It is of special importance to be noted that starting from this issue the papers in the TEACHER journal through EBSCO will become available for the scientific- research interests worldwide.

The gratitude will be extended to the University “St. Kliment Ohridski” Bitola, which with its suggestions gave a significant contribution in the internationalization of the papers, that is, the journal TEACHER in the EBSCO database.

An inevitable part in this gratitude is aimed towards the editorial teams, which with its analytical and skilled evaluations contributed for qualitive and professional selection among the received papers. The journal aims towards enlarging the field of interest by accepting more scientific and occupational papers and to include more eminent European and worldwide recognized experts from the field of education.

Also, the tendency of the Editorial board will be constantly promoting the journal TEACHER with which the Faculty of Education from Bitola will be the promoter of the internalization of the pedagogical current in the Republic of Macedonia.

We leave to the readers to enjoy in the rich pedagogical mosaic, going through the pages of our journal in which professional experiences from our environment are being synthesized.

We are also especially grateful for their interest and their critical observations that are being aimed towards improvement and reaching European and world-level standards in the field of publishing.

With respect,
The editorial board

Peter Andjelkovic
University of Pristina with a temporary residence in Kosovska Mitrovica
Faculty of Philosophy, Department of Sociology

GOOD TEACHER IN BAD TIMES
HARD TIMES (AND) OR BAD TEACHERS[1]

Abstract

Figure of humanity, at the beginning of the new millennium, under the influence of globalist monstrous machinery, all prefer negative utopias of Franz Kafka and George Orwell facing with the darkest perspectives of these authors. The crisis dissipates and canceled a series of conceptual and ideological constructs and values: tradition, morality, humanism. The doom of dehumanization and losing the human figure threatens to us. In these bad times, so-called, "The Time of Snake "in profession of education, especially in sociological one, belonging to the one of the most important roles in society. What educational and human characteristics of todays should have a good teacher of sociology? Can we allow ourselves to be weak people and bad teachers in these difficult times?

All of this suggests that the call of sociology teacher is determine not only by the narrow methodological principles of gnoseology (epistemology), ethical, axiological and deontological principles, which (like Kant's moral imperative) sociologist must be guided in their research and human society and its educational mission of prophet hood. Transfer of sociological knowledge does not go and does not need to go first to achieve simple mechanical formula memorizing of some sociological or uncritical adherence to a social norm (without consideration of the content), but seeks to help children and young people to discover the fullness and sense of social life. When we understand the "why" we can boldly wear with any "how." Sociology teacher with his whole being, in appearance, is to testify about what they speak. Education is a lively learning that not only taught from books, but the source of life, and in this case it is the society in which we live.

Keywords: Characteristics of a good teacher, globalization, education, teaching sociology.

"Knowledge is not knowledge to know, but knowledge is knowledge to be given".
Vuk Karadzic

On the scientific area, "a personality" has just the only one who is doing thinks purely.
Weber

Figure of humanity, at the beginning of the new millennium, under the influence of globalist monstrous machinery, all prefer negative utopias of Franz Kafka and George Orwell facing with the darkest perspectives of these authors. Instead of society as a system, we talk about society as a network of different relations of individuals and social groups, acting and

[1] Specialized paper

understanding, symbols, meanings, and actors. Instead of society as a harmonious space in which the human being lives, develop his potential, needs, create and innovate, we're talking about society as dangerous force that destroys everything on its way as „*Молох*“(Гиденс), about „*the risk society"*(Бек), in which science produces in the same degree of conditions of well being, risk, and destruction, we talk about society of „*simulation"*(Bodrijar). In such times, the role and importance of sociologists, sociology researchers, but also teachers, again gaining importance. Sociologist who is socially engaged, who ”*intervenes*" or who tends to the positive, verifiable knowledge of social situations and social actors and who his knowledge of the society adequately conveys to the youth.

Call of teacher sociology dose not involve just transferring sociological knowledge (Vuk, in that sense, left right guidance for ever), which helps students to understand social reality, but also to help them critically reflect cultural values and how to act within them. Certainly, sociologist, as far as possible should tends to the value neutrality. The teacher must not impose a personal attitude, also to impose the student's attitudes on how to arrange their lives, or their political beliefs. About this Weber, who strives for sociology of value neutrality, wrote. "Establishing the facts and internal structure of cultural values on the one hand and assessment of cultural values and advice how to work within the culture and politics, on the other hand these are two diverse problems advice on how to work within the culture and politics, on the other hand, there are two diverse problems" (Вебер, 1988: 83).

The first question and the first condition which set to the sociologist is how he is able to maintain his attitudes, ideas and research neutral according to the external (non-scientific) influences?

Neutrality is a precondition of truth seeking as a guiding idea in scientific research, for critical approach to what is being researched and which can contribute to the overall science. It is a requirement how the results of scientific research would be objective, verifiable and useful for the scientific community. Neutrality means that the sociologist does not agree to its research and analysis adjusts to the attitudes of various ideologies or interests of certain social entities that will use it to gain advantage in the repression and discrimination of other subjects. Sociologist today needs to devote considerable attention to the relations of the facts from the daily life people, social groups, community, communication and relations between people. The reality, real life, the events and relations are not what they seem. It is more and more hidden facts, hidden interests, irrational needs, worthless things and procedures that are introduced in a different light. The relation between manifest and latent phenomena, interests and values, is getting more and more in favor of latent. We can see a situation on the surface of events, phenomena and relations, but it is quite different in their root. The causes of social phenomena have been difficult to know, or at least on time to discover in order to understand and explain them. Everything looks different than it really is. However, the big question is to what extent is reasonably possible, because the teacher is a member of the society, he built cultural identity in such society, belongs to a social class, profession, and in that senses it is difficult to get rid of their own ideological-political orientations in research and explication of the society. Regarding to Weber, Rajt Milis has a different view, he considers that just sociology is more than any other sciences, invited to connect personal troubles and social problems and considers that the task of social science researchers "to keep operation of transmutation of personal, private troubles into social and public problems, and those public problems have been passing through the prism of human meaning for a many individuals" (Милс, 998: 198). Mils considers as Marks that (the task of philosophy is not only to interpret the world but to change it), also believes that social science does not try, "*to disenchant the world but also to save it"*. In that sense, we could agree with Karl Popper, who thinks that the teacher of sociology is an "*explorer of the truth", "*but not, *the teacher of knowledge*". Sociologists must not turn classes into spreading illusions and

ideological fog but they need teach students to critically judge the thesis, as well as the actual social reality and value systems within they operate.

Particular importance in the teaching of sociology is stimulus, as well as an important companion on this journey. What is far more eloquently and convincingly, is the power of example. So, as far as the identity of *(the way of being)* teacher, it should be pointed out that it is not enough of being experts in sociological knowledge in social and other sciences, but they must be able to demonstrate the value that they uphold in the first-person. Then, this knowledge that they uphold, is credible. Because if he, as one who knows subject, that pupils are thought, does not discovered by himself the beauty of message sociological profession, how will he succeed to convince the students? Talking about society, teacher communicates with the pupils with his whole being, with his appearance, with his knowledge, his choices, his behavior, with his way of relating to the pupils. This means that anywhere as here should not underestimate the importance *of relationship*, so-called affective-emotional and communication area within which takes place a content transfer. This relationship is a precondition of being accepted and content that intermediates. In other words, if students accept and love the teachers, they will like and easier accept the content that teacher provides them. At any moment when our concrete education and upbringing is realized in the form of simple doctrinal teaching, moralizing or as a process of socialization in the service of ideological doctrines, such practice does not fit the name education. In these cases, education can be a barrier of true education and activities of behaving of the people that are a contrary to the ideals of the teaching profession.

The teacher is a strong mediator between tasks which from the teacher call of sociology follow the students, even when they are not aware. The teacher talks about sociology, when is teaching reduced on as *a "task*", when judge, divided classes into good and bad pupils, when forcing students of being obey, and when reprehend pupils of misbehaving, if ignored and insulted those thoughts and beliefs of students which are not in accordance with his views, beliefs and etc.

In such a way, such methods of punishment and forcing pupils, instead of freedom of thought, it encourages in education dissemblance and faithlessness. General effect that is permeated in speech, it comes down to, *"you must*" – it must necessarily be questioned. Transferring sociological knowledge should not be guided by just achieving a simple mechanical memorizing some sociological formula or uncritical adherence to a social norm (without consideration of the content), but it strives to help children and the young to discover fullness, sense of the social life. When we understand "*why*", we can courageously deal with any "*how*." Teacher of Sociology, with his whole being, appearance, should witness about what he speaks. Education (in the root of the word is cheek) is a lively learning, is not just taught from books, but in the root of life and in this case, it is a society within we live.

It is necessary that the system of education should be permeated the idea of tenderness**,** love, understanding and deep appreciation personality of students. "High demands towards students mostly are connected with respect and confidence in their possibilities. If we have higher demands towards students, and confidence in them and their capabilities, we will respect them more and consider that they are able to meet increased demands. Demands are necessary integrated with control that must not be imposed",(Ђорђевић, 2002: 187). In fact, strictness and control should encourage students towards self-development. The absence of demands and control is one of the main causes of a lack of discipline of students. Providing balanced relations between demands and confidence in concrete situations, represent also expression of pedagogical tact that is necessary for creating mutual respect between students and teachers. In different circumstances, instead of free developing of human spirit, is constantly encouraging credulity and hypocrisy. Analyzing the modern American society Rajt Mils pointed on difficultness of presenting a

personal opinion, which may strike those who do not represent common and popular opinions. Thence, many creators are getting incline to the convictions that are common and widespread by means of spiritual communication in a crowd. But if an individual chooses this way and becomes hired servant of industry awareness and mass culture, his general goals have been established by the others, but it is not his own judgment and moral integrity. Those worlds of mass culture and public opinions are more adjusted to the demands of ruling groups and ongoing politics. That is why Mils stressed so decisively the need of resisting to this increasing conformism and fight against spiritual monotony, and "*those stereotyped and consistent death of the essential life things*". Therefore, the possibility of freedom in the modern democracy largely depends on the answer to question: is it really possible free and critical thought or is the modern man condemned to live in conditions of spiritual depersonalization and slavery? Besides, at this moment, an individual is getting less valued, who thinks for himself, but a man who, is able to adopt on working in a big organization, is valued. A man who does not doubt in what is holy, but always willing to believe blindly and sacrifice everything what is personal. Within such time and democracy occurs as the most effective system of domination and freedom, as pointed out Herbert Marcuse (Herbert Markuze), as comfortable, well-established democratic un-freedom. So, encourage solidarity, tolerance, benevolence among students rather than competition.

Successful teacher in classroom strives to create a pleasant emotional atmosphere, "*positive climate*", where pupils feel unconstrained allowing multidirectional communication and curiously freely cognition. Positive climate represents attraction in a classroom, Pjurki defines as a brief description of messages, that intentionally direct towards pupils, and whose meaning contained in the fact that pupils are irresponsible, incapable and without merits. Establishing a climate of attraction in the classroom creates conditions for a positive self-comprehension and increased motivation of pupils for studying and learning"(Ђорђевић, 1998: 706). A False "*optimistic*" preserves spirits as human mood, committed to their personal, purely subjective states. His "optimism" has no real basis. He lives on his own, out of the deep courses of history, and major world events. "Optimist" is that dominates in healthy and balanced organism and does not suffer from mental disharmony. His "optimism" is related to himself, and perhaps his personal affairs. But in terms of big events, it can be seen a little and maybe even nothing, if it happens to see something, it's dimly and evaluates it wrong. In front of the face of spiritual problems, he is perfunctory and thoughtless. He sees neither their depth, nor their unraveling, and therefore easily replaced obviousness for reality. In order to, his "optimistic" is explicable physiologically and mentally motivated, but concretely and metaphysical unfounded, he dose not have responsibilities for it. Such "optimism" is an expression of personal imagination, and even enthusiasm, and it can be result of substantial disagreement. Education is primarily a service of generous goals - not a career, not as a personal way of life, satisfaction of vanity, aggressiveness and envy. True education must connect acquisition of technical efficiency and building complete personalities of people, in order to successfully, through scientific optimism, they can use their own strengths and talents, and strive to happiness (a good life, active life, meaningful life) to belong of something believing that it is more comprehensive than capability "(Селиџмен, 2008: 8-9).

It is conceivable, regardless of a great extent, under present circumstances, character of teaching, is getting changed, but the role of teachers in its implementation is indispensable. Good and successful teaching sociology is largely the result of a good teacher, such as poor teaching does not poor teachers. Good and successful teaching of sociology is mostly the result of a good teacher, such as poor teaching does not exist without poor teachers. There are many requirements that teachers today must meet if he wants to be successful in sociology teaching. Talking about characteristics of successful teachers, Miomir Ivkovic

(Миомир Ивковић) makes differences between general and specific characteristics. General characteristics and qualities according to him are: intellectual, moral and physical maturity and completeness of personality, believing in tasks and scope of peformed ones , motivation for teaching profession, compliance personality with deontological demends of teacher's profession, sociability and ability of teacher's animation and qualities of personality such as: kindness, cheerfulness, naturalness, fairness, sociability, etc. Ivkovic (Ивковић) stands out from the special characteristics : having a solid methodolocal knowledge, a developed investigative, inquiring and critical spirit, getting to know the aim of education, possessing pedagogical and psychological culture, as well as pedagogical optimism , having a high sociological knowledge that is similar to his personality (intellectually and emotionally) young man and culture (Ивковић, 2010: 102).

Defining characteristics that are necessary for being a good teacher of sociology, that would have a universal character and meaning, concerning the change of social circumstances and system of values in society developing, it is not easy, but there are opinions that it si impossible. Nowdays teacher , in the time of social and spiritual failures and shocks, in civilization that sinks, in the world in which „*there is no hope for meaning"* in addition, above-mentioned characteristics, in particular, by our opinion, we need following virtues: *optimism* that does not just mean man's love of life as a natural state, but it is about life attitude which is reflected in a life persistence that helps one to keep yourself under any circumstances and which radiates to the students and sent them positive energy. Optimism always means courageness, helps man to confront conformity, considers objectively past events and has right attitude towards authorities ; *sensitivity.* Personality of a good teacher is not characterized just by ability of reasoning , but also feelings that help him to understand other, truly empathizes with his position. Emotional one sympathises to other people, empathises with their troubles and sufferings, and strives to continually makes such procedures in order to diminish evil in the world; *tolerance.* Particular attention under present conditions, in a sea of informations, in a global village without boundaries in which man is getting more and more alone, alienated from the others and from yourself , should be given the virtue of tolerance. This virtue implies the right of every man on his own way of life and oppinions, but also honor and respect the rights of others on their own attitudes and lifestyles, and that is particularly important for the relationship teacher - student.

This hard times (although there is a dilemma, it is a hard times or people are weak), this yoke of necessity that existentially blackmails us, leads us to self-abasement individualy and nationaly. But self-abasement, which is physically painful and does not prevent us to ask ourself about guilty and responsibility. Of course, the question about guilty of the intellectuals and elite who remain silent and close eyes infront of such emergence (betrayal of the intellectuals – Ziil Benda) remain on their consciousness, as well as on our consciousness who still aspire to the status of being intellectuals. Jaspers warns us of this in his book *Question of guilt* where he says:" We do not feel our participation just in what is happening today , as people carrying guilt for actions of the contemporaries, but also in the context of tradition. We have to take the blame of their fathers "(Jaspers, 1999: 63). The intellectual elite, but those in the real sense the intellectual and humanistic should and can conceptualize means and efforts of fighting against this phenomena. Closing eyes and escaping in illusions may result forth staggering of the world in which we live. Therefore A. Turen in his action-sociology, defines its function as a critical reflection about social practices and actions of social actors, emphasizing that sociology in its praxeology, differentiates for itself on a participatory and conflict sociology, or on functionalist and radical emancipation. In the renewal context of its cognitive and social role. A. Turen (Турен) points out that sociology helps society, in order to find out their problems, the principles of functioning, as well as to support the engagement of social actors, with results of its knowledge and researches.

It becomes clear that, this our time, that allegedly "*today is such*" or neither is *"the time*", nor *"such*", it is about artificial "reality" created, where we are trapped like slaves, who are governed by the complex mechanisms of mental manipulation and devious lullabies about *"happy future", "economic welfare*" and other myths of the New Age. For the world of multinational companies, the stock exchange business, computer technology, skyscrapers, is the world of fake *"reality",* the world that in true reality has no absolutely coverage. A true reality is not the world, as a dark desert where disappearing last remains of biosphere, in which there will be neither food, nor water, air, and the world in which people have been grown up and programmed, convinced that they are free and live on their own. It is a cruel reverse of the modern era, and imposed a false reality that is *"pulled over our eyes."* The responsibility and the role of those involved in achieving the goals and tasks of education, is high. In particular, it is not a word here about comity, the most important role in this whole process belongs to those who educate children, here is building a basis (good or bad), structures called "a man" ("*the child is father of the man*"), here forms the basis of personality (reliable or unreliable) , who can be difficult to change later. Jesus in this regard was quite sharp. *Ah, you, teachers of law, because you have taken away the key to knowledge! You do not come in, but those who wanted, you do not let* them". (Лк 11,52).

REFERENCES

Волерстин, И. (2004). *The decline of American power,* Подгорица: ЦИД.

Вебер, М. (1998). *Spiritual work as a profession*, Нови Сад: Издавачка књижарница

Ђорђевић, Ј. (1977). *Different methodological approaches in studying the problems of moral education,* Београд: Просвета.

Ђорђевић, Ј. (2002). *Moral education - theory and practice,* Вршац: Виша школа за образовање васпитача

Ивковић, М. (2010). *Методика наставе социологије*, Ниш: Филозофски факултет у Нишу.

Милс, Р. (1998). *The sociological imagination*, Београд: Плато.

Митровић, Љ. (2009). *Transition in peripheral capitalism*, Београд: Институт за политчке науке.

Јасперс, К. (1999). *The question of guilt*, Београд: Самиздат.

Расел, Б. (1976). *Religion and science*, Сарајево: Светлост.

Daniela Andonovska-Trajkovska
Faculty of education-Bitola, University "St. Kliment Ohridski"-Bitola
dandonovskatrajkovska@yahoo.com

Biljana Cvetkova Dimov
Faculty of education-Bitola, University "St. Kliment Ohridski"-Bitola
biki_gorko@yahoo.com

WEBQUEST AS A TEACHING STRATEGY[2]

Abstract

If we take into consideration the fact that the students function in contexts in which international webbing and sharing information for various purposes is increasing, then we can hypothesize that Internet use should have important role in the teaching process. Therefore, this paper aims to present general picture about the WebQuest as a teaching strategy. Constituents of the WebQuest and the types of the tasks that the teacher can design will be exposed.

Key words: *WebQuest, teaching strategy.*

WEBQUEST: TERMINOLOGICAL DETERMINATION

The teacher's role in the traditional classroom can be best described by listing these words: lecturer, knowledge transferor, resources of knowledge, teacher, director, initiator, authority, frequent use of the verbal methods only, frontal teaching, non-flexible time framework, discipline, individual learning,… Therefore, the main role of the teacher in the traditional way of teaching was to make a transfer of the knowledge that s/he possesses to his/her students by giving lectures. The teacher has active, and the student has passive role in this kind of educational settings.

The modern teaching, on the other hand, is based on different ideology and concepts about the teacher-students relations in the process of learning and teaching. The contemporary teaching is constant challenge for the teacher and the students, because all the subjective factors in the classroom are active participants in the learning process. The teacher is not the only source of knowledge anymore. Other sources of knowledge are: the students, representatives of the local community, and representatives of the wider national and international community. The exchange and modification of the knowledge is enabled by the use of constant or from time to time communication among the subjective factors through print and electronic media. The student has to put his/her own efforts in order to personalize the learning process, to relate to his/her previous experiences and to find sense and meaning of the object of studying and researching. In addition, the principle of connecting theory to practice and the principle of student's creative activity should be obtained. The student should be active participant in the process of his/her own learning. Because of the fact that the interactivity among the students and teacher is a key factor in the process of learning, cooperative and collaborative learning is motivated and organized. Therefore, the teacher is

[2] Specialized paper

not a person who transfers knowledge, but s/he is a: mediator, initiator, motivator, organizer, helper,… in the contemporary education. Information Communication Technology has also a great impact on the conceptualization of the contemporary education. The use of WebQuest as a teaching strategy supports and enables cooperative and collaborative learning.

WebQuest as a concept originates from Bernie Dodge (1995) professor of educational technology at the San Diego State University. He was trying to lead his students – future teachers in the process of investigating content on the Internet in order to engage their higher cognitive abilities (analysis, synthesis, evaluation). Shortly after, Tom March who worked in the same university developed first WebQuest формат. Bernie Dodge is the author of the official web page that supports the WebQuest as a teaching tool with this url: www.webquest.org. In order to answer the question what the WebQuest is we will try to make terminological determination at the very beginning of this paper. The term WebQuest is a compound word that includes two words – web and quest. *Web* stands for World Wide Web (w.w.w.) which represents pages that can be accessed by using web browser and a *quest* is *a long search for something especially for some quality such as happiness* (Oxford: Advanced Learner's Dictionary). According to that, WebQuest can be defined as a quest that a person undertakes by accessing pages from the World Wide Web. *A WebQuest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet, optionally supplemented with videoconferencing* (Dodge, 1995). The most important thing when organizing WebQuest is that the teacher must spend some time in order to find appropriate content on the World Wide Web that can be used as a learning material, to mark them and to relate them to specific analytical tasks and objectives that the students should do later on. There for, the student is not very autonomous when comes to selection of the sites that will help achieve the goals, but is independent in the process of sketching his/her own way of doing it by selecting the order of the pages that will be visited such as the time that will be spent on specific assignment.

Depending on the time frame that the WebQuest is implemented, there are two types of webQuests: 1. Short term (2-3 teaching classes) and 2. Long term (4-12 weeks). Use of these two types of WebQuests depends on the age of the students, time needed for completion of the tasks and the didactic goals. WebQuest is usually conducted by using the group or tandems work in the classroom. In addition, the WebQuest can be implemented with the individual students' work, as well for the students that are more independent in their work, can't participate in the class or gifted students. Long term WebQuest is a great teaching and learning strategy for organizing project based learning.

2. WEBQUEST'S COMPONENTS

The WebQuest is consisted of six components: introduction, task, process, resources, evaluation and conclusion.

2.1. Introduction

In the introduction there is an announcement of the research topic. The teacher can give short information on the subject of research, and then can ask questions as a motivation for undertaking the activities that are required by the WebQuest. The aim of the introduction is to capture the students' interest in a way that will recall their pre-knowledge, will provoke their thoughts and will open some problematic issues. Photographies, pictures or description of some events could also take part in the first part named Introduction.

2.2. Task

The task should inspire, provoke esthetical responses and should involve elaboration of an interesting and important topic that is relevant to the students' needs. This is a part where the educational objectives are described and explained. The description can take form of a question, and can start with this formulation: *At the end of this quest you can answer these questions:…*(and the questions are listed). Before the objectives are identified, the teacher has done some research on the Internet in order to choose the appropriate web pages that will be offered in the WebQuest. At the end, the students can make Multimedia Presentation of the results and the conclusions, to publish them on a web page, to maintain collaboration to another institution during the quest and so on.

2.3. Process

In this part the teacher explains the activities that the students should undertake. If the process of doing the quest is complex, then each step of the activities should be thoroughly explained. The students can be engaged in groups, because the WebQuest also can help in enabling cooperative and collaborative work. The teacher can organize the process in various ways. Model 1: The students are divided in several groups. Each group is assigned the same task, i.e. the same WebQuest, and the frames of the group each student has specific role that is important for completion of the task. The realization of the objectives can be divided to each of the students in a way that they should gather the results in one place and have a whole picture at the end. Model 2: The students are divided in groups. Each student in a group has a role related to the communication and organization of the group work, for example: leader of the discussion, note taker, internet researcher and so on. After the quest they all sit together and organize discussion on the topic and gathered information. They share experiences and thoughts in the process of coming to conclusions. Model 3: The students in one class get one WebQuest. Then, the teacher divides them in several groups. Each group receives one or two tasks, i.e. one or two questions that are part of the WebQuest. That means that every group get different task of the same WebQuest. The time that the task should be completed, the roles of the students and the way of presentation of the results are precised.

2.4. Resources

The teacher should offer a list of web pages or other sources of information as word documents for examples, excel sheets, photos, pictures, video or audio material that are part of the hypertext. There is an option where the students can be directed to certain documents that are not part of the World Wide Web, but they are placed in one computer or computers that are connected by they are connected to each other by making hyperlinks to them. In that case, the student can open the links by clicking Ctrl and left click on the mouse or right click of the mouse, choose open Hyperlink.

2.5. Evaluation

Every WebQuest should contain part in which the way of assessing students work will be stated and explained. The assessment should be objective and supported by evaluation rubric where different parts of the students' work will be evaluated: taking responsibilities, undertaking the activities, answering the questions in print and oral form, the way they have presented their work, individual participation in the group and so on. The students should know what the teacher is expecting as desired behavior during the work. Therefore, some general and specific standards for evaluation should be provided at the beginning of the quest in this part named as Evaluation.

2.6. Conclusion

Discussion follows in order students to bring up some important issues about the problem that they were investigating. It is also an option for the students to suggest some other way for WebQuest organization.

Example of a WebQuest with its 6 components follows here in the text.

COWS ARE FATTER THAN GOATS[3]

Introduction

In this chapter you will learn which animals can be found in a farm. Eddy, Cindy, Lin and Oscar are going on a farm where they will meet the farmer and his animals.



Task

Listen and read the dialogue between the children, which is in the textbook.
Once you have finished listening and reading you will do a research (divided in small groups) concerning farms and animals. This will help you to:
- learn the new vocabulary words about the animals;
- learn more about animals (what do they eat, how do they live)
- be familiar with the life on a farm.

Then you should try to draw a farm.
Draw a farm
After drawing the farm, you should write the most important things about them in the given brochure:
Brochure:

Process

After listening and repeating the vocabulary chorally, you should work in groups (each containing 6 students - five of them read articles about farms, animals, basic terms about life on the farm, and the sixth student in each group take notes of everything that the rest of the

[3] Dimitrovska, Lj. (2011).*Cows are fatter then goats*, WebQuest as part of the exam *ICT in the language and literature teaching* on master studies at the Faculty of education-Bitola under the mentorship of Daniela Andonovska-Trajkovska

students have read) an discuss about what you have read and noticed. If it is possible organize yourselves in a way that one student reads only articles about cows, other about pigs for example and so on. Someone should present the results of the group work.

Resources

You will read about life on a farm and animals now. Read the offered articles:

Basic Terms
http://h2g2.com/dna/h2g2/A604270
Sheep
http://www.kiddyhouse.com/Farm/Sheep/
Goats
http://www.ncagr.gov/cyber/kidswrld/general/barnyard/goats.htm
Cows
http://kiddyhouse.com/Farm/Cows/
Ducks
http://kiddyhouse.com/Farm/ducks.html
Pigs
http://www.ncagr.gov/cyber/kidswrld/general/barnyard/pigs.htm



Maybe some of you are more interested on what human characteristics animals would have according to their own characteristics. Read the following story and articles if you are interested.
Story: http://www.ask.com/questions-about/Human-Characteristics-in-Animals

Evaluation:

Brochure Completion	Questions answered (Total 6)	Descriptions (poor or explicit)	Grammar (rare, frequent or constant grammatical errors)	Vocabulary used (poor, good or excellent use of vocabulary)	Total points:

Drawing	**Poor**	**Enough**	**Correct**	**Interesting**	**Amazing**

Number	Organization of the work	Organization of information	Facts presented (relevant or irrelevant)	Correctness on adequacy of fats.	Grammar and Vocabulary Use	Total

Conclusion

You have learned a lot about life on a farm and animals that can be found there. But still there are many things to be learned. Consult your teacher if you didn't understand something or if you want to learn more.
Congratulations for the good job!!!!!



3. TYPES OF TASKS IN THE WEBQUEST

There are many ways of posing questions and types of tasks that can be employed when WebQuests are being used. Dodge (2002) identifies several types of tasks: retelling, compilation tasks, mystery, journalistic, design, creative product tasks, consensus building, persuasion tasks, self-knowledge, analytical, judgments and scientific tasks. We will make free interpretation of the tasks in continuation.

- **Retelling tasks**
  Retelling is a teaching strategy that helps student develop his/her own culture of speech and also a tool for the teacher to recognize whether the student has understood previously read text. The retelling may be conducted orally, but it can also take written form by using the Word or Power Point Presentation.
- **Compilation tasks**
  This is a type of WebQuest that asks from the students to create a bigger picture of a topic that is under study. For example, the teacher can ask students to identify important music events during some period of time, to make a list of Macedonian poets after the Second World War, or to compile recipes of Macedonian dishes. This activity also includes retelling, but it also includes making a compilation of something.
- **Mystery tasks**
  These are very interesting tasks for the students, because the assignment starts with a mystery that they would like to solve. Who made the pyramids? Is there extraterrestrial life? What is in the center of the Earth? These are only few examples of questions that the teacher can give to the students as part of mystery tasks when preparing the WebQuest. This type of tasks are more difficult to be managed as part in the WebQuest, because the teacher has to thing very wisely in order to identify the specific steps and web pages that will give the students unrepeatable experience to find out information step by step, and not everything at once.
- **Journalistic tasks**
  If the students present the obtained results from journalist point of view then journalist tasks are structured in the WebQuest. The activities include gathering of the data from various web pages as well as presenting the results by respecting the journalist style of writing.
- **Design tasks**
  These kinds of tasks ask from a student to create a product or an action plan for achieving specific set of goals in certain frames as a limitation. Examples: designing a living room for a family consisted of two adults and two small children; designing a trip, designing a holiday,…

- **Creative product tasks**
  Creative product tasks include making a picture, writing a poem, short story, radio-play, short drama, making a poster, inventing a game or a musical composition etc.
- **Consensus building tasks**
  When the students are given questions that are somehow controversial and therefore can cause emergence of different thoughts and attitudes in the frames of a working group there is a need of consensus building in order to accept a common attitude. Examples: Do you support abortion? If a poor man is hungry would it be right to still bread?
- **Persusasion tasks**
  There are people that will not agree with our attitudes. Therefore the teacher should develop persuasion skills at the students, i.e. negotiating skills. For that purpose, the students can be put in a situation to prepare a poster, video material, presentation and so on in order to persuade the group has opposite attitudes.
- **Self-knowledge tasks**
  There are specific tasks that are developing self-knowledge at the students. Students can be guided in the process of finding information on the web and advised to practice that on themselves. Tests that measure specific features of their personality are available on the World Wide Web.
- **Analytical tasks**
  This type of tasks ask students to analyze objects, events, living beings in a way that they will be perceived as a structure consisted of elements. The elements and its mutual connections, its function will also be a part of the analytical process that the students will be engaged in. A Venn diagram can be used for comparing two terms or two things that has different and common characteristics.
- **Judgments**
  Sometimes the teachers can ask the students to evaluate certain products, events, characters' actions in the analysis of literary text and so on.
- **Scientific tasks**
  Scientific tasks include research for answering a question that asks usage of scientific methods. When the students approach the problem, they formulate hypothesis as possible solutions to the problem. Then, they gather the necessary data in order to verify the hypothesis and after that they draw a conclusion. When the research is done, the students present their work.

CONCLUSION

The WebQuest is a powerful teaching strategy that motivates and directs students' search on the Internet. The students are highly aware for the quest for a specific knowledge by knowing the objectives, the tasks that they should undertake, the process, the way of presenting the gained knowledge and at the end the way the evaluation will be done. Therefore, the students take responsibility for their own learning. The teacher searches the World Wide Web for appropriate web pages that can later offer to the students as part of the WebQuest. The WebQuest is excellent strategy for cooperative and collaborative learning development, because in the process of the realization of the tasks students can be organized in various groups according to their needs and the specificity of the objectives. There are many opportunities for WebQuest implementation in the teaching process, because the teacher can choose among variety of tasks for the students' development of different

cognitive abilities such as knowledge and understanding, application of knowledge, analysis, synthesis and evaluation.

REFERENCES

Abbit, J., & Ophus, J. (2008). What we know about the Impacts of Web-Quests: A review of research. *AACE Journal, 16*(4),441-456.

Aberdeenshire Libraries January. (2011). WebQuest: Design for Learning.

Dimitrovska, Lj. (2011).*Cows are fatter then goats,* WebQuest as part of the exam *ICT in the language and literature teaching* on master studies at the Faculty of education-Bitola under the mentorship of Daniela Andonovska-Trajkovska.

Dodge, B. (1995). *Some Thoughts About WebQuests.* Retrieved from http://webquest.sdsu.edu/about_webquests.html.

Dodge, B. (2002). *WebQuest Taskonomy: A Taxonomy of Tasks.* Retrieved from http://webquest.sdsu.edu/taskonomy.html.

Ikpeze. C. H. (2007). Web based inquiry learning: Facilitating thoughtful literacy with WebQuests. International Reading Association, pp. 644-654, doi:10.1598/RT.60.7.5.

March. T. (1998). *Why WebQuests?* Working the web for education: the online home of Tom March, Retrieved http://tommarch.com/writings/why-webquests/.

Vidoni, K.L., & Maddux, C.D. (2002). WebQuests: Can they be used to improve critical thinking skills in students? *Computers in the Schools, 19,* 101–117, MacGregor, S.K., & Lou, Y. (2005). Web-based learning: How task scaffolding and web site design support knowledge acquisition. *Journal of Research on Technology in Education, 37,* 161–175.

Marija Apostolova
Government of the Republic of Macedonia
marija_apostolova@yahoo.com

Ankica Vitanova
Bureau for development of education
ankica_vitanova@hotmail.com

ASSESSMENT OF STUDENTS ACCORDING TO THE EUROPEAN CREDIT TRANSFER SYSTEM[4]

Abstract

The subject of this paper is current and contemporary and refers to the assessment of students according to the European Credit Transfer System.

The purpose of our research was to examine the methodology of assessment of students according to ECTS. The population in the research encompassed students, professors and ECTS coordinators from the State University "Ss. Cyril and Methodius" (Faculty of Philosophy and the Faculty of Philology) in Skopje, Republic of Macedonia and from two private universities (FON University and University of Tourism and Management) in Skopje. The sample included 204 units (40 students of II, III or IV year from each faculty separately and 10 professors from every faculty, as well as four ECTS coordinators from each faculty). Since this research is of both quantitative and qualitative character, the following information gathering techniques were applied: survey with questionnaire for students and interview with professors and ECTS coordinators. The descriptive method dominated in the research.

Through these methods and techniques we obtained information on the views and opinions of students, professors and ECTS coordinators on ECTS assessment. At the end of the research comparative analysis was made of the views and opinions of students, professors and ECTS coordinators.

The results of our research indicate that in the future more work has to be done primarily on reducing groups with large numbers of students, creating appropriate spatial conditions and employing additional staff. All this would contribute to proper and consistent use of ECTS and objective evaluation of students through mechanisms for real and ongoing assessment of their progress.

Some of the recommendations are: to improve infrastructure and conditions for working with students at all faculties; to employ additional teaching and associate staff for the overall administrative activities planned with ECTS and in order to enhance the quality of the studies and their efficiency, higher education institutions should continue to establish their own structure, organization and program design, which will be transparent, competitive, compatible and recognized in the domestic and European market of educational services. Furthermore, the method of assessment according to ECTS should be further improved to the level of daily and proper application.

In the forthcoming period, higher education, with the support of the Government, should seek to maintain, strengthen and further develop its mission in order to produce highly

[4] Revisional scientific paper

qualified professionals and responsible citizens able to meet the needs arising from the existential, social and individual sphere of human individual, and to provide opportunities for quality education.

Key words: assessment, European Credit Transfer System, methodology of assessment

The purpose of this research is to examine the methodology of assessment of students according to ECTS[5]. According to its nature this research is contemporary because it deals with current problems of pedagogical practice. The purpose of this research is concretized through the following tasks:

1. *to examine the views and opinions of the students regarding the assessment according to ECTS;*
2. *to examine the views and opinions of professors about how realistic the continuing assessment is;*
3. *to obtain data on the parameters on which students' assessment is based.*

Through the survey technique (directly) aimed at students, information is obtained about the views and opinions of students regarding the assessment according to ECTS.

The interview was conducted directly with the professors and ECTS coordinators. With this technique the professors will provide information on how students are assessed according to ECTS, as well as whether the results are timely displayed. It will also provide information and views of the ECTS coordinators on student assessments under the European Credit Transfer System.

The research was conducted in a timeframe of December 2009 to May 2010 and lasted for 5 months. At the end of the research comparative analysis was made of the views and opinions of students, professors and ECTS coordinators.

The sample of students in research was randomly selected and embraced a total of 160 students. The sample structure was presented in Table 1 below. During the survey 80 students from second and third year of the four faculties responded. The tool which was applied was questionnaire.

With the questionnaire, information was obtained on students' views regarding the assessment under the European Credit Transfer System.

Table 1. Tabular display of the sample of students subject to the survey from the above- mentioned faculties

Faculties	f	%
Faculty of Philosophy	40	25
Faculty of Philology	40	25
Faculty of Tourism	40	25
Faculty of Economy	40	25
Total	160	100

The research covered a total of 160 students who were selected according to the availability of researchers from the four faculties from the universities listed.

[5] Bridges, P.H., Sand, B. (1998). *A guide to integrated Credit System*. Derby: University of Derby

To the first question, 31% percent of the students answered that they had disagreed with the assessment made by professors in accordance with the prescribed rules for evaluation, 34% percent of students partially agreed with this statement and 35% of the research sample of students considered that during the evaluation the prescribed rules had been consistently applied.

When it comes to the prescribed criteria in the grading scale, a part of the professors believe that they do not have any problems because they are allowed to provide their own contribution to deriving the grade, as well. However, some professors believe the grading scale is not ideal and certain changes are required. On the other hand, as much as 31% of students believe that the assessment is not in accordance with prescribed rules.

This may lead to a conclusion that they have not been sufficiently acquainted with ECTS assessment and its rules yet and that professors still have the last word. All this indicates that there is a difference in the attitudes of professors and students and that certain things in relation to the rules prescribed in the scale of assessment need to be changed.

There is also a big gap in the attitudes of professors and students in terms of public and timely information on the students' results. Almost all the professors always say that they timely inform students about the achieved results, and only a small fraction believe that because of the large number of students, they have small problems and without help of an assistant, it is very difficult.

On the other hand, the total of nearly 60% students who are not generally informed by professors about their progress achieved through acquiring and performing certain activities, as well as those that partially receive such feedback (25% and 34%) brings into question the practice of activities as an integral element of assessing the quality of cooperation between professors and students.

Only a handful of professors say that the regular attendance is one of the conditions that affect the assessment. While by almost 30% of the students the attendance is not considered as an activity which is included in the summary assessment at the end of the semester, and only 34% believe it partly affects the rating. The professors usually used following activities: colloquia, exam, seminar, essay and presentation. According to data obtained from students for their continuous monitoring and evaluation, the professors most frequently apply colloquia and exams with 88.75% and 88.25% respectively. Thus, they use traditional forms of monitoring that are discontinued and that "measure" knowledge, not skills, creativity and activity of students. From this we can conclude that traditional teaching forms still dominate.

It is evident that in the future more work is needed on the use of those activities in which students will have to be more engaged, use different sources of information and activate their own creativity.

Professors have divided opinions and attitudes regarding objectivity in assessment. Some of them say that the evaluation is objective because the activities of the students are continuously evaluated, and it is up to the professor to find a way to check it all. Others believe that there is always a fair assessment, but the professor can determine and verify the knowledge of how student assessment corresponds with the appropriate instruments. Some of the professors emphasize that the grades are not realistic and objective. When it comes to objectivity in the evaluation, over 60% of students are not satisfied with how their knowledge and activities are assessed. Such dissatisfaction is significant, especially given that the assessment under this system has mechanisms for fair and consistent assessment of the progress of students.

Therefore, the question is whether those mechanisms are actually applied or because of the reluctance of students to meet the demands that are placed before them, as already

noted in the analysis of data obtained on some issues, the benefits of ECTS are not implemented in full.

Important in the research are also views on the major ECTS coordinators within the faculties. The sample included four ECTS coordinators of these faculties. The answers of ECTS coordinators indicate that the ECTS system in particular has improved communication and interaction between professor and students. They said that students were more present in everyday activities at the faculty.

Hypotheses in this study helped us in the implementation of the survey and processing of its results. Analysis of the hypothesis is realized based on the analysis rules of ECTS from universities and faculties, processing the responses from the questionnaire for students and processing the received views from the interview for the professors and ECTS coordinators.

The first hypothesis under which it was thought the assessment of students is a time continuous process was based on legal parameters and is accepted. This conclusion resulted from analysis of the regulations for ECTS, which have been drafted by every faculty[6] involved in research.

The second hypothesis according to which it is assumed that the legal parameters are defined clearly is confirmed by majority of the Articles in the Regulations for the ECTS at the universities[7] that is, that the grades that students received in the examination of their knowledge, are announced at a public place (bulletin board), within 7 days from the date of passing the exam. Professors are required after the exam is held, to provide insight into the work and the resulting evaluation, no later than early next semester. The exams are conducted openly and transparently.

From this we can conclude that the general research hypotheses are validated and accepted.

The third specific hypothesis under which it is assumed that students with positive attitudes dominate the assessment is rejected by ECTS. The responses of students from the questionnaire show that only 59% of students are dissatisfied or partially satisfied with the continuity of assessment and 65% of them think that professors do not comply or partially comply with the rules for evaluation. Therefore, it becomes clear that this method of assessment, according to the opinions of students should be further improved to the level of daily and proper application.

Fourth special hypothesis according to which there is a statistically significant difference in the attitudes of teachers and students for assessment is accepted according to ECTS.

Fifth special hypothesis that considered that the ECTS has improved interaction between professors and students is accepted. ECTS coordinators consider that the ECTS students are constantly involved in the lectures, study continuously, are in a good shape and in the month of May , they are already aware of the score. Students are now more present at the faculty for everyday activities, and more universities and professors are closer to students. *Now the students are in the center, and that it is one of the basic tasks of ECTS.* The hypothesis is confirmed by the attitudes of professors because most of them believe that students attend lectures more regularly and are more interested.

The results of our research indicate that in the future more has to be done primarily towards reducing groups with large numbers of students, creation of appropriate premises and increasing of the additional staff. All this would contribute to proper and consistent use of ECTS, and objectively evaluating students through mechanisms for real and ongoing assessment of their progress.

[6] http://www.fzf.ukim.edu.mk
[7] http://www.fon.edu.mk

Seeing the results of questionnaire, interviews with professors and ECTS coordinators, and analysis rules of ECTS, as well as data obtained we give some recommendations and suggestions which will be taken into account in future activities related to ECTS as planned evaluation to be conducted on the part of universities this year:

1. *Some of the recommendations are to improve infrastructure and improve conditions for working with students of all faculties.*
2. *Then, employing teaching and associate staff for the overall administration planned with ECTS.*
3. *One of the important recommendations and suggestions is working in small groups for more efficient teaching.*
4. *The students need extra help from professors. It is evident that study programs and limited form of classes do not provide an opportunity to fully meet the needs of students.*
5. *Constructive solution to this problem is possible with the printing of additional materials, brochures and manuals with guidelines for how certain activities can be implemented.*

According to the Bologna recommendations, the implementation of ECTS should be conducted with full respect for cultural values and differences, language, national systems of education and, above all, the autonomy of universities.

Eventually all this should result in: increased efficiency in studying, mobility of students and academic staff, improved quality of the educational process, students active role in management and quality assurance to enhance the employability of graduates and staff of the national the European labor market, strengthened research and assured compatibility and competitiveness of the European and the global academic market.

Higher education in Macedonia [8] is committed to developing and promoting knowledge and strengthening the culture of life among youth and adults.

Also higher education should help in the protection and promotion of societal values by training young people in the values underlying democratic citizenship, to align its academic offer with the needs of the labor market and their social and cultural environment and be in constant dynamic relationship with them and to create a stimulating environment for employees in higher education, enabling the development of their skills, in order to fulfill its mission.

Ministry[9] and the Government, in cooperation with universities and higher education institutions in the country, should always seek higher education to become part of a European space of knowledge base on fundamental principles of the Bologna process[10] and the principles of most declarations and other documents relevant the development of higher education in Europe and the world, adopted in recent years. What results and what will achieve higher quality education in conflict with these challenges largely depends on what kind of faculties will have (material, infrastructure and personnel) and what support may be considered by the state.

And in the end always says when one thing ends another begins. We believe that the data obtained from this paper is only a small contribution to contemporary pedagogical literature and contributing to the modernization of pedagogical theory and practice and will be used for other research of its kind.

[8] Stojanov, G; Angeloska-Galevska, N. (2006). *Higher Education System in Macedonia - Overview, Reforms, and Prospects*. (Vol. 38, p. 44 – 59)
[9] http://www.mon.gov.mk
[10] Jubara, A. (2006). *Glossary on the Bologna Process*. Bonn: German Rectors Conference

REFERENCES

Bridges, P.H., Sand, B. (1998). A guide to integrated Credit System. Derby: University of Derby

Jubara, A. (2006). Glossary on the Bologna Process. Bonn: German Rectors Conference

Stojanov, G; Angeloska-Galevska, N. (2006). Higher Education System in Macedonia - Overview, Reforms, and Prospects. (Vol. 38, p. 44 – 59)

Violeta Arnaudova
Ss. Cyril and Methodius University, The Faculty of Philosophy – Skopje
viki@fzf.ukim.edu.mk

COMPUTER GAMES AND THEIR IMPACT ON YOUNG PEOPLE[11]

Abstract

Modern man lives in a time of rapid development of computer technology that penetrates into all spheres of their life. From here this question arises: Do computers change the way we learn? Undoubtedly, the time spent on playing computer games has a major impact on young people, whom we can consider through two aspects: negative and positive. In this article are reviewed the most common positive and negative impacts that occur in young people as a result of playing computer games. In one part of this article it is given an attention to the use of computer games in educational process, as well as to the computer games as a virtual world for learning.

Keywords: computer games, young people, negative impact, positive impact, educational process

INTRODUCTION

Modern man lives in a time of rapid development of computer technology that penetrates into all spheres of their life. Computer technology has changed the way of working, shopping, fun, communicating, building emotional relations, taking care for everyone's own health etc. From here this question arises: Do the computers change the way we learn? How this occurs it is best seen if we stay focused on computer games. There are several reasons why that it is necessary. First, computer games show us how to create new ways of learning in schools, communities and workplaces that are characteristic of the new information age. Second, they are exclusively popular among young people, for who the games are more than just toys. Third, the games create new sociocultural worlds that help people to learn through integration of knowledge and through social interaction.

Undoubtedly, the time spent playing computer games has a major impact on young people, which we can consider through two aspects: negative and positive.

The negative impact of playing computer games on young people

From all the negative effects of playing computer games, in this article are explained those which are the most frequent by their occurrence.

Health difficulties: There are data that indicate that users of computer games are often complaining about headache, chest pain, tiredness and mood instability. These results are compatible with the findings that playing computer games causes deprivation, sleep, and is also associated with dark circles around the eyes and muscle stiffness in the shoulders.

[11] Revisional scientific paper

Medical experts point to the emergence of metabolic and cardiac failure and even that frequent playing may cause epileptic seizures. Many of the above mentioned effects occur because of the proximity of the screen to the user, but also due to cognitive factors, emotional arousal, hand movements and so on.

As a result of long-lasting sitting, there are possible negative impacts on the eyesight because of load and eyestrain, and as a result of general physical inactivity comes to weight loss of muscle tone, a reduction of fitness, and curvature of the spine.

Psychosocial difficulties: There are many psychological and social difficulties that are associated with long-lasting playing of computer games. According to Bosworth, it's highly probable users of computer games to be involved in risky behavior such as alcohol and drugs, and to develop depression (Bosworth, 1994, according to Mitchell & Savill-Smith, 2004).

Users of computer games often show greater social isolation and less positive attitude towards society in general. Roe and Muijs (1998) determined that with increasing of the skill for playing computer games the user can develop a temporary sense of mastership, control and achievement that were previously missing (according to Mitchell & Savill-Smith, 2004).

These reasons for confidence can lead to a state where the interaction with computer games is substitute for social relations. In addition, as a result of the low self-esteem among users, the compensation that is present in playing computer games can reinforce the tendency of dependent behavior, which in return leads to feelings of immaturity and depression.

Nevertheless, there are studies that do not support the idea that users of computer games are less sociable from their peers. For instance, Colwell et al (1995) are suggesting that peers, especially boys, are spending much more time with their peers, because playing computer games is a source of activities filled with cooperation such as exchange of information and ideas about the games that they play (according to Mitchell & Savill-Smith, 2004).

Aggression: Certainly, there is justification for concern of the adults over the possibility of negative influence of computer games filled with violence on young people. The main concern is due to the nature of these games, in which there is user identification with the aggressor and active participation of the user in the aggressive activities.

The problems are increasing with the proliferation of such games and with the frequency of realistic and explicit violence in them.

Considering the fact that children are still unshaped figures, violent contents can really encourage their aggressiveness, because they are unable to assess the effects of their behavior. Seeing their parents, peers and the environment, through social perspective the children adopt certain forms of learning. In this way the behavior of the heroes from computer games is transferred and adopted by the children as a way of personal style or behavior.

However, this question arises: whether computer games are more violent in content from cartoons or action movies? Even these items are more powerful because they are perceived as much more realistic and dangerous, unlike the contents of the games that are perceived as fictitious and imaginary.

Unfortunately, today's culture is a culture in which prevails violence from which is impossible to escape or isolate. Therefore, it is unfair, the blame for violence to be attributed only to the computer games, their content and heroes. In addition, there are such games which content is not violent but rather educational and fun.

Insensitivity for reality: Aaggressive content from different media can create insensitivity to the child for real violence or for actual events of their life. This lack in computer games can be solved with active participation of adults (parents or teachers) in the selection of games they offer to children.

Lack of imagination: Computer users are left without any opportunity for creative thinking. In the game, everyone has their own task, hair color and clothes, as well as their opponents and desired rewards. It's not possible to make any move that it is not predicted in the game.

Lack of realistic playmate: Children who except the computer do not require additional company have only subjective feeling that is enough for them. Games that require multiple players develop socialization of the child, they teach them team work, there is a necessity of respect of certain rules, with elements such as strategy, luck etc. and computer games do not involve that.

***Lack of communication*:** It is important that children from preschool and school age acquire basis for verbal expression that later on it would develop. Since playing one game often refers to another, children quickly became real expert in computer terms, but unskilled in the ordinary, everyday communication. Thanks to computers, verbal communication is increasingly reduced and neglected.

Addiction: There is no document that specifies which stages of playing computer games are considered excessive or addictive. However, when a child is "occupied" regardless whether they explore all levels of a game or they are going from one game to another, it is difficult to separate them from the computer. If they do not go out with friends, avoid communication with them and do not accept another way of spending their free time, there is a possibility for creating addiction, or that addiction is already developed.

However, the problem is not just in games, but in the general condition of the child, their emotional maturity, sense of security, unacceptability etc. In the period of puberty and later, the acquired addiction of computer games is a sign that these people have certain psychological problems and the games only served as a refuge.

School achievement: In terms of the impact of playing computer games on school-achievement, we can speak about two types of effects: positive and negative. It is common knowledge that students, who play computer games often, have less positive attitude towards school. This relation is consistent with the indication provided by the teacher in definition of the "risk" group of students such as: strong preference of untargeted long-lasting activities such as watching television or playing computer games. Long-term playing of computer games reduces the time to do home assignments, which can adversely affect school success. Studies show that boys with lower school achievement spend more time playing computer games (3 or more hours), compared to their peers with greater achievement (Benton, 1995; Colwell *et al*., 1995, according to Mitchell & Savill-Smith, 2004).

Frequent playing computer games can stimulate preference of visual representations, while immediate gratification can reduce the readiness to postpone satisfaction. On the other hand, there are encouraging findings suggesting that gaming can actually have some benefit for school efficiency. Namely, frequent use of computer games helps users to adapt on computer-oriented society. Through the activities and adventures of computer games appears a tendency the images to be much more important than the words. This diverts the development of skills for representation from verbal to iconic, with that the players are manipulating visually with images of different locations on the screen. In this way, users develop their spatial awareness (which can simply be defined as an ability for understanding where things are in relation to other items) and cognitive abilities (such as when an individual thinks or uses conscious mental processes) which is very important for many computer applications.

Students raised in the digital age are much more experienced and able to process information quickly than those who weren't raised in this age. Among the "computer generation" are seen these cognitive styles (Prensky, 2001):

- Parallel processing versus linear processing

- Advantages of the graphics versus advantages of the text
- Accidental success versus gradual
- Connected versus independent
- Active versus passive
- Gaming versus work
- Fantasy versus reality
- Technology as a friend versus technology as an enemy

Many of these negative effects of computer games on young people can be surpassed with the development of modern computer games. Before modern video and computer games, the games mostly included cards, or games where violence prevailed (except Monopoly and other games like it). The point in playing games was not to learn something, but rather they represented opportunity to fill free time. Today's games are characterized by bigger complexity, and there is also difference in the way of playing, the information that the child and the young person gets and the knowledge that it will get through the game.

Generally, the differences between modern games and those which were played nearly before two decades refer to the following:

- Usually the older games were played on average about 2 hours to reach the goal of the game. To achieve the goal of a modern game, depending on the size and complexity of the game, it is needed from 8 to 100 hours;
- Older games provide a single solution and the problem recurs, it is the same in view of the complexity and method of solution. Modern games require the player to learn a lot of new skills and strategies, and to improve through the many levels of the game that vary in difficulty;
- Older games are usually played by only one player. Modern games, however, due to the complexity of the problems require actions outside the game and collaboration with other players (whether it refers on the on-line game or not);
- Older games rarely require to keep the player through ethical dilemmas. In contrast, modern games often require the player to keep his ethical views and to make often decisions;
- As a basis on old games are some types of card games such as poker, bridge, some quiz games like "I want to be a millionaire", chess, monopoly, etc.. Modern games include various simulations (of everyday life, with a great degree of reality) historical strategies, military strategies, and sports games.

The impressions derived from mass media, and some research on the child population that playing video and computer games exclude children and young persons from other social activities is unfounded because the time spent watching TV is much greater than the time spent playing a video or computer game. This phenomenon is even more remarkable because of the fact that playing a video or a computer game, as opposed to watching television, is a state of mental and sometimes physical activity, often a form of interaction (between players), either through multimedia playing or through exchanging information about the game, it represents an active way of learning.

To acknowledge properly the impact of games on children and youngsters, it is necessary to consider the problem from several aspects. If as a case study on one side we put the impact of games on youth development and learning process, on the other hand we would put the impact of books on the youth development and learning process. We can not reject the fact that many things in history happened because of the ideology that some authors nurtured and actualized in their work, no matter if the ideology is harmful itself or is incorrectly interpreted. Yet, the influence of books is far more positive than negative and depends on how the reader understood (interpreted) its essence.

The same view can be used for video and computer games. After all, they have the capacity to do big things (considering the fact that many games have the primacy of world euphoria), but also to be abused. If used properly, video and computer games have the potential to educate just like books and computers do.

The positive impact of playing computer games on young people

In the text below are explained the positive impacts of playing computer games, which are the most frequent by their occurrence.

A new approach towards learning: Educational games offer a variety of information. Learning through play is easier and faster, and the thing that is learned is long-lasting because it is remembered as a part of personal experience as opposed to the classical learning from book. Playing, the child is not even aware that is learning. Unfortunately, there are very few activities that provide this kind of learning. With the start of the school year, learning through play becomes almost completely forgotten way of learning.

Mastering the basis of the computer: Games are the basis of computer literacy and this type of literacy is the language of the future.

New, unusual experiences: Computer games allow the child to enter into various roles (princes, wizards, beasts, superheroes, etc.) and thus many children's wishes can easily be realized. This kind of identification is far more powerful than that when reading a book (because the computer offers visual image), or when watching a movie (because the child actively participates in the computer game). The game provides a sense of supernatural power and a sense of importance that children often lack.

Release of tension: Children need valve as much as adults to release repressed emotions, accumulated conflicting experiences, or simply to release the excess energy. But while adults, despite the games, know some other familiar ways to release tension and stress (meditation, certain rituals, conversations with friends, exercise, etc.), for the child, game is the only acceptable valve for prevention from these conditions. While the children play games, they learn to respect the rules and thus increase the ability of self-discipline and autonomy.

Learning English: By playing computer games children use keypad and that is how they begin to learn the basics of English language, which facilitates further conscious learning of English.

Application of computer games in the educational process

Nowadays, computer games are an important part of children's life and an important part of our living culture in general. Often, adults are astonished how children devote hours playing the role of coach of a football team, creator of empire, manager, magician, Emperor etc. Previously, video and computer games were seen as an obstacle to perform "valuable" things such as writing homework, playing outside, doing housework and so on.

Lately, researchers, teachers and designers of resources and learning techniques begin to ask this question far more frequently: how could this powerful media (video and computer games) be used to support children's learning?

School, instead of closing the doors of video and computer games, it is increasingly intensifying the issue for the impact that this kind of games have and whether they could provide a powerful new source for finding knowledge from various areas.

As the brightest point, in terms of whether there is really a need for this kind of games in education, are the facts that when playing video and computer games there is: fun while learning, allowing increased interest and pleasure in learning, practical learning (today's games are characterized by a great degree of reality), collaborative learning, ability to perform imaginative experiments and thus improving the ability of students to "learn how to

learn", opportunity to think and connect the concepts that are taught (as opposed to the storing of "bare" facts), involvement of the brain to understand complex issues and problems, opportunity for students to learn practical skills that could later be used in real life. All this poses a challenge for the educational process, and at the same time there are many obstacles in its achievement, which is reason enough to implement video and computer games in education, and thus in the educational institutions too.

Therefore, the requirement to have a greater understanding of the use of computer games in the educational process is completely reasonable, and researchers and designers need to be focused on creating computer games that basically have the principles of learning, which would lead to creating educational games that really have a strong and positive impact on education and on young people.

Computer games as a virtual world for learning

The first step towards understanding how computer games can transform education is by changing the perception that games are "pure entertainment." Computer games are important because they allow people to participate in new worlds, they enable users to think, talk and act, to live roles that would otherwise be unavailable to them. In the game world, learning does not mean confrontation with words and symbols separated by things like words and symbols in the first place. The contradiction of the law of gravity is no longer something that can be understood only through the equalization of equations. In virtual worlds, students experience specific realities that words and symbols describe. Through such experiences, and through multiply contexts, students can understand complex concepts without losing the connection between abstract ideas and real problems that can be used to be solved. In other words, the virtual worlds of games are powerful because they allow development of *situational understanding* (Shaffer *et al.,* 2005).

Although the stereotype of the user that plays is a lonely teenager sitting in front of the computer, playing a game is also a fundamental social phenomenon. The clearest examples are the massive online games with multiple players: games where thousands of players are simultaneously online at any time, participating in virtual worlds. But careful studies show that most games have a large community of players. While schools largely isolate students from the outside world, the games gather the players together, competitive and collaborative, in the virtual world of the game and the social community of players. In schools, students mostly work independently with materials approved by the school, passionate players seek for news pages, read and write facts, participate in discussion forums and develop into censorious consumers of information. Virtual worlds of games are powerful because gaming involves developing a set of effective social skills. By participating in these social activities, users of the game have the opportunity to develop new identities (Shaffer *et al.,* 2005).

REFERENCES

Asgari, M., & Kaufman, D. (2004). Relationships Among Computer Games, Fantasy, and Learning. (http://www.ierg.net/confs/2004/Proceedings/Asgari_Kaufman.pdf)

Danilović, M. S. (2003). Mogućnosti i značaj primene kompjuterskih igara i simulacije u obrazovnom procesu [електронска верзија]. Zbornik Instituta za pedagoška istraživanja, 35, 180-192.

Prensky, M.(2001).Digital Game – Based Learning. Mc Grow-Hill.

Shaffer, W. D., Squire, R. K., Halverson, R., & Gee, P. J. (2005). Video games and the future of learning. WCER Working Paper. Симнато од (http://www.wcer.wisc.edu/publications/workingPapers/Working_Paper_No_2005_4.swf)

Tatjana Bozhinovska
University "St.Kliment Ohridski", Faculty of Education - Bitola
tanja_boz@yahoo.com

FORMATIVE ASSESSMENT IMPLEMENTED IN AN ENGLISH LANGUAGE LESSON[12]

Abstract

The author's aim of this case study is to present one of her English language lessons in the seventh grade in primary education in terms of the process of continuous guiding instruction and assessment for learning. All the phases of the lesson will be explained separately, through the used techniques chosen by the author for guiding the students' achievement, as well as their advantages and disadvantages. Furthermore, the author will give a brief description of the instruments and methods used for formative assessment. The teaching unit 'Further practice of the adopted vocabulary for describing a person' is one of the author's attempts to implement formative assessment and students' continuous guiding instruction in all the phases of the lesson.

Key words: formative assessment, assessment techniques, assessment instruments, assessment methods

INTRODUCTION

Formative assessment is assessment for learning.With the formative assessment, the teacher gives comments and advice about the learning process in order to adjust teaching and learning while they are happening. Assessment for learning is a process that lasts throughout the whole school year and during all lessons, not just on a certain number of lessons. In this process the teacher, together with the students searches for "evidence" to determine where students are in the learning process regarding the standards-based learning goals, and gives advice how these goals can be achieved best. In order to be successful, students need to understand and know the learning goals and the criteria for reaching it. For this reason the teacher needs to communicate the learning goals to the students transparently, allowing them to track their own achievements. This partnership between the students and the teacher allows students to monitor their own progress and to plan further steps on their own in order to reach standards-based learning goals. Also, formative assessment promotes belief that every student can improve his/her learning. Students become more motivated by the fact that success is "within reach" if they follow the directions and instructions for learning given by the teacher, and restores the confidence in their own capacities. The fact that assessment is built in the process of teaching and learning, it is not experienced as a stressful situation, but is experienced as a series of interlocking experiences of teachers and students together. On one hand, teachers use formative assessment results to modify and improve their teaching and on the other hand determine whether the students are on the right track by giving instructions to

[12] Specialized paper

them. In terms of occasional failures they instill students'confidence and keep attention on students' learning progress, thus they create a better atmosphere for teaching and learning with mutual cooperation and support.

The aim of this paper is to present one of my English language lessons, in terms of the process of continuous monitoring and assessment for learning. For that purpose I will present my own views about the advantages and disadvantages in terms of techniques, instruments and methods used for formative assessment in the teaching/learning process.

2. The teaching unit

Formative assessment is something more than just measuring the students' learning. Therefore it is very important how teachers transfer their knowledge to the students, how they assess, what they assess, as well as how teachers share students' results with them. All of the above mentioned give students a clear message what it is important to learn, how to learn and how good we expect them to be.

When teachers plan their teaching, it is essential to choose appropriate methods and techniques for tracking students' learning and determine what evidence will be taken into consideration that students have achieved the given educational goals.

The teaching unit 'Further practice of the adopted vocabulary for describing a person' was one of my attempts to carry out formative assessment and continuous monitoring of students in all parts of the lesson.

In the introductory part of the lesson I used the technique 'debate in circles'. The students were asked the following question: What is more important: the physical characteristics of a person or his/her personality? The students formed a circle in front of the board. The ones who thought that physical characteristics are more important, stood in the middle of the circle, and the others formed another circle. Students discussed the question in the appropriate groups and after a few minutes, both groups expressed their opinions. With this activity, together with the students I defined the lesson's goals and wrote them on the board.

The technique 'debate in circles' involves movement by students to demonstrate their understanding of the question. By listening to and focusing on their discussion I got a clear picture to which extent students learned the new vocabulary for describing the physical characteristics of people and their personality. At the end of this activity students wrote on a sheet of paper one sentence, where they described which three physical characteristics or which three qualities of a person are important to them when they meet new people.

As evidence to what extent the students acquired the new vocabulary for describing people's physical characteristics and qualities of their personalities, I used the their written sentences for which students received written feedback the following lesson.

The technique 'debate in circles' is useful for students because it takes place in a relaxed atmosphere and before they express their views, they discuss the given question in groups where the weaker and stronger students can engage and learn. This technique is also useful for the teachers because they can understand how students think by listening to their debate. The only disadvantage of this technique is that it may take too much time, especially if the teacher is not experienced enough to guide the debate properly.

In the main part of the lesson the students further practiced the adopted vocabulary by practicing their reading and listening skills.

Students were given a worksheet with two exercises. (Appendix1) The first exercise was related to the listening section and the second to the reading section. After each exercise students were given a score list. The score lists were prepared by me, and they were given to the students as ready to use instruments to assist them in the process of self-assessment in order to "save time" during the lesson.

I played the CD for students to listen to a physical description of a teenager. They were expected to complete the first exercise in the worksheet after listening to the audio recording.

In the listening section I used the technique 'Top-down listening' because it focuses on the listeners. Students listen and use their prior knowledge in order to understand the recording. This technique is appropriate when students further practice or expand the vocabulary, because it is based on the understanding associated with the previous knowledge of the students, so they can easily identify and understand what is required from them. The technique 'Top-down listening' is useful for the teachers, because they can easily and accurately obtain evidence of what the students have learned, and thus help their students in the learning process by pointing out their flaws or giving directions for further deepening of their knowledge. Also, this technique is good for the students because it gives them concrete information of what are they expected to know, and to what extent they have mastered the new vocabulary.

The disadvantage of this technique is that students are not always sufficiently concentrated to listen with understanding.

After completing the exercise, followed the self-evaluation process. I went through the exercise together with the students to check their answers, and wrote them on the board.

With the second exercise students further practiced their reading skills using the new vocabulary.

Students had to read three short paragraphs from a text and link the paragraphs with the appropriate topics. Then they repeated the same procedure from the previous exercise. After students had completed the worksheets I collected them to serve me as evidence of their achievements and incorporated them in the students' portfolio.

In the exercises in the worksheets students were supposed to rely on their prior knowledge in order to define and link the key words and sentences. This gave them the opportunity to practice the adopted vocabulary and at the same time to expand it with new uses in different contexts.

In the final part of the lesson I used the technique 'mind map' to connect the physical characteristics when describing a person with the qualities of that person. I wrote the noun phrase 'my best friend' on the board and students gave examples of the physical appearance of their best friends and the qualities of their personality. I wrote their ideas on the board. With this activity students once again had the opportunity to practice the vocabulary by identifying which words would best convey the important features of the noun phrase 'my best friend'.

This technique helps students to remember words easier through the use of visual representations (images). Mind maps help students to relate the information they already possess for a certain theme or idea, and incorporate the new information into their thinking while studying. Mind maps can also improve students' understanding of individual concepts and how the concepts are connected. This allows them to present their thoughts in a logical and easy way, and enhances their overall performance and learning. Mind maps help teachers to tap into the students' minds, and give them rich information of how students learn or how they connect ideas. Also, it is very useful teachers to use this technique at the end of the lesson in order to get a general picture of the achieved educational goals and the achievement of the class in general.

When using this technique teachers have to take into consideration the fact that students with poorer visual-spatial capabilities need more time to develop such capabilities.

3. Instruments for formative assessment

In the teaching unit 'Further practice of the adopted vocabulary for describing a person' I used three instruments for formative assessment: a written feedback, an oral feedback and a scorelist.

3.1.Written feedback

I used the written feedback in the introductory part of the lesson,which students received the following lesson, thus allowing me enough time to define it well for each student. It is very important what information is included in the written feedback which students receive from the teachers. Primarily, it must be related to the teaching goals and the given exercises. The written feedback should be clear and positive.When giving criticism, teachers should be constructive and use a cheerful tone. Also students should receive the written feedback in time, because otherwise it will not have a sufficient effect on the students' learning process. A good feedback provides information about what is done well, gives guidance what students need to do next and how good we expect them to be in order to to improve their achievement.

Regarding the teaching unit 'Further practice of the adopted vocabulary for describing a person' I will present three examples of a written feedback.

Example1(Student's sentence): "I think the three most important features are beautiful face and a blue eyes and being honest".

Written feedback: The beginning of the sentence is good because you distinguish between physical characteristics and qualities of a person's personality. The first two examples are appropriate, but the third example that you give is not a physical feature but refers to a quality of a person's personality. Try to describe height, weight or some size of a body part.

There were some other grammatical mistakes in the sentence written by the student, but I only correct it, and did not comment the mistakes because they were not related to the lesson's goals and the requirements of the exercise.

Example 2 (Student's sentence): "I think the three most important qualities are generosity, tolerance, and loyalty".

Written feedback: Well done! You make difference between physical characteristics and qualities of people's personality and all examples that you give refer to the qualities of a person. Furthermore, you can try to give more detailed descriptions including people's interests and hobbies.

Example 3 (Student's sentence):"I like eyes and hair".

Written feedback: You are on the right path.You can list some physical characteristics of a person. Try to learn some more words for describing people and you can also use some adjectives, for example eyes or hair color.

We should not expect that by providing the students a written feedback, they will improve immediately and understand the teacher's instructions. Therefore, teachers should regularly monitor student achievement, inform them about their progress, and give further instructions and advice in order to improve their achievement.

3.2. Oral feedback

In essence, the study of foreign languages (and any other subject), can not be imagined without an oral feedback by the teacher. During the lesson, students received oral feedback, especially in the introductory and final part of the lesson. It was kind of a dialogue between me and the students. As such, oral feedback is a form of assistance given by the teacher to the students during the learning process, and the teacher uses it to guide the

student, correct mistakes, provide information, encourage the students to explain, evaluate students' performances and encourage reflection. For the oral feedback to be effective, it should be primarily timely, positive and it should provide specific guidance and advice for further improvement on the part on the students. Another positive side is that it deepens the dialogue between the teacher and the students, directly implicating their joint work. Thus students gain more confidence and their motivation for learning is increased. This allows students to experience the process of their own learning and change it in order to be more efficient.

As a disadvantage of the oral feedback we can take the fact that oral feedback is actually oral and the student cannot refer to it several times, especially those students who are not motivated well enough to improve their own achievement or are not concentrated enough when teachers give them oral feedback.

3.3. Score lists

The score lists which I used for this teaching unit is consisted of three levels (traffic light technique).(Appendix 1)

The score list was prepared by my side, but it is better to be prepared together with the students in class, so that they can be included in the process of formative assessment to a higher extent, and give them greater motivation to improve their performance. At the same time it develops a sense that assessment is fair.

The score lists serve as indicators of students' achievement, but they do not offer students guidance how to improve their attainment or how to continue learning. So, score lists give us quantitative information about the student's knowledge, but not what really students know. That is why it is useful the score list to be combined with the oral or written feedback. In this way the students will get accurate information how to continue learning in order to better their achievement.

Although the score lists don't give actual information about what really students know, they can help teachers to identify weaker students who have to attend extra classes.

4. Methods for formative assessment

In the teaching unit 'Further practice of the adopted vocabulary for describing a person' I used four methods for formative assessment: self-assessment, a student portfolio, asking questions and discussion (talking to students).

4.1. Self-assessment

In the main part of the lesson students carried out a self-assessment. In this way, they participated in the teaching/learning process, followed their own achievement, and saw their own strengths and weaknesses.

Overall, students achieve better results if they are fully involved in the teaching/learning process. If students know exactly what they need to learn and why, and then actively assess their own understanding of the material, see the gaps in their knowledge and areas for improvement, they will achieve better results, than just passively sit in the classroom and do exercises without real understanding of the purpose of the exercises.

It is important that students become active partners in their own assessment as integral part of the continuous cycle of learning and assessing. They can be engaged in different activities through activation of their own efforts, their efforts as members of the group, their individual products in the form of written assignments and presentations or demonstrations of their skills. However, self-assessment of students should not be associated only with the task of assessing learning, but also include comments about learning and the ways in which it can be improved. Self-assessment is very important because students feel as important factor

in the assessing process. This leads to increased motivation on the part of the students, gaining control over the learning process, taking responsibility for their learning and developing skills for self-regulation and lifelong learning. Also, self-assessment helps the teacher to ensure discipline in the classroom, and to make the teaching/ learning process more effective.

4.2.Students' portfolio

In the main part of the lesson, the students were given worksheets with two exercises, which were later assessed by themselves and were included in their portfolios as evidence of their achievement.

The portfolio offers teachers and students multiple advantages. It provides evidence of the students' progress and the teachers' continuous monitoring. It also provides information about what is learned, gives directions for future work and helps teachers in the course evaluation. When students know that the portfolio will be assessed, they will take greater responsibility about what they include into it and that they will be encouraged to think about the ways how to improve their performance. Students see the portfolio as a personal property, which contains information and evidence of their own progress. This is very important because the students develop skills for self-analysis and self-evaluation. Another advantage of the portfolio is that students' progress is documented with specific products and specific evaluations, which helps teachers on reporting on students' development, learning and achievement in a particular way.

Despite the advantages of the portfolio, there are several disadvantages.

As first disadvantage I shall mention the time devoted by the teachers and the students in creating and updating the portfolios. Also, lack of specified objectives and guidelines for the preparation or evaluation criteria by teachers leads portfolios to be seen only as folders containing unstructured collection of papers. Finally, the limitations for its use in the summative assessment has the most decisive influence.

4.3. Asking questions

During the lesson, especially in the introductory and closing parts, I asked students questions and gained information about what students learned. This helped me in giving the students oral feedback, which led to overall improvement of their achievement.

Asking questions as a method of formative assessment is necessary because it helps teachers to assess the depth of students' learning, by encouraging them to explain certain issue. Also, the questions teachers ask may be in a form of incentive guidelines.

In general, the questions that teachers ask promote all methods of assessing. With their help, the teacher can differentiate between students' deep or partial understanding of a particular teaching unit. In this context, incorrect answers given by the students may be equally useful to the teachers as are the correct answers, because they provide opportunity for the teachers to evaluate students' understanding in greater depth.

As a disadvantage of this method of formative assessment is that the records of students' answers are found only in the head of the teacher, which can be often unreliable and offer no concrete evidence of students' achievement.

4.4. Discussion

In the introductory part of the lesson I used discussion as a method of formative assessment. Students debated and the questions I asked the students guided the discussion in the correct direction. This helped the students to enhance their knowledge and improve their performance.

Assessment for learning is best when teaching enables students to understand what they learn. Discussion as a method can easily help teachers detect the wrong concepts on the part of the students. Discussion influences students' opinions by allowing students to demonstrate what they have learned, to deepen their understanding, develop new ideas and to think about what they have learned. Also, the discussion affects students' behavior which leads to actively listening to the others. This is reflected in the characteristics of discussion to promote respect for other students' opinions and mutual cooperation.

The discussion is effective when it is carried out with a clear purpose, leaving enough time for thinking and encouraging discussion among students.

The disadvantage of this method for formative assessment is that it does not provide teachers with concrete evidence of students' achievement in the teaching/learning process. Also, if the teacher does not have enough experience to guide the discussion or ask clearly defined questions, the discussion may take too long and may give incomplete results about the students' achievement.

5. Conclusion

Formative assessment and continuous monitoring of students for me as a teacher is one of the most important instructional tools at the moment. When properly implemented it helps me understand what my students actually learn and what their weaknesses and strengths are. It leads to better planning and management of the teaching process, and creating a strong relationship between learning and teaching.

Formative assessment or assessment for learning focuses on how students learn. With the implementation of formative assessment in my classes, I realized that students become more aware of how they learn and what they learn. More importantly, students are aware of how to fill in the gaps in their own learning. In this context, self-assessment of students had a great impact. One of the key components of engaging students in the assessment of their own learning is providing them with written or oral feedback as they learn in order to move forward in their learning. Written and oral feedback provides students with an understanding of what they are doing well, and gives specific information and advice on how to reach the next step in the learning process.

Namely, they are motivated and encouraged to take action in order to improve their learning.

The positive effects of formative assessment are evident when teachers use the obtained information properly and adequately. In this sense, it is very important teachers to use sound and appropriate methods and instruments for gathering information about the students' learning in all parts of the lesson. When formative assessment is incorporated into classroom practice as part of the instructional process, it provides the information needed to improve teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when they can make timely adjustments. These adjustments help to enable students to achieve the learning goals within a set time frame. This union is necessary because the relationship between teaching and learning is inseparable.

Appendix 1

Work Sheet - Describing People

Exercise 1

Listen to Sara and fill in the table

SARA		
Height		1/
Weight		1/
Hair (colour)		1/
Hands (size)		1/
Parts of the body		1/
		1/
		1/

points	level
1-2	Needs help
3-5	Good
6-7	Very Good

Total _____

Exercise 2

Read the text and match the topics (1-3) with the paragraphs (A-C).

FRIENDS		
Topic	Paragraph	
Three questions.		1/
Boys and girls.		1/
Over to you!		1/

points	level
1	Needs help
2	Good
3	Very Good

Total

REFERENCES

Настава и учење на 21 век. (2009). Прирачник за наставниците во основното образование. УСАИД.

Примена на стандардите за оценување на учениците. УСАИД, Материјали за обука

Попоски, К. (2005) *Училишна докимологија*. Китано, Скопје

Оценување за учење во 21 век: Збирка на примери од практиката. (2010), УСАИД

Оценување на напредокот и постигањата на учениците: Упатства за училиштата. (2008) УСАИД

David Newbold & Norman Whitney (2001) *Dream Team Student's Book*. Oxford University Press

Hasim Braja, **Ardjana Braja**
brajahasim@yahoo.fr, ardianabraja@yahoo.it
Lectures of French and Italian language
Department of French and Italian language
University "Aleksander Xhuvani", Elbasan, Albania

THE WRITING ACTIVITIES IN THE DIDACTIC PROCESS AND THE ROLE OF THE TEACHERS IN THE DEVELOPMENT OF THE SKILLS OF WRITING[13]

Abstract

Through this work is aimed to give the answer the question: how much the learning programs, the scholar texts and the teaching approach the development of the skill of writing to the pupils.

Our study includes the schools where the French and Italian language is learned and taught and in special way the works of the students in the high schools exactly in the third grade of the high schools.

The works refer to the writing activities that are done in the class mainly in the essays, letters and the texts.The choice of the students of the third grade is supported in two reasons:

- the students have better linguistic skills and can read letters, texts essays where can be analyzed even the high problems.
- there are the students who are taken in the exams for the certificate of the language of the degree B2 where this knowledge is used.

To carry out this study are used these methods: the study of the literature, observation, interviews, and questionnaire. We have been approached by the studies and the researches of the most famous Albanian and foreigners linguistics mainly French and Italian. The observations are made in agreement with the education directory, the directory of the schools and the teachers too. A big help for that has given the hours of the lessons where the lesson is observed planned in the programs of the students of the French and Italian language who are attending the master in this university.

To know to write constitutes today the main skill in the didactics of foreign languages. In the world the writing skill is developed through techniques such as brainstorming, notes in the scheme form, narration, translation, paraphrasing, but mainly through dictation (70 %).[14]

The dictation is mostly used in Central and Southern America, in Eastern Europe and in North and Central Africa. The dictation is still used as a means for the improvement of spelling or as a phonetic exercise in Albania, Bolivia, Canada, Germany, Yugoslavia, Libya, and United States of America. Always with these aims it seems that it is in the necessary form in those places where mother tongue of the students is similar to Italian (Argentina, Brazil).

This means that knowing to write means still knowing writing with exactness from spelling viewpoint. Essay is a nice technique for the didactics of foreign languages. In North America and in East Europe this technique reaches a higher percentage. The use of this

[13] Scientific paper
[14] Progetto ITALS CA'FOSCARI "L'italiano nel mondo" 2003 f. 70-78

technique sometimes is related with the morphology-syntax competence development (Canada).

However in many cases it has to do with a technique that is reserved for advanced models (Belgium, Germany, Luxembourg, Spain, and Swiss)[15]. In any case (Germany, United States of America) use electronic post as a means to improve the writing skill.

Writing in the university teaching is average 40 % of other skills. In many countries such as Argentina, Belgium, China, Germany, Turkey, Hungary, the narration is used for the development of writing skill but it is considered difficult to be done by the students' part.

Narration is used to develop lexical competence (through synonyms use), textual competence, and synthesis ability and in any case it serves for the comparative analyze between mother tongue and Italian, from morphology-syntax viewpoint (Albania, Germany), While in Brazil, Great Britain, Greece, and Spain is proposed oral narration version.

Narration and translation as the mother tongue and by Italian or vice versa seem to decrease in most countries where Italian is learned, in comparison to previous years. The narration ability is developed mainly noting informative main parts of a text or creating titles for special paragraphs that make up that. Rarely (25 %) narration is presented as the only activity in an exam and in every case it is given a lower value that 10 % of total points. The translation from the foreign language in mother tongue seems less practiced everywhere (30 %) but it is never given a value more than 5 % in an exam. Structural exercises with writing are used to fix rules, reflecting or working for the grammar. Also those consist in the improvement of spelling and morphology-syntax (Albania). In Turkey are given the keys of the exercises in a way to be favored self-correction and independent work in the broad sense. These types of exercises are given as home-works (Mexico) or as a reinforcement exercises in case of grammar difficulties (Hungary). [16]

Writing activities that are more developed in Albanian reality have to do with dictations, translations from Albanian to a foreign language and vice versa, narrations of reading passages, letters, essays, descriptions. From the interviews and observations made, results that narration and translation remains forms that are often used at schools where is learned the foreign language although in other places these activities are made less.

Writing activities are liked from students, but there are some problems in relation with the way of writing work developments, mainly for those related to essay or descriptions. Often in writing students are influenced by the mother tongue structure that rarely is similar to those Italian language. Teachers of foreign language should be careful to give students necessary tips for a previous genuine work for writing activities. Only in this way and analyzing practical models from the other countries experiences will overcome encountered difficulties. Genuine activities of writing are encounter at university during writing Art lessons, in the general high school of foreign languages or in courses of foreign languages, mainly for trainees of level for certificate. In other grades of schools where is learned the foreign language writing activities are done programmed by programmes dictated from Ministry of Education.

Rarely the teachers interconnect these activities during lesson hours. For a full treatment of the paper judged that it was appropriate to make analyze of lesson programmes of high schools and through them to see the place that counted writing activities in these programmes. There are analyzed also school texts with which is worked at schools taken into analyze.

For the analyze of lesson programmes contacted this the headmasters and inspectors of education department. Provide lesson programmes approved by Ministry of Education and

[16] Ibidem

Science with relevant structure and lesson plans compiled by teachers. Due to the different nature of schools the programmes are not the same. French programme for the foreign languages school includes a bigger number of hours than those of general high schools.

We analyzed the position of writing works in each programme. After analyzing lesson plan of every teacher we compared the space that they had given written works.

Together with programmes we analyzed the books with which these schools work and saw the place that occupies the writing activities taking into consideration as the book also the workbook. But how responds the teaching to the quality of writing? Sure that our teachers, with their work, are obliged to apply a lesson programme approved by Ministry of Education, but how flexible and what techniques and strategies use them for the provision and development of linguistic skills, in our case for the writing skill. In comparison with the structure for general high schools we see that in the linguistic high school the hours in disposal for the writing expression are numerous. Are included tests hours as it is shown at the following plan, are distributed during the year after a defined number of lesson topics? Are provided dictations that are not found at other schools and written works where are included different writing activities that the students can do during the year.

The special thing that we notice is the programmed correction hours. In the lesson plan compiled from teachers we found this division of activities that are related with student's writing.

From the plan compiled from the teacher we observe that respectively 33 hours or 19 % of total hours is dedicated to written expression from the student's part. In the objectives done by the teacher for the first year of the high foreign languages school there are grammatical elements, lexical and those of oral expression, there are a few or none objectives related with the development of writing skills.

So, for the last year of high foreign languages school 35 hours or 21 % from 170 hours in total are dedicated to writing. We judge that it is necessary to pass from the programme, the teacher as exact enforcer of the lesson programme, in the programme logic, the teacher together with his/her colleagues sets goals, objectives, teaching tools, time, criteria, tests and assessment related to student's needs and their particularities.

The programme structure must be characterized by a bigger flexibility, from an attention that is directed not only the content, but also to the lesson process, from the didactics techniques and strategies that grow the space formation of the students.

We looked to see which is the position of activities that are related to writing with the books with which teachers work. In books used at general high schools we have found activities for writing but in none of them we don't have found rules or advices how we can write for communicating, which are the techniques for the compilation of a writing text, how is done the project: information research, organization of the content, how is done the material expansion, topic respect, exactness, cohesion, how useful is the review stage, correction or graphic presentation.

Maybe these elements that we cannot see in the books with which teachers work at our schools, are treated at previous link of students formation, including the student's formation taken for mother tongue writing. However we think that tips or advices in the synthesis form can be given before students are invited to develop a writing activity.

This shortage can be filled by the teacher, but we ask a question: Do teachers have a necessary background to afford this problematic?

To answer this question we are focused in two directions:

1. The role that plays the writing didactics in the initial training of the students, future teachers and

2. The position that this problem has in the continuous training of the teachers

So, we have analyzed the answers that the teachers have given to some questions in the questionnaire done by the teachers.

Let's refer to the dates taken from questionnaires according the following questions:

During your initial formation have you been learned in particular how to teach students?

	Answers	NEVER		SOMETIMES		OFTEN		INTENSIVELY	
		No	%	No	%	NO	%	No	%
1	Writing stage?	3	13	11	48	9	39	-	-
2	The spelling vocabulary?	3	13	10	43	8	34	2	10
3	Syntax?	-	-	5	23	10	43	8	34
4	Punctuation?	5	23	8	34	7	30	3	13
5	Text editing	7	30	13	57	3	13	-	-
6	Assessment of writing expression?	8	34	11	48	4	18	-	-

As we see the teachers are not formed enough during their years at university.

Do you execute in a systematic way the programme in connection with writing activities?

Definition	Always	Sometimes	Not at all
	18 / 78%	5 / 22%	-

As we see from the chart only 22 % of the teachers implement any programme ever in connection with writing activities.

CONCLUSIONS

- Elements that we didn't see in the books with which teachers work at our schools, are treated at previous link of students formation, including the student's formation taken for mother tongue writing. However we think that tips or advices in the synthesis form can be given before students are invited to develop a writing activity.
- The work in class, students exercise, models of writing works impact on the improvement of writing skills.
- It is very important that the teacher's qualification to be in continuous and seminars objectives of formation to be related with difficulties that students encounter in the foreign language teaching.
- Also It is important that teachers must have more didactic independence and to emphasize the problem that students need more.
- Should be used techniques and didactic strategies to support and improve current practices.

REFERENCES

Balboni., P. Mete e metodi dell'insegnamento dell'italiano nel mondo,Bonacci editore, Roma

Braja., A. Teza e doktoraturës, maj, Tiranë 2011.

Programmes of high schools, Elbasan 2010.

School texts of high schools, Elbasan 2010

Thomas., Shirley La coherence textuele; pour une nouvelle pédagogie de l'écrit, L'Harmattan, Paris 2000.

Groupe Eva Ėvaluer les écrits, Hachete Education, 1991.

Elizabeta Dameva
Faculty of Education - Bitola
elizabeta.dameva@yahoo.com

ENCOURAGING CREATIVITY IN THE FRENCH EDUCATIONAL SYSTEM[17]

Abstract

The research stated in this document is focused on France, French society, French educational system and their relationship with creativity. In addition to the attitudes of several French psychologists whose research is creativity, and their views of the French educational system, the research is a summary of the work, deed and relationship towards creativity of several educational reformers and their pedagogies in certain time periods, whose completely or greatly has been influencing and still influence encouraging of creativity among students in France. The bottom part of this document is an overview of some actual activities that encourage creativity among students in the French educational system.

Keywords: France, creativity, pedagogy, activities, education

France and the Creativity

The last attitude-related surveys of the French in terms of creativity show that it does not take significant place in the life of the common citizen. Only 15% of the French think that it is very important for one to be creative in one's own life, and only 34% of them believe that they are creative. 85% of the French think that the pressure they feel at the work place it is killing their creativity and that the lack of time, money and self-confidence are the main reason for expressing their creativity. Regarding the school, 62% think that the school is suffocating the creativity. With this kind of public attitude towards the school and creativity we come to a conclusion that the French educational system despite the legal acts which, although to small degree do dedicate attention to the creativity in practice, it is not the brightest example for educational system which develops the creativity of the students.

Studying France and its attitude towards the creativity one may gain an impression that creativity is more prescribed to the linguistic, art and visual areas. The creativity is a topic researched by more psychologists from different aspect. So DeMoss et al. (1993) and Mijares-Colmenares et al. (1993) research the attitude of the adolescents towards the high creativity, depression and self-confidence. The researches of Lubart and Stenberg regarding the participation of the emotional and conative features of the person during the creative process as well as the former research of Beaudot, Carlier, Lehman are evidence that creativity as research subject did not left the French psychologists and Francophone psychologists indifferent.

The word creativity was suggested in the French language in 1970 by the French academic Louis Armand and it is defined as synonym of inventiveness.

Within the February 12, 2002 acts proposed by the Ministry of Education the creativity is mentioned on several occasions. Here is part of them:

[17] Specialized paper

„The child should explode, discover, transform, express and show the satisfaction from the creation. During the realization, the spontaneity and imagination play big part."

„The elementary school establishes and develops the creative practice of the child starting from situations which encourage his/her imagination, leading him/her towards stimulation of his/her ability to discover and enrichment of his/her forms of expression."

„The art education develops the habit for expression and feeling for creating, thus encouraging the development of student's personality and autonomy and enables better balance of the different forms of intelligence and sensibility."

From the above acts we may notice that the creativity in the French school is understood in terms of linguistic disciplines and again the terms of artistic education and visual arts while being neglected in other areas.

The French Educational System and Creativity

The French educational system is divided in three levels. The first level encompasses Écolle maternelle in relation to the students aged 3-6 and Écolle elemantaire in terms of students aged 6-11. The second level encompasses student aged 11-18 divided in Collège (11-15) and Lycée (15-18).

The third level relates to the higher education. In my research I directed the interest towards the ways of encouragement of the creativity in the first and second level of the French educational system. According to the comparative analyses in terms of other European countries carried out in recent years, the French system is "selective and directed toward formation of `elite`" as well as educational system with the largest number of school year repetitions by the students. According to these researches, the French educational system does not enable mobilization of all beliefs for overcoming the specific problems, it encourages the students to take risk, and even prevents the intellectual freedom.

In the article titled "Let's find a new way of thinking in order to learn how to learn" (Inventer une nouvelle maïeutique pour apprendre à apprendre, 2010), the French psychologist Taddei indicates that in recent years the French educational system finally begins to wake-up from "the deep sleep and to experiment, to evaluate the alternative pedagogies efficiently, to promote independent researches and to develop interdisciplinarity." He concludes that these changes are good sign, but it is still early to talk about full change of the French educational system in positive direction as it was the example, with Finland. Slowly but safe, the French become aware that they should include creativity in all areas of the human existence, especially in the educational system in order to keep up with the other European countries. With increasing number of French becoming aware that the new information and communication technologies are democratizing the access to knowledge and that the training for this sort of technology is necessary for everyone. In terms of the educational system, the need for development of new technologies and new educational methodologies is imposed.

Pedagogues understand creativity not only as property of the language, rather as ability of the student to imagine, discover, find, experiment, produce… This ability of the student may be developed or suffocated in the educational institutions: it may be stimulated by active methods or put down through pedagogy which promotes clean transfer of knowledge through repetition and imitation; it is stimulated through individual work or work in small groups, and put down when there are uninteresting tasks provided for the entire class which do not provide any initiative; it is stimulated through trust, and put down in a class where the authoritative style of the teacher prevails; it is stimulated when the students feel responsible for their own productions, and put down when the student feels as executer of specific activity.

According to Eric Lardinois (La créativité par la pratique 2005, p. 3) the aspect of “usefulness” used for fulfilling a certain need should be distinguished from its "fun” spontaneous aspect which comprises a part of the human nature. It is in human nature for one to be curious, to want to explore and produce; one does not produce only due to a need, but rather from personal satisfaction in a spontaneous manner. For each and every of us the creative act is something natural, spontaneous, something that gives us satisfaction and happiness.

The creative act regarding the children is something which is part of their nature, and creativity is a feature which every child possesses. Then how these creative children become uncreative adults? Where did the creativity lose itself and who is responsible for that lost? According to certain researches, going to school demands from the child to accept laws and rules which enable him/her to understand the environment but which lead to extinction of their curiosity and the need for exploration. The fall of creativity may be stimulated and has increasing presence in the logical and verbal instruments of thinking which increase the spontaneous child exploration. The pedagogical methods which insist on accuracy and precision in the thinking and exploration contribute for decreasing of the creativity during the schooling.

According to my information, the French education system which generally is evaluated as unstimulating school environment in which the new ways of thinking, new approached in resolving of problematic situations, new ways of generating and playing with ideas are not given priority, cannot be placed in a group of educational systems which encourage the creativity in the child. The researches show that verbalism, passivity of the student, asking from them to memorize facts mechanically and to stick to that presented during the class and in the textbook prevails in it. This kind of teaching does not contribute to progressive development of the personality, does not mobilize the student for activity, work and learning, but simply encourages their productive capabilities.

How much France progressed in terms of acceptance of the new ways of adopting the knowledge and how does the historic view of the different pedagogies which marked the French educational system in the past look, their characteristics and their susceptibility for development of creativity we will see in the next chapter. Part of the pedagogies on which I stabled on in my research, even though they are promoted by Frenchmen and Francophone they did not manage to penetrate in the French educational system. Part of them, developed and adjusted to the time, which were promoted in, found its place under the sun in the neighbouring countries as England or Germany (the free school in Hamburg or Alexander Neal School in England which performance and principles of work shall be a topic of the work “The Free Children of Summerhill”).

The role of various pedagogies in the encouragement of creativity in France

In the schools throughout the world the teachers try to establish effective pedagogy which is suitable for the age of the students and the requirements set by the learning subject. As teachers, they continuously insist to introduce dynamic and stimulating strategies which shall match the cotemporary tendencies of the teaching process.

However some of these strategies seem as new and innovative root far back in the time.

The progressive ideas of Comenius and its thought that "everyone is capable to be educated: girls as well as boys, poor as well as the rich, intelligent as well as those not so intelligent..." which we now accept as entirely common in the time of the author was on the verge of the impossible.

Jean-Jacques Rousseau's ideas, who shall place the student in the centre of the educational process where he/she shall be dynamic and free to participate in the process of adoption of knowledge are base even for the new approaches in the educational system.

Many educators who are making an attempt to renew the school, where the dogmatic pedagogy, authoritative and encyclopaedic knowledge dominated live and work in the XX century. For one to make a choice from the large number of new methods in context of their adoption and knowledge in the education system is truly a hard work. Despite the traditional pedagogy which is a pedagogy of knowledge, model, authority, effort, individualism and punishment accepted by the French society after the French Revolution matched the need of the society itself where the illiteracy dominated, but in any way could not have been a cradle of creativity because it's primary goal is transfer and adoption of "clean" knowledge, new methods and authors which to large extent contributed not only for development of the French educational system but also for the educational system globally appeared.

We shall meet some of the authors, goals of their methods and possibility of encouragement and fostering of creativity in the student in those methods, which are mentioned in the works of French researchers of pedagogy. Among those who made place for development of creativity with their conception and who are doing that even today find, more or less, a place in the educational process in France are the following pedagogues and their methods of working with the students.

Ovide Decroly

Among the contemporary thinkers, the Belgian Ovide Decroly holds significant place. His pedagogy is developed around 3 big concepts, which even today are significant whether we talk about the nature or social sciences. First big concept is the **observation** which is placed in the ground base of the teaching; the **association** which enables the comparison of the phonemes and the most abstract ideas leaving place for deduction, conclusions, opinions but also activities related to the discovery of the reasons and effects which are a feature of the natural sciences. Finally, the third concept – **expression** of the ideas through the language and artistic creation. Starting from the data that Decroly is the author of the first "portfolio" where the student put their own works and accomplishments in form of dossiers, drawing etc… it is clear that the student would have the possibility to develop his/her own creativity through this method. Maybe in that time it could not have been stimulated with some creative technics or even measured with tests for divergent thinking but is clear that the creativity of the students was evident in the creations of the students to large extant. Ovide Decroly portfolio is one of the most significant tools for successful pedagogy in big part of the educational system in the world in all areas, and in terms of learning foreign languages the portfolio is recommended not only as tool for encouragement of the creative production in the students, but also as teaching tool necessary for evaluation of the student. In the contemporary French educational system the portfolio is comprising part of the work of the teacher as well as the student.

Maria Montessori

Created in 1907 by Maria Montessori, this kind of pedagogy is still present in the French society, especially in the private schools which operate under the Ministry of Education or independently. The child is in the centre of this pedagogy, and his/her observation and individual approach towards each and every child are main pedagogical principles. Through meeting the needs of every child and valuation of their abilities which lead to his/her development and maturity, Montessori pedagogy acts on the thorough principle of emancipation of the child as a person. This pedagogy places special attention to the space where the child resides and the equipment of the school in terms of visual aids

which meet the pedagogical and didactical principles of this pedagogy. The adoption of life skills has the same meaning with the adoption of new knowledge. Exercises for freeing the spirit and taking risks by the student, as well as self-discipline and participation in the responsibility towards the others. Various types of group exercises inspire discussion, thinking and expressing personal opinion. Since the motto of this pedagogy is "help me to do it myself", I sincerely believe that it contributed and is still contributing for developing the creativity of each child-student in relation to the principles of this pedagogy. As witnesses to that are the large number newly opened private schools in France, where they work with children that had difficulties to adapt in the "state" educational system, where the large number are talented children.

Célestin Freinet

Célestin Freinet is the author of the method that induce the cooperation and participation of the individual in the group. In basis, his method has the development of the student, with help of various means and activities, in order to develop the creative élan by writing texts on personally selected topics and establishing intra and extra school correspondence, creating school paper, conferences on sharing personal opinions and attitude... In that way, the student is opened towards the life and gives sense to the school, is directed towards individualization of adopting new knowledge and towards cooperation. The author, for the first time, introduces the idea that the mistake is not a catastrophe, but a help in the personal improvement. In this pedagogy, there are fun activities, but they are not in the centre of the same. For the author, more important is the responsibility of the student, his/her interest in the work, as well as the motivation for working in group. Freinet believes that if the work is stimulating and good organized, it will cause big interest with the student and will become factor of inducing the internalizing motivation.

Among the several principles which are basis for this method, it is interesting to mention the ones that refer to the creativity and its expression.

- Every individual is unique and needs to find own way to show its capabilities. Through this method, the oral, written and artistic expression is encouraged.
- The person is formed with the help of the teacher, who puts the accent on the development of the person's self-confidence in relation to the personal creative capacities and activities and encourages the development of the same.
- Freedom of expression is only one of the prerequisite of the creativity.

According to Freinet, every individual possess personal rhythm in relation to adopting new knowledge and each pedagogy needs to respect this rhythm. The teacher changes its role and becomes companion, source of knowledge.

The period in which Freinet lived and created, is far from today, where the modern technology is entering rapidly in every educational system. As person that believed that the education should be opened towards life, he would be happy for sure, if he could see how much is simplified the communication between the people and how large opportunities have the teachers for encouraging the autonomy of the students, their creativity and their interest for researching by applying the new technologies.

Encouraging the creativity in the modern French system

Teaching the students to produce information in a creative way, we encourage them to create, invent, discover, research, imagine, set hypotheses. According to the opinions of many psychologists, the creativity is not just a special way of thinking, but also a general

attitude towards the life. The creativity may and needs to be encourages in the family and in the educational system, as well.

The classical methods, which are basis of the French educational system, mainly do not encourage the creativity. At the beginning of its education, the manner in which one child thinks is confusing, disoriented, without set principles and discipline in functioning. Since the school needs to create order, and the creativity origins from indiscipline of the thought, from the illogic, from the mess, it is normally to expect from the school to be the place of extinguishing the child's creativity. How to find a way for the school to set order and at the same time to encourage the creativity? How is it done in the French educational system?

With the small children, aged 2-3 years, which just start their education (École maternelle), the sensitivity and understanding, the imagination and the rational intelligence are inseparably connected. At this age, the activities of creating and artistic expression are way of personal research and discovery; they open the way to adopting new knowledge; researching new relations with others and with the world. The child explores, changes, creates and shows satisfaction from the creative act. By playing and researching activities related to the world around, the child also develops its personal creativity. The play has priceless importance for the psychological development of the children. Through playing, the child gains opportunity to create personal originality, which is defined as basis for creativity and creative development. Through playing, when the child faces difficulty (problem), it finds own ways and actions how to overcome the problem. Regardless the number of repeating the play, the child can one same play to repeat it in the same way. The play is directed towards the process, not towards the product - goal is not important when playing, but the activity. In relation to these findings, the play is the foundation for developing creativity in the first level of the French educational system.

Encouraging the creativity with the older students is done through workshops, art studios and working on projects. Through the individual work or work in groups, the students adopt new knowledge, and they also encourage their personal creativity. The successfulness of these activities depends mostly on the motivation of the student, as well as the involvement of the animator in the art studio or the workshop, regardless if it is an external person – recognizes by his/her expertise or artistic capacities in the environment where the school is located or by the teacher employed in the school.

With the students from the secondary education, the encouragement of the creativity is done mostly through project activities. Historically seeing, the pedagogy of a project (*project based learning)* is related to William Kilpatrick, although this idea origins from the philosopher John Dewey, at the beginning of XX century. According to this pedagogy, the learning is done through realization of certain product. The project can be individual (expose, maquette..) or group (organization of celebration, performance, trip,…). Since the basis is consisted of researching, creating, imagining, we can state with certainty that this approach provides development and encouragement of the creativity, even in the most rigid educational system, such as the French educational system.

Conclusion

The researches related to the approaches that encourage the creativity in the French educational system requested hours and hours of hard-work Internet research, since the creativity, although valued in the art sphere, is not quite present in the official documents of the Ministry of Education, more over in the context of the French educational system. The texts in the magazines and newspapers dedicated to the creativity, mostly show the attitude of the authors in relation to the creativity and their opinions for the place of the creativity in the educational system, and the provide very few data on the certain realization of the learning

process through which the creativity is expressed. It can be noted that there is contradiction in relation to the attitude of these authors, as well as the opinions and attitudes of the parents and large number of students, regarding the school as a place that kills the creativity and the articles on the students' activities within the school, which inevitably would result with encouraging the creativity in the educational process. As a conclusion, inevitably arouse several questions, "How can one educational system that insists on the importance of the play in the lower classes, to workshops, art studios and project activities in the higher classes to kill the creativity of the participants in these activities? When did the foreseen activities that would encourage the creativity, become barrier in its development? Where is the problem? Is it in the motiveless teaching staff, in its untrained status to encourage the creative opinion or whether in the attitude of the French society that mostly values the achievements in the academic sphere opposite the ones in the artistic sphere? During the research, it can be concluded that France has not used enough in practice the gains from its pedagogic reformers and has not implemented the principles for pedagogy that would encourage the creativity promoted in the theories. In this context, as a recommendation for encouraging the creativity in the education system, I would like to provide the recommendations of the French psychologist François Taddei given in the report sent to OECD (Organisation for Economic Co-operation and Development) with title "Forming creative and cooperative constructors of knowledge; the biggest challenge of the education in the 21 century" (Former des constructeurs de savoirs collaboratifs et créatifs :un défi majeur pour l'éducation du 21ème siècle, 2009, 3 p.) which refer also to encouraging the creativity in relation to the entire social system of one country.

- Overcoming the conservatism in the society
- Encouraging students to undertake initiative and to show personal creativity
- Encouraging parents to create adequate environment for developing creativity of their children
- Encouraging the teachers to stimulate the creativity of their students through creating interest classes and cooperation with their colleagues for experience exchange.
- Encouraging the teaching staff and the professional departments to create creative programmes in which the students will be able to work on individual and group projects
- Stimulating the university staff to create academic programmes that will stimulate the creativity of the students and shall initiate researches related to creativity
- Stimulating the creative culture through organizing public debates, translations of titles of well-known authors that write about the creativity, shooting television shows for creativity, creating national programmes for stimulating the creativity in the educational system
- Developing websites, technical means and devices and places for exchanging experience and creative ideas

France has capacities and financial assets to provide for its citizens education that shall be example for a place where the creativity development shall be priority for everyone. Maybe, all it needs is to change its attitude towards the creativity and finally to understand that the knowledge without idea worth nothing.

REFERENCES

Arnaudova, V. (1996). Pottiknuvanje i razvoj na kreativnoto mislenje so tehniki na divergentna produkcija, Prosvetno delo, Skopje

Arnaudova, V. i Achkovska-Leshkovska, E. (2000). Nadareno dete, Filozofski fakultet, Skopje

Achkovska-Leshkovska, E. (2009) Nadarenost. Filozofski fakultet, Skopje
Keong, Y. K. (2010) Bidete kreativni, Izdavachki centar Tri, Skopje
Buzan, T. (1991) Moc djecjeg uma. Izrael, Lana, Finesa, Beograd, 1991

Internet Data

VERS UNE ÉDUCATION PLUS INNOVANTE ET CRÉATIVE
http://ife.ens-lyon.fr/vst/DA-Veille/70-janvier-2012.pdf
La pédagogie de projet (Laurent Dubois)
http://home.adm.unige.ch/~duboisl/didact/projet.htm

L'école maternelle en France
http://cache.media.eduscol.education.fr/file/Europe_et_international/21/2/ecole-maternelle_113212.pdf

Zašto je igra važna? Piše: Dr. sc. Dubravka Šimunović, prof. v. šk., Zdravstveno veleučilište u Zagrebu http://bebe.hr/arhiva/248/tema_broja.html

Joëlle Aden, Université de Cergy-Pontoise - Laboratoire ALDIDAC/CICC (EA2529)
IUFM de Créteil/Université Paris Est. http://www.creativite-conseils.com/modules.php?op=modload&name=News&file=article&sid=52

Les pédagogues qui nous ont tracé la voie, Margot Phaneuf, inf., Ph. D.
http://www.infiressources.ca/fer/depotdocuments/Les_pedagogues_qui_nous_ont_trace_la_voie.pdf

French state education - an introduction**,** http://www.frenchentree.com/fe-education/DisplayArticle.asp?ID=70

Creativity in Schools in Europe: A survey of Teachers ftp://ftp.jrc.es/pub/EURdoc/JRC55645_Creativity%20Survey%20Brochure.pdf

L'actualité éducative du N°478 de janvier 2010 Inventer une nouvelle maïeutique pour apprendre à apprendre http://www.cahiers-pedagogiques.com/spip.php?article6602

Méthodes de créativité et analyse de la valeur rencontre AFAV (Association Française pour l'Analyse de la Valeur) du 25 Janvier 2006 - Les Fondamentaux du Management par la Valeur mercredi 25 janvier 2006 , Catherine Laval

http://metratech.net/spip/spip.php?article678
Le développement de la créativité**,** Chantal Pacteau et Todd Lubart**,**Mis à jour le 15/06/2011
http://www.scienceshumaines.com/le-developpement-de-la-creativite_fr_5213.html
Les clés de la créativité

http://www.pourlascience.fr/ewb_pages/f/fiche-article-les-cles-de-la-creativite-27167.php
Entretien avec Todd Lubart

http://ressources-cla.univ-fcomte.fr/gerflint/Europe4/propos.pdf
Beaudot (Alain). — *La créativité à l'école*

http://www.persee.fr/web/revues/home/prescript/article/rfp_0556-7807_1970_num_13_1_2000_t1_0055_0000_2

Éloge de la divergence: sans divergence, il n'y a pas de créativité (dossier DOUANCE 4) publié le 12 octobre 2011 par Suzanne La Brie http://blogslpointcom.wordpress.com/tag/douance/

CHAPITRE 2 : LA DOUANCE, http://education.alberta.ca/media/620224/chap2.pdf

La créativité des enfants à haut potentiel intellectuel

http://www.psychologuemontpellier.sitew.com/files/users/1/2/4/3/2/9/8/Article_Neurospychologie_2008.pdf
The Role of *Creativity* and Innovation in *School* Curricula in the EU27
ftp://ftp.jrc.es/pub/EURdoc/JRC61106_TN.pdf
Quelques clés possibles pour libérer la créativité et développer l'innovation en France
Publié le 18/05/2012 par Philippe Briffault

brand-journeys.com/.../liberer-creativite-en-france/ Guy Aznar nous propose le livre « Idées: 100 techniques de créativité pour les produire et les gérer » Format: Article court, livre en créativité Auteur: Nicole Cournoyer Date: Janvier 2007
http://www.creativite.net/guy-aznar-idees-100-techniques-de-creativite-14/

Préciser le sens du mot« créativité »Guy Aznar Conseil
Innovation. Créativité. Prospective
http://www.creativite-conseils.com/htm/Creativite_Preciser_le_sens.pdf
Vidéo réalisée par l'IHEST, Catherine Veglio-Boileau et Olivier Dargouge, musique Jean-Sébastien Bach, Prélude de la deuxième suite violoncelle seul ré mineur - BWV1008, Pierre Fournier 1960, ©MusiGratis 2011
http://www.ihest.fr/activites/cycle-national-2010-2011/micheline-hotyat-la-creativite-a-l

Construction de la créativité
http://www.psychoenfants.fr/ecole/la_creativite.php?langue=fr&type=rub13ssr10&code=calb1701&posarticle=1&numcarmoinsbase=0

LA CRÉATIVITÉ SOUS TOUTES SES COUTURES
SUZANNE FILTEAU
Professeure
Cйgep Marie-Victorin
http://www.cdc.qc.ca/ped_coll/v25/filteau-25-3-2012.pdf

Développer la créativité à l'école
Guy Aznar

http://www.creativite-conseils.com/modules.php?op=modload&name=News&file=article&sid=52
Un cerveau - plusieurs modes de fonctionnement inséparables et complémentaires pour penser harmonieusement et efficacement
http://vivre-et-creer-maintenant.blogspot.com/2013/01/un-cerveau-plusieurs-modes-de.html

Le passage en atelier relais
Étude réalisée par le Centre Alain Savary – Institut National de Recherche Pédagogique et le Centre Académique Michel Delay (Académie de Lyon).
Septembre 2008

http://centre-alain-savary.ens-lyon.fr/CAS/documents/decrochage-scolaire/le-passage-en-atelier-relais

La créativité par la pratique – Eric Lardinois
http://www.heracles.be/resources/5fdec927cfac626c79fd548898968e22c4a080e1/cours_general.pdf

PRINCIPES POUR UNE RÉFLEXION
SUR LES CONTENUS DE L'ENSEIGNEMENT
(Rapport P. Bourdieu, F. Gros)
Par manque de place nous ne publions que quelques extraits
http://www.epi.asso.fr/fic_pdf/b54p036.pdf
Système éducatif français
http://fr.wikipedia.org/wiki/Syst%C3%A8me_%C3%A9ducatif_fran%C3%A7ais
Pédagogie
http://fr.wikipedia.org/wiki/P%C3%A9dagogie

Former des constructeurs de savoirs collaboratifs et créatifs :
un défi majeur pour l'éducation du 21ème siècle
« La spécificité des êtres humains, c'est leur grande capacité à s'adapter »
http://www.cri-paris.org/docs/OCDE-fracois-taddei-FR-fev2009.pdf
Creative Quotations from Linus Pauling for Feb 28
http://www.youtube.com/watch?v=cPyj8UrER-M

HORAIRES ET PROGRAMMES D'ENSEIGNEMENT DE L'ECOLE PRIMAIRE
http://www.education.gouv.fr/bo/2002/hs1/default.htm

La démarche créative comme facteur de développement professionnel
http://www.ac-paris.fr/portail/jcms/p1_250864/la-demarche-creative-comme-facteur-de-developpement-professionnel

Sashka Dimitrovska
Faculty of Education, University of St. Kliment Ohridski, Bitola
saska_dimitrovska@yahoo.com

TEACHING LITERATURE - HOW WE COULD DO IT BETTER[18]

Abstract

This paper addresses the institutional context and academic practices related to the use of literary theory and criticism, with a special focus on the role of teaching literature in recent years. As theory has become more central in English departments, literary studies have in the view of many turned away from the study of literature itself to the study of theory. In the same way that a painter uses shape, color, perspective, and other aspects of visual art to create a painting, a fiction writer uses character, setting, plot, point of view, theme, and various kinds of symbolism and language to create artistic effect in fiction. These aspects of fiction are known as the formal elements. An understanding of the formal elements will enhance the reader's appreciation of any piece of fiction, as well as student's ability to share perceptions with others. Critical approaches to literature reveal how or why a particular work is constructed and what its social and cultural implications are. Understanding critical perspectives will help us to see and appreciate a literary work as a multilayered construct of meaning. Reading literary criticism will inspire you to reread, rethink, and respond. Understanding the cultural context of a story can often help our understanding of some aspect of the story itself. The social, political, and economic currents surrounding a writer can, and usually do, affect the writer's literary creation. Sometimes it seems so slight that the cultural context of a work may be important only because it seems reasonable to assume that all writers are to some degree products of their time.

Keywords: approaches, cultural context, literature, fictions.

1. INTRODUCTION

The only way that I and other English-speaking people will realistically ever be able to meet and make friends with people from elsewhere is through the patient and skilful work of those often invisible and usually unsung heroes of literature, the translators.

Philip Pullman

I've been teaching literature at the secondary level for two years now. I've taught it as an extra part as a research of my Master thesis. I am actually involved in a literature. I adore it. It's my favorite part of teaching English as a foreign language. When you go through all that, you start to ask yourself why. It's not like it helps you to build better bridges. You don't get wealthier from your understanding of iambic pentameter. So why?

[18] Specialized paper

For us in the field, the answer is just that we love it. We study it for years, then we look around for a chance to make a living off it. That's understandable, but if that's all, we're con artists, selling insubstantial dreams to the susceptible young to help maintain our own habit. I don't think this is true, though. We have important things to teach.

Literature has the power to change destructive ways of thinking on many levels. In my life, poetry has been a wonderful thing. When your emotions bear down on you to see the world in a negative light, and believe that it's not you, it's just real, at a time like that, you need something as powerful as poetry. It can crystalize what you feel at that moment, or it can transform it into something better. I believe in memorizing poetry. If you memorize a poem, it will become a part of your emotional structure, and it can only do that because its structure is unyielding. It will not give, and that's why it is worth it to you.

1. Traditional Approaches

The Kitao claims the need for textbooks to be the support for learning. “Textbooks should have support for learning. This can take the form of vocabulary lists, exercises that cover or expand on the content, visual aids, etc.”

With the development of technology, photos, visual and audio materials like DVDs and computer software have become very important components of language teaching materials, and they are becoming easier to obtain. A textbook, equipped with a wild range of additional materials influences the content and the procedures of learning and teachers should pay much attention to what their textbook offers.

As a teacher who used several different English textbooks, I would add to all those mentioned qualities of a good English textbook the need of revising and using once learned and practiced items in different contexts again and again as the class work continues. Additional materials are also very helpful, as they make the learning process easier and supportive for teachers and more interesting for students. Clear structure and methodical support are the essential components of a good textbook. Enough communicative activities that enable students to use the language independently and that encourage work in groups or pairs should also be a matter of fact.

2. Process of choosing an English textbook

Some teachers are free to choose which textbook they use in their English lessons; some are restricted either by the administration, costs, availability etc. Which textbook to chose is a very hard decision and does not necessarily have to suit other teachers who use the book simultaneously at the same school. It is also a big responsibility to the students and colleagues to select the most appropriate and suitable textbook.

Suzan Halliwell compares the process of choosing a book for a whole class to a “leap in the dark” (114). It may be very difficult to make the decision until a teacher has a really good picture of its suitability by using the textbook for some time. “However, identifying the potential strengths of textbooks generally, can give us a starting point for looking at the strengths or weaknesses of any specific book” (Halliwell 114).

Cunningsworth views the process of choosing a textbook as a great responsibility – large sums of money are going to be invested (students´ books, teachers´ books, workbooks, cassettes and other materials) and more importantly large numbers of students will be affected. “In circumstances like these it is absolutely crucial to be confident that the course materials selected are the best and most appropriate available”

3. Then, why Teach Literature?

To give a brief and inadequate overview, literature primarily focused on the "big picture" reasons for teaching it - the conversations and questions that come out of reading literature that inspire discovery of new ways of thinking, the ethical and political ramifications of reading literature carefully (politically reading can empower us and give us agency; ethically reading can be a vehicle to greater responsibility and it trains us "in accessing the other"), and the way that teaching literature to students can give them greater capacity to handle complexity without rushing to judgment. I don't dispute that these all can be the results of teaching literature, and they all constitute pretty good reasons for doing so.

To disrupt the consumer model of education that my first point hints at. There is no practical reason for students to read literature or for me to teach it to them. Literature is not ultimately linked to job training. And yet, I do believe it's important in terms of giving students new ways of seeing the world and to challenge the idea so pervasive in our culture that the reason for education is entirely linked to success - that it's something one buys in exchange for a better job. Fuck that. Education is about much, much more than that.

To insist on complexity and fine distinctions for understanding the world. To insist that students take care with their approaches, words and responses. My aims here are neither explicitly political nor ethical. Rather, they just have to do with wanting students to be more engaged in the world around them and to go deeper in the ways that they consider their position within that world. Perhaps this will have positive political or ethical consequences, but those are not necessarily my agenda. I just want students to be more interested and more interesting.

To give students a vocabulary for discussing things that are complex, which is ultimately about socializing them to talk, think, and feel in ways that allow them to be upwardly mobile. Most of my students do not come from families that discuss books over dinner - or art, or advances in science, etc. If they don't learn how to have conversations about these things, they face a disadvantage when they leave college and enter the broader world. (I should say, I think this may be one of the most compelling arguments for the humanities in the context of higher education at my kind of institution, as it doesn't matter what degree one has if one can't hobnob with people from higher class backgrounds when one is done.)

To offer students a break from the other demands on their lives. It's true: I see my courses as offering students a kind of pleasure that they wouldn't otherwise experience when they've got full-time jobs, families, etc. that make extraordinary demands on their time. They wouldn't be reading if I didn't assign them the reading. And yes, I think it's important that they *must* schedule this kind of pleasure into their lives, which they probably wouldn't otherwise do.

I am focusing primarily on how to create diverse opportunities for students to develop their English language skills through exposure to the language of literature. This will involve engaging students with various genres of literature such as poetry, fiction and drama to develop their vocabulary and mastery of grammatical structures. The unit also aims to help you introduce to your students the different stylistic forms of literary texts. The objective of this unit is to enhance language use through familiarity with a range of vocabulary and structures as used in literary texts. This approach to the study of literary texts, leading to language-literature integration, sees literature classes as laboratories or practical workshops for the development of students' language and communicative competence.

The ability to use the language skills of listening, speaking, reading and writing to effectively perform various language functions such as greeting, agreeing, requesting, exchanging social niceties and so on.

Communicative competence:

The ability of speakers of a language to know what to say to whom, and when. In other words, communicative competence includes the knowledge of the vocabulary and structures of the language as well as the social norms of speaking.

Integrated approach:

This suggests using literature to teach language skills and the resources of language (words, collocations, sentence structures, paragraph connectors, metaphorical expressions, etc.) to teach literature.

The aim of this research is to use strategies and resources to enhance the language competence of your students through literature. In this unit, you will be able to use your familiarity with the literary devices used in prose, poetry and drama to help your students to communicate more effectively and eloquently. You will also find ideas to encourage your students to explore the interesting uses of words, phrases and sounds in literary texts. This should increase students' awareness of literary language and help them understand literature better.

The students began by reading and acting out excerpts from the play with their teacher. For the performance, they were encouraged to choose the sections that they found most interesting. Teachers should follow up on this enjoyable experience by encouraging the students to look more carefully at the sections they had chosen, to see how the grammatical structures of the sentences and word groups made the play more interesting. Working in groups, the students selected sentences, nouns, verbs, adjectives and adverbs and their combinations in phrases and clauses.

The students greatly enjoyed this experience as it gave them an opportunity to use grammar in interesting and creative ways. They were also happy to see how the same language resources (sentences, clauses, phrases and word combinations) could be used in interesting ways in different literary genres such as plays and stories.

Activities

Activity 1: Using poetry to develop vocabulary in context

• In this activity students work collaboratively to familiarize themselves with expressions specific to poetry, and to see how these create interesting meanings in English.

Divide the students into five or more groups and give them a variety of short poems to read. Ask each group to identify at least one expression (a word or a group of words) in the poem that they think is used in an interesting or unusual manner. Let them come up with their own explanation of why they think the expression(s) is (are) special. If you can, put the expressions you collect from each group on the board and have a class discussion about them. You can use this as an opportunity to highlight the literary use of language in poetry, such as rhyme schemes, figures of speech, alliteration, personification, similes, metaphors, etc. During the discussion, ask the students in their groups to try to rewrite the poetic expressions in "simple" or "normal" English.

With the students working in groups, ask them to identify the unusual words and expressions in their poem, and to write the possible meanings. Using this vocabulary guide, ask each group to read aloud their short poem to the class and interpret its meaning.

To give the students further practice, you can have them play a game like the one in Resource 1. To play the game, the students, working in groups, have to first read the given poem and discuss its theme in the group. The game is a guessing game, where some of the interesting expressions of the words, and their possible meanings in the poem, are given on flashcards. The flashcards are distributed around the class, and the students have to match the expressions to their meanings.

To make the game a little more interesting and meaningful, you could add pictures to the matching exercise. To play this version of the game, students would have to listen to a reading of the poem, and then, working in groups again, arrange a set of pictures to tell the story of the poem. You can then tell them the correct sequence or display the pictures on a screen. To round off the activity, you could summarize the poem and its theme. This would ensure that the students have understood the gist of the poem.

The function of these two games is to teach students the value of interpreting the special meaning(s) of a poem by focusing on its vocabulary. Students will also realize that a group reading of poetry can be a very enjoyable experience, and that one can interpret the same poem in different ways by guessing at different meanings of the vocabulary in the poem.

After the exercises are done, you could read the poem aloud or play the audio and have the class give a choral reading of the poem after listening to it. This would not only improve their recitation skills, it would also personalize the poetry reading and help them understand it better.

Activity 2: Developing creativity in language use: Converting a prose text to a play

• In this activity, students work in groups of five to convert a short piece of prose (preferably a story of one or two pages) into a play after they have read and discussed the story.

Distribute a short story (maybe an adapted version of a popular short story, preferably not more than two pages) and ask your students to fill in the grid with information from the story after they have read it. Announce that they have to write a play based on the story. The grid should help the students include the necessary information, such as the characters in the story, the setting, the plot and the major actions and dialogue of the characters as an initial step in converting the story to a play.

The next step should be a whole class activity, where you could use the board to write a comparative list of the characteristics of a prose text and a play as suggested by the students. For example, A prose text has descriptions of places, characters, events and actions, but a play does not have descriptions; it has stage directions. This should ensure that the students have a clear idea of the content and structure of a play, in preparation for the task ahead.

Once the students have a fairly clear idea of the elements of a play, their next task is to plan, in their groups, the structure of the two scenes of the play they have to write. The two scenes should be no more than two pages each, with dialogue and stage directions.

The two scenes of the play should then be discussed and edited by each group. If necessary, show the groups a sample of a short play so that they can familiarize themselves with the structure of dialogues and stage directions.

You can also help the groups write simple stage directions for their play by giving them a few samples of stage directions that not only mark the characters' places on the stage, but also their mental state, such as: (suddenly turning around)/(with a start)/(looking slyly at her)

When they are ready, each group presents their play to the class for critical comments and modifications, where necessary.

The groups should incorporate all their changes and then rehearse until they are satisfied that their play has achieved the necessary balance between simplicity and suspense through interesting dialogues, plot and an effective climax.

Each group's play should be performed and videotaped, if possible.

This activity offers students strategies and opportunities to read, plan, outline and rewrite stories, and listen to play rehearsals and videotape their plays. As they carry out these tasks, they have the opportunity to listen to, speak, read, write and proofread language used in at least two different contexts.

Activity 3: Creativity in collaboration: Using students' language resources for story development

• Students are usually asked to compose short stories from a given outline. While such classroom activities help them practise the skills of composition by recreating a storyline, they do not encourage them to exercise their creative abilities. Creative composition skills involve the ability to develop a storyline by weaving ideas together in an interesting and logical sequence.

The activity given here is meant to encourage students to express themselves creatively through a fun-filled group task. It is also meant to give them training in thinking logically and connecting ideas to develop a composition in an interesting way.

To prepare them for this story-development task, give them a homework assignment a day before. Give them two versions of a short story to read. The first version should contain the original story and should have a clearly developed storyline, with well-developed characters and a narrative that progresses logically with a beginning, middle and end. The second version should have some distortions in style, such as an unclear storyline, no clear progression from beginning to end and hazily sketched characters. The students' task is to individually mark which story is "better" and more interesting to read, and why (i.e., what differences are there in the two versions). The objective of this homework task is to help them find out for themselves the important ingredients of a good story so that they can use this knowledge for their group storytelling exercise.

For the actual exercise, have the students give a report on their homework assignment. You could list the points they give on a board. The preliminary discussion should cover the features of a good story.

Organize the students for the storytelling task in the manner suggested in Resource 3. If possible, videotape the storytelling task, and play it back to give the students a chance to refine their own lines and make them more interesting, crisp and creative.

4. Conclusion

This research demonstrates that the above-mentioned textbooks develop a balance of the four language skills; they follow the official syllabus in a creative manner. But there was proved a lack of more communicative activities and stimulation of the students to use the language independently, lack of practical ideas and varied practice of any set of language items.

The most frequently mentioned priority in teaching English that was stated by the teachers was communication skills and some others, for example speaking even with mistakes, willingness to learn something new, grammar, blending the language skills together etc. All of these priorities are closely connected with communication in the sense of practical use of the foreign language that leads to the ability of the students to use the language actively, ability to react, respond, understand and orientate in real situations the learners can come across. These components of a good textbook were not found to the full satisfactory in this research, the teachers proved their lack. Listening activities were proved to be the most important for the teachers if they could choose the best-suited textbook. The call for listening activities shows the need for the above-mentioned communicative skills as these activities are based on an active using of a language in different contexts.

Literature study can also provide a range of texts and an introduction to the many different varieties of English. The same reasons are true for intensive reading as well. Similarly, William Littlewood (2000) emphasizes the importance of the use of literature in EFL classes as follows: A major problem of language teaching in the classroom is the creation of an authentic situation for language. A language classroom, especially one outside the community of native speakers, is isolated from the context of events and situations which produce natural language. In the case of literature, language creates its own context. The actual situation of the reader becomes immaterial as he or she takes on what D. W. Harding calls 'the role of the onlooker', looking on the events created by language. These events create, in turn, a context of situation for the language of the book and enable it to transcend the artificial classroom situation.

REFERENCES

Cunningsworth, Alan. Choosing your coursebook. Oxford: Macmillan Publishers Limited, 1998.

Grant, N. Making the most of your textbook, Essex, England, Longman Group UK Limited, 1987.

Halliwell, Suzan. Teaching English in the primary classroom. London: Longman 1992.

Stern, H.H. Issues and Options in Language Teaching Oxford University Press, 1992

Journals:

Garinger, Dawn. Textbook evaluation. TEFL Web Journal Volume 1, Number 1, 2001 URL: http://www.teflweb-j.org/v1n1/garinger.html

Kenji Kitao S. Kathleen Kitao. "Selecting and developing Teaching/Learning materials". The Internet TESL Journal. IV, No. 4, (1997) URL:http://www.iteslj.org/Articles/Kitao-Materials.html.

Sheldon, Leslie E. "Developing criteria for textbook evaluation" Evaluating ELT textbooks and materials ELT Journal Volume 42/4 (1988) URL: http://www.eltj.oxfordjournals.org/cgi/content/abstract/42/4/237.

http://www.jlls.org/Issues/Volume1/No.1/murathismanoglu.pdf

Biljana Dodovska
Primary School “Dame Gruev”, Bitola
dodovska_b@live.com

THE ROLE OF TEACHERS IN WORK WITH CHILDREN WITH DIFFICULTIES IN LEARNING[19]

Abstract

Throughout the growth and development of a child, there is a period that is "ideal" for any type of learning. At the age of 12 months, the child has exceptional ability to learn its native language in a record time, on the other hand, the learning of a second language is a challenge in itself.

The interest of this paper is based on the difficulties students meet in learning French as a second language. The general questions that this paper will attempt to answer are: Why students who learn French as a second language, face difficulties in learning it? What factors cause the difficulties? What is the nature of these difficulties? How to improve the atmosphere of learning a second language to acquire and overcome the difficulties?

The aim of this paper is to present the possible forms and methods of teaching, which are applicable in teaching primary education, which facilitates the access to the second language and allows overcoming difficulties and developing active ability to use it in written and oral form.

Keywords: students, difficulties, learning, active use

INTRODUCTION

The theme of this study is concerned with the problem of teaching / learning French language for children with difficulties in learning French language.

There are several reasons why I chose this theme. Initial interest in this questions exists in me for years, even during my enrollment in studies for French language. An other impulse that inspired me to choose this theme was the fact that almost not have publications for many questions for the teaching of French for children with specific learning difficulties.

This study consists of several parts. In the first part, I will try to show the grounds on which teachers can rely wanting to help meet the specific needs of children with learning disabilities. In the second part, continued problem of learning a foreign language in children with learning disabilities. Then follow the principles, approaches and methods that are particularly necessary and important in order to achieve the objective and to facilitate the learning of the French language in children with learning difficulties. This section includes the specifics of the French language, the areas in which children with learning difficulties or disabilities proper would have difficulty.

[19] Specialized paper

SPECIFIC DIFFICULTIES IN LEARNING

The term refers to a group of problems that particularly affect on the learning and use of reading, writing, but the symptoms are different. These difficulties have individual character and are caused by brain dysfunction (Zelinková, 2003). These difficulties often manifest in children in preschool age also affect on adults. (Swierkoszová, 2006).

Particular difficulties in learning of French language course have their own characteristics that are not difficult to depict. It is the inability of the child to integrate multiple mental functions in achieving the goal of education. These disorders represent heterogeneous groups of difficulties. Also occurs and dysfunction of the nervous system disorder is original and specific for the diagnosis, treatment and rehabilitation. IQ in these children may be normal or even above average. Difficulties may arise followed by another handicap. The most important characteristic is the evolutionary nature of difficulties in learning (Swierkoszová, 2006).

Children with difficulties in learning are not intellectual disabilities. They have normal vision and hearing that successfully corrected. They are well suited to regular school. And I highlighted that under greater percentage of research, they do not suffer from personality disorders. (APEDYS, www.apedys.com)

LANGUAGE AND CHILDREN WITH SPECIFIC DIFFICULTIES IN LEARNING

Difficulties in learning a foreign language

Difficulties in learning a foreign language are similar to those in the native language. They are caused by perception, language and other cognitive processes that are poorly developed.

Reading-child can easily replace the letters p-b-d - ou ..When reading a text in a foreign language, the child has the same problems as their mother tongue, especially in relation to the orientation of the text. However, in foreign language accentuate these difficulties. It is almost certain that the understanding of the text (even if it is read without major errors) will be disturbed.

Written Expression- In writing appear the same mistakes that exist in the native language.Arise omissions of letters **la mère-la mèr**, inversions like **le livre-le lirve**. If auditory perception is distorted, the child has poorly differ sounds in words sounds in words, can not hear the difference between **parler-parlait**. There may be difficulties in the perception of melodic language. A child thathears language not proper, it may be ashamed to repeat the articulation of words after the teacher. Transcription of native language in a second language may be impaired, the child that gets a text with bad perceived can not help with the meaning of words, because words are unknown.

Oral expression-All elements that are deformed in native language (deficit of developing sense for language, low vocabulary, difficulty in learning the grammar) slows down the process of acquiring a foreign language.

Articulation-Faulty articulation of votes in the first or native language often causes difficulties in a second language. For example, poor articulation in language will impair articulation of difficult words in a foreign language

Memory-Memory plays a very important role in learning a foreign language. Because there is a deficit in working memory of the child who is not able to unite various elements of specified tasks. Also, long-term memory can be affected, so there is a failure to keep the spelling of words. The child must repeatedly be back to study the days of the week, grammatical rules, etc..

Attention- Most children appear instability or deficiency of concentration during classes, this deficit is supported in learning a foreign language that the child does not understand any thing from the second foreign language.

Automation- Deficit in automation is manifested very intense in learning a foreign language. Expressions commonly used by other children (oui, non, le livre) are automated in these children**.**

The differences between the learning of the mother language and foreign language

The child learns mother language without much dependence of any explanation of adults, on the other hand, when learning a foreign language, children need the help of parents, teachers and classmates.

How long does it take to learn a foreign language?

Carol (in Zelinkova, 2006) shows that the study of language must include 250-500 hours which is very much more than 72 hours by which the curriculum is provided, but it also depends of:

- ✓ Flexibility of student
- ✓ Sensitivity to external influence,
- ✓ Mixing with native language
- ✓ Motivation
- ✓ Fear of failure,
- ✓ Language skills

Factors that affecting for choice of language

To choose a second foreign language, interest and motivation of the child is very important. For example, the child chose English because it wants to work on the internet where English is the dominant language, or have friends who speak another language, or spent its vacation in a foreign country - all this can produce impression and conviction. Parental knowledge of foreign languages is welcome. If they speak a language that the child learns, can do much to help. Also, the individuality of the teacher plays an important role. He can seduce a child with his methods, his entertaining ideas and his character. Also, neighboring languages influence of the choice for a second language. Not to be left out the nature of language: to avoid negative transfer, and obstacles in acquiring preferred to choose a language quite different from the native language. The similarity of the two languages can cause difficulties for children with impaired auditory perception.

The general principles used in teaching foreign language in children with specific learning disabilities

To facilitate the process of learning a foreign language in children with specific learning difficulties, it is advisable to use the following principles.

The teacher should:

- ✓ know about the problem or deficit of student for choose the most efficient method of operation
- ✓ give students more time to work
- ✓ impose a slower pace for students
- ✓ motivate, to allow students changing activities
- ✓ use appropriate materials for children with disabilities, creating appropriate and specific tools for working with them
- ✓ modify exercises and tasks based on individual abilities of each student,
- ✓ motivate the student to self-evaluation,
- ✓ use interactive forms of organization
- ✓ help the child to find the most appropriate learning style,
- ✓ minimize or completely exclude examination of the student before board

- ✓ focus on the repetition
- ✓ be careful with homework for children, especially when their parents can not help,
- ✓ use relaxation exercises
- ✓ introduce methods of reeducation used in native language

Certain principles used in teaching foreign language of children with difficulties in acquiring

In foreign language teaching, teachers should observe the following principles in order to meet the specific needs of children with difficulties in learning.

- ✓ To apply multi-sensory teaching, using the senses to acquire capability that connects communication with body movement,
- ✓ to speak a foreign language when explaining grammar or giving instructions, pay attention to the fact that the student must understand
- ✓ to prefer form of spoken language rather than written language
- ✓ to integrate new communicative elements in the language used in practice,
- ✓ include games, exercises situations, practical activities and movement
- ✓ Work with maximum visual perception,
- ✓ to use the translation exercise caution
- ✓ tolerate errors in the use of language, working with errors
- ✓ to avoid exercises or tests with a time limit,
- ✓ based assessment to continuous assessment, to not take into account the grammar-translation and traditional form of dictation,
- ✓ to use speaking and listening exercises with multiple repeat
- ✓ to take into account not only the language, but the culture and knowledge of foreign language
- ✓ to integrate in teaching games for communication and activities for relaxation
- ✓ to collaborate with parents and other school services,
- ✓ To emphasize the use of expressive media in teaching (eg, computer programs).

Approaches used in teaching foreign language for children with difficulties in learning

The teacher can help self in guide the class on the best way to meet the needs of children with learning disabilities using the following approaches in foreign language teaching. (Pechancová, Smrčková, 1998).

Multisonor approach	Monitoring the personality and character of the child
Communicative approach	Meta cognitive strategies
Sequential Access	Natural Approach
Structural Access	The Look-cover-write and check-approach

CONCLUSION

The French language is very different from Macedonian . Because children with learning disabilities without assistance can not learn our native language, specific features of the French language is very difficult for them. In all areas, grammar, phonetics, semantics and pragmatics, children with difficulties in acquiring need help to overcome the limits of their individual capacity to learn French at least acceptable for communication.

The teacher needs to know the areas in which children with difficulties in learning may have problems to be able to help with learning the French language. According to Ingrid Paulsen, German professor of English at the study of European languages all students have

the same problems. They all, to varying degrees, have difficulty distinguishing visual and auditory sequential problems, problems with orientation in time and space, difficulty in short-term and long-term memory.

All these problems can seriously impair the learning of French. That is why it is important that the teacher of French language training for the work with children with difficulties in learning for the teacher to move in the correct direction in the teaching of French language in children with specific learning difficulties, it should strive to knows the difficulties of these children, particularly in the following areas: pronunciation, grammar, spelling, vocabulary, oral and written comprehension, oral and written expression using the exercises in each chapter of the areas listed.

REFERENCES

Pipeková, J. (ed.) *Kapitoly ze speciální pedagogiky.* Brno : Paido, 2006. ISBN 80-7315-120-0

Przesmycki, H. *Pédagogie différenciée.* Paris : Hachete, 1995. ISBN 2-01-017963-3

Svoboda, P. *Zábavná cvičení pro rozvoj čtení.* Praha : Portál, 2004. ISBN 80-7178-956-9

Šafrová, A. *Specifické poruchy chování a učení.* In PIPEKOVÁ, J a kol. *Kapitoly ze speciální pedagogiky.* Brno: Paido, 1998. ISBN 80-85931-65-6

Zelinková, O. *Poruchy učení.* Praha : Portál, 2003. ISBN 80-7178-800-7

Zelinková, O. *Cizí jazyky a specifické poruchy učení.* Havlíčkův Brod : Tobiáš, 2006. ISBN 80-7311-022-9

Barry, Isabelle. *Les troubles spécifiques d'acquisition du langage écrit.* [en ligne] http://www.coridys.asso.fr/

Conte, Edith. *A propos de l'intégration des enfants et adolescents souffrant de troubles du langage, type dyslexies-dysorthographie dans les classes traditionnelles et/ou spécialisées.* [en ligne]- http://www.coridys.asso.fr/

Debeugny, M. *La dyslexie. Être dyslexique au jour le jour.* 2005 [en ligne]- www.edufle.net/ladyslexie

Habib, Michel. *Bases neurologiques des troubles spécifiques d'apprentissage.* [en ligne] - http://www.coridys.asso.fr/

Lennuyeux, Alain. *Les troubles spécifiques du langage écrit.* 1995 [en ligne]- http://alain.lennuyeux.free.fr/dyslexie

Paulsen, Ingrid. *Apprentissage de l'anglais.* [en ligne]- http://alain.lennuyeux.free.fr/dyslexie

Sprenger-Charolles, Liliane. *Apprentissage de la lecture et dyslexie - L'apport des sciences cognitives.*[en ligne] - http://www.coridys.asso.fr/

Kire Filov
University "Goce Delchev", Stip, Faculty of educational science
kire.filov@ugd.edu.mk

EDUCATIONAL ACTIVITY OF EMANUEL CHUCHKOV BEFORE AND AFTER SECOND WORLD WAR[20]

Apstract

Emanuel Chuchkov, Ph.D., is a Macedonian politician, socio-political activist, vice-president of ASNOM, first minister from Macedonia in first post-war Yugoslavia, university professor. He was born in Stip on 14 of November 1901. His family had close connections with the Internal Macedonian Revolutionary Organization (IMRO). Chuchkov finished elementary and high school in his born town. He enrolled at the Faculty of Philosophy in Belgrade, and after two years spend in Belgrade, he moved in new-opened University in Skopje. He graduated on faculty of geography, history, ethnology, ethnography and Slav philology in 1925.

His educational career begins in Ohrid in 1926. After the Skopje student affair, in 1927, he was arrested as a member of Youth Macedonian secret revolutionary organization. In this trial he was released because there was a lack of evidence. But 11 members of the organization were sentenced.

For the Serbian authorities he was suspicion, there for they send him as a high school teacher in Svilajnac. Until the Bulgarian occupation he was out of Macedonia. He formed his family out of Macedonia.

After the Bulgarian occupation, Chuchkov, as a member of YMSRO, was hired by the Bulgarian educational authorities, first, as a high school teacher, and later as a director of Prilep and Skopje gymnasium. His obligations as teacher and director Chuchkov performed according the laws.

In 1943, Chuchkov joined the Action National committee of the liberation front. In 1944 he go out in partisans. The same year, he became vice-president of ASNOM. In new formed Ministry of Federal Units, in February 1945, Emanuel Chuchkov was the first minister from Macedonia in post-war Yugoslavia government. This function he held until March 1946, when he return in Skopje, and became director of National assembly "Tanec". Later he became professor of Skopje University, faculty of economics, after he defend his doctor thesis.

He died as a dean of Faculty of economy, on 1 of September 1967, in Belgrade.

Key words: IMRO, Macedonia, Education, School, Faculty

[20] Specialized paper

Emanuel Mane Cuchkov was born on 14/27 November 1901 in the well-known revolutionary family in Stipsko Novo selo. Here he attends primary school and then continues the High school in Stip and Skopje. He enrolled in the Faculty of philosophy in Belgrade, but after a Faculty of Philosophy was opened in Skopje, he transfers to this faculty in the department of geography, ethnology and ethnography, history and Slavic philology. In 1925 after graduating, he completed his military service in Petrovaradin and Novi Sad.

Immediately after his graduation, he sent an appeal to the Ministry of Education of the Kingdom Yugoslavia and asked to be appointed for a service. After waiting for a few months and without an answer to his appeal, he went to complete his military service in January 1926. After completing the military service, he married Viktorija Petre Maneva on 14 November 1926 in the church "Assumption of Virgin Mary" in Stipsko Novo Selo[21]. At this time when he is already a married man, he should acquire some basic conditions for the life of his family.

His first job was in the High school in Ohrid. With the decision no. 14831 of the Ministry of Education in the Kingdom Yugoslavija, starting from the 1st November 1926 he was appointed for a teacher in this High Scool in Ohrid.[22] In 1927/28, after six months of working, he was transferred in the High school in Svilajnac as a professor. [23] In Sviljanac he was arrested as a member of MMTRO[24], then he went through trial in Skopje[25], but as a result of deficiency of proofs, he was released. In april 1929 Cuchkov passed the public exam for a professor for which he got a certificate[26] on 13 May the same year. He was appointed for a vice president of the High school in Sviljanac, with the decision of the Ministry of Education[27]. Later from Smiljanac he is transferred in Cacak[28], where he makes new friendships and acquaintanceships. There he meets the pharmacist Gvozden Matik, who is well-known democrat and oppositionist to the regime of the Kingdom Yugoslavia. The meetings and friendly encounters of Cuchkov and Matic were noticed by the state authorities. As a result of this and thanks to the Ministry of Education, Emanuel Cuchkov was appointed for a professor in the Bosnian city of Bjelina[29]. Matic opened a pharmacy in Stip, as was suggested to him by Cuchkov. After the end of the 1933/33 school year, Cuchkov wrote an appeal to the Ministry of Education and asked to continue his service the next year in his native town. His inquiry was approved and on 18th August 1934 he was transferred in Stip with decree no. 26783 of the Ministry of Education of Kingdom Yugoslavia[30].

In the school year 1934/35, Cuchkov started his geography lectures in the High School in Stip. About his days as a professor in Stip talked Aleksandar Agovski, who passed away. He said: "The professor Cuchkov taught me in my 4th class only for one semester. I and my classmates followed his lectures very attentively. As a specialist in his field, he was incredible. He made friendship with the other professor and with us, the students, very quickly. He and the professors Stevo Jovanovik and Sergej Mihajlov formed a musical orchestra that became very popular in the High School and in the city. As a professor,

[21] Храм на „Успение на пресвета Богородица", матична книга на венчаните, рег. бр. 117
[22] ДАРМ, ф. Емануил Чучков, сиг. 1.1175.1.37/119
[23] Со одлука на Министерството за просвета бр. 2734 од 8 февруари 1927 година, ДАРМ, ф. Емануил Чучков, сиг. 1.1175.1.39/121
[24] Македонска младинска тајна револуционерна организација
[25] Одржан во Скопје против студентите членови на ММТРО, од 15 ноември до 10 декември 1927 година
[26] Уверение бр 15413 од 13 мај 1929 година, со кое се потврдува дека во предвидениот рок од 24 до 30 април 1929 година Емануел Чучков го положил професорскиот испит, ДАРМ, ф. Емауил Чучков, сиг. 1.1175.1.42/125
[27] Одлука бр. 4947 од 26 февруари 1932 година, ДАРМ, ф. Емануил Чучков, сиг. 1.1175.1.49/133
[28] Одлука бр. 19062 од 26 јуни 1932 година, ДАРМ, ф. Емануил Чучков, сиг. 1.1175.1.51/135
[29] Одлука бр. 31140 од 5 септември 1933 година, ДАРМ, ф. Емануил Чучков, сиг. 1.1175.1.5/136
[30] ДАРМ, ф. Емануил Чучков, сиг. 1.1175.1.54/138

Cuchkov became a favorite teacher of the students very quickly and he was much respected very popular among the other people in Stip."[31]

After the assassination of the king Aleksandar Karagjorgjevik[32], the Serbian regime tightened its measures against its oppositionists. The popularity of Emanuel Cuchkov among the students and the professors could not be unnoticed by the senator Mihail Kalamatievik, who was known in Stip as "Kalamatija". The suggestion by him and the educational inspectorate, and with the decision of the Ministry of Education led to displacement of Emanuel Cuchkov to a High School in the mountain Smederevka in the school year 1934/35. [33] About this displacement, Cuchkov's wife says: "We had had just stabilized in the house of my father in law Risto Cuchkov in Novo selo, when as a result of Kalamatiev's warrant we had to leave Stip with our small children in the middle of the winter and go to Smedervska mountain." [34]

After spending three years in Smederevska Mountain, the Ministry of Education displaced im on 8th January 1937 in the Turkish school in Skopje and because of that he taught geography in Turkish.

A year had almost passed when he was again transferred in the High School in Kuprija. The family Cuchkovi changed its dwelling for eighth time. These displacements created discontent and anxiety in the family. At the end of the school year 1937/38, actually on 18th May1938 with a new order, he was again transferred to the Turkish school in Skopje.

This transfer had a reason, of course. The Serbian authorities knew for his activity in MMTRO while he was a student. These transferences were actually a punishment and Cuchkov was sent to a kind of "re-education". Although he was unsatisfied from the situation, he did his job, because he had to feed his family of four members. He didn't had a permanent home, he was often made to travel just to keep his job that provided him for living.

Despite the lectures, Emanuel Cuchkov did scientific researches. In the symposium "Glasnik" in 1936, he published the article "The city of Sveti Nikole". In 1938 he published the articles: "Palestine and the Jewish question", "The agronomy of SSSR" [35]. In 1939 on the University of Belgrade he submitted a request for a doctorate dissertation. He defended his dissertation 20 years later in 1958 on the same theme in the Faculty of Economy in Skopje.

After a military, administrative and police occupation was introduced in Macedonia, the Bulgarian authorities set a systemic enrollment of Bulgarian education, which was the biggest Bulgarian propaganda. The aim of with this educational system was to destroy the spiritual treasure of the Macedonians. For that aim, an office for national propaganda was formed, which did this activity together with the Ministry of Education. The office had to maintain a strict organization of the school system in the annexed regions and to seek suitable teachers that will work in the newly annexed countries. The Ministry of Education made a plan for the education in the "newly released" regions that contained: starting with work in the schools that exist and opening new schools, administrations in the schools, regulation of the status of the teachers, stimulating measures for their effort, connecting the youth in the schools with the working youth, goading the "national" spirit of the youth, making tight connections between the young from the old to the new areas, scholarship fund for students

[31] Разговорот со проф. Александар Аговски го водел Ристо Чучков (внук од брат на Емануел), во домот на Аговски во Штип 1996 година. Овие податоци се земени од приватните белешки на Ристо Чучков.

[32] 8 октомври 1934 година во Марсеј

[33] Одлука бр. 45457 од 15 јануари 1934 година, ДАРМ, ф. Емануил Чучков, сиг. 1.1175.1.56/140

[14] Одлука бр. 46329 од 8 декември 1937 година, ДАРМ, ф. Емануил Чучков, сиг. 1.1175.1.60/144

[15] Viktorija Cuchkova and what she has witnessed, wife of Emanuel Cuchkov . The data was taken from the private memoirs of Risto Cuchkov.

[16] ДАРМ, ф. Емануил Чучков, 1.1175.1

(in schools and faculties) with "Bulgarian origin", sending teachers from Bulgaria to Macedonia, a curriculum etc. [36] People from the Ministry of Education chose the staff with the help of the Ministry of internal affairs. The criteria was that those individuals are checked patriots of Bulgaria. They were not asked just for a special qualification and scientific preparation, but for a rich Bulgarian national spirit. According to the stated criterion, in the school year 1941/42 in Macedonia were sent 1508 teachers from Bulgaria. There were: 87 High school teachers, 224 Preparatory school teachers and 1295 primary School teachers. The number of teachers increased constantly. In order to employ more teachers, the government offered higher wages, special prices, promotions and other stimulating measures. In the school curriculum, a great importance was given to the national subjects through which, the Bulgarian assimilation was done more easily. In that group of subjects was the Bulgarian language, the Bulgarian national history and geography. The Bulgarian language was not only proclaimed as an official language, but was the only language that was aloud. Even to the other subject, a certain Bulgarian genesis was found and if that was not possible, it was proclaimed as foreign, Serbian or Turkish. The Bulgarian origin was placed even upon the Macedonian teachers Kiril and Metodij, Naum I Kliment, the king Samuil and the Ohrid's archbishopric. For Bulgarians were proclaimed and the Macedonian revolutions, and the participation of the Macedonians in the Bulgarian army during the Balkan's wars were said to be done willingly.[37] In context with the propaganda in Macedonia is also the formation of the club of intellectuals in Skopje. On this meeting Chkatrov, Dimitar Gjuzelov, Emanuel Cuchkov, Blagoj Dimitrov, Apostol Apostolov and others were present. It was talked about the formation of a club of intellectual that will have the aim to *"unite all the awaken sons and to be educational and trade center of the city…"*[38] A committee was chosen that will made the Constitution, which will be later approved by the foundation council. On the foundation council day were set the conceptual principles based on which the organization was found and the ways in which it will act.

Emanuel Cuchkov started to work as a Bulgarian teacher since May 1941. Teachers in the "newly released" countries were appointed with an order from the minister of education, which was signed by the prime-minister Bogdan Filov in the period between 1st May and 15th September 1941 in Macedonia. Emanuel Cuchkov was appointed for a teacher in Skopje with a monthly wage of 3340 Bulgarian lev. [39]

Emanuel Cuchkov was engaged in almost all of the activities that were organized by the Ministry of Education. So, on 18th of August a delegation of seven members, among which was Chuckov, went to Sofia to visit the Croatian representative in Bulgaria, the diplomat Vladimir Zidovec and thanked the Croatian Poglavnik (title that represents something like a commander) Ante Pavelic[40] in the name of all of the arrested students during the goings-on in 1927. Dimitar Chkatorv in the name of all the students gave him a book as a present, which was made by Stojan Sotirov and with which he thanked Pavelic about all that he had done during the trial. In the dedication it is written: "Poglavniku, we, the Macedonian juveniles of Skopje's process in 1927, will never forget the sacrificing way in which you

[17] Ванче Стојчев, Бугарскиот окупациски систем во Македонија 1941-1944 година", Григор Прличев, Скопје 1996, стр. 180

[18] Ванче Стојчев, Бугарскиот окупациски систем во Македонија 1941-1944, Скопје, 1996, стр. 182; А. Крайчев, Учебна програма за народните основни училишта в новоосвободените земји, кн. По стъпките на възрожденците, Скопйе, 1942, стр. 205

[19] Вестник, ЦЂлокупна България", *Клубъ на интелектуалцитъ въ Скопие*, бр. 10, год. 1, Скопие, 6 юний, петъкъ, 1941 г.

[20] Вестник, ЦЂлокупна България", *Просвътното дъло въ новитъ земи*, бр. 8, год. 1, Скопие, 4 юний, сръда, 1941 г.

[21] Ante Pavelik was hired by the father of Dimitar Guzelov as a lawyer in the Skopje's student process in 1927.

defended us from the tyrant…"[41]. How much importance was given to this event shows Dimitar Gjuzeov. The idea came from the emigrants in Sofia, the lawyers Asen Avramov, Dimitar Cilev and Pano Pop Andov. After the making of the book, it was sent to Skopje, where it was signed by all the participants in the Skopje's process (the above mentioned trial). They met with Vladimir Zidovec in the hotel "Bulgaria" in Sofia. Representatives of the emigration, the media from Macedonia and others attended the event. [42]

When the teacher's course in Sofia ended in 1941, Emanuel Cuchkov, with the order no. 2053 on 31st July 1941, was appointed for a head master in the High School in Prilep. [43] He was a head master, but also taught geography. In times when in Macedonia there are changes of the system, new authorities, new laws, Cuchkov had to continue to work. He had to take care for his family. As before the 1941, he continued to do his job professionally just now he had to change from teaching in Serbian to teaching in Bulgarian. However, the idea from his time as a student for uniting and emancipation of Macedonia did not leave him. In Prilep he kept in touch with the regional warden Ilija Njcev. Before being a regional warden, Najcev took counsel from Kuzman Josifovski and Mirche Acev, and after that accepted the job. Kuzman Josifovski Pity thought that it would be more useful for his fellow-citizens, if he is a regional warden than any othe Bulgarian, because he was more trustworthy. [44]

In Prilep and in the whole country, conflicts often emerged between the members of SKOJ and the organization "Branik" [45]. "Branik" was a youth organization that was formed by the Bulgarian government. The basic task of the organization was to lead and control the work of all of the youth in the schools and in the youth organizations as well. It should fight communism, organization of anti-Bolshevik exhibits, sharing leaflets with similar content, fascism among the youth, sharing disinformation about the current and military conditions in Macedonia and Europe, to produce staff from the High schools that will work in the state system etc.

The Bulgarian authorities organized the administration and the police, and after that started to organize the educational system in the newly created countries. The denationalization politics of Bulgaria, was much exposed in the schools. Courses were organized in Bulgaria for students, graduates and teachers. To accomplish this aim, High Schools, were open in a few cities in: Skopje (2 for males and 1 for females), Veles, Stip, Prilep, Ohrid and Bitola, and all of the schools were completely filled with students. In the smaller cities High Schools were also opened that were note completely filled, but had the tendency towards it.[46]

In the beginning of the school year 1941, there was a confrontation between the students and the school staff in the Prilep's High School. The major confrontation was about the enforced enrollment of the students in the organization "Branik". Because the school staff was not able to deal with this, the police intervened. Later that year, a suitable moment was

---

[22] Вестник „ЦЂлокупна България", *Признателностьт студентитъ от Скопскиъ процесъ къмъ хърватския Поглавникъ,* бр. 70, год. 1, Скопие, 19 августъ, вторникъ, 1941 година

[23] „Българското управление във Вардарска Македония (1941-1944)", Документален сборник, едиция „Архивите говорят", книга 63, София 2011, 380

[24] ЦДА – Софија, ф. 177к, оп. 3, а.е. 2055, л.37

[25] НОБ на Македонија, Народна задруга, 1962 година, Скопје, стр. 50

[26] The idea of forming the organization Branik comes from The Propaganda Office that worked under control of the German propaganda, under the command of Goebbels. It was formed with a state law on 29 December 1940. It was formed as a Bulgarian youth organization. The law proclaimed for all Bulgarian juveniles to be submitted into Branik and to listen to its staff. The organization was financed by the state budget and it was conducted by its founder, the president of the Bulgarian government, Bogdan Filov. The basic task of Branik was to educate the youth and to qualify it for the service of the king, the people and the state; Кратка българска енциклопедия, Том първи, София 1963, стр. 288

[27] Исто таму, стр. 29

being awaited for begin a strike in the High School. That moment came on 9th December 1941. The harsh treatment of the students by the teacher of mathematics and the decision to expel three male and two female students from the school, were sufficient motive to go on strike. There was a boycott to the lectures in this High School in Prilep. Led by the Municipal Committee and the party and SKOJ, the students left the lectures as a boycott to the Bulgarian occupation. The pictures of the Bulgarian king and his family were taken down from the walls. That led to expulsion of four students, and they were forbidden to continue their education in any other Bulgarian school. This expulsion caused revolt among the other students and a strike of the school completely. Emanuel Cuchkov had to fill up a report for all of these activities. He focused his report on the "unsuitable teachers". In his report from 25 December 1941, he says: *"…one part of the guilt should be searched into the unsuitable staff. That thought and suspicion started to better me even a month ago when the activities in the school became regular. My observations and the reports that I have, made me believe that here we have teachers that do not belong in this environment. One of the causes for the strike is exactly this wrong selection of teachers. This is about the teachers in the municipality that are not prepared to conduct with the new school ideology…"*[47]

The strike continued until 12 December, while there was no tuition also. Beside the arrestments and the hearings of about twenty students in the police station, the students did not gave up their requests. Unable to calm down the situation, the police accepted part of the requests, which were about the scholarship, the harsh teachers were warned and certain students were let to come back to school. Although it was not a total success, this particular strike and the strikes in other High Schools in Macedonia increased the feeling of unity among the students. [48]

After the attack of the police station in Prilep, the strike of the students and other confrontations, the police commander Ilija Najcev and the vice-head master Emanuel Cuchkov were in a tricky position. The Bulgarian authorities lost the trust in their people and started to follow them. *"Then even the policemen started to say that Ilija Najcev and Mane Cuchkov are related to the organization for Liberation of the people. Najcev asked Smile Mileski to arrange him a meeting with Mircheta (Mirche Acev) or with Kuzmana (Kuzman Josifovski-Pity). Najcev was accompanied by Mane Cuchkov. " Stile told Najcev that a meeting with Mircheta is arranged in the hotel Bristol, but to do not take Cichkov with him. Najcev told Stile that he (Cuchkov) was theirs too, but beside that Stile did not let him. Najcev explained to Mirche how hard it was to him and that he is a tricky position (with NOD from one side and the Bulgarian authorities on the other side). A short time before that when the Bulgarian minister of interior affairs, Gabrovski, came in Prilep, it was noted that he doesn't trust Najcev. Najcev told to Mirche that he lost the trust of the Bulgarians and because of that he cannot do anything good for the organization NOD… Mirche was persistent and decisive in not wanting to leave the place as a regional warden, because no matter who other came, it can only get worse. They bid farewell and each went on his way…"*[49]

On 10 August 1942, the minister Gabrovski dismissed Ilija Najcev through a phone call, and threatened to make him an internee. The same year Emanuel Cuchkov from Prilep was transferred in the Second Male High School in Skopje. He was probably transferred, because the authorities didn't trust him. The revolution in Macedonia had already started and

[28] Растислав Терзиоски, Некои извештаи на бугарските просветни власти за положбата во Прилеп и прилепско 1941-1942 година..., стр. 178-179

[29] Ѓорѓи Малковски,,Бугарската фашистичка организација „Браник" во Македонија 1941-1944 година", ИНИ, Скопје, 1992 година, стр. 94

[30] Коце Солунски, Мирче Ацев, Скопје, 1968 година, стр. 123

the authorities doubted the loyalty of their people in Prilep. Gorgi Pejkov was appointed in Prilep as a replacement of Cuchkov.

Emanuel Cuchkov was appointed as a professor in the First Male High School in Skopje, in the school year 1943/44 and for a head-master of the Female High School. There he again moved with the parents of his wife Victoria. He met a few old friends: Risto Prodanov, Pance Karagjozov, Mihajlo Apostolski, Krum Organdziev, Lazo Sokolov and others. In April 1944 he left as a partisan, and replaced his duty as a headmaster with high political duties not only in Macedonia, but also in Yugoslavia.

Biljana Geras
Primary School"Dame Gruev" –Bitola
biljanageras@hotmail.com

THE TEACHER AS A MOTIVATIONAL IMPULSE FOR THE DEVELOPMENT OF CREATIVE POTENTIAL IN GIFTED AND TALENTED STUDENTS[50]

Abstract

The paper strives to emphasize the importance of the motivation as a determinant to encourage the creativity among gifted and talented students. The teacher's task is to inspire and motivate. The gifted students can be helped by teachers who possess both characteristics. This paper is an attempt to present the importance of constant enrichment of their own knowledge with the current achievements in the subject they teach. They must have an innate skill of communication through which they will express their creative ideas. For the gifted and talented students, as well as the others, a creative teacher is one who understands and supports their ideas, adding the creative impulse of confidence and motivation.

The ultimate consequences indicate that teachers are not only users of the professional knowledge that is produced by others, but also creators of new knowledge, skills and creative abilities.

The teachers' aim is to succeed in motivating their students and awakening their creativity, turning the learning into a creative process.

Keywords: teacher, gifted students, motivation, creativity.

INTRODUCTION

Renzuli indicates the importance of the teacher and his characteristics in the progress of the productive or creative talent of the students. The teacher of the talented students should be focused on the authentic use of the methods for analyzing the problems which are chosen by the students or are of interest to them. To achieve this role, the teacher should know the educational field and the general methods of analyzing perfectly and he should have the leadership skills in the analyzing activities, where he would lead the students.

1. What is creativity?

In the beginning of the twentieth century, a phenomenon started to get intensely researched – human creativity. Today there are hundreds of definitions for creativity, which tells us how much this term is a riddle. Creativity is a set of features which in the end are included in the already existing or new ideas and in a new, original way, they are presented so that the new ideas are very useful or usable.

Creativity is a mental process of creating new ideas, concepts or solving problems and new relations between the existing ones.

[50] Specialized paper

From a scientific point of view, that is considered a product of the creative thought which is enriched with originality and suitability.

General, everyday opinions of creativity are that it is, simply, creating something new.

1.1 Characteristics of creativity

Even though we see the creative ideas as inspiration that suddenly comes to us, most of the creative solutions have a continuity of creative reactions.

The term creativity is used with two meanings:

- Creativity as creating new and original works;
- Creativity as a trait, or a collection of traits, which will enable, encourage and cause the creation.

In the children's case, there are three very important characteristics about the opinion of creativity:

- Sensitivity of the internal and external stimulations;
- Absence of inhibition;
- Ability to completely devote to some activity.

According to Guilford, Jackson, Messick, creative behavior must fulfill these criteria:

- Creative behavior is original, it has a low probability of occurring ;
- Creative behavior is appropriate and relevant;
- Creative behavior is accurate and it results with new forms of content;
- Creative behavior is flexible, it explores and uses non-traditional ways of solving some problems

Paul Torrance, (1970), a leader in the research of the creative process, observes four characteristics of creativity: easy, flexible, original, feasible.

He suggests that creativity is an ability to create something new and original, an idea which will be easily feasible, to get a solution; flexible, because freedom of expression is allowed, it allows experimenting in own, unique ways and different approaches. Originality is also highlighted here, where it is decided what to do and how to do it.

To be creative, means to feel free, to be original and express your ideas in your own way.

Torrance also states that creativity is:

"... a process, through which the person becomes aware of the existence of problems, difficulties or deficiency in knowledge, so he looks for possible solutions and forms hypotheses, tests and evaluates his assumptions and in the end he reports the results."

2. Creativity in education

Creativity in education, in pedagogic and didactic literature, is often viewed as a need and ability. On different levels of education, creativity is confirmed as an ability or activity which stimulates both the teachers and the students. Creativity in education is defined as a general definition, activities concerning the creation of something new, original, productive and unusual. But, creativity in education is a bit more specific and complicated than other areas of work (art, science, technology), because it involves several factors which act simultaneously and subsequently.

If the content of education contains elements of creative expression, and the teacher can't work towards a creative direction, both the education and the creativity will be with a low profile. Perception acts somehow similarly, if the student doesn't possess a creative prerequisite for participating in education, regardless of how much the other factors are involved, that will be inconvenient for the creativity.

Despite these typical observations concerning education, the teacher and creativity, I am quite sure that education will not be left without creative elements, if the teacher is creative enough, there will be no student who won't develop, even in the smallest amount, the creativity in him!

Regardless of the specificity of creativity in education, it is possible in all educational levels. Creativity is also possible in all phases of educational work, planning, organization, comparing... The use of creativity is also possible in educational units, instruments and techniques of work, reflection of the class... Not only do the students solve the problems, but they also offer new, possible solutions. That's why the types of creative education are preferable, and integrating all the factors in the best way in education to get satisfactory results in the formation of education.

Through creativity we get to the motivational aspect in education. Creative education provides maximum motivation among students. It is especially important what encourages the inner, **intrinsic** motivation.

2.1 The teacher and creativity

The creativity of the teacher is his most important competency. Creativity shouldn't be a privilege of several exceptional individuals, but rather a trait and potential of every person. That potential can be developed or not, discovered or suppressed, used or unused. If the teacher develops his own creativity, he will be able to develop his students' creativity. One methodologist's thinking is interesting: *"Teaching is a really risky job, if you don't risk, you don't develop, if you don't develop, neither will your students".*

When it comes to the teacher and the creativity, there are several important factors, which are needed in the creative acting of the teacher. Those are: dynamism, action, creative opportunities, defining and redefining terms, ability to communicate.

Encouraging the creativity should be one of the program tasks and orientations of the modern school, where a term will be provided in the regular educational process. Until then, creativity will remain marginalized in the school routine. The truly creative person has within himself an idea of a responsible person and a feeling of his own human fate. That involves a certain degree of determination and an inevitable dose of egoism, but also persuasion in the imminent value and correctness of their own creative endeavors.

2.2 The teacher and the development of creativity among the gifted students

The successful role of a teacher in the school, is a complex mixture of developed proper knowledge, abilities and skills. He needs them to create and realize the teaching process and the work with the students. He needs to know: the subject areas that he teaches; didactic-methodological skills in the implementation of the learning process, have pedagogical and psychological knowledge of child development; individual and group characteristics of students, as well as the ability and skill to recognize and appreciation of the educational work; knowledge, skill and ability to monitor, evaluate and improve the work of students and analyzing the educational process as a whole.

- *Talented children are those who have unique intellectual potential in combination with high motivation and creativity in performing certain acts. (Renzull,i 1978)*
- *Giftedness is a combination of intelligence, creativity and dedication to the task. (Renzulli, 1978)*

There are a lot of assumptions about which traits the teacher who works with talented, gifted and creative children should possess. The role of the teacher is irreplaceable in the recognition of the area through which the talent will point out. It is expected from the teacher to know the area in which he teaches well, the contents and methodological disciplines, to know the methodology and the work with the children and especially the characteristics of the age that he works with. He is a person with a wide culture, he possesses persistence in the relevant area, the current events and values, he is inventive, flexible, communicative and exceptionally educated to perform the teaching profession (Coren, 1988).

The profile of the teacher implies encouraging the creativity of his students. He should refer with respect to the unusual questions which the students may ask and the unusual ideas they suggest. The teachers should show them that their ideas have value. In the communication with their teachers, the students mostly pay attention to their persona, attitude, expertise, humor, kindness, fairness, honesty, affection towards them, openness, perseverance, honesty, dignity and respect for the students, understanding of their needs and problems, trust in the students and interest in them (Dzordzevic and Dzordzevic, 1988).

A creative teacher is the one who will enable the students to freely develop their potentials and who knows how to direct that creative potential with tact. The teachers implicitly think that the students, with just the entering in the classroom, are motivated to learn, that inside the classroom they are students and outside they're just kids. That, of course is an old, famous misconception. The child is not motivated to learn just by being in a classroom. It can be physically present, but cognitively and emotionally it can be outside, very far from the classroom. The teaching in our schools is mainly based on adopting information. I don't expect something to change in the future, because, in reality there is no thinking if there is no information or knowledge. How to make that learning easier? That question is essential for the motivation in the traditional education. One of the most efficient ways to solve that problem is to adapt the education in the student's cognitive way of learning! Cogan has researched the cognitive way of learning, which importantly influences the successful adoption of information. Even though in this area, the professional competencies of the teacher are important, the core human virtues, wisdom and creativity are the most important part of this process.

The education adapted to the cognitive way of learning will have a strong motivational foundation, because the gifted student will feel that he is engaged and affirmed according to his best abilities, while using his creative capacities. The creative teacher, the true professional, will use strong motivational foundations, which lie in the cognitive style of the student, satisfying his needs.

3. Encouraging creativity in education

Modern education places the student first, encouraging his creativity. In the teaching practice, creative activities differ in subject teaching grades and creativity of school sections. The approach is different. In the first case it is creativity that is driven by duty, and in the second case it is creativity fueled by love, affection, desire... In any case, the second type of creativity is freed from the constraints of the rules and obligations and can give better results. Here the talent of the student is crucial. The creativity of the teacher is seen in his love for the teaching profession, his efforts to make the learning easier and more fun for the students,

with a lot of patience and understanding. The ability of the teacher to choose tasks, teaching methods and techniques of work is also important in connecting the contents of everyday living. The teacher must be ready to answer the questions of every student, to achieve a working atmosphere which will encourage, free and allow quality education. That leads to motivation, which is important for every form of creativity.

The original creativity of the teacher is creativity which is progress in a certain area, with a desire to get to new solutions for known situations. That is a process in which analyzing, analytical segments are included: research, analyzing, discovering and defining the problem.

Encouraging creativity is that creativity when the teacher uses previous experiences, to transform them. Creative education, viewed from modern methodology, imposes freedom of thinking and expressing. For it to be more successful, these conditions are needed:

1. The teacher prepares the program according to the students' foreknowledge, shapes the curriculum and adapts to the age of the recipient.
2. He develops the option to realize in class, he is a moderator of the teaching process, but also a collaborator who has to realize with his students.
3. Presenting the contents, where the teacher's creativity is important.
4. Evaluating the learned material in the teaching process, where we find the terms: evaluation, valorization, grading, estimating, self-grading etc. In school docimology (the art of testing or grading), the term motivation in grading is defined, where *the motivation* is the creation of a working atmosphere which stimulates creative work, and *the grading* is one of the elements used to motivate students. It is believed that the proper placement of the relationship between learning and motivation is one of the most important features of the creative action of the teacher. The guidelines that are given for creative work and creative thinking can not make someone become creative if he doesn't possess potential, but it can help those who have, to activate it.

The schools which aim to develop the creativity of their students, instead of memorizing unnecessary information, will succeed in returning the desire to learn, while others will remain inefficient and damaging for the development of the students, fueling their desire not to go, rather than go to school. Success in school is of course desired, but **not** enough of a condition to model the abilities and important characteristics of the students. It is believed that creativity develops early in the childhood, but there are also a lot of claims that it doesn't always have to be that way. Also, if the child shows doubt in its abilities, it manifests insecurity and doesn't want to study. That doesn't mean that it is not talented.

The combination of creative and intellectual abilities is the best condition for exceptional performance in school (Heller, 1995). However, highlighting and promoting school success may adversely affect the development of creativity. Studies show that pressure to achieve great success in school, among some highly intellectual children, hinders the creative sense to create (Freeman, 1995). To be able to influence the development of creative thinking and behavior of students, we should, as teachers ourselves, be creative models that think and behave. The successful teacher encourages his students in mistakes made through creative creation, encourages the undertaking of moderate risk. In encouraging creativity, teachers must allow students to self-define the problem they study, upgrade their own ideas and received products that will come up through the creation, provide enough time for their creativity, tolerating the ambiguity they are faced with, but encouraging them to create new and innovative solutions.

Conclusion

Creativity shouldn't be encouraged on the sidelines of the teaching process, but rather be the most important part of the teaching and educational process. Creative techniques are difficult to fit in regular traditional education and teaching structure. Encouraging creativity should be one of the program objectives and orientations of modern classes, which will be provided during the regular teaching process. With the inclusion of experts who will work on improving and encouraging teachers themselves, stereotypes that still run through the process of education should be overcome. Encouraging creativity among students primarily depends on how teachers understand its importance for the development of students, how much they are willing to achieve it and how persistent they are in their intention to change traditional ways of work, which cause more harm than do good. If that is not done, creativity will remain on the margins of our school practice.

Have you ever asked yourself, whether those happy, highly educated, young people have used their potentials and why so many talented students come out of school dissatisfied? Tests for painting class??? It is a fact that creativity in education is lacking. The pressure that comes with education shouldn't be an excuse for the absence of creativity. And those small, but significant efforts which are made in the field of creativity, organized creative centers, trainings, seminars, workshops etc. should be a powerful wheel that pulls education through creative teaching in its everyday routine and entirety of the educational process. Until then, I will continue to develop the creativity in the field on which I work, fighting to prove (unfortunately) the importance of creative education and learning.

It is the creation of teams of professionals that is needed to develop integrated programs for all levels of education, which will allow continued development of creative potential. Such programs need to acknowledge the interest of capital for their integration to be socially useful, because the development of the society depends on the talented and gifted students, and so does the development and progress of the human kind.

REFERENCES:

Arnaudova, Violeta, and Achkovska-Leshovska, Elena, *Let's Think How to Think*, Pedagogic Institute of Macedonia, Skopje, 1996

Arnaudova, Violeta, *Techniques for Developing Creativity*, Bitola, 2011

Maksic, Slavica, *Encouraging Creativity in Schools*, Institute of Pedagogic Research, Belgrade, 2006

Kevereski, Ljupcho, *What Kind of Teacher do the Gifted and Talented need*, Pedagogic Faculty, Bitola, 2007

Dzordzevic, Bosiljka, *Giftedness and Creativity of Children and Young People*, Teacher Training College, Vrshac, 2005

Marko, Stevanovic, *The Creativity of the Teacher and the Student*, Istarska Naklada, 1986

Maksic, Slavica, and Mirkov, Snezana, *Cooperation Between Schools and Families for Encouraging the Talent and Creativity of Young People*, Institute of Pedagogic Research, Belgrade

Temple, Charles, Stile, Jeany, Meredith, Curt, *Through Reading and Writing to Critical Thinking*, Institute 'Open Society Macedonia', handbooks, 1998

www.ljiljanacuk.com/prolaz/.../kreativnost.html

Metodi Glavche
Faculty of Pedagogy - Skopje, metodi.glavce@yahoo.com
Risto Malchevski
FON University - Skopje, risto.malcheski@fon.edu.mk

ERRORS MADE BY SECOND-GRADE STUDENTS IN MATH CLASSES[51]

Abstract

The aim of this paper is to investigate the errors made in given curricula by second-grade students of primary education. Errors were detected through a survey encompassing 500 respondents, and also through attendance at demonstration classes on the subject of Methods of teaching mathematics, carried out by students from the Faculty of Pedagogy in Skopje. The survey made use of quizzes composed by teachers themselves, all for the purpose of objectifying the research in regard to the different math textbooks used in the educational system. Although the curricula are the same, teaching outcomes, among other things, immediately hinge on the textual and didactic methods used, i.e. the actual textbook being used in the given school. Moreover, the detection of each error type resulted in the attempt to provide instructions for corrections, which can be also used as both a method and a procedure in intercepting any occurrence of either identical or similar errors made by future students.

Key words: errors, detection, correction.

1. INTRODUCTION

In line with the second-grade math syllabi in primary education, the analysis of errors made by students can be brought down to three typical groups of errors, namely:

1) errors in solving word problems;
2) errors in arithmetic operations with numbers up to 20: addition and substruction; and
3) errors in solving problem situations.

We will, then, identify the cause for the occurrence of each error type so that for every unit we eventually offer a method and a procedure to correct the error identified, which can afterwards be utilised in intercepting any identical or similar errors made by future students. One can speak at great length about the need to timely discern and rectify errors made by students during math classes, yet, without dwelling too much on these issues, it should be sufficient to mention that the timely detection and correction of gaps in mathematics knowledge is important for the following reasons:

- owing to the concentric-circle arrangement of carrying out math teaching in primary education, failure to timely address errors results in their multiplication in acquiring new knowledge; and
- any gaps in mathematical knowledge and skills prove to be an unbridgeable obstacle for the integration of the overall teaching process in primary education, and especially in the integration of the teaching process related to technical and natural-science disciplines.

[51] Revisional scientific paper

2. ERRORS IN SOLVING WORD PROBLEMS

Second-grade students solve elementary word problems, and therefore answers given are mostly correct, but still, the careful observation of their work during demonstration classes, as well as quizzes conducted by their teachers, reveals the existence of certain errors. We will take a look at two examples.

Example 1. At the demonstration classes when solving the problem:

Matthew had 11 marbles. Six of them were red and the remaining were multicoloured.

How many marbles were multicoloured?

some students write:

$$6-5=1$$

and answer that he had one multicoloured marble. One may take note that these students, without any prior reasoning, come up with the answer of 5 marbles, and then subtract this number from the number of red marbles, which is, of course, erroneous.

Example 2. When solving the problem:

Peter has 4 pennies, his sister has 5 pennies more than Peter. His brother has 6 pennies less than his sister. How much pennies do they have in total?

some students write:

Peter has 4 pennies, his sister, 4 + 5 = 9 *pennies, and his brother,* 9 + 6 = 15, *and so together they have* 15 *pennies,*

whereas others write:

4 + 5 + 6 = 15 *pennies and together they have* 15 *pennies,*

instead of

Peter has 4 *pennies, his sister has* 4 + 5 = 9 *pennies, and his brother has* 9 – 6 = 3 *pennies, and together they have* 4 + 9 + 3 = 16 *pennies.*

Clearly these are errors owing to the bad methods of teaching problem solving. It can be deduced that students in both cases have failed to understand the problem, to build an idea and to draw up a plan in solving the problem, and thus couldn't manage to effectuate a problem-solving plan.

Reasons for such errors are varied, but we maintain that they all arise from the insufficient math-teaching aptitude on behalf of the teachers in primary education, and also from the superficial coverage of word problems in the proper textual and didactic resources (textbooks, workbooks, worksheets). In the cases observed, namely we detect insufficient elaboration of the methods of teaching problem solving, that is, there seems to be a lack of proper elaboration of all four stages in mathematical problem solving:

- I stage: *problem comprehension* where students are being prepared to grasp the basic, specific and non-essential information provided in the problem formulation;
- II stage: *building an idea and composing a plan to solve the problem,* which, by its content, is the most demanding intellectual activity initiated in parallel with problem comprehension. In realising this stage, the teacher ought to gradually unveil the road to understanding, i.e. the road to solution. In the interest of time, however, either the teacher or a student often provides the ready-made solution, thus annulling the significance of idea-building and plan-composition to problem solving, a phenomenon only too present in all math textbooks in primary education.

- III stage: *practical realisation of the composed plan to problem solving*, where students face the least difficulties, but in practice it is paid the most attention, for the tendency is to get the correct and complete solution and in the shortest way possible, and therefore, at a given time more focus should be given on teaching students to form their own problem solutions; and
- IV stage: *additional work after the problem solving* which does not follow from the logic behind the solution, but from the logic of the teaching process where the following questions should ideally be considered:
  - Is the result correct and why so?
  - Is the problem-solving method used applicable to all parameter values?
  - What other problems can be solved using the method found for solving the given problem?
  - What other methods are applicable to solving this problem and which method is the most efficient in this case?
  - What is interesting and relevant in the solution?
  - Can this problem be generalised?
  - What other aspects can also be detected in the problem besides the sought answer?

Therefore, rectifying any gaps in word problem solving, but also in any problems whatsoever, is only possible through a comprehensive realisation of the methods for teaching problem solving, which not only requires teaching time, but also a different approach to the teaching process and the preparation of didactic resources, i.e. textbooks used in primary education.

Unfortunately, one may underline that the textbooks predominantly used to conduct the teaching process in the second grade almost entirely lack proper elaboration of the methods for teaching problem solving, which means that students are left on their own to develop their individual methods. It is quite clear that a second-grade textbook does not allow for an overall application of the methods for teaching problem solving, but authors could, nevertheless, provide more detailed elaboration of certain examples, thereby not only enabling better comprehension of the teaching material, but possibly also offering major improvement of the mathematical literacy of the students, and thus providing an increased correlation with the remaining teaching disciplines.

The problem solution from example 1 may be presented as follows:

What is provided?	Matthew has 11 marbles.
	6 are red and the remaining are multi-coloured.
What is sought?	How many multi-coloured marbles does Matthew have?
How to solve the problem?	By subtracting the number of red marbles from the total number of marbles.
Solving process:	$11-6=5$
Answer:	Matthew has 5 marbles.
Check:	$6+5=11$

On the other hand, the problem from example 2 contains several sub-problems, and therefore its elaboration is somewhat more demanding, and its solution can be easily presented in the following manner:

What is provided?	Peter has 4 pennies.
	His sister has 5 pennies more than Peter.
	His brother has 6 pennies less than his sister.
What is sought?	How much pennies do they have in total?
How to solve the problem?	First sub-problem: *How much pennies does Peter's sister have?* - solved by means of addition.
	First sub-problem: *How much pennies does Peter's brother have?* - solved by means of subtraction.
	Third sub-problem: *How much pennies do they have in total?* - solved by means of addition.
Solving process:	First sub-problem: 5 + 4 = 9 pennies. Second sub-problem: 9 - 6 = 3 pennies. Third sub-problem: 4 + 9 + 3 = 16 pennies.
Answer:	They have 16 pennies in total.

3. ERRORS IN ARITHMETIC OPERATIONS WITH NUMBERS UP TO 20: ADDITION AND SUBSTRACTION

In acquiring the knowledge from this topic, the most common gaps seen at students are related to the use of commutative and associative property of the operation addition of natural numbers. We will take a look at several examples:

Example 3. When solving the problem:

Calculate quickly:

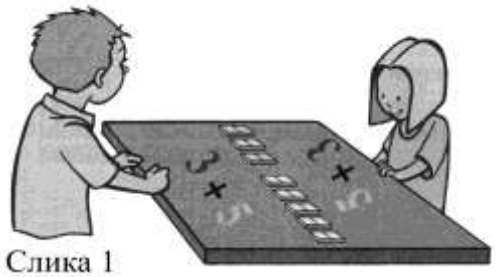
4 + 9 + 6 = __ 8 + 3 + 2 = __ 3 + 2 + 7 = __

some students write:

4 + 9 + 6 = 19 8 + 3 + 2 = 13 3 + 2 + 7 = 12

while others write:

4 + 9 + 6 = 13 + 6 = 19 8 + 3 + 2 = 11 + 2 = 13 3 + 2 + 7 = 5 + 7 = 12



Слика 1

Clearly, the answers provided are correct, and therefore teachers recognise them as such. But, it is more than clear that the purpose of the problem is to check the extent to which students have grasped the commutative and associative law of addition, and hence the teacher ought to check whether the students solved the problem in the following manner:

4 + 9 + 6 = 4 + (9 + 6) = 4 + (6 + 9) = (4+ 6) + 9 = 10 + 9 = 19

8 + 3 + 2 = 8 + (3 + 2) = 8 + (2 + 3) = (8 + 2) + 3 = 10 + 3 = 13

3 + 2 + 7 = (3 + 2) + 7 = (2 + 3) + 7 = 2 + (3 + 7) = 2 + 10 = 12 etc.

One possible cause for these errors is the fact that the textbook pays no attention to the commutative and associative law of addition, i.e. these units are not covered at all, and naturally by realising the syllabus teachers also check students' acquisition of the material. Furthermore, in textbook [18], the authors in the first edition, which owing to the long-term use of the free-of-charge textbooks is used by most students, failed to explain commutative and associative law of addition, whereas in the second edition they are explained through modification of figures 1 and 2, but unfortunately this paper lacks even a single solved example, and so algorithms for acquisition of the commutative and associative law are directly treated as a technical procedure, which is a major methodological-didactic flaw.



Слика 2

Example 4. When solving the problem:
Calculate:

$$17-(3+3)$$

many students write:

$$17-(3+3)=17-3+3=14+3=17$$

instead of

$$17-(3+3)=17-6=11$$

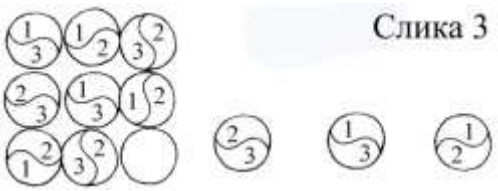
There are many reasons for such errors, but it seems that the basic reason is the fact that although the syllabus foresees the covering of many numerical expressions, textbook authors still omit them. Bearing in mind that numerical expressions with parentheses are of major significance and also that high-school students face serious difficulties in solving these expressions, it is quite clear that it is utterly important that students from the youngest of age should properly acquire the needed knowledge in order to solve numerical expressions with parentheses. Of course, the reason for such gaps in this case is the realisation of the syllabus, per se, and yet, it should be underlined that being obligated to carry out the syllabus, it is very likely that in following the approved textbooks teachers perform their task quite formally, without stressing the rule: *in a numerical expression with parentheses, the expressions in the parentheses are calculated first.*

4. ERRORS IN SOLVING PROBLEM SITUATIONS

In acquiring the knowledge from this topic, which according to the syllabus is given 19 out of 144 periods, many omissions were identified both in the demonstration classes and when checking students' performance. We will provide a few examples.

Example 5. When solving the problem:

Fill in the empty circle in the drawing to the right!



Слика 3

students provided each option approximately the same number of times, although the correct answer was the middle circle.

Analysis of the syllabus, textbooks and teacher activities shows that the basic cause of such errors is the inappropriate elaboration of the unit in the textbooks used by most second-grade students. The syllabus namely foresees the logical filling of the missing element in such diagrams as the one below:

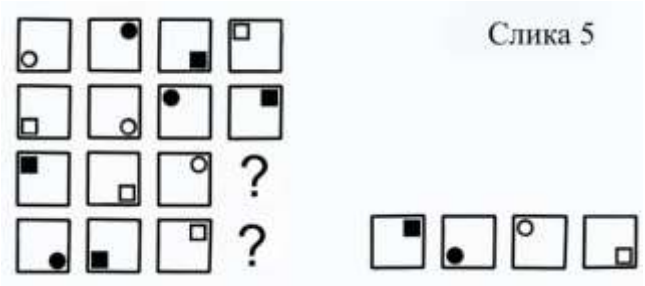
Δ	○	*
○	*	
*	Δ	

Textbooks, however, not only fail to meet this requirement, but one may even say that the unit *Problem situation solving* entirely lacks proper elaboration. Subject matter *Orientation in space* and *Probability of events* in textbook [18], which should be instrumental in realising the objectives: *preparation of the student to move in space according to a drawn scheme* and *preparation of the student to evaluate an improbable, possible and certain event in simple and usual situations* aren't covered at all, and as for connection and sequencing of events only two trivial examples are given, which at the very least, are insufficient.

Correction of such or similar errors is only possible through elaboration of enough examples, and some of them may be as follows:

Example 6. Students are provided with sheets like those in Figure 4 and then are required in a sequential order to fill in the empty circles in every square. Students then must explain the procedure of problem-solving, i.e. to describe the algorithm. With this and other similar examples, besides fostering quality of thinking and acquisition of the teaching methods, the creative teacher clearly achieves yet another goal—students' introduction to algorithmic thinking, i.e. preparing them from the earliest age to individually discover new algorithms.


Слика 4


Слика 5

Example 7. Requirements for the problem given in Figure 6 are fully analogous to those from example 6, but here the aim of the teacher should be for students to acquire and describe the more complex algorithm, which in this case consists of two basic steps:

1) cyclic moving of the squares; and

2) square rotation.

For some textbooks the problem may be formulated so that the drawing doesn't show squares with offered solutions.

5. INSTEAD OF CONCLUSION

Omission detection in students' everyday performance is crucial and it aims at the acquisition of permanent knowledge and skills, both declarative and procedural, but it also aims at the acquisition of the necessary competences and skills. Hence the need for timely detection of omissions and their successful correction, but also the need to act pre-emptively in order to prevent their occurrence and multiplication. From the survey conducted the following conclusions can be drawn:

1) certain errors made by students result from the elaboration of a given subject matter in the existing textbooks, whereas some textbook fail to cover the subject matter in its entirety, and most of them are not only ill-fitted for student's individual work, but are also lacking proper didactic preparation; and so instead of continuous revision of the syllabi, new

textbooks are needed, which will fully cover the foreseen subject matter and will regard the didactic principles of: comprehension, activity, supervision, availability, systematicity, sequentiality, etc., and will contain proper instruments to monitor, check and evaluate students' performance, and at the same time they will have to meet such measurable features as: validity, objectivity, reliability and sensitivity;

2) a radical change is needed in the education of future teachers of primary education concerning methods of teaching math;

3) teachers require continuous education conducted by professional associations or the competent state institutions, in cooperation with the relevant teacher-training faculties, and their education ought to be carried out in a way to provide results in the long run, since inertness makes educational system resilient to the frequent incursions by the so called NGO sector and its advocates, but then again, if the system is exposed to these effects for a longer period, it is nearly impossible to make quality reforms and rectify certain gaps.

REFERENCES

Assessment Reform Group. (2002). *Assessment for learning: 10 principles -research-based principles to guide classroom practice*. Cambridge.

Babanky, K. (1972). *Studies on the poor progress of pupils*. Mod. pedagogy, 1.

Celakoski, N. (1993). *Didactics of mathematics.* Skopje: Numerus.

Cofman, J. (1990). *What to Solve?* Oxford: Clarendon Press.

Dimovski, I. Malcheski, R., Malcheska, C. (2010). *Monitoring, checking and evaluating students' performance*. Skopje: FON University.

Engel, A. (1997). *Problem-Solving Strategies*. New York/Berlin/ Heidelberg: Springer-Verlag.

Ganchev, I. (1996). *Key learning activities in math lessons*. Sofia: Modul.

Glavche, M., Malcheski, R. (2012). *Omissions in Mathematical Knowledge of Students in Primary Education*. Proceedings of 1th International Scientific Conference „Education in the Modern European Environment“, Opatija, 2012.

Gogovska, V., Malcheski, R. (2009*). Discovering errors while solving mathematical tasks.* III kongres na MASSEE, Ohrid, 2009.

Krsteska, B., Dimovski, D., Temelkovska, K., Pankova, D. (2011) *Second-grade math for nine-year primary education.* Skopje: Prosvetno delo.

Malcheski, R. (2012). *Methods of teaching math*. Skopje: FON University.

Malcheski, R., Gogovska, V. (2008). *Counter-examples in lecturing mathematics*. Proceedings of 11th International Congress on Mathematical Education, Meksiko, 2008.

Prvanović, S. (1970). *Teaching methods in modern mathematical education in primary school*. Belgrade: Institute for textbook publishing in Serbia.

Rudakova, I. A. (2005). *Didactics*. Rostov-on-Don: Feniks.

Stefanovski, J., Achovski, D., Makashevska, V. (2011). *Second-grade math for nine-year primary education*. Skopje: Albi.

Vranova, M., Ganchev, I. (2002). *Methods of teaching math (special part).* Sofia: Asarta.

Dragan Gruevski
University of Bitola "St. Kliment Ohridski"
Faculty of administration and information systems management, Associate professor
asprebt2@gmail.com

Mirjana Cvetkovska
Foundation for small and medium – sized enterprises development, Project coordinator
mirjana@resc.org.mk

THE ENTREPRENEURSHIP AS AN INSTRUMENTAL VALUE OF THE CIVIL – LIBERAL SOCIETY AND SOME INSTITUTIONAL DETERMINANTS OF ITS DEVELOPMENT[52]

Abstract

One of the challenges of the current transitional time is finding the correct and shortest way to overcome the brakes that hold our steps towards the new.

The historical period in which we live is a challenge for the professional profiles from different domains of the human activity. The new technologies, the different legal regulations, the establishment of modern economic directions, the disclosure of the old ideological assumptions, the establishment of new political views, routes, criteria, defining the different objectives in the education – all these are fields of interest and work of our contemporaries.

We are going through a process, not an event that will pass and then we will continue as before. The measure of our rejection of the negative baggage from the past, is a measure of approximation to the new - it takes time, but is filled with thought steps that will lead us in the desired direction. One of those steps certainly is the thought and planned socialization of the new generations through activities and programs that will "breathe" with the new time. Affirmation of the need for incentives and entrepreneurship development, understood as a value of the new era, should be universal commitment and primary task of all agents of the socialization. Certainly, primarily are the families and educational institutions that educate and enable the new generations.

This paper represents a summary of the approach, structure, working principles, as well as the results from the evaluation of the internal project and an attempt for designed and institutionalized approach in direction of encouraging and developing the entrepreneurial awareness and culture among children of 9-14 years age, entitled "Creative - entrepreneurial workshops", experimentally applied and tested in the primary school Slavko Lumbarkovski - Novaci within a period of six school years.

Key words: values, creativity, entrepreneurship, development.

[52] Specialized paper

1. INTRODUCTION

"Lets receive the time as it asks us."
W. Shakespeare

Innovation and entrepreneurship are some of the key concepts, determinants of the development of any society. They can be comprehended if presented as interrelated elements specific to those individuals who make changes. The entrepreneurs are basically creators, innovators, and the innovation and creation are the core of the entrepreneurship. Hence, the determination of the basic concepts that make its essence, as well as the attempt for their research and systematic change seems to be desirable, possible and justified. That, even more in transiting societies that are focused on new ideological and value matrices, in which the subject notions of this paper themselves are raised at the level of instrumental values of the new time.

The paper aims to answer the question about the possibility of systematic impact over the entrepreneurial resource in those who, through the educational process, institutionally train, build up, socialize themselves thought thought treatment of their inventive - creative and safety dimension, but as well through action on a range of other personal traits that in large extent represent, but not exhauste the entrepreneurial personality: attitude towards change, motive for achievement, persistence, flexibility etc.

The interest of this research is primarily driven by the professional paper of V. Vuic "The liberal values and the education" (V.Vuic, Liberalne vrline i odgoj), which appeared in 1991 and which indicated to the necessity, means and the opportunity for institutional action towards socialization and change of the young generations. But, as well, as a result of the accelerated procedural changes of the educational practice in the Republic of Macedonia which through new and innovative project cycles - in the 1994/ 95, has changed even more in this direction. However, the direct reason for initiating this internal project, realized in the primary school Slavko Lumbarkovski – Novaci, was the participation in the project of the "Association of Open Communications" – a civil service organiztion from Bitola, entitled as: "Promoting the need for encouraging and developing of the entrepreneurial awareness and culture as a basis for development of small and medium business" supported by the Phare cross – border cooperation programme - 2001/2002.

Although in the research are used measurements of several personal variables, for the purposes of this report, only the results of the initial and final measurements with the tests for determining the divergent abilities will be presented.

2. THE ENTREPRENEURSHIP, CREATION AND THE DEVELOPMENT

The creation of new values (from various types and kinds), its nature, is particularly interesting target for research. The survival and progress of any nation depends primarily and mostly on the creative potential of its members. The originality in the approach, the creative imagination, sensitivity to problems, the ability of dealing with new situations, the sense for building something different - new, the flexibility of mind, strength of will, the high level of the achievemnt motive etc. are some of the most important characteristics of individuals who can be called creators, as well as entrepreneurs. Not randomly one of the determination of the entrepreneurship is that which says: *"It is just the market valorized creativity"*.

On the other hand, it is well known that the educational system is stifling the creative potential and on well-known way, and for what reason. Also are known the attempts to change that and all of them points to activities related with the questions: how to set ourselves to defend the creativity, and not to jeopardize the centuries and systematized knowledge?

How to successfully overcome the inevitable fixation arising from the systematized knowledge? How to conquer new knowledge, and not to be its slave? What is important to learn – the facts or the way how to reach them?

Also are known the views of a number of authors who justified suggest that the ways for acquisition of the abilities, skills, habits are different from the ways for acquisition of the cognitive skills, highlighting the three levels: from the cognitive, through the emotional, to the behavioral knowledge in order, in this context, to get to the position of the professor LJ. Madzhar who does not believe in the possibility of systematic development of the entrepreneurship through certain forms of formal education and says: *"Unlike the leadership and other forms of management in the business and other organizations, the entrepreneurship is not a factor that would be deliberately increased by learning and educational activities, and the least through some formal education, where the subjects from the area of entrepreneurship would have a central place."*[53] It would not be wrong if previous understood it only as limiting the possibilities of the educational process - narrowly understood only as acquisition of new knowledge. But, when it comes to the same process understood in its wider dimension of education, development and socialization, the things totally change. On the other hand, not only when it comes to the concepts and theories of education and socialization, a confirmation of the possibility of systematic institutional action - when it comes to the ability for creating, the motive for achievement, the emotional intelligence, and many other personal traits that form the basis of an average entrepreneur's person, can be got the knowledge obtained from various research directly related to the aforementioned variables.[54]

Thus, we believe that the direct work with students is a convenience that should not be neglected. It provides an opportunity for organizing and conducting longer meaningful activities and useful researches directed in a certain direction. It only remains to become familiar with the methods of work, to have the exercise sheets, the working materials to get started. And the theories and the foreign experiences can be always reorganized and combined in an approach accordingly to the intentions.

Finally, the way from the societies of inferiority, conformity, poverty - in creative sense, to the societies of winners, creators, entrepreneurs, originality, nonconformity etc., leads through change of the point of view and the awareness of individuals, as well. *"The creative imagining of new contents depends not only on the general mental capacity, but also on its structure and manner of functioning, as well as on the structure of the person and the influence of many non-cognitive factors, including the impact of the environment... It occurs primarily in societies where there is a need for discoveries, inventions and other new creations. The society should have a sense for the new... hence, it does not matter the individual who is a carrier of the creative potential. It is about the society and the conditions, opportunities, needs, requirements that are set before him."* (Kvashchev, 1981: 208).

The studies made in order to substantiate the assumptions that the environment has an influences and it is the one that hinders or fosters the creation of new qualities, goods, ideas, values, show that: the family, values, lifestyle, traditions, way of education are not without influence over the creative potential and the willingness to create.[55]

[53] Izvori preduzetnistva u preobrazenoj Srbiji, Republika, www.yurope.com, pg.4.
[54] Researches on the achievement motive by McClelland, Havelka and Lazarevich, T. Nikolovski, N. Donevska etc.
[55] Anthropologic researches of Margaret Mid; researches of Trivunac and others

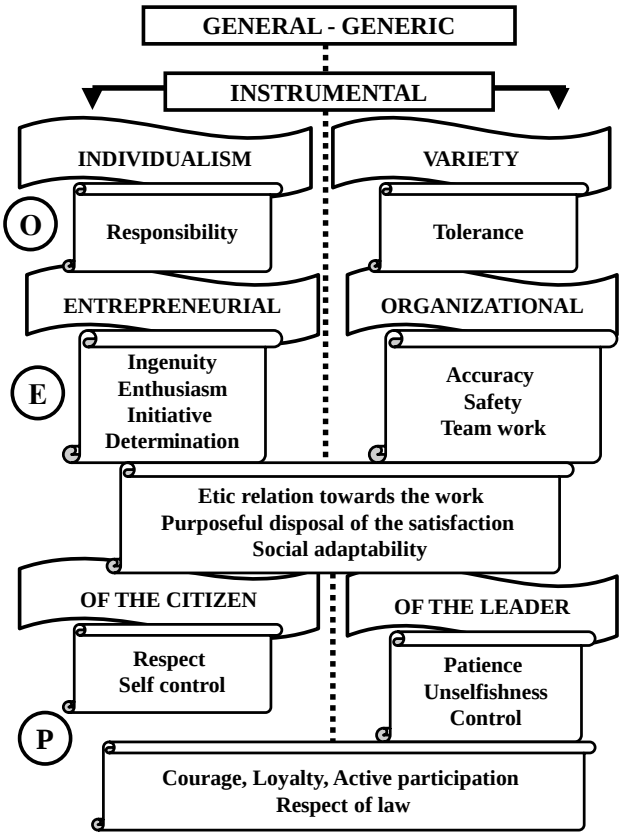
On the other hand, the historical fact of recognizing of a special feature and characteristic of a separate time periods, traditions, cultures, nations, cities, is also in the direction of the aforesaid.[56]

3. THE ENTREPRENEURSHIP AS AN INSTRUMENTAL VALUE

In this paper will deliberately be omitted the well-known theoretical considerations and definitions of the key terms of the paperr, given by authors such as Kantilion, Schumpeter, Drucker, Haj, Shapiro, Kircner, Madzhar, Pejovich, Gilford, Torans, Kvashchev etc., in order to keep the aspect of the entrepreneurship understood as instrumental value of the civil - liberal ideology, towards which the Republic of Macedonia as a country has been transiting for a long time.

As already mentioned, this idea in our region has firstly been brought by the author Vuic in his professional article from 1991, where he gives a detailed explanation of the theoretical concept of values of Nj.A.Galston, who differentiates intrinistic and instrumental values. The first that reffer to and emphasize the individual value or excellence, and the second that are the instrument – a mean for achieving and keeping of the ideology of liberalism with its institutions.

Figure 1. ***Some of the values of the liberalism***



Source: Gruevski, D. (2003). About the values. *Educational crossroads*. pg. 24 – according to V. Vuic, 1991: 133-135

[56] The entrepreneurial spirit of Venice, Gennova, Dubrovnik, the Jewish tradition, the Greek tradition etc, as examples of the determination of the phenomena that are talked about.

From the scheme above can be notices some of the notions that are present in our contemporary, which are listed here as values that should be forced and delibartely build in order to lead and sustain us in the new social life. By this probably become clearer the efforts and the organized activities aimed at strengthening the competencies in the field of team work, guidance and commitment to patience, tolerance and the present efforts for boosting the development of entrepreneurship - determined by the inventiveness, imagination, wit, enthusiasm, initiative, determination, etc. Thus, the liberal values are not inherited (as all of the other values - virtues). Yhey cannot be reached neither randomly nor spontaneously through the life itself and maturation in a liberal society, but through a process of systematic education through the institutions of the system, starting from the family and through the educational institutions. However, as referred to in the above mentioned paper: *"The most important thing in this process of systematic education is having the ability for value assessment and the freedom of choice on the basis of valuation"* (V.Vuic, 1991:142), which of course is related with the essence of the liberalism where individuality and autonomy of citizens is vital for promotion of the democracy and pluralism.

4. DESCRIPTION OF THE EXPERIMENTAL PROGRAMME

When it comes to researches related to the question: "Can it be sistematically influenced the stimulation and development of the divergent capability for production of ideas, thoughts and other skills that are basis of the creativity?", many of them can be listed: realized in our country, which are of recent date, as well as those related to the activities of the classics in this field, who set their own theories, built approaches, instruments, methodology, schools.[57]

Most of these studies are conceived and realized as classical (ex - post facto) experiments with introducing of the experimental factor *"exercise with the techniques with the production of divergent production of thoughts"* in the experimental group, after which statistical conclusions were made. The results of these studies are published and used in this work. Of course, when it comes to this research, there are certain differences in the approach, methodology of work, working materials and the very duration of the research.

Core of the program. What it means an idea – core of the program can be understood having in mind its main feature "the determination". That would mean that the program starts from the assumption that success in life is determined by more predictable, rather than by unpredictable factors i.e. each individual during his own life is responsible about what he understands by success and happiness.

The concept of determination indicates the acceptance and awareness of the familiar "wheel of life" and our walk towards the goals we have set. Constantly beating the barriers with the power of our will, knowledge and skills - knowing ourselves enough and possessing sufficient personal self-control.

Methodology of work. When drafting the program in all its parts we rely on the knowledge from different areas, deliberately and consciously choosing such contents for which we were confident that are the base over which could be upgraded in terms of the goals set. When it comes to the implementation of the program, a so called workshops form was selected, which recently gets its relevance, especially in our region. Namely, it is a specific type of seminar where the participants develop ideas, discuss on previously agreed and set topics, demonstrate practical activities and results etc. This type of work aims at creating an atmosphere where it comes to change, improvement and overall personal development of the participants.

[57] Arnaudova & Achkovska; Petrov & Mihajlovski; Jankulovska; Gilford; Hefel; Torans; Kvashchev.

By the acceptance of the scientific knowledge and facts that the experience precedes the learning, nowadays it is advocated combining of the teaching methods and forced use of the so called "empirical - experiential learning". Therefore, the planned contents and activities are structured and designed separately in the form of exercises, sessions, called by certain names that contain their essence, with marked goals and activities, and all ranked in accordance with one of the key principles of operation per cycles "three times three."

The mere exercise of workshops requires adherence to certain rules of behavior of the participants, sometimes known as rules of teamwork (listen, do not interup each other, respect everyone's opinion, etc.).

Given that, mainly were presented "familiar things", we have repeatedly pointed out the opportunity and the availability for hiring associates who worked on its ammendment, enriching both in terms of contents, basic information, as well as in terms of the methodological approach. However, knowing the fact that the success of any program in large extent depends on the adequacy of approach, the skill, the character and the knowledge of its implementers, contribute to increased confidence to necessary input of scontent (information and facts) that addressed the key concepts which through the exercises converged, or directly were processed and in respect of which it has been insisted on consistency in understanding and working on them: entrepreneurship, creativity, divergent production of ideas, innovation, ingenuity, talent, level of aspiration, self-assessment, self-realization, plan, goal, initiative, decision, will, motivation, motivation to achieve, value orientation, determination, choice, confidence, self-confidence, insecurity, self-image, development, biases, affiliation, reality, image, style, risk, etc.

At the end starting from the previous and towards subsequent exposure to the program, we emphasize its three specific thematic areas: Creative workshop, Eco workshop, Entrepreneurial workshop (for the three years of work), structured through macro and micro plans with previously thought exercises and prepared working materials.

Principles of development. The principles are related to the posture and functioning of the workshop:

- Democracy: a) while electing the members of the workshop consisting in the opportunity given to all students from 9 - 14 years to engage in work, b) while the work in the workshop refering to the necessity of creating a relaxed, psychologically safe (without public assessment, evaluation, ranking) working atmosphere.
- Voluntarism: As a principle is a supplement to the previous and consists in providing a formal act of a signed statement from the parent while signining in for the workshop.
- Cycle - rotation: Refers to the status of the workshop members and their title as master, apprentice. It changes annually, and the entire cycle ends after three years.
- Generational embracement: This principle stems from some known facts supported by research, related to the most appropriate age for encouraging and development of the "research spirit" among the people of innovation, constructivity, and creation in general, and that age coincides with the age of the children from fifth to eighth grade - 10-13 years old.
- Relative independence: As a principle it is necessary in the work of such workshops, and refers to own rules, conditions, timings of work independent from the usual ones present in schools.

Goals and tasks of the workshop. The work in the workshop has as its main goal to stimulate the development of specific skills that are the basis of creativity. In addition, the students were enabled for teamwork, problem solving, critical and creative individual work, which positively affected their confidence. The specific objective was the systematic effect against rigidity, conventionallity, non – originality by constantly forcing their fluency and

originality. That is, encouraging divergent production of ideas, thoughts, which in general meant a stimulus of the critic, research, creative spirit among students.

For each of the stages are set a number of individual - group tasks oriented towards meeting the set goals.

Selection and evaluation of the program. The workshop members were not random. In accordance with the principles of work and development of the workshop and through testing, a choice of 151 students was made, after which ranking and forming of two groups (experimental, control) of 24 students was made.

At different stages of the research, known and already used tests for determining different parameters: **level of creativity** (Minnesota, Gilford, Torans battery of tests; TCT-DP of the authors K.Urban and H.Jelen), **attitudes toward creativity** (TTS of E.Rodsep), **confidence** SS / 1, **attitude towards risk taking** RR / 1, **intelligence** (Raven's progressive matrices; Gudinav test), **emotions** (PIE) and several original tests of knowledge.

For the purposes of this report only the results of the given tests to determine the level of creativity of the initial and control phase of the study are presented, together with the calculated values of the t – test, from which clearly can be noticed the level of change in terms of creativity among the students from the experimental group – with level of 0.01 of statistical significance (**t = 4.93 > 2.71**) – Appendix 1.

5. CONCLUSIONS

The transition from the egalitaristic ideology and society to the liberal ideology and society is long lasting and painful process of changing the old contract - socialist paradigm towards the new entrepreneurial - plural paradigm. The radicality of this process is reflected in the fact of inadequacy and failure of many values - virtues of the old time (collectivism, uniformity, phobia of the private, averaging, redistributive ethics, introversion, rigidity, etc.), that are unrealistically desired by individuals, but with the generally present awareness of existence of the "value vaakum" and its overcoming.

The entrepreneurship as a role, virtue, value, occupies the central place in the level of instrumental values of the liberal economy. The entrepreneurial virtue comprises the inventiveness - creativity, imagination, enthusiasm, fantasy, as its distinctive features, and its development is an essential factor for acceleration of the economy and rapid development of each country. Hence, it is imperative for each country with various measures to encourage, support and develop, through various policy measures - establishment of a free market, deregulation of the economy, combating monopolies and enabling competition, etc., as well as through encouragement and development of the innovative awareness, climate, culture, tradition.

The attempts for indoctrination and re-socialization of those who educate are inadequate strategy in terms of civic liberal, pluralistic concept. But, the support of the trained professional who through thought activities acts institutionally spontaneously pulling towards change and development, represents a positive model for change and socialization in the desired direction.

This report is exactly in order to share a positive practice which gave satisfactory results from which can be unequivocally concluded that:

- The organization of creative - entrepreneurial workshop is specific form of individualization of teaching in one of its segments. Whereas, by using of available theoretical knowledge, strive to create a slightly different approach in the treatment of some desirable concepts and variables (skills, habits, knowledge, values).

- It is possible to successfully organize an institutional "exercise" of the inventive - creative potential and encouraging and development of other personal characteristics belonging in the structure of the entrepreneurial personality (attitudes, habits, values).

- The introduced principles of development (reflected values of the liberalism), although with initial remarks and fears (privilege, elitism, indiscipline, anarchy, etc.), proved to be useful when trying to establish a different interpersonal relations within the group and necessary for building a free and psychologically safe working atmosphere - essential when working with subject variables.

- Linking the relevant theoretical knowledge with its application is not quite simple task. Although there is material for which exists home and world practice, still the work in a workshop requires an additional effort, proper motivation, knowledge and adequate personal traits of the leader who is supervisor and mentor of the group.

- The entire project has no pretense to be embedded in the flow of the system and should be taken only as an attempt to "play" with the knowledge. However we sincerely believe it can present an adequate incentive.

REFERENCES

Bogic, P.B., Stanisic, S., Vukmirovic, Z. Program identifikacije i rad sa nadarenim ucenicima u Rijeci. Spisanie *"Pedagoski rad"* br. 3/88. Zagreb.

Furlan, I. Integrativni pristup u identifikaciji i edukaciji darovitih ucenika. *Pedagoski rad*, br. 3/88. Zagreb.

Gruevski, D., Cvetkovska, M. (2012). Enterpreneurship as Market Valorized Creative Potential. *XIII International Symposium "SymOrg 2012"*. Beograd: FON.

Kevereski, Lj. The gifted and talented: Creators of the progres, *Newsletter of the world counsel for gifted and talented children, WORLD GIFTED*, Vol. 19, Number 1, 2000.

Medic, P. ZOPIN – 83 model. *Pedagoski rad*, br.3/88. Zagreb.

Sefer, J. Merenje divergentnih sposobnosti. *Pedagoski rad*, br.3/88. Zagreb.

Vuic, V. Liberalne vrline i odgoj. Spisanie *„Napredak"* br. 2/91. Sarajevo.

www. 2arnes.si/Podjetnicki krozek, OS. Gornja Radgona.

www. ekof.bg.ac.yu/ Ekonomski anali, Privatno preduzetnistvo.

www. yurope.com/ Republika, Izvori preduzetnistva u preobrazenoj Srbiji.

Арнаудова, В. (1992). Авторитарноста и конзервативноста во воспитувањето на децата – детерминанти за формирање на ставот кон креативноста. Зборник на трудови *"Социјализација"*. Битола: ДНУ.

Арнаудова, В., Ачковска, Е. (1996). *101 начин за развој на креативноста*. Скопје: Просветно дело.

Груевски, Д. За вредностите. *Списание "Воспитни крстопати"* бр.5/03. Скопје.

Груевски, Д., Муртезани, Љ. (2010). *Работа со талентирани и надарени деца, (обучувачки материјал)*. Скопје: ДЕТРА.

Квашчев, Р. (1981). *Психологија стваралаштва*. Београд: ZUNS.

Корен, И. (1989). Поглед врз појавата надареност и улогата на надарените поединци во современиот свет. Зборник на трудови "Откривање, развој и вработување на надарените деца и младинци". Скопје.

Круљ, Р. Улога учитеља у интензивирању рада за даровитим ученицима. *Иновације у настави*, бр.1/91. Београд.

Мајић, В. Истраживачка станица Петница и нека искуства у организовању додатне наставе за даровите ученике. *Педагошки рад*, no. 3/88. Загреб.

Марјановиќ, А. (1969). Утицај узраста на понашање стваралачких способности у реалним и хипотетичким ситуацијама на узрасту од 10 – 14 година. *III конгрес психолога Југославије – симпозиум способности*. Београд.
Петров, Н., Михајловски, В. (1995). *Креативноста и воспитувањето*. Битола: Бијангл.
Пиров, Г. (1981). *Психологија на творчеството*. Софија: Наука и изкуство.
Тривунац, С. Васпитање и однос меѓу половима. *Психологија*, бр.4/ 81. Београд.

APPENDIX

Table 1. ***Obtained scores and calculated statistical parameters of the experimental and the control group while the initial and the control measurements***

EXPERIMENTAL					CONTROL				
Student	Initial		Control		Student	Initial		Control	
N = 24	X1	X1*	X1	X1*	N = 24	X2	X2*	X2	X2*
M.M	11	121	61	3721	K.M	11	121	34	1156
N.P	11	121	54	2916	T.M	11	121	26	676
K.R	11	121	50	2500	D.J	11	121	29	841
N.P	11	121	53	2809	A.Z	10	100	25	625
A.D	9	81	51	2601	E.M	9	81	38	1444
N.R	9	81	46	2116	S.T	9	81	18	324
B.H	9	81	65	4225	M.S	9	81	25	625
V.T	9	81	43	1849	Zh.B	9	81	44	1936
P.N	9	81	32	1024	N.P	8	64	28	784
S.T	8	64	62	3844	D.N	7	49	30	900
S.S	6	36	56	3136	E.A	5	25	33	1089
N.P	5	25	43	1849	I.B	5	25	34	1156
Z.Gj	10	100	31	961	D.S	10	100	24	576
P.S	12	144	61	3721	K.V	10	100	33	1089
M.H	13	169	32	1024	N.N	9	81	28	784
M.J	6	36	58	3364	D.Dzh	7	49	34	576
G.T	6	36	52	2704	I.T	5	25	38	1444
D.D	8	64	28	784	D.G	8	64	30	900
S.T	8	64	71	5041	N.T	7	49	50	2500
R.M	5	25	29	841	A.M	5	25	19	361
I.S	13	169	88	7744	S.L	13	169	46	2116
A.K	25	625	102	10404	N.A	23	529	50	2500
R.T	12	144	61	3721	B.P	11	121	46	2116
K.M	11	121	68	4624	J.K	11	121	45	2025
Total	236	2690	1297	77523	Total	223	2383	797	28543
Statistical parameters - initial					Statistical parameters - control				
M1 = 9.84 M2 = 9.29					M1 = 54.04 M2 = 33.21				
DM = 0.55					DM = 20.83				
t = 0.47					**t = 4.93**				
s.s = 46 *0.05 (2.02) **0.01 (2.71)					s.s = 46 *0.05 (2.02) **0.01 (2.71)				

Valentina Gulevska
University St. Kliment Ohridski, Faculty of Education, Bitola
v.gulevska@pfbt.uklo.edu.mk

THE TEACHER'S PROFESSIONAL ETHICS[58]

Abstract

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

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

In the center of the contemporary tendencies for reforms on the global educational system, the role of the teacher and its significance for the forming knowledge-corpus which is necessary for the improvement of the humanity's welfare as a whole is increasingly emphasized. Nowadays, in order to accomplish this mission, the teachers have devoted considerable energy to define the field of their professional ethics.

To attain higher quality education, educational institutions must focus on developing those QAS functions, which are currently still underdeveloped (e.g. measuring the achievement of other actors than students, communication and reporting, accountability and consequences, resource allocation, school autonomy, support and intervention). In other words, reforms must go further and more boldly. Quality assurance in an education system means institutional framework through which governments can ensure student learning takes place in school. Further elements that shape quality assurance are: a clear, coherent vision of learning, performance goals, rules that guide the actions of participants in an education system. According to the opinions of many scholars, the teacher can demonstrate his qualities in different ways: through the structuring of the lectures and its evaluation, through the choice of the curriculum and pedagogy, through the cultivating of intellectual and moral virtues, finally, through his own behavior in the classroom and the workplace. In other words, teacher's skills and competencies should be conceptual, empirical, and interrelated with three fundamental points: sensitivity for professionalism, school culture, and qualified

[58] Revisional scientific paper

competencies (Campbell, 2003). Therefore, researching about each of these elements, singly contributes for the creation of clear perception about what is quality teaching staff. Competences could be broadly defined as dynamic combination of knowledge, skills, attitudes and values which enable an individual to act efficiently in a particular (specific) situation, i.e. profession. In that context, standardized teacher's competences represent the knowledge, skills, attitudes and values of teachers in relation to duties and roles that he/she should perform (Kopaќ, 2012, p. 125).

The teacher's professional ethics, actually, resurrects the old philosophic questions: What it means to be a happy and good human being? What it means to act and live according to own ideals? That is the problem of the „good life" focused on the pursuit of what is *good* rather than upon discovery what is *true* in our own daily existence (Reisert, 2003).

It is wrong to regard some occupations as more important than others, but the teachers' profession requires more reconsidering and more introspectiveness in this course than other professions. Conscientious professionals often appeal to the golden rule „treat others as you want to be treated". For example, a business person might say, I try to treat customers as I desire for me to be treated. A nurse might say, I care for patients as I hope that I'd be cared for if I were sick. Consequently, a teacher might say, I teach students as I wish that I'd have been taught (Gensler, 2013, p. 9). According to Kantian views, emotions can play a moral-perceptual role, drawing a person's attention to the morally salient features of a situation and proposing action incentives-viewing, say, in a bakery a child's repeated request for service being ignored might inspire feelings of indignation which in turn might motivate one to take a stand in the child's defense (Maxwell, 2008, p. 77). Also, according to contemporary pedagogical ethics, the children's upbringing in the schools should be realized by the concept of „direct teaching". Depending on such standpoints within the ethical education there aren't certain prescribed rules with which children's behavior can be managed. The teacher should follow his own moral intuition and ethical feelings, powerfully linking the theory with practice. Losing of this fundamental connection, can lead to the appearance of hypocrisy. Thus, pupils theoretically know what virtue is and how to should act, but it does not do. Therefore, it is dangerously naive to minimize the role of the teacher in the transmission of moral values from one generation to another.

Basically, the main ethical problem which most of teachers face in the beginning of their professional development is making decision for concrete conduct in concrete situation, during the work. This problem frequently arises because of two contrasted factors: competitive interests, as an external factor, and individual attitudes and values, as an internal factor. For the novice teachers, significant component in this process of balancing is professional socialization. It means that reconciliation of the principles between already established ethical professionalism in the school, and value's comprehension of each individual is necessary. Among other things, by interference of such intentions, often happen, with a strategic agreement, neglect or repress of the individual attitudes and values among younger teachers, for account of the influence of ethical professionalism of the teachers with higher professional experiance. Precisely, because of that, among the novice teachers the responsibility for the individual action is subordinate of the social dependence on the professionalism. However, contemporary trends in education suggest that the professional ethics of the teacher must be based on his personal comprehension of the situation, and less to rely on the certain established patterns and rules of behavior. In this sense, the teacher should possess capacity for autonomy, i.e. ability for independent making of decisions and accountability for them (Strain & Robinson, 2005, p. 201). Of course, this does not mean overturn of the traditional pedagogical values, formed by the long standing functioning of the institutional ethical codes, but must be understood dialectically, as a need for transformation and lively, dynamic functioning of the educational process. Thus, from the teacher is

expected to act according to professional ethical standards, but in situations, in which isn't prescribed how to act, and which, because of any cause, are complex and entirely new, the teacher should be ready to find solution which will be in harmony with his personal attitudes and with the spirit of the pedagogic ethics. Some investigation in this field found that the teachers with shorter academic training and longest term of waiting for job in teaching possess a high level of autonomy. Experience in some other jobs and professions helps the teacher nurture self-confidence in teaching practice (Живковиќ, 2012).

The pedagogical professionalism supposes organic, indestructible connection between professional and universal values, assembled in the man. The narrow comprehension of the professionalism as a certain „specialization" in a given field, creates a situation in which the professionals dominate over the concrete person. Some thinkers consider that the real professional should show „cold blood"and avoid emotional reactions in the work place (Benediktov, 1983). Doubtless, during the accomplishment of the professional duty, the teacher should avoid the extreme situations and subject oneself under the mind's principles. But, he must bear in mind the danger from the transfiguration in the being with mechanical execution of the duties. If the pupils become only „objects" of his professional engagement, then the teacher's professional ethics will lose the pedagogical dimension. Also, the main precondition for the successfulness of every teacher should be the features of his person or his human qualities. Among them, especially we can single out: creative conduct towards the work, intellectual curiosity, justice, spontaneity and sincerity in the communication, democracy, empathy, emotional warmth, flexibility and so on. All this features improve the personal credibility of the teacher and show, in real light, his professional ethics and devotion (Jovanovik & Stanojevik, 2009).

The usual way of communication with others directly reflects in the professional sphere. The differences of expression in our communication with other people, actually, demonstrate our opinion about them. Every statement contains an information about those who speak. While speaking, we put in the statement a part of our personality trait and this part we uncover for the public. At the same time, we often make efforts to do certain impression upon the others, and in this way, we create a possibility for uncovering of the our internal world. From the other hand, in dependence of the expressed conduct towards us, we feel how much we are accepted or thrown away (Baillargeon, 2008). In this sense, the communication presents a multiplex exchange of information, in the various levels. It is a starting point in the building of any professional ethics, especially in the building of the pedagogical ethics.

Also, exclusively is important, the students to acquire knowledge about how to act, not only as a specialists in certain field, but also as citizens in a given society. According to Aristotle, the human being is destined to live in community, and because of that his nature has a moral character. From there, the understanding of the competencies as „skills free from theory" is criticized with a good reason, owing to underestimating of significance of the beliefs, the attitudes and the values as important aspects of the teacher's profession (Pantic, 2008, p. 34).The key document for this question is *Common European Principles for Teachers' Competencies and Qualifications*, in which, besides the knowledge, contents of the curricula, pedagogical innovations and the researching, emphasized is the cultural and social dimension of the teaching. In the frames of the expertness included are principles which have ethical dimension. For example, such principles are: ability for critical thinking, development of own system of values, devotion to the profession and to working with children, ability to make and maintain positive interpersonal communication with the students, colleagues and parents, ability for good discipline in practice, ability to be a moral model for the children and so on. Therefore, quality and effectiveness of the upbringing-educational process, to a great extent will depend from the professional ability, motivation, creativity and ethical

responsibility of the teacher (Jovanovik & Stanojevik, 2009). The question is how much this principles are represented in the contents of the curricula for the teacher's education in our country and in the larger region and how are implemented in the practical realization of the educational process. In any case, if the knowledge for the above mentioned principles doesn't become a personal matter of value for the teacher, is not expected to implement them in the practice successful. According to the *National Program for Development of Education in Republic of Macedonia (2005-2015)*, the main value on which this program will be based in the following years is social, cultural, physical and intellectual wellbeing of the citizens in country. In the chapter named *Values and principles* we can read: „The welfare of the citizens means, at the same time, a welfare of the state as a whole and vice versa. In this sense, the development of a competent, creative, civic-oriented and ethically built human capital, understood as a key factor which influences the social, political and economic state's development and its international competence, is a preferential goal of this program. The National program is striving, in the spirit of such values of the modern civilization as knowledge, justice, tolerance and humanity, to create the main directions of the development of education in the country". (*National Program*, 2004).

Significant element of the teacher's professional ethics is awareness for permanent need of improving. Teachers should be motivated towards further learning and confident in their ability. Ten years ago, the challenges of lifelong learning created such circumstances in which has appeared the following question: how can teachers learning best be facilitated and supported by management? The purposes were: to establish a positive learning climate in schools, to maintain a program of change which enables them to continue to meet the needs of their pupils and to make teachers enthusiastic participants in a learning community (Day, 1999). Nowadays, many of these purposes are achieved. The professional action relies both on the desire of teachers to engage in reflection of development and the willingness of the school in which they work to provide appropriate support. Also, visa versa, institutions should offer support to their work and better didactic training, in order to develop integrated teaching competences and to enable teachers to contribute to the sustainable development of society.

The growth of evaluation function in the systems of education often coincides with the decentralization policies. The transfer of decision-making to lower system levels can be counterbalanced by the reinforcement of the role and significance that evaluations carry as well as of accountability. International studies have revealed a certain correlation between evaluation and accountability policies on the one hand, and academic achievements on the other. Self-evaluation appears as a powerful mechanism for strengthening of the professional ethics among the teachers. It has also been shown that expectations, while the experience shows to the political and organizational limitations of evaluation as a rational management tool which is not likely to go hand in hand with the traditional professional autonomy of teachers. Self-evaluation also enables the teachers to define areas of priority or quality aspects which themselves deem important, together whit the ways of monitoring and evaluating of their work (Brejc&Koren, 2011). Finally, accepting of the self-evaluation as an approach to the development of teacher's professional ethics, among the other things, is a professional decision. Self-evaluation is conducted on the grounds of an analysis based on the relevant quantitative data and it's one of the key concepts in the process of acceptance of values in education and in the building of the professional ethics. A precondition for the quality execution of the educational process is the professionally trained teacher. Today, in a time characterized by rapid and constant changes, this is even more important than it was in the past. The received results from the self-evaluation enable to assessing of the work's qualification and of the relation's character toward professional duty and toward recipients of the services from education. The teacher must also provide support for the students in the

process of learning, gaining independence and taking responsibility for their behavior, of course taking into account their age. Introduction of the self-evaluation in the education pays attention to the activation of the mechanisms for getting feedback information about the quality of the institution's work. Self-evaluation is conducted on the grounds of an analysis based on the relevant quantitative data and it's one of the key concepts in the process of acceptance of values in education and in the building of the professional ethics. The received results from the self-evaluation enable to assessing of the work's qualification and of the relation's character toward professional duty and toward recipients of the services from education.

CONCLUSION

Applied professional ethics offers analysis of the moral reasons for conducting of spontaneous, habitual type of behavior in the working sphere. Schools and school systems are communities of learners, and their health and vitality depends from the teacher's professional ethics in many points. Perhaps the key to the development of professional ethics among the teachers is the concept of value structure. Each teacher has a value hierarchy, which he follows as a guide for his behavior. Setting limits, destroying walls, becomes an everyday experience in which he attempts to find the right framework for extraordinary accomplishment. According to Floridi (2010), ethics is not only a question of dealing moral by well with a given world. It is also a question of constructing the world, improving its nature and shaping its development in the right way.

Among other things, teacher's professional ethics emphasizes the respect for diversity among people, which should be used for broadening knowledge, for enriching experience and for the development of humanity. The art of teaching and its ethical dimension enhances the life and personal growth of the teachers and students both. Also, the ethical attitudes of the teachers can contribute for a motivation of expanding and enriching student's learning. Unfortunately, nowadays most of them, have effectively replaced this consciousness by the motivation of financial reward. Pressure from the erosion of the social values in the countries in transition, additionally influences such phenomenon in education.

What should be the aim of education and why? The education should give us freedom from any kind of dogmas and violent ideologies. Because of that, every educational system in the world is established on principles and values. The authentic creators of the capability's development for education are, and always will be, the honest teachers.

REFERENCES

Baillargeon, M. (2008). *Initier à l'éthique de la discussion français, langue d'enseignement: pour une approche éthique de l'argumentation en communication orale.* Montréal: Université du Québec.

Brejc, M. & Koren, A. (2011). Implementing Self-evaluation in Schools and Kindergartens as an Approach to Quality at National Level. In M. Zavanik Arčnik, *Ugotavjanje in zagotavljenje kakovosti: teorija in praksa usvajanja samoevalvacije v šole in vrtce*. Kranj, Šola za ravnatelje.

Campbell, E. (2003). *The Ethical Teacher*. Philadelphia: Open University Press.

Day, Ch. (1999). *Developing Teachers: the Challenges of Lifelong Learning*. New York: RoutledgeFlamer.

Floridi, L. (Ed.). (2010). *The Cambridge Handbook of Information and Computer Ethics*. New York: Oxford University Press.

Gensler, H. J. (2013). *Ethics and the Golden Rule*. New York: Routledge.
Maxwell, B. (2008). *Professional Ethics Education: Studies in Compassionate Empathy*. New York: Springer.
Pantic, N. (Ed.). (2008). *Tuning Teacher Education Curricula in the Western Balkans*, Belgrad: Centre for Education Policy.
Reisert, J. R. (2003). *Jean-Jacques Rousseau:A Friend of Virtue*. New York: Cornell University Press.
Strain, J. & Robinson, S. (Eds.). (2005). *The Teaching and Practice of Professional Ethics*. Leicester: Troubador Publishing Ltd.
Бенедиктов, Н. А. (1983). *Основное противоречие профессионалной морали*, Горкий: Общественный прогресс и культура.
Живковиќ, П. (2012). Професионални идентитет и аутономија наставника: резултати емпиријског истраживања, *Школа као чинилац развоја националног и културног идентитета и проевропских вредности*, т. 2, 77-89. Јагодина: Факултет педагошких наука.
Јовановиќ, Б. & Станојевиќ, В. (2009). *Реформа студијских програма за образовање учитеља*. Јагодина: Факултет педагошких наука.
Национална програма за развој на образованието во Република Македонија (2005-2015).

Estela Hoxha

FIGURE OF FAN S. NOLI IN HISTORICAL TEXTS PRE-UNIVERSITY SCHOOL (GENERAL SECONDARY SCHOOLS)[59]

Abstract

Fan Noli is one of the prominent personalities of the Albanian nation. He represents the model of leader dedicated to the issue of his homeland. Its activity is multidimensional and covers by different fields such as politics, diplomacy, literature and religion. What unites them with each other is precisely the success of Noli, where in each of them he made history. Fan Noli, has made a valuable contribution to Albania, he started his activity around the Albanian issue in the organization called Vatra, one of the best known organization all abroad and in America. Then he comes in Albania as a member which shows up with extraordinary oratory and moderate opinions in politics. During this period he shows his diplomatic skills to achieve one of the great successes of the time, Albania's membership in the League of Nations. Besides his political activity, he does not flaunt his religious mission, thus establishing Albanian Orthodox Church. Also, he has left no writings with great value and has translated into Albanian many international masterpieces. My study focuses on approaches and interpretations, which is the image that the Noli and mainly the Revolution of June 1924 when he was prime minister, the texts of the History of Albania in general high schools. What I want to express through this work is that area of activity which reflected what Noli overlooked.

Fan S. Noli is one of the most famous personalities in the history of Albania. His activity is multidimensional because it includes many different fields such as politics, diplomacy, literature and religion. These all are connected to each other precisely by the success of Noli, as he made history in each of them. Fan Noli gave a valuable contribution to Albania, by starting its activity about the Albanian issue within in the VATRA society, one of the most popular societies of the Diasporas in America. Later he came to Albania as a deputy, and is well distinguished for his oratory and moderate political views. During this period, he showed his diplomatic skills by achieving one of the major successes of the time, which is Albania's membership in the League of Nations. In addition to his political activities, he also got involved in to his religious mission by founding the Albanian Orthodox Church. He also left articles of great value and translated into Albanian many world masterpieces. What differentiates Nolin from his contemporary's politicians is his political opinion. This political opinion, expressed in a lot of parliamentary debates, newspapers of the time, in his political attitudes on various issues, distinguished the image of Noli from other political figures including here protectors or his opponents. He made numerous attempts to bring a democratic spirit by making proposals and concrete solutions for the problems of the country. Having such a great activity in Albania's political life, Fan Noli is a personality who occupies a special place in historical studies. The aim of this paper is to present the figure of Fan Noli in

[59] Revisional scientific paper

Albanian history book in high school and to explain which part of his activity is represented and which not.

The time period that marks the peak of his career in Albania is the interval of 1920-1924 years when Albanian political life was marked by a fierce struggle for power. This led to the unstable situation and frequent political crises. Leading political figures were Ahmet Zog and Fan Noli[60]. Albanian reality, was characterized by the existence of opposites, this was because of a collision between the heritage of Ottoman rule on one hand, which was not disappeared and on the other hand great attempts to introduce democratic moderate elements in Albanian politics. Besides the political problems which where created because of certain conditions, there were also some other developments, the existence of which gave to this historical period the first elements of democratic development. Thus, political parties appeared with their programs, though they were in an embryonic stage, because of the fact that these programs were general principles that did not change much from one party to another. Also free opinion expressed both in newspapers and in numerous debates parliamentary elections were held bringing progress in Albanian politics mentality. Mainly, in this mosaic of Albanian politics, a prominent personality representing the Democratic politician of the time was time Fan S. Noli. What can easily been noticed in Albanian history book of the high schools is the fact that the treatment of personalities of the time does is not extend to personal plan, that is not attributable to either own merits of Fan Noli, or any other historical figure. For example Fan Noli is mentioned as one of the two main political figures of the years 1920-1924, but it is insufficient information to explain this fact.

Noli returned to Albania in November 1920 initially as Albania's main representative in the Assembly of the League of Nations, later as a deputy in the Albanian Parliament, as the representative of VATRA association in early 1921 year. Albania's membership in the League of Nations was a great achievement and this is mainly due to the contribution of Fan Noli. The League of Nations was the first organization to protect every member against threats of collective security, as well as to build democratic and transparent relationship between its member states. This was the aim of the Albanian political class at the time when it insisted on using every opportunity to be accepted membership in the League of Nations. Noli was trusted as the leadership of the Albanian delegation in order to defend in the most dignified way the Albanian issues in the League of Nations. He was considered as the most appropriate candidates for the time and he was not chosen randomly but because he spoke easily official languages spoken in the halls of the League of Nations, such as English and French, and he was also the leader of the Orthodox religion, which was an excellent example of coexistence of religions in our country. Noli was also the representative of “Vatra" Federation in the United States, who made tremendous efforts to present to President Wilson the Albanian problem and tried hard to push him to get engaged in Albanian issue. The echo of Albania's admission to the League of Nations was reflected in the internal and international press. What was really conspicuous was the description of figure of Noli with superlative consideration and specifically his speeches. In the public Albanian opinion this success was directly linked with the name of the Noli. Noli himself called it "a brilliant success", "The greatest success that he had had in his diplomatic career"[61]. The echo of his speeches made him a well known name in the League of Nations and also in the outer regional. Thanks to his oratory it became apparent his superiority to delegates of neighboring states. This was expressed in the foreign press. Thus, in an article published in the British newspaper "The Manchester Guardian" it is said that: "Noli is a man, that would be recorded in each country; among delegates to the League of Nations of the Balkan states, it was easily

[60] Menduh Dërguti, Ledia Dushku, Ferit Duka, Sonila Boci, *Historia e Shqipëtarëve 12*, pg. 96
[61] Arben Puto, *Demokracia e rrethuar. Qeveria e Fan Nolit në mardhëniet e jashtme*, pg. 210

distinguished as first"[62]. While in the internal press M. Grameno said: "Noli for the recent time gave to Albania the greatest victory in the League of Nations"[63]. Actually Noli paid a special attention to the propaganda of the case of Albania in the press, considering as a valuable weapon for the protection of our small nation and internationalizing the Albanian issue. Both in press news and given interviews he said that he tried to win world opinion, even many of his friends had been expressed that the press was acquired from them[64]. This grat achievement of Noli is mentioned just as a historical act in the school book of secondary high school without providing any details about the reasons for the establishment of Noli at the head of the delegation, his contacts with diplomats for submitting Albanian issue, defense that he made to the Albanian cause in the League of Nations or the publicity that he made in the newspapers of the time by internationalizing the Albanian issue. On 17th December 1920, Albania was admitted into the League of Nations. This act had a special significance, because it was an act of collective recognition of the state and the Albanian government[65]. Albanian History Book XII shows the membership of Albania in the League of Nations as historical fact without mentioning Fan Noli, who was at the head of the Albanian delegation and played a very important role in the admission of Albania in the most important time. Meanwhile in the National Council were founded two main parties, the People's Party and the Progressive Party. Noli, charged by VATRA, came up with the idea to create the National Party but failed to obtain[66]. So under these circumstances he was forced to join the People's Party, where he got together with 28 MPs who unanimously elected Noli as chairman[67]. Noli thought that People's Party could represent the interests of the people and this was the reason that he accepted not only be part of it, but also to stay on top of it. This Party wanted a modern developed country whose implementation will be done through the application of broad reforms[68]. In the composition of the party there were many intellectuals who seemed to share same opinions as far as their political thinking was concerned. Political parties that were created during the election campaign and operated in the country were new Organizations, which had no organizational experience needed. However, their creation in Albania proved somehow the steps being taken to unite the political forces in the struggle to achieve their goals within the legislative institutions as it was acted in the parliaments of other countries. In the book of history of the Albanian in the secondary high school, social profiles, Noli is presented at the top of the People's Party as its leader. While in the same book, but in scientific profile, it is not mentioned such a fact. From the description made to the composition of political parties and specifying their features it is easely seen that People's Party led by Fan Noli had a more reformer character and an intellectual composition which matches with Noli's own personal features.

The peak of exacerbating of Albanian policy was reached in 1924.The elections of December 1923 for the Constituent Assembly didn't give to Prime Minister Ahmet Zogu a stable majority. The opposition led by Fan Noli, called Zog's government illegal and asked its resignation .The creation of the new government under Prime Minister Shefqet Vërlaci supporter of Zog , was not well received by the opposition. The political situation was aggravated during the month of April due to the killing of two American tourists and declaration of emergency situation. Ahmet Zogu used this situation to prepare his return to

[62] There, pg. 211
[63] News paper "*Koha*", 1 janar 1921
[64] The archive of Foreign Ministry, year 1921, file 41, pg. 209
[65] Petrika Thëngjilli, Fatmira Rama, Ajet Shahu, Lorenc Bejko, Liljana Guga, *Historia e Shqipëtarëve XII*, pg. 109

[66] Nasho Jorgaqi, *Jeta e Fan S. Nolit*, pg. 404
[67] There, pg. 404
[68] Akademia e Shkencave e Shqipërisë, *Historia e Popullit Shqiptar III*, pg. 180

power. His preparations turned the political discontent in the armed movement[69]. As a pretext the opposition used Avni Rustemi,s murder to extend widely the movement in Albania. Thus it began the June Movement. Insurgents entered in Tirana on 10th June, A.Zogu and other governmental went away. Six days later, on 16th June 1924 a new government was formed under Prime Minister Fan Noli.

On 19th June Noli,s government declared its program of 20 points. The Program provided "uprooting feudalism" in Albania, "permanent establishment of democracy", radical reform in the political, social and economic life, disarming the population, protection of domestic capital and creating facilities for foreign capital. This program was aimed at creating a modern Western-style state. Noli promised that on the implementation of reforms he would organize in the country the Constituent Assembly elections[70]. What can be easely seen in the treatment of Albanian history book in high schools is, a simplified representation of Fan Noli,s government program, I think it would be more productive for high school students to present 20 points of the program in the book so as to understand the program better and innovations that would bring its implementation in the real time. Another thing that is not reflected in the book of Albanian History is that it is not given in the book what was accomplished by this government and what wasn't accomplished and also, what were the failures and achievements, which were internal and external problems that had to face. Aside from presenting a failure not carrying out agrarian reform and not conducting new elections to legitimize its rule it is not mentioned another failure. While its successes are not specifically cited. Even in the book of social profile does not appear the content of the program of the government, so, that is not treated at all as an issue. But what were the challenges of the new government under Prime Minister Fan Noli?

Democratic government of Fan Noli was the 12th government formed in Albania after the first government of Ismail Qemal. The Government of June 1924, found itself in a completely different situation compared to previous governments. It was a result of the intensification of the political struggle that had begun in 1921[71], which turned into an armed movement in June 1924. Shortly after taking power the new government faced a number of problems.

In terms of foreign policy, the most important challenge of Noli was the issue of recognition of his government by the Great Powers, as well as from neighboring states. The issue of boundaries was another crucial moment that should be given a final settlement. Two problems that had to do directly with the borders were: the problem of the northern border, so the question of St. Naum and Vermosh, which were kept occupied by Serbs, and also that of the south, the problem 14 villages in Korca which were still under Greek occupation . On the home front, the problem of parliamentary was the most important aspect that this government had to face. But what will deeply damage the government of Noli, until its destruction, were finances. Exactly this problem would become Achilles heel in Noli,s speeches and rhetoric in the League of Nations.

Passing into the concrete activity of Noli government in the area of domestic policy, the government found itself facing a problem of constitutional character. Firstly, the Constituent Assembly was dissolved itself. It remained only the High Council which continued to exist formally[72]. In this way the new government became the head of the political, economic and state life of the country[73]. In the Economic plan the most important

[69] There, pg. 97
[70] Petrika Thëngjilli, Fatmira Rama, Ajet Shahu, Lorenc Bejko, Liljana Guga, *Historia e Shqipëtarëve XII*, pg. 111
[71] Muin Çami, *Shqipëria në rrjedhat e historisë 1912-1924*, Tiranë, 2007, pg. 336
[72] Arben Puto, *vep. cit*, pg. 359
[73] There, pg. 359

and complicated task for the implementation of the government program, was the eradication of waste from the feudal social and economic life of the country, where the primary task was the solution of the agrarian question in favor of the peasantry[74]. On agrarian reform, the government succeeded to prepare a draft law entitled "On expropriation of state assets", which in fact would be a half reform, while leaving intact the properties of private landowners[75]. Government program would remain simple on paper; it was not taken any concrete measures for its implementation in practice. It violated its prestige at home (or within the country). Management team fell into confusion and stagnation. In these circumstances[76], the government found itself trapped and completely unable to implement the program.

There were created to Noli many barriers that impeded the realization of its program. Maybe he did not know to adopt his democratic ideas in a totally feudal country. Here we could raise a question, which were the principles on which Noli relied? He was educated in a country where democracy was the basic principle of society, but could he implement his ideas in a place such as Albania at that time? Apparently Noli found it impossible to adapt to the difficult situation of the government of his country which went on from one crisis to another. The biggest challenge for Nolin was undoubtedly to secure international recognition. It became one of the major issues of foreign policy of his government. All its efforts were focused here. Noli's government undertook diplomatic actions for recognition, first near neighbors.

Noli realized that Albania needed particularly good relations with Belgrade if he wanted his democratic experiment to survive[77]. Belgrade's response to the arrival of Noli ruling the government was not positive. The most important issue remained Kosovo. Yugoslav leaders were pleased with previous regimes, especially those directed or controlled by Ahmet Zog which did not talk about radical changes of borders and the pressure on Belgrade to improve the treatment of the Albanian minority[78]. Even Greek government held against Noli government basically a cold attitude, just as controversial as Belgrade[79]. The cause of disagreements between the two governments was concerned with the former kazasë villages of Korca. Noli was pro correct relations with its neighbors. He went up to his ideal of a "Balkan confederation. He continued his Diplomatic action to recognize his government with Italy ,hoping that Italy would be ready to recognize Albania taking into consideration some of special interests of Italians here.. At first there were some political and economic factors that made the Roman government to support Noli government, because the elements that constitute this government had shown more accord to prefer the Italian concession firms in Albania[80]. Italian Minister in Durrës recommended to its center to enter into relations with the government of Noli, then to recognize it[81]. Rome's attitude changed negatively by the end of summer. Albanian government's request, presented by charge daffier, Tefik Mborja for Italian support for the final resolution of the issue of borders[82], Mussolini was countered with a proposal for a special pact of friendship, but for the true nature of this pact, Rome did not want to explain[83]. Noli realized that with Italy there was no alternative, and that the survival

[74] Akademia e Shkencave e Shqipërisë, *Historia e Popullit Shqiptar*, vëll. III, Tiranë, 2007, pg. 230
[75] There, pg. 230
[76] Arben Puto, *vep. cit*, pg. 364
[77] Robert C. Austin, *Shtegu i pa shkelur i Fan Nolit*, Tiranë, 2003, pg. 122
[78] There, pg. 123
[79] Akademia e Shkencave e Shqipërisë, *vep. cit*, pg. 235
[80] Akademia e Shkencës e Shqipërisë, *vep. cit*, pg. 233
[81] Arben Puto, *vep. cit*, pg. 365
[82] Robert C. Austin, *vep. cit*, pg. 177
[83] Arben Puto, *vep. cit*, pg. 366

of Albania as an independent state would depend on the most disinterested assistance of Great Britain or the League of Nations.

Even London hesitated to recognize the new government. Eyres, the British representative in Durrës recommended to official London that l "recognition should be postponed until assured that the government was constitutional and did not exert reprisals on political opponents."[84] British government decided that to the new Albanian government would not be given any official recognition. The answer to Noli government was that "... we cannot recognize a government as the legal government until it has taken steps to prove that it is representative of the majority of people. Albanian Parliament is dissolved and until it is called again or held new elections we can hardly call the new government as legitimate, truly it has no constitutional status[85].

After the refusal of London, there were made attempt to the U.S. government. Noli decided to deal this matter himself[86]. He went to the American legation, where he met U.S. minister in Tirana, Grant-Smith. The Minister listened kindly Noli request for recognition of the new government, considering the fact that it had come to power without bloodshed and it will pursue a prudent policy[87]. But his optimism would fall quickly. He reported to the State Department, that they cannot expect anything from a government that had no chance to survive long, unstable domestically, and internationally isolated[88]. The same attitude refusal to recognize Noli government was also held by France[89].

Noli government found itself in front of a full international isolation which forced him to take some desperate action. His efforts to establish diplomatic relations with the Soviet government should be seen at this optics[90]. International isolation that it faced in its diplomatic relations with the outside world, Noli government tried to balance by seeking the support of the League of Nations[91]. The government focused major effort at this point. On August 22, 1924, Fan Noli along with Luigj Gurakuqi left for Geneva to take part in the season V of the Assembly of the League of Nations. There were two problems which they were mostly concerned for the Albanian politicians: first, to seek a loan, and secondly to address the problem of pending border.

By that time his government had failed almost anything important, all of the new government projects have remained on paper, so instead of staying in Albania and advance the reforms, Noli devoted more attention to security of international support. He supported his idea believing that providing financial support and recognition in the international arena, will assuage critics of his government within the country of Albania, but would also meet the points of his program. So that Noli decided to put foreign affairs over domestic ones[92]. The Request for financial assistance to the League of Nations was not completed to Noli. He also raised the issue of forced displacement of the Chams in Turkey and managed to resolve in favor of Albania, the issue of the 14 villages in the southeast of the country. Meanwhile, Noli government was completely isolated. It was not recognized by any government, with the exception of the Soviet Union, with which it created diplomatic intercourse[93].

---

[84] Pranvera Teli (Dibra), *Shqipëria dhe diplomacia Angleze 1919-1927*, Tiranë, 2005, pg. 247
[85] Pranvera Teli(Dibra), *vep. cit*, pg. 248
[86] Nasho Jorgaqi, *Jeta e Fan S. Nolit*, Tiranë, 2005, pg. 517
[87] There, pg. 518
[88] Arben Puto, *vep. cit*, pg. 373
[89] There, pg. 371
[90] Muin Çami, *vep. cit*, pg. 354
[91] Robert C. Austin, *vep. cit*, pg. 111
[92] There, fq. 114
[93] Petrika Thëngjilli, Fatmira Rama, Ajet Shahu, Lorenc Bejko, Liljana Guga, *Historia e Shqipëtarëve XII*, pg. 112

Reasons for the suppression of the revolution are associated with the internal and external factors. Among the internal factors first place is occupied by the lack of interaction between the democratic forces who took part in the revolution and in government. There was also a lack of government commitment to the implementation of promised reforms. In the state apparatus continued to be as functionaries, supporters of Ahmet Zog. Anti-government forces began to be supported by foreign forces. There were not conducted elections which would legitimize the power. While external factor is exactly Noli international isolation of Noli's government, from European and Balkan states, as well as the League of Nations. In this chorus against the government of Fan Noli was also the great propaganda noise of foreign press and other interested bodies to present the Albanian government as a "communist" government or as a "member" of the III International and Fan Noli " Red Bishop "[94]. While the reasons set out in the book of the secondary high school justify the overthrow of Noli government taking into consideration the fact that although his program was progressive, he was premature and more radical than needed for conditions in which Albania was. On the other hand, this government was not recognized by European states, because it had come to power by force and failed to be legitimated by parliamentary elections[95].

As I mentioned in the introduction to this paper, the activity of Fan Noli is multidimensional. Its characteristic feature was the art of speaking, which became evident in particular in parliamentary debates. It was the Parliament the place which he turned into a political battlefield, where the most powerful weapon that he knew how to use was the Word. So Noli was involved in numerous debates about the rights of women and the emancipation, for development education as one of the basic tools of the development of society in general and Albanian youth in particular. Noli was participant in many other debates without allowing anything to escape. Noli is also the founder of the Albanian Orthodox Church; however this aspect of the activity of Noli is not widely addressed in middle school textbook. Referring to years 1920-1924 it talks more about social developments than about individual activity of Noli as very important part of these developments with his contribution.

In conclusion we can say that in the Albanian History book in high school it is treated Noli's activity referring to political and social developments of the time and not Noli as an individual. Most of historical events as Albania's membership in the League of Nations, the establishment of the Albanian Autocephalous Orthodox Church, June Revolution and other are simple shown as historical facts not mentioning Nolin as the main protagonist in their realization. Referring to the general tendency of the treatment of the figure of Noli, his diplomatic abilities in the League of Nations, followed by membership in the People's Party, with the leadership of the opposition and taking of the power by revolution and then the government's program just in this way it is understood his radical position to political developments of the time and the democratic principles on which stood his political activity.

[94] Akademia e Shkencave e Shqipërisë, *vep. cit*, fq. 246
[95] Menduh Dërguti, Ledia Dushku, Ferit Duka, Sonila Boci, *Historia e Shqipëtarëve 12*, pg. 97

REFERENCES

Albanian archival sources
Archive of the Ministry of Foreign Affairs
Archive of the Ministry of Foreign Affairs, 1921, file 41, fl.209
Academy of Sciences of Albania. The history of the Albanian people III. Toena. Tirana, 2007
Austin, C Robert. Unexplored path of Fan Noli. Albin. Tirana, 2003
Cami, Muin. Albania in the course of history, 1912-1924. Onufri. Tirana, 2007
Dërguti Menduh. Dushku Ledia, Ferit Duke, Boci Sonila. History of Albanians. Albas. Tirana, 2011
Jorgaqi, Nasho. Life Fan S. Noli. OMBRA GVG. Tirana, 2005
Puto, Arben. Surrounded democracy. Fan Noli government in foreign relations. Fan Noli. Tirana, 2010
Spring wire. Albania and British Diplomacy 1919-1927. Neraida. Tirana, 2005
Coal Petrika, Rama Fatmira, Shah Ayat, Bejko Lawrence, Guga Liljana. History of Albanians XII. Pegi. Tirana, 2011
Newspaper "Time", January 1, 1921

Violeta Janusheva
University „St. Kliment Ohridski“ - Bitola, Faculty of Education - Bitola
violetajanuseva@gmail.com

MULTIPLICATIVE ASPECT CONFIGURATION AND ITS RELATION TO OTHER CONFIGURATIONS WITH CONTINUATIVE DOMINANT IN MACEDONIAN LANGUAGE[96]

Abstract

According to the semantic theory of verb aspect in the Macedonian language two simple aspects are distinguished: continuative and moment. With their combination compound aspects, i.e. configurations are derived: compound imperfect aspect and compound perfect aspect and in each of the configurations the continuum or the moment is dominant.

Multiplicative, habitual and telic aspect configuration belongs to the compound imperfect aspect, i.e. to the configurations with continuative dominant. In the paper the similarities, the differences and the mutual relations of the configurations with continuative dominant are introduced, as well as the nature of their mutual upgrading. Primarily the nature of the feature repetition and the context role in the polysemy of the semanteme are pointed out, i.e. the context role in determination to which configuration a semanteme belongs to.

Keywords: multiplicative, habitual, telic configuration, repetition

1. **Introduction**

Being a configuration which belongs to the compound imperfect aspect, i.e. to the continuative dominant configuration according to the semantic theory of the verb aspect[97] the multiplicative aspect configuration shows a lot of similarities, differences and mutual relations with both of the configurations with continuative dominant, i.e. habitual and telic aspect configuration. Previous semantic researches of the verb aspect in the Macedonian language indicate the need to elaborate the relation between multiplicative and habitual aspect configuration, because of the feature repetition which is inherent to their semantics, these two aspect configurations in the aspect literature, are often assigned to a same category, despite their essential differences, as well as the relation of the multiplicative with the telic aspect configuration because the researches show that as a result of the context role the mutual relations between these two configurations come up to surface.

The article presents the relevance of the semantic theory of verb aspect in determination of the place of these configurations in the theories of verb aspect, the similarities between these configurations, the differences, as well as their mutual relations

[96] Revisional scientific paper

[97] This article is based on the semantic oriented researches of verb aspect in Macedonian language, s. S. Karolak, 1994, 1997, 2005; Lj. Spasov, 1996, 2005; I. Panovska-Dimkova, 2003; S. Tofoska, 2005; V. Januševa, 2009

which are connected with the polysemy of the semantemes, which is result of the context role in determination to which aspect configuration a semanteme belongs to.

2. Methodology

The starting point in the analysis is the semantic theory of verb aspect and the researches of habitual, multiplicative and telic aspect configuration that have already been conducted in Macedonian language. In the analysis the complex multiplicative first level semantemes from the first and second class of complexity, the complex habitual first level semantemes, as well as the semantics of the primary telic semantemes in the Macedonian language are stressed out. The mutual relations are shown through comparison of the semanteme meaning in a real or assumed context and through interpretation of the logical definitions and paraphrases.

3. Analysis and discussion

3.1. Relations between multiplicative and habitual aspect configuration

In the aspect literature these two configurations are analyzed in so called ways of action, i.e. in the models of aspect forms – Aktionsart as part of the functional-semantic field repetition together with the distributive, (s. Hrakovskij, Bondarko -Храковский, 1989, Bondarko, 1987) or as a meaning of the imperfect verb. Because of the large number of these aspect forms and the feature repetition, as well as the identical concept and formal structure of the verbs belonging to the iterative way of action (which is an equivalent to habitual aspect configuration) and of the verbs belonging to the way of action having many phases (which is an equivalent to multiplicative aspect configuration) it is hard to distinguish between these two configurations.

In the Macedonian literature the habitual aspect configuration is considered in the iterative verbs and in the meaning of the verb tenses. Multiplication and multiplicative verbs as concepts are not mentioned, and what is directly or indirectly connected to multiplicative verb aspect refers to verbs with suffix -ne, to the verbs that are derived from the previous and to the iterative verbs. Yet, this traditional approach recognizes clearly the characteristics of the two aspect configurations.

The implementation of the semantic theory of verb aspect in Macedonian language to a large extent determines the place of these two configurations in the theories of verb aspect. The two configurations belong to the complex imperfect aspect and each has two aspect values: moment and continuum. The dominant is the continuative aspect value.

Observing the interpretation of the logical definitions[98] of the two configurations: Something happens many times, or P, P, P … happens and X is such that (when/if S) P may happen, as well as from the conducted researches of the two configurations we can see that the feature repetition is a compound of their semantics, but the character of this repetition is different. The regular, needed repetition inherent to the verb semanteme is specific to multiplicative aspect configurations. For example, the statement: *Nekoj tropa na vratata vo dvorot* (*Someone knocks at the yard door*) has the paraphrase: Se slučuva x da pravi trop + da pravi trop + … (It happens that x knocks once + knocks once again + knocks once again + …), i.e. a repetition of the moments that are part of the action of knocking occurs and this repetition occurs in actual time, (s. Januševa, 2011). The repetition which is connected to the

[98] For the logical definitions of the complex aspects, i.e. of the configurations, s. Lj. Spasov, 1997; I. Panovska-Dimkova, 2003, 2005; S. Tofoska, 2005; V. Januševa, 2009

possibility of the action to take place is specific to habitual aspect configuration. For example, the statement: *Sekoe leto odam vo Grcija* (*Every summer I go to Greece*) has the paraphrase: Jas sum takva (što koga/ako e leto) se slučuva da odam vo Grcija (I am such that (when it is summer) I may go to Greece), i.e. it is not the action of going which lasts - this repetition does not occur in actual time, what lasts is the possibility of the action to happen. This type of repetition needs an atemporal context, (s. Panovska-Dimkova, 2003). From the analysis we can see that the different character of the feature repetition determines the duration of the action which also has different character – duration of the sequence of moments in actual time and duration of the possibility of repetition of the action that can occur in an atemporal context. In order the habitual aspect configuration to be realized a certain condition is needed, which can but does not have to be explicitly shown in the formal structure. The realization of multiplicative aspect configuration, on the other hand, does not require any conditions.

A semanteme can be realized as aspect polysemous depending primarily on the context, real or assumed, on the paraphrases of the logical definitions of the configurations and on the information that is primarily important for the speaker. This shows the mutual relations of the two configurations.

3.1.1. Relations of complex multiplicative first level semantemes from the first class of complexity and complex habitual first level semantemes

Complex multiplicative first level semantemes from the first class of complexity are connected with the multiplication of semantically simple moment which is presented as a single action that multiplies within the time continuum, for example, *čuka*, *tropa*, *udira* (*to knock*, *to kick*) etc. The root morpheme carries the moment aspect value and it presents a single action, and the suffix carries the continuative aspect value, i.e. it is the continuum the multiplication takes place in, (s. Januševa, 2011). The multiplication of the single actions lasts within the time continuum.

The complex habitual first level semantemes are composed from a root morpheme which belongs to a configuration with a moment dominant [99] (inchoative, resultative, terminative and limitative) and a suffix *-uva*/*-va*. The two aspect values of the configuration with a moment dominant are presented by one morpheme which together with the suffix forms complex habitual first level semanteme. It is obvious that there is a difference in the concept and the formal structure between these two type of semantemes – the root morpheme of complex multiplicative first level semanteme of first class of complexity presents the single action and it has a moment aspect value, the root morpheme of complex habitual first level semantemes is represented with a root morpheme that belongs to a configuration with a moment dominant. According to this, their formal structure has two aspect values, but their concept structure is different, the habitual are more complex than the complex multiplicative first level semantemes.

The complex multiplicative first level semantemes from the first class of complexity are primarily multiplicative, but depending on the context, they can be realized as aspectual polysemous, and this polysemy indicates the relation between the two configurations. If a semanteme from this type is accompanied by an adjunct that is characteristic for the habitual aspect configuration, that means that the habitual is upgrading on the multiplicative aspect configuration, i.e. it is an upgrading from the first degree, i.e. on semanteme which is primarily multiplicative the meaning of habitual aspect configuration is upgraded, for

[99] Transformative and distributive aspect configurations are still unexplored, so they are not taken into consideration in the analysis

example, the statement: *Toj tropa na vratata vo dvorot sekoj den* (*He knocks at the yard door every day*) has a logical definition: He is such that (when/if S) P may happen and P is composed of the homogeneous P, P, P … and a paraphrase: He is such that (when/if day) he may knock (knocking could occur), and P=to knock (knocking) is composed of homogenous a knock once + a knock once again + …, (s. Panovska-Dimkova, 2003: 43).

3.1.2. Relations between complex multiplicative first level semantemes from the second class of complexity and the complex habitual first level semantemes

Complex multiplicative first level semantemes from the second class of complexity are connected with the multiplication of the semantically complex moment (the moment of configurations with a moment dominant).

The semantically complex moment is connected with understanding of the event/situation as a moment. When an event/situation is comprehended as a moment an abstraction of single moments in the event/situation (action) occurs – all these moments are comprehended as one moment and that moment which is a result of the abstraction of the single moments then multiplies within the time continuum. For example, the root morpheme *odluč-* of the semanteme *odlučuva* (*decide*) represents the resultative root morpheme (the two aspect values of the resultative aspect configuration are presented through one-morphemic indicator) which presents the complex moment. The single moments are abstracted and understood as one moment which multiplies within the time continuum, represented by the continuative suffix *-uva*, so a complex multiplicative first level semanteme from the second class of complexity which denotes a multiplication of an event, i.e. a situation is derived: se slučuva toj da odluči + toj da odluči + … (It happens that x decide + decide + decide …, (s. Januševa, 2013). In the English language there is no aspect difference between the verb used in the example and the verb used in the paraphrase, however in Macedonian there is a difference – verb used in the example has an imperfective aspect, whereas the verb used in the paraphrase has a perfective aspect.

Complex multiplicative first level semantemes from the second class of complexity are presented with the root morpheme that carries the moment aspect value, i.e. the subordinated moment aspect and a continuative suffix *-uva*/*-va*/*-a* carries the continuative aspect value.

Complex habitual first level semantemes are formed in the same way as the multiplicative ones from the second class of complexity. But in articles which cover a similar topic these semantemes are determined as habitual and our researches also show that they are more often connected with an atemporal context. It is more likely that without a whole context, a semanteme will be comprehended as primarily habitual one because of the formal indicator, the suffix *-uva*/*-a*. Nevertheless, the interpretation of the event/situation understood as a moment, the context, and especially the relevant feature of multiplicative aspect configuration, mono-temporariness, indicate the use of these semantemes in actual context, i.e. their aspect polysemy, for example, rešava (resolve) hb: Brzo gi rešava problemite (He resolves problems quickly) and rešava (resolve) ml: Sega del po del gi rešavame problemite (Now we resolve the problems part by part).

Multiplicative complex semanteme from this type can be upgraded with the meaning of the habitual aspect configuration. In this case, it is about an upgrading from the second degree, i.e. the habitual upgrades the multiplicative aspect configuration, i.e. the upgrading is on a semanteme which is primarily habitual, but used in a context that shows multiplicative aspect configuration. The paraphrase in this case is identical with the paraphrase from p. 3.1.1. Every P represents the moment which is a result of the abstraction of the single moments in the semanteme and which multiplies within the time continuum.

3.2. Relation between multiplicative and telic aspect configuration

In the aspect literature the term telic is named differently and various semantic components of the telic aspect configuration as a semantic category are cited. There are different points of view regarding the other semantic components of this notion, especially for the inner border of the action (time border) or for the completeness, (s. Tofoska, 2005: 13-25).

In the Macedonian literature the notions telic aspect configuration and telic are not mentioned, what refers to them is covered within the imperfective verbs. From the logical definition of a telic aspect configuration: P1 happens from which we can predict that P2 will take place it is obvious that the two configurations differ in their aspect complexity: the multiplicative has two aspect values and the telic has three aspect values (two continuative semes and one moment). For the telic aspect configuration the feature prediction is relevant. The features repetition and condition are not specific for this configuration. The two aspect configurations tie up with adjuncts which refer to the actual duration of the action: now, yesterday, tomorrow, two years ago etc. The multiplicative aspect configuration can be also connected with the adjunct *vekje pet minuti* (*for five minutes*) which is characteristic for the telic aspect configuration.

3.2.1 Relations between complex multiplicative first level semantemes from the first class of complexity and primary telic semantemes

The two types of semantemes are realized in actual context. This actual context which connects the multiplicative semantemes from this type and the primary telic semantemes in the same time shows the difference between them regarding the duration of the action: a semanteme belonging to the telic aspect configuration shows actual duration of the action/situation which is predicted to last a certain time and that will end up with an expected result; in the semanteme belonging to the multiplicative aspect configuration the actuality refers to the subordinated moment/event P, i.e. to duration of the sequence of moments that constitute the action. For the multiplicative semantemes the expected result from the action and its inner border are not put in the first place.

Researches show that some complex multiplicative first level semantemes from the first class of complexity may be indexed as telic or multiplicative, depending on the role of the context, (s. Januševa, 2009). In articles which cover the semantic theory of verb aspect some of these multiplicative semantemes are determined as primarily telic semantemes. For example, in the statement: *Gi pika paketite vo kamionot* (*He puts the packages in the truck*), the verb morpheme *pik-* may be understood as a root morpheme with a moment aspect value which multiplies within the time continuum, presented with the suffix *-a,* showing the multiplicative aspect configuration: it happens that x puts one package in the truck + put another package in the truck + …, or as a telic verb semanteme composed of the telic root *pik-* and the suffix *-a,* without an aspect value, showing the telic aspect configuration, (s. Tofoska, 2005). The aspect value of the semanteme in this case of synonymous context will be probably determined by the speaker and by the information relevant to him.

3.2.2. Relations between multiplicative first level semantemes from the second class of complexity and telic aspect configuration

The interpretation of the event/situation comprehended as a moment, relevant to complex multiplicative first level sementemes from the second class of complexity, also,

shows the mutual relations between the two configurations. The comprehension of event/situation as a moment, mentioned in p. 3.1.2., implies an abstraction of the single moments that are contained in them, i.e. in the action – all that moments are perceived as one moment, and then within the time continuum this one moment which is a result of the abstraction of the single moments multiplies. A large number of multiplicative semantemes formed with root that belongs to a configuration with a moment dominant and the continuative suffix *-uva*/*-va*/*-a*, depending on the paraphrase, on the context and on the information that is relevant to the speaker may be indexed as telic as well, especially if there is a synonymous context. For example, in the statement: *Gi odobruvame baranjata* (*We approve of the applications*) the semanteme *odobruva* (*to approve*) can be realized as a multiplicative or as telic one depending on the parameters that have already been mentioned. The semanteme *odobruva* shows the telic aspect configuration only with a singular form of the direct object. In general upon every telic semanteme that can be presented as a sequence of events/situations which can be understood as a moment, the meaning of the multiplicative aspect configuration can be upgraded taking into consideration the plural form of the direct object or subject.

3.2.2.1. Relations between multiplicative aspect configuration and the primary telic semantemes

Because of the interpretation of the event/situation as a moment a large number of semantemes that are determined as telic in articles that cover a similar topic, can show the multiplicative aspect configuration, *bere*, *lupi*, *šeta* etc. (*to pick*, *to peel*, *to walk* etc.). For example, the semanteme *lupi* (*to peel*) is determined as a primary telic semanteme, but if the singular moments in the event of peeling are abstracted, if all the moments in the event peeling are perceived as a single moment which then multiplies within the time continuum, and if we take into consideration the plural form of the direct object, then in the sentence: *Toj lupi jabolka* (*He peels apples*), this verb semanteme can show the multiplicative aspect configuration with a paraphrase: se slučuva toj da izlupi edno jabolko + da izlupi ušte edno jabolko + … (it happens that he peels one apple + he peels another apple + …). This comprehension also refers to other semantemes determined as primary telic. For example, in the sentence: *Gi šeta kučinjata* (*He walks the dogs*), the semanteme *šeta* (*to walk*) contains the telic root *šet-* and suffix *-a*, without an aspect value. But, comprehension of the event/situation as a moment and the plural form of the direct object indicate that this semanteme can show a multiplicative aspect configuration, with a paraphrase: se slučuva toj da prošeta edno kuče + da prošeta ušte edno kuč*e* + … (it happens that he walks one dog + he walks another dog + …. (s. Januševa, 2009: 173-179). In this sense, because of the interpretation of the event/situation as a moment, a verb semanteme *pika* (*to put*), from p. 3.2.1., may be interpreted as telic one on which the meaning of the multiplicative aspect configuration is upgraded as well as multiplicative.

4. Conclusion

Multiplicative, habitual and telic aspect configurations as configurations with a continuative dominant show a large number of similarities, differences and mutual relations. The analysis shows that the implementation of the semantic theory of verb aspect determines the place of these three configurations in the theories of verb aspect. In the same time, the analysis shows the aspect polysemy of the semanteme as a result of the context role, as well as the role of the context in determining to which configiuration a semanteme belongs.

From the analysis it is obvious that the different character of the feature repetition in the multiplicative and the habitual aspect configuration, determines the difference regarding the duration of the action, which also has a different character. Analysis shows that there is a difference in the semantic complexity of the complex multiplicative first level semantemes from the first class of complexity and the complex habitual first level semantemes, and from the context it can be seen that regarding the mutual relations an upgrading from the first degree occurs, i.e. upon the primarily multiplicative semanteme the meaning of habitual aspect configuration is upgraded. There is no difference in the semantic complexity between the multiplicative first level semantemes from the second class of complexity and the habitual first level semantemes, and in this case the context is the indicator of the configuration that the semanteme belongs to. These semantemes show an upgrading from the second degree, i.e. upon primarily habitual semanteme used in actual context the meaning of habitual aspect configuration is upgraded.

In relations to telic aspect configuration it is obvious that the actual context which is common for both configurations, in the same time shows the difference between them: duration of the action vs duration of the sequence of moments which form the action. The analysis shows that some of the complex multiplicative first level semantemes from the first class of complexity in articles which cover similar topics are determined as telic. In this case, the semanteme can be realized either as a telic or because of the event/situation comprehended as a moment as multiplicative. Because of the context which is synonymous the information about the question to which configuration a semanteme belongs to will probably be connected with the importance the information has for the speaker. The interpretation of complex multiplicative first level semantemes from the second class of complexity regarding the comprehension of event/situation as a moment shows the relations between these two configurations. The researches show that upon every telic semanteme which can be presented as a sequence of events/situations understood as a moment the meaning of the multiplicative aspect configuration can be upgraded, especially if the plural forms of the direct object and subject are taken into consideration. In a large number of semantemes primarily determined as telic the comprehension of the event/situation as a moment as well as the elements of the context may contribute for indexing a semanteme as telic or multiplicative.

REFERENCES

Avilova, N. S. 1976. Vid glagola i semantika glagol'nogo slova. Akademija nauk SSSR, Institut russkogo jazika. Moskva, Nauka.

Antinucci, F., Gebert, L. 1997. Semantyka aspektu czasownikowego. Studia gramatyczne, I: 7-43.

Bondarko, A. V. 1984. Teorija grammatičeskogo značenija i aspektologičeskie issledovanija. Akademija Nauk SSSR, Institut jazikoznanija. Leningrad, Nauka.

Bondarko, A. V. 1987. Teorija funkcional'noj grammatiki. Akademija Nauk SSSR, Institut jazikoznanija. Leningrad, Nauka.

Januševa, V. 2009. Multiplikativnata vidska konfiguracija vo makedonskiot jazik. Skopje, doktorska disertacija.

Januševa, V. 2011. Multiplikativnata vidska konfiguracija na složenite semantemi od prv stepen (složenost od prvo ramnište), vo Zbornik na trudovi: Kategorii na glagolskata množestvenost vo slovenskite i vo neslovenskite jazici. Skopje, Univerzitet „Sv. Kiril i Metodij": 101-114.

Januševa, V. 2013. Vtoroto ramnište na složenost kaj multiplikativnite složeni semantemi od prv stepen vo makedonskiot jazik. Article accepted for printing in „Filološki studii“, in edition of Institut za makedonska literatura, Skopje.
Karolak, S. 1994. Le concept d’ aspect et la structure notionnele du verbe. Studia kognitywne, 1: 21-41. Warszawa.
Karolak, S. Ponjatijnaja i vidovaja struktura glagola. Semantika i struktura slavjanskogo vida I: 93-112. Wydawnictwo naukowe WSP: Kraków.
Karolak, S. 1997. Vid glagol’noj semantemi i vidovaja derivacija. Semantika i struktura slavjanskogo vida II: 97-110. Wydawnictwo naukowe WSP: Kraków.
Karolak, S. 2005. Semantika i struktura na glagolskiot vid vo makedonskiot jazik. Gl. istražuvač Lj. Spasov. Skopje, Filološki fakultet „B. Koneski“.
Koneski, B. 1987. Gramatika na makedonskiot literaturen jazik, del I i II. Skopje, Kultura.
Koneski, K. 1994. Zboroobrazuvanjeto i glagolskiot vid. Literaturen zbor, 4-6: 17-26.
Koneski, K. 1999. Za makedonskiot glagol. Skopje, Detska radost.
Minova-Gjurkova, L. 1994. Sintaksa na makedonskiot standarden jazik. Skopje, Rading.
Panovska-Dimkova, I. 2003. Vidskata kategorija habitualnost vo makedonskiot jazik. Skopje, doktorska disertacija.
Spasov, Lj. 1995. Od glagolskiot vid vo makedonskiot jazik. Prilozi na MANU, XX, 1-2: 207-214.
Spasov, Lj. 1997. Definiciite na vidskite (aspektnite) konfiguracii vo makedonskiot jazik. Predavanja na 29 Megjunaroden SMJLK: 31-36.
Spasov, Lj. 1997. Od rezultatite na istražuvačkiot proekt za glagolskiot vid vo makedonskiot jazik. Prilozi na MANU, XXII, 1-2: 79-91.
Spasov, Lj. 2005. Rezultativnata vidska konfiguracija vo makedonskiot jazik. Vo rakopis.
Tofoska, S. 2005. Semantika na primarnite telični glagoli vo makedonskiot jazik. Skopje, doktorska disertacija.
Hrakovskij, V. S. 1989. Semantičeskie tipy množestva situacij i ih estetstvennaja klassifikacija. Tipologija iterativnyh konstrukcij. Akademija Nauk SSSR, Institut jazikoznanija. Leningrad, Nauka.

Irena Kitanova
University "Goce Delcev", Faculty of educational science, Stip.
irena.kitanova@ugd.edu.mk

PHYSIOLOGICAL BASES OF READING[100]

Abstract

Reading process contains a number of synchronized activities. These activities are performed automated, and because it is difficult to analyze only by simple observation. Physiology of reading explains the work of us all anatomic-physiological structures which condition the reading process. In the cerebral cortex (cortex) are a center that manage and interpret human behavior, ie the ability to read is based on the complex structure and processes of the cerebral cortex. Reading is associated with nerve center nodes with sensor-motor center for hearing, vision, voluntary eye movement, head movement and the neural pathways that lead to certain structures in the cerebral cortex, where it allows the reading process. To date, of all structures, is best explored the work of the organs of sight.

Organ-eyes are of special importance for reading. It is significant scientific discovery Zhaval (Javal, 1878)[101] indicating that the eyes along the lines do not move evenly and consistently, but the kind of leaps or "сакадо" movements that are separated by fiksacioni breaks (chart no. 14). This means that reading takes place when the eyes are suspended when fixated. With the help of the experiment is found that fixation accounted for 90%, and the movement of the eyes of 10% of the time. These data need to realize tentatively because of poor readers will need more time to fixation of how trained readers are.

Keywords: reading, speech, written word, oral interpretation, and communication.

PHYSIOLOGICAL BASES OF READING

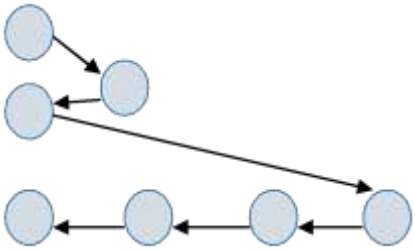
The learning process consists of number of synchronized activities. These activities are done automatically and that is actually the reason that makes it difficult to analyse just by observing. The physiology of the reading explains to us the work of the all anatomically-physiological structures that condition the process of reading. In the core of the brain (the cerebral cortex) are the centers that command and interpret the human behaviour, which means that the ability to read is based upon a complex structure and the processes in the brain. The center for reading is connected with the nerve center nodes in the sensory-motor center for hearing, vision and free eye movements, movements with the head and the nerve ways that lead to certain structures in the cerebral cortex where the process of reading is being enabled. To this day the best researched part is the work of the organs for vision.

The organs of vision or sight, the eyes have a special importance in reading. The scientific discovery of Javal is very important. It shows that the eyes do not move evenly and consistently along the rows, but they move with jumps or saccadic movements that are separated with fixation pauses (graphic view no.12). This means that the reading takes place when the eyes are resting, and are fixed. It was confirmed through an experiment that the

[100] Specialized paper
[101] Wade,N., Tatler, B. (2003): *The moving tablet of the eye:* the origins of modern eye movement research, Oxford University Press, pp. 115-135.

fixation takes 90% of the time and the movement of the eyes takes 10%. These findings must not be taken exactly like that, because the weak readers would need more time for fixation than the trained readers.

The researches made by Lidija Pavlovik and Robert Vudford and published in the book "Experimental psychology"[102] show that the factors for longer fixation during reading are: unusual word, word used with other meaning than its usual one, ambiguous sentences that do not fit well in the context or an unnecessary word in a sentence. They also showed the researches of Bazvel (1920), who studied the distance between the eye and the voice between the words and he concluded that it is not a constant quantity. If during the reading emerges a difficult fixation, as a result of the above stated causes, the distance goes to zero and the eyes do not move until the meaning of the word is discovered.



Graphic view 1: saccadic eye movements during reading

If during reading the eyes move back toward the part that has been already red, than we say that regressive movements have appeared, which are also conditioned with certain difficulties. The number of regressions depends on how understandable the text is and on the speed of understanding what has been read. The beginners have five regressions during reading, but for

the trained readers the regression may appear in an uninteresting text or if they are not interested in the text. Every letter does not need to be in the center of the sight in order to be read. There is reading for the trained readers even when they are indirectly looking and during automatic fulfilment of a certain picture of words. The known words is not necessary to be seen until their end, but we will be able to read them. If the text is meaningful. The fixation increases and the regression is to minimum, but that is connected with the intelligence of the reader. The experiments that were held, show that children can fixate a text longer 10-15mm, but the adults even 25mm. The number of fixation changes depending on the level of scientific reading and depending on the quality of the text. If the student faces a difficulty in understanding the text or if the text is interesting, than he has to slow the movement of the eyes, the eyes have to keep the speed with slow motion or with holding up during every look[103]. The eyes move more quickly than the voice, and because of that reading the words aloud slows the reading process, and this is the reason why reading aloud is more slowly than reading silently.

The teacher has to know the physiological mechanisms of reading, in order to be able to easily identify the negative and the positive emergences during the reading and at the same time to help them, to teach the students how to learn the modern techniques of proper reading[104].

---

[102] Woodford S.R.,Pavlovic, L., (1964):*Eksperimentalna psihologija,*Beograd, Naučna knjiga.

[103] Ambiguity during reading (the explanation of this process is still based on assumptions) are because of the organ of seeing – the eye. The speech as the oldest invention of civilization is perfected, and a person can simultaneously talk, eat... but it's not the same with the eye. It is impossible to read and look at certain objects at the same time. This is "a more new discovery of evolution" and the eye is less adapted to its new role.

[104] Цветковић, Т. (2003); *Методика српског језика*; Учитељски факултет, Сомбор, стр.40.

Table 1. Exercises for checking and enlarging of the eyesight range (according to Makoj)

Exercises for the sight (measuring the range)	**Exercises for enlarging the sight range**
To stop the look in the middle of a text	A light is being turned on and off alternatively in a room. This exercise aims to straighten the muscles of the eye which enlarge its pupil.
To fortify the words which are seen clearly and to count the places of the letters in them!	To read a certain text in two ways: a) Pointing with a finger along the row where we read (shortening the eyesight range), b) Making an effort to cover more words with one look. After this exercise, we can immediately notice the difference in the speed of reading.
To fortify which words are seen partially and to count the places of the letters in them!	
What do you notice (partially) on the edge of the **clear field**?	

PSYCHOLOGICAL BASIS OF READING

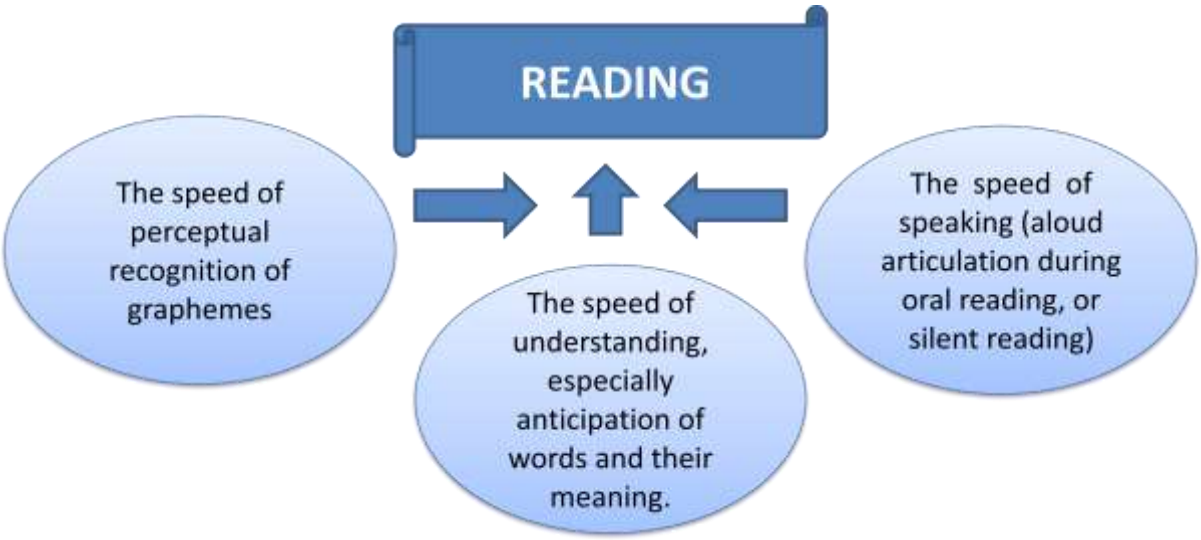
We should always keep in mind the fact that when the child starts going to school is actually one of the most important stages in life, because a lot of major changes occur in its psyche, which are important for its maturing and its formation as a whole person. This is complex process and because of that special attention has been paid to it since the antic Greeks to the time of the modern teachers of methodology.

The reading is a process whose aim is to understand the sense of the written words, or to understand the thoughts that were expressed through the words. Reading means making a connection between the written (printed) speech and the oral speech and their meaning. The oral and the written speech differ in their origin, complexity and structure. The oral speech emerges in the beginning of the second year of every person's life, but the written speech emerges between the fifth and the eighth year. I've mentioned several times that the speech is congenital mysterious power, which every child learns until the third year. The written word is not congenital. It is being learned through reading and is more abstract than the oral speech, because in the oral speech the child uses its experience, life events, mimics, gestures

and other characteristics of the oral speech. In the written speech the child is in front of a barrier of written words and the relations between them, because the words appear as symbols of the voices and in combination with them, they symbolize objects, entities and abstract ideas.

The process of reading differs between the beginner and the trained reader. The trained reader has optic envision of the written words as an elements. This process of analysis and synthesis is done automatically, and that is why the trained readers do not pay attention to the reading as a process, but they only pay attention to the sense of what they are reading. The process of reading of students that are beginners consists of certain phases and is long and progressive.

I have mentioned previously a very important researches of Vudvord and Pavlovik in the field of experimental psychology, related to reading as a complex process. The speed of reading with understanding is the best pointer in the advanced reading. Their researches fortified that the common speed of reading is influenced by the following factors:



Graphic view 2. Factors that determine reading

The results from this research points to the fact that the reading is in a major correlation with intelligence, but it's not in a correlation with the hearing abd the monitoring abilities. As a result of this, it is necessary for the teacher to get to know the level od speech development of the child, because the intelligence is one of the most important factors in reading and learning.

The adult period of a student as concerns the learning and reading is heterogeneous, so that some children with learning and writing can start from their third year, but the intensive learning to read starts from the fifth to the seventh year. According to Vuk Milatovik, the psychological basics of reading can be observed in two ways:

1. In a way of the developmental psychology and the question that asks when will be the child able to start learning to read concerning its abilities and maturity.
2. In a way of the problematic connection to certain mental activities as thinking and speaking.

The modern psychology and methodology of the Macedonian language aspire to understand better the factors that determine the slow or fast reading of a text, and that influence if the text is easily or hard to understand.

The school and the other competent institutions would have to examine the different abilities of the student that are important for learning how to read, with the help of the

teachers. In this way they will get adequate data of the qualification of the student in the first grades for learning to read and write. This help may be various:

a) Collaborating with the sanitary service to examine the visual acuity and the acuity of hearing.

b) Despite of the tests for intelligence, the psychologist in the school needs to do a test of the laterality (left-handed, right-handed) in children.

c) The teacher must examine the precognition (the literacy) of the children that start going to school, which is actually a routine of our teachers. For this it is necessary for them to be well qualified and to help them with the methods and the ways through which an easier and more flexible realization of the aims would be accomplished.

Since the needed information is supplied, then the children that need help are gathered. With some exercises that are suitable (with help from a speech therapist, psychologist, pedagogue and doctor), all of the educational institutions need to differentiate the approach towards these children in order to accomplish more easily an optimal success in reading and writing.

REFERENCES

Woodford S.R.,Pavlovic, L., (1964): *Eksperimentalna psihologija,*Beograd, Naučna knjiga.

Wade,N., Tatler, B. (2003): *The moving tablet of the eye:* the origins of modern eye movement research, Oxford University Press

Цветковиќ, Т. (2003); *Методика српског језика*; Учитељски факултет, Сомбор

Sonja Kitanovska-Kimovska
Blaze Koneski Faculty of Philology – Skopje
Department of Translation and Interpreting
sonjakitanovska@yahoo.com

IMPLICIT AND EXPLICIT LEARNING AND THE BRAIN SYSTEMS THAT SUPPORT THEM[105]

Abstract

The aim of this paper is to analyse the distinction between implicit and explicit learning with reference to the brain systems that support them. Through theoretical discussion and presentation of empirical evidence from research on brain-damaged people, this paper argues that there is a strong distinction between implicit and explicit memory and learning supported by an anatomical distinction within the brain system itself.

In the past couple of decades there has been extensive research in the field of memory and learning. The organisation of the system and the underlying processes has been in the focus. Although different theories have been developed, there is a general consensus among researchers on the issue of the interrelation between memory and learning, as well as on the distinction between implicit and explicit memory and learning. What has been of considerable theoretical and empirical interest is whether the kind of distinction observed in the process of learning has its analog in the brain system, that is, whether implicit and explicit learning are supported by different structures in the human brain.

In this paper I will argue that implicit and explicit learning are subserved by different brain structures. First, I will briefly present the basic distinction between implicit and explicit learning. Then, I will discuss the role and function of different cerebral systems. Finally, I will present evidence from research on amnesia supporting the idea that implicit and explicit learning are supported by two different brain systems.

Key words: implicit/explicit learning, brain systems

1. Introduction

In the past couple of decades there has been extensive research in the field of memory and learning. The organisation of the system and the underlying processes have been in the focus. Although different theories have been developed, there is a general consensus among researchers on the issue of the interrelation between memory and learning, as well as on the distinction between implicit and explicit memory and learning. What has been of considerable theoretical and empirical interest is whether the kind of distinction observed in the process of learning has its analog in the brain system, that is, whether implicit and explicit learning are supported by different structures in the human brain.

In this paper I will argue that implicit and explicit learning are subserved by different brain structures. First, I will briefly present the basic distinction between implicit and explicit learning. Then, I will discuss the role and function of different cerebral systems. Finally, I will present evidence from research on amnesia supporting the idea that implicit and explicit learning are supported by two different brain systems.

[105] Specialized paper

2. Implicit/Explicit Distinction – Basics

Throughout our lives we come to learn a great number of things. Running, recognising sadness on people's faces, using our native language are among the things that we simply end up being able to do. On the other hand, playing cards, using the computer or reading are among the things that we learn how to do. What makes the distinction between both these types of learning is the absence or presence of awareness about the processes involved as well as awareness about the learning taking place (Ellis 1994a). The kind of learning illustrated by the first set of examples is the learning that takes place in the absence of awareness, also present in animals (the learning that birds exhibit when they start to fly). The kind of learning exemplified by the second set of examples is the learning that takes place in the complete presence of awareness, like that displayed by medicine students, for instance. These examples are a good illustration of the basic distinction between implicit and explicit learning, respectively.

In the literature implicit learning is usually defined as a process of acquisition which takes place independently of any conscious operations. According to Ellis (ibid.) it is a natural and simple process in which people come to know something completely unaware of it or the process in which they are involved. Explicit learning, on the other hand, is thought to involve conscious operations in which people test hypotheses while trying to come up with a certain structure (Ellis ibid.). This distinction between implicit and explicit learning is also rendered in terms of intentional control of action (Dienes & Perner 1999 in Williams 2004). On this account people are learning explicitly if they have set a goal for learning, are aware of the content of that goal and have a certain attitude towards it. For example, when students prepare for exams, they have set a goal to pass an exam, they are aware of the content of that goal, i.e. what they gain from passing the exam, and have a certain attitude towards it, i.e. they want to pass the exam. Therefore, students are said to be learning explicitly. The type of learning where there are no such intentions or conscious representations of goals and yet learning takes place incidentally is regarded as implicit.

What has puzzled researchers over the past few decades is whether the distinction between implicit and explicit learning and memory that is so obvious in human behaviour corresponds to separate structures in the brain. Bearing in mind that it is quite difficult to test these issues in normal humans, research on brain-damaged patients is relevant and fairly revealing in this respect.

3. Two Separate Brain Systems

Studies on brain-damaged people have shown that there is an anatomical distinction between systems supporting implicit and explicit memory and learning. In all discussions on this topic the hippocampus and its surrounding areas, on the one hand, and the cortex, on the other, are central. All studies have pointed to the importance of the hippocampus and the surrounding structures in the formation of new explicit memories and the recall and recognition of old ones, and the role of the cortex in the formation of new implicit memories and the integration of old memories with new ones. The amnesic syndrome has provided particularly good evidence in support of this distinction. People suffering from amnesia, who are commonly known to have damage to the hippocampus and its surrounding areas, are unable to learn new information and to recall or recognise information acquired before the onset of amnesia, while at the same are capable of learning implicitly (Ellis 1994b, Knowlton 1997, Meulemans & Van der Linden 2002). The fact that some amnesics have well preserved distant memories, despite their complete inability to recall recent memories acquired before lesion and especially memories of events after lesion, have led some researchers to

investigate the real function of the hippocampus and cortex as well as the nature of their interaction.

Thus, based on various computational simulations, researchers have suggested that the two systems perform different functions and complement each other (McClelland et al 1995 in Gupta & Dell 1999, O'Reilly & Norman 2002). On these accounts the hippocampus is responsible for rapid while the cortex for slow learning. According to O'Reilly & Norman (2002) the hippocampus's rapid learning is due to its plastic cells which enable it to form separate representations of every new input without causing interference with old memories. The learning taking place in the cortex, on the other hand, is slow because it uses overlapping representations to encode shared elements acquired on many different occasions. O'Reilly & Norman (2002) also propose that the hippocampus is capable of learning specific events as they occur, while the cortex is responsible for extracting the abstract rules and making generalisations across events. For example, in order to be able to remember which way you last went to the city centre, you need to automatically memorise that single event and be able to distinguish it from many other city centre-going events. However, in order to be able to work out the optimal strategy for going to the city centre, you need to be capable of making generalisations across similar city centre-going episodes, that is, you need to be capable of task-driven learning by extracting relevant information.

However, the generalisation function of the cortex is not a result of the cortex's independent work; rather it is a result of the constant interaction between the cortex and the hippocampus. Following Squire (1992 in Williams 2004) the hippocampus is connected to many various areas of the cortex enabling it to perform a kind of binding function, i.e. linking different parts of brain activity. According to Squire (ibid.) the binding function is slowly transferred to other brain areas in the course of time, thus making it possible to have conscious recall without the help of the hippocampus, a phenomenon observed in amnesics[106].

If all these assumptions about the architecture of the brain and the different memory and learning systems are correct, then it should be possible to observe a certain kind of learning in amnesics, while not other. Notably, they should be able to demonstrate the type of learning dependent on the cortical structures, and not learning depending on the hippocampus or the interaction between the cortex and the hippocampus.

4. Implicit/Explicit Distinction - Revisited

4.1. Evidence for Implicit Learning

Studies carried out on amnesic patients have provided good evidence for the distinction between implicit and explicit learning and their support from separate structures in the brain. Namely, all experiments on amnesics have shown that they are capable of learning implicitly, i.e. they have no problems acquiring motor, perceptual and cognitive skills (Meulemans & Van der Linden 2002). They exhibit normal conditioning and can acquire motor skills like mirror drawing (Ellis 1994b). They show perceptual and conceptual priming in that they process previously presented stimuli faster on subsequent presentation, just as normal people do (Ellis 1994b, Knowlton 1997, Gupta & Dell 1999). In addition, they exhibit priming even for novel representations and seem to be capable of learning sequences and abstract information about artificial grammars (Knowlton 1997, Meulemans & Van der Linden 2002). All these phenomena are observed in normal people as well. Bearing in mind

[106] Some studies have pointed to the importance of sleep in this process of consolidation of memories. For a more detailed discussion see Stickgold (1998).

the fact the amnesics have a damaged hippocampus, it seems that in performing all these tasks they are relying on the remaining parts of their brains, i.e. the cortex. All this evidence suggests that, while being totally consciously unaware of the knowledge they are acquiring, amnesics are capable of implicit learning in the same way normal people are. Such findings have direct implications for the distinction between implicit and explicit learning and support the claim that the two kinds of learning have their analogs in the anatomical structure of the human brain.

4.2. Learning New Information?

The evidence for the acquisition of new vocabulary or other new semantic information in amnesics, which is supposed to be learned explicitly in normals, is rather conflicting. Different studies have come up with different results. The studies done on the amnesic patient H.M. and a group of other amnesics have shown that amnesics are unable to learn new words by rote repetition (Ellis 1994b, Kitchener et al 1998). Similar results have been obtained by Verfaellie et al (1995 in Kitchener et al 1998), who studied the knowledge of words that have entered the lexicon after lesion but found no evidence of acquisition.

However, other studies have found some evidence of learning in amnesics. For example, Glisky et al (1986 in Kitchener et al 1998) trained amnesics to learn certain computer-based terms by relating them to particular definitions. After a considerable amount of training amnesics learned the definition-term relation, yet, if slight modifications of definitions were made, performance fell down significantly. Such results indicate amnesics' production of a response to a particular stimulus, rather than their retrieval of information from memory (Ellis 1994b). Also, the findings suggest that, apart from being extremely slow, the type of learning exhibited by amnesics is highly context-specific and inflexible. It shows that, lacking hippocampus which helps the integration of old and new information taking place in the cortex, amnesics cannot integrate the information and consequently cannot use old knowledge to generalise over new items and events.

Seemingly more straightforward results in the acquisition of new vocabulary have been obtained in a study by Hirst et al (1988 in Kitchener et al 1998, Ellis 1994b) of an amnesic woman, C. S., learning French. The study found out that the woman could learn new vocabulary and could generalise the knowledge acquired to novel sentences. However, her previous linguistic background and the already developed concepts of the new words she was acquiring might have helped the acquisition process. Thus, rather than showing that amnesics can learn new vocabulary, the study only showed that the degree to which amnesics can learn new vocabulary depends on the relation between the new information and their pre-existing knowledge (Ellis 1994b).

More other studies seem to suggest that some amnesics can learn new vocabulary. Vargha-Khadem et al (1997 in Verfaellie et al 2000) found out that children with severe difficulties in remembering events and episodes from their own lives were performing well in school. The researchers explained this by stating that children had severely impaired episodic memory and comparatively preserved semantic one due to damage to the hippocampus and preservation of the surrounding subhippocampal areas, respectively. In keeping with this is the finding of Kitchener et al (1998) whose subject, R.S., was able to acquire new semantic information, including knowledge of famous people, public events and vocabulary, while being unable to acquire the most basic facts about his own life. They use these findings to support the proposed anatomical dissociation between episodic and semantic memory and learning. Finally, the study carried out by Verfaellie et al (2000) on two patients, P.S. & S.S., with damage to different parts of the brain, namely the hippocampus proper and the hippocampus and the subhippocampal areas, respectively, also supports the above mentioned

dissociation in memory and learning. Namely, P.S. was able to acquire some new semantic information, while S.S. was not.

5. Conclusion

All the above-mentioned studies on people suffering from amnesia suggest that there is a strong distinction between implicit and explicit memory and learning supported by an anatomical distinction within the brain system itself. Notably, the fact that amnesics are able to learn implicitly shows that implicit learning is subserved by a system which is intact in them – namely, the cortex. On the other hand, the fact that they are not able to learn explicitly suggests that the cerebral system subserving explicit learning (the hippocampus and its surrounding structures) is impaired. In addition, the evidence that some amnesics appear to be able to learn new vocabulary and other semantic information after all shows that there is dissociation within the explicit learning system itself, i.e. a distinction between episodic and semantic memory and learning. All these findings illustrate that different kinds of memory and learning are subserved by different structures in the human brain.

REFERENCES

Ellis, N. C. (1994a) Introduction - Implicit and Explicit Language Learning – An Overview. In Ellis, N. C. (ed.) Implicit and Explicit Learning of Languages. Academic Press. pp. 1-31

Ellis, N. C. (1994b) Vocabulary Acquisition: The Implicit Ins and Outs Explicit Cognitive Mediation. In Ellis, N. C. (ed.) Implicit and Explicit Learning of Languages. Academic Press. pp. 211-282

Gupta, P. & Dell. G. S. (1999) The Emergence of Language from Serial Order and Procedural Memory. In MacWhinney, B. (ed.) The Emergence of Language. Lawrence Erlbaum Associates, Publishers. pp. 447-481

Kitchener, E. G., Hodges, J. R. & McCarthy, R. (1998) Acquisition of Post-Morbid Vocabulary and Semantic Facts in the Absence of Episodic Memory. In Brain 121, pp. 1313-1327

Knowlton, B. (1997) Declarative and Nondeclarative Knowledge: Insights from Cognitive Neuroscience. In Lamberts, K. & Shanks, D. (eds.) Knowledge, Concepts and Categories. Psychology Press. pp. 215-246

Meulemans, T. & Van der Linden, M. (2002) Artificial Grammar Learning in Amnesia. In French, R. M. & Cleermans, A. (eds.) Implicit Learning and Consciousness – An Empirical Philosophical and Computational Consensus in the Making. Psychology Press. pp. 144-163

O'Reilly, R. C. & Norman, K. A. (2002) Hippocampal and Neocortical Contributions to Memory: Advances in the Complementary Learning Systems Framework. In Trends in Cognitive Science Vol. 6 No. 12, pp. 505-510

Stickgold, R. (1998) Sleep: Off-line Memory Reprocessing. In Trends in Cognitive Science Vol. 2 No. 12, pp. 484-492

Verfaellie, M., Koseff, P. & Alexander, M. P. (2000) Acquisition of Novel Semantic Information in Amnesia: Effects of Lesion Location. In Neuropsychologia 38, pp. 484-492

Williams, J. (2004) Implicit and Explicit Memory (Handout)

Jasminka Kocoska
University "St. Kliment Ohridski" – Bitola, Faculty of Education – Bitola
gemelli4@yahoo.com

THE STUDENT'S POSITION IN THE DEMOCRATIC CLASSROOM[107]

Abstract
The democratic classroom should be seen as a place in which full development of the individual student is realized, taking place in the process of humanization, personalization and socialization. Within the same issue, the question for active position and the role of the student takes place. The student should be developing, and teaching should be the main support of that development. Active student participation in all stages of teaching is essential, because without it is a process which is unthinkable without it. Therefore, student teaching should be treated as an entity, which learns, earns them their knowledge, creates, develops and improves. The main aim of teaching should be full development of the student who, as a person, has its own skills, its own pace of progress, its own working style, its approach to the understanding of things, interests, desires, feelings... Teaching in a democratic classroom involves freely expression of their thoughts, without limitations, the doubt in what the other is saying, opposing even the teacher, learning from mistakes, rather than hiding them, fearing the opposition of the teacher or of poor evaluation. Democratic classroom involves expanding the area of activities of the student, creating optimal conditions and opportunities for its active participation in the learning process, as the carrier and implementer of immediate actions, problematic experience of the tasks that you need to bring the student, his training and participation in various techniques and procedures for research in teaching, while respecting the individual characteristics of each individual in terms of his progress in the classroom.
Key terms: student, position, democracy, classroom, teaching

The democratic classroom should be understood as a place where the whole development of the student's personality is being realized, as well as a place where the processes of humanization, personalization and socialization take place. And within it a special place takes the issue for the active position and role of the student. This issue is not new at all and it is not asked for the first time. The active position of the student in the process of teaching has been discussed in different historical periods and socio-economic and scientific-pedagogical conditions and it has attracted the attention of many educators. Numerous scientific discussions are guided, many articles are written and numerous empirical researches have been done. In all of them the accent is on the importance, the core and the position of the student in the process of teaching and its active position. When it comes to the student's position in the process of teaching the discussions about the reason of the active position of the student in the process of teaching is inevitable as well as why it is necessary for the student to be active subject in the process of teaching and how to realize that kind of teaching process and what the results would be.

The necessity of the student's active position in the process of teaching has been present since ancient times as seen from the views of John Locke, Jean-Jacques Rousseau,

[107] Specialized paper

Johann Heinrich Pestalozzi, Konstantin Dmitrievich Ushinsky, John Amos Comenius and others.

John Lock considered the need to respect and encourage the children's quriosity of great importance as well as the motivation for learning, the fostering of cognitive interests and the preparation of the students for a personal contact with what is taught.

Jean-Jacques Rousseau would note: "As the child a question that will correspond with his understanding, and let him give you an answer. For its knowledge the child should not thank your teaching, but it should be a consequence of its perception and thinking, he shouldn't learn the knowledge, he should find it."

According to Heinrich Pestalozzi the teacher should have a role of a booster of the students' independence as a condition for self-development and gaining knowledge by itself. The teacher should help the student by letting the student to help himself.

According to Ushinsky a good the teacher is the one whose stdents have developed skills for independent work and Comenius as a founder of the frontal form of work pointed to the individual approach and the need of gaining knowledge by understanding which of course refers to the activity of the student in the teaching process. He was against the mechanical understanding by the students as a passive object and against learning by authority.

The didactics as a pedagogical discipline deals with the theory of the educational process and it's characterized by increasingly pronounced tendencies for an interdisciplinary approach in the study for the educational phenomena. According to that, the didactics leaves the global model of teaching, which is determined by strictly defined stages of the teaching process, and becomes more intergraded with the other studies by using their knowledge in the process of explanation of the core of the teaching and its components. For every didactic concept there is a certain methodology and experiences of the practitioners related to it. In this case the teachers are the practitioners and they have a role of creators of the teaching process, both in terms of the teaching forms and methods and in terms of creating learning situations in which the active position of the student is evident as well as the collaborative role of the teacher, the integration of the curriculum, the intensifying of the interactive relations between the subjects etc.

We should keep in mind the fact that the instigators of the teaching process (the teachers and the students) possess creativity and that the process can never be objectified totally. The student should develop constantly and the education exists for him and it should be his main support in that process of development. The student's active participation in all stages of education is essential because without it the education can't be even imagined. Because of that, the student should be treated as a subject who is learning, who earns his knowledge, creates, develops and improves. The moment of the student's qualification is very important and it means great flexibility of the teacher, tolerance for the actions and thinking of the student in terms of his mistakes. That entails the necessity of creating appropriate conditions for work (learning environment) in which the student will have the opportunity to be personally engaged at his own pace of progress. The education must not allow the student to be treated as someone who should acquire knowledge and to be put in listening position in a process where the activities of the teacher are dominant as well as the frontal form of work. The main aim of teaching should be full development of the student who, as a person has its own skills, its own pace of progress, its own working style, its approach to the understanding of things, interests, desires, feelings... The essence of teaching is to be reduced to storage and adopting the contents taught, but the student to become a person who will be able to think, to feel, to learn, to change, to cooperate and to get improved. And such a person can be formed only when the student is placed in a position to ask questions, to exhibit, to explain and defend his ideas and opinions, to verify hypotheses, require and offer evidence to examine the causal connections, and so on.

Teaching in the democratic classroom involves free expression of your thinking without limitations, doubts in what the other is saying, opposing even the teacher, learning from the mistakes rather than hide them, without fearing the opposition of the teacher or of poor evaluation . The teacher must not force the student to listen, to observe, to memorize and to reproduce what he's been told or showed, but to create working atmosphere, to organize and design the process of teaching and of course to meet the student's needs.

In any case this doesn't mean denying of the teacher's position, but on the contrary, the teacher should provide the students with activities that include all, and his role is to be organizer, coordinator, instigator and councilor. The teacher is a creator and deviser of the action and the student is carrier of the action in which he should demonstrate different forms of personal engagement. Any higher level of task's complexity given to the student indicates confidence by the teacher in terms of the abilities of the student.

The collaboration which gains common tasks contrary to the tasks in which the personal interest is fostered is a confirmation of the interactive landmark of the mutual relationships between the teacher and the student.

The democratic classroom involves expansion of the space of student's act, creation of optimal conditions and possibilities for its active participation, problem-solving tasks, his training and participation in various techniques and procedures for research in teaching, while respecting the individual characteristics of each individual in terms of his progress in the classroom. In this context the student is placed in a position to use his previously acquired experience and knowledge, to examine himself and ask for confirmation about the value of his work. This kind of studying is creative studying, that takes care about the person, its styles of learning and the strategy for solving the given task. Research in teaching procedures allow the students to build capacity for selective and careful observation, the ability to analyze the phenomenon, object or process, using appropriate terminology, the ability to connect things and determining their mutual dependence and conditionality, being able to make conclusions etc… In this way the student builds capacity for collaboration, critics for his and other's work, collegiality, understanding other's views. The development of the person's positive characteristics as motivation, self-confidence, confidence, integrity of the person and others is very important.

Democratic classroom also promotes critical thinking among students, and it means to be curious, to examine ideas, to set goals, to use research procedures, to seek alternatives to take responsibility for the work, rationally defend one's belief, to consider opposing views by others, to be open to new ideas...

When it comes to democratization of the classroom community the existence of school parliament is very important. Its task is to give support to the students' participation and to develop democratic relationships in the school, as well as protection of the students' rights. The main goals of the school parliament include:

- encouraging the democratization of relations in the school and developing democratic procedures
- creating conditions for student participation in the work of school-active participation of students in educational activities in the school;
- developing a critical approach to social phenomena;
- orientation to actual social and cultural values;
- developing a culture of dialogue;
- encouraging tolerance;
- raising awareness about the rights and responsibilities of students;
- developing cooperation with the school board, teachers board and the Parents board
- making students capable to guide youth organizations

Only in this way and in this kind of place the student will be able to work without enforcement and to take place in the teaching process because of its interest and pleasure. The democratic society requires individuals who are qualified to explore and gain productive knowledge that later will be able to transfer from one area to another. Therefore the duty of each school should be immediate activities during the teaching process by which the student will be prepared for the challenges of today's and tomorrow's development in a democratic society.

REFERENCES

Democratic Classrooms, retrived from Web site: http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/dem_classrooms

Democracy in the Classroom, Empowering Students to Become Critical Thinkers and Self-Sufficient Learners, retrived from Web site: http://www.smcm.edu/educationstudies/pdf/rising-tide/volume-4/Daniel-Morris-mrp.pdf

Positioning Student Voice in the Classroom, retrived from Web site: The Postmodern Era, retrived from Web site: http://scholar.lib.vt.edu/theses/available/etd-11082001-140010/unrestricted/Dissertation.PDF

Активна настава-интерактивно учење (1996), Годишен извештај за II развојна фаза, Министерство за образование и физичка култура, Скопје

Андоновска, Л. (2005), Поттикнување на креативното мислење со примена на нови техники и методи во наставата, Воспитно-образовни функции на предучилишното и на основното образование во современи услови, Научен собир, Педагошки факултет,, Св.Климент Охридски,, Скопје

Дамјановски, А. (1989), Ученикот во наставата од објект до активен субјект, Просветно дело, Скопје

Ante Kolak
University of Zagreb, Faculty of Philosophy, Department of Education

Lenka Violić
Master of Education of Croatian language and literature and master of pedagogy
Elementary school Tin Ujevic, Zagreb

THE ROLE OF HOMEWORK IN THE TEACHING PROCESS[108]

Abstract

This paper is concerned with the educational element of homework. The subject is handled both from theoretical and empirical approach. The theoretical part of this paper is focused on the aim and purpose of homework, as well as the inevitable phenomenon of homework overexerting the pupils. The issue of advantages and disadvantages of homework is discussed in great detail, which leads to the concept of schools without homework. The subject of the quality of homework, its role in the development of creativity and working habits, the individual approach to designing homework, as well as the use of different social methods of learning while composing homework is also handled in this paper. Finally, this paper emphasizes the importance of homework as the ground for cultivating the collaborative relations between the family home and school.

The empirical part of this paper inquires the attitude of pupils and teachers of an elementary school, relating to the separate segments of homework (purpose, efficacy, feedback, affective reactions of pupils and collaboration with parents). The inquiry is focused on the positions of pupils related to the subject of this study, as well as on determining the level of the exertion on pupils. The empirical part of this paper is intentionally focused on the first language classes.

Key words: homework, first language, overexertion of pupils, teacher's attitude

INTRODUCTION

Homework represents an interesting pedagogical phenomenon. Its firm connection to the educational process was pointed out by Pakaci (1892) who proclaimed it *the daughter of education.* The exact definition of homework was never explicated within any regulative framework, nor was its didactical profile ever singularly determined, and yet all of the subjects within the teaching process are well-informed about its meaning, as it represents the focus of permanent interest. Therefore, it is not surprising that terminological and semantic understanding of homework is a subject of dispute. The terminological variety in this field in Croatian causes further difficulties in differentiating between related derivatives. Following terms are used: home work (domaći rad), homework (homework), home assignment (domaći zadatak), and home project (domaći uradak). The lack of the general definition of homework results in improvisation within theory and practice. Thus many didactics scholars, teachers

[108] Revisional scientific paper

and educators personally interpret the content of homework and adapt it to practice. Homework defined by Poljak is *the sum of pupil's activities which are the result of daily commitments to the schoolwork, which add to the actualization of educational tasks, but are carried out outside the schoolwork* (1989: 195). Stevanović's (2001) definition of homework is more conceptually restricted, as he clarifies that *homework consists of writing an assignment. The assignment has two basic functions: to continue work started at school and to prepare pupils for new materials* (2001:115). In this case the terms work and assignment are interrelated, and while work denotes process, assignment denotes a discrete activity within this process. This definition can be used to illustrate the matter of different kinds of homework. Homework can be differentiated according to its function, content (theme), scope, difficulty, form, selection, individuality and many other features. Pupils may receive homework in written, oral or some other form. The differentiation between oral, written and other home assignments is necessary, because sometimes within the scientific literature and even more widely, a common belief persists that homework is strictly concerned with the written form of work, and that pupils' work at home is constricted to the written assignments. *Home work can be understood as a strategy of teaching based on what the pupils do at their homes, or any other place outside the classroom, without the teacher's indirect involvement and supervision, and with the purpose to meet school requirements and obligations, as well as obtain the preconceived learning objectives* (Žanetić 2008:226). This paper understands home work as process, and homework as activities. Homework will be observed as activities of a pupil which correspond to a teacher's suggestion or a requirement in the shape of an assignment, within the process of home work. Home assignment will be perceived as each individual task within homework. Home project is the final form of homework, as well as the result of home work. For the purposes of this paper, we are going to use the term homework to denote each activity assigned to a pupil by a teacher, which is meant to be completed outside school, and which serves to develop pupil's competencies.

Traditional and contemporary understanding of home work – advantages and disadvantages

Home work traditionally had an exclusively reproductive purpose. Its harm and inefficiency were often mentioned. Today the reproductive purpose is replaced by the productive purpose which is achieved by active acquisition of knowledge. Such home work stimulates the development of aptitude of individual work. Different kinds of assignments for different kinds of pupils with different kind of skills should be a basic foundation. The contemporary understanding of homework assumes the adaption of educational forms, methods and means of work, to a pupil's needs and skills, in order to ensure the success of each individual pupil.

This includes the recognition of different kinds of learning, as well as the developmental differences between the pupils. Various sources of knowledge are used during the creation of homework activities, as well as the educational means which encourage a pupil's collaboration, observance, exploration, experimentation, discovery, deduction, curiosity and learning styles. Through home work, the open didactical-methodical systems offer pupils the possibility of choosing content, methods and form of work in order to help each pupil achieve their predetermined goals. Home tasks provide a pupil with the possibility to self-create and self-evaluate. Therefore, by means of home tasks the prospect of learning through co-operative decision-making. Home task can be a part of project teaching, it can be disciplinary and have the ability to tie contents together on the principle of cross-curricular connections. An excellent home task has a constructivist value through which pupils, supported by a teacher, explore and construct their own knowledge.

The purpose of homework can be divided in a few categories (Epstein 1998). The first category consists of expanding academic learning which helps to connect school education with life experience. The second purpose of homework is focused on stimulating the personal growth of a pupil by ensuring the availability of individual work, encouraging initiative and self-reliance, developing skills of using different sources of knowledge, enabling pupils to plan and organize their time, acquiring good habits and discipline, and through encouraging the sense of property, encouraging the responsibility of studying.

The third category is focused on expanding on the results of the educational process, while enabling an evaluation of pupil's work progress. It can be used as data about a pupil's evaluation of accomplishments and expand and develop schoolwork. The fourth purpose is focused on connecting school and home, and homework can be used to build up collaborative and worthwhile partnership between school and parents. The fifth category is focused on nurturing quality family communication by helping to create parental support and collaboration.

During the first few decades of the 20th century, the North American teachers believed that homework helped to discipline the mind. But during the 1940s, a new line of thinking arose. The public was concerned that homework could stand in the way of other household activities, which led to a more negative general opinion. In the 1980s, once again a number of theorists determined that homework could be harmful to a pupil's mental health. Since then, arguments for and against homework have been repeatedly listed. A great number of research was conducted, mostly investigated through case studies. The majority where experimental research and correlational studies and they revealed general or mixed results. Eight main researches were published from the 1986 to 2006: Graue,Weinstein i Walberg, 1983., Bloom, 1984., Paschal, Weinstein i Walberg, 1984., Cooper, 1989a, Hattie, 1992.; Fraser, Walberg, Welch i Hattie, 1987., Walberg, 1999., Cooper, Robinson i Patall, 2006. The high level of interest for this topic is visible through the comprehensiveness of the researches. Cooper's research (1989a) contains more than a hundred empirical researches and reports. His two meta-analyses (Cooper, 1989a; Cooper, Robinson, i Patall, 2006) where the most comprehensive and strict out of all. The first meta-analysis of the research provides a historical overview of the research until the 1930, while the second meta-analysis from the year 2006 provides an overview of researches from 1987 until 2003. The results of the research point out some possible advantages and disadvantages of homework (Cooper, 1989., Epstein, 1998; Warton, 2001).

The advantages can be grouped in four categories:

1. Direct realization of goals and successful learning. This includes a better hold of factual knowledge; an improved understanding of learnt contents, developed critical thinking, concept forming and information processing and enrichment of educational program.
2. Long-term academic effects: it encourages learning in free time; it develops a better outlook towards school, it develops better habits and learning skills, it encourages self-reliance in learning.
3. Non-academic effects: increased commitment towards learning and long-term goals, increased responsibility to finishing obligations and to work in general, better time-managing, increased curiosity, increased resourcefulness in solving problems.
4. Parents regard school more highly and are more involved in the education

Cooper's synthesis of research are the best demonstration of multidimensional approaches and results. His long-term research showed that homework can significantly benefit a pupil's progress in school. According to Cooper's results, there's a connection

between homework and success of a pupil. However, results are likewise affected by the age of a pupil, or his or her class grade. The higher is the grade, including the homework variable, the higher is the success of a pupil in a specific course. Cooper used 50 different studies to analyze the connection between the time spent on doing the homework and the success of a pupil. Concerning the time spent on doing homework and the success, it was revealed that there was a connection, but not necessarily in each one of the cases. The general assumption is that the more successful pupils spend more time doing homework and vice-versa. A number of 43 correlations shows that more successful pupils do more homework, while the remaining 7 cases show the opposite. It means that the correlation between homework and success exists and that it is strong. Among the shortfalls of homework, Cooper lists: saturation and boredom, as well as the loss of interest for academic content, physical fatigue and exhaustion, compromising healthy habits of physical exertion and the required sleeping time; long-term stress; shortage of free time needed for recreation, fun and social activities; fractious parental participation, the pressure put upon a pupil to complete homework with the optimal performance, confusion and uncertainty of younger pupils when dealing with teacher and parents using different approaches to teaching the same content; family disputes (child-parent; parent-parent), parents or foster-parent pressure; cheating: copying work of other pupils, exploiting parental and other help in studying, increased contrast between stronger (successful) and weaker (unsuccessful) pupils: loss of confidence and self-respect, contrast between wealthy and poor pupils: envy and aggression.

While considering the frequent excessiveness of homework, Kohn (2006), one of its main opponents, argues that we are prone to forget that things appearing destructive in excessive quantity seem completely harmless when they appear in a more moderate quantity. From the period of 1987 to 2003, Cooper analyzed groups of pupils with homework and groups of pupils without homework, and determined that pupils with homework demonstrated better results, but only with the exams assessing homework knowledge. This research did not disprove Kohn's central thesis which claimed that measureable reward of homework disappears in time. A particular case would be a situation where pupils solve exams with fractions better if they had done homework with related exercises the day before. Therefore, if pupils have exams after a while, the previous homework will not have any lasting effect at all. Analyzing advantages and disadvantages of homework we can determine that opinions are divergent, but also rightfully reasoned. Homework indeed develops habit of learning and independent work, which can be confirmed by anyone who has ever done it responsibly. On the other hand, homework can as well be stressful if it is too excessive or if pupils are unable to complete it. The answer is therefore not within discarding homework completely, but in devising homework with a suitable didactic approach.

Overexerting effects of homework

The issue of overexertion of pupils has been present in pedagogy for a long time, often surfacing in different circumstances and forms. It is deeply rooted in the educational system. *The term exertion is understood as the sum of physical and psychological efforts of pupils being subjected to it in a specific unit of time. A particularly significant pupils' exertion is called overexertion* (Vrgoč 2001:9). These issues first surfaced in the 19th century. The pedagogic encyclopedic dictionary (1963) mentions that the book published in 1836 and written by a German doctor K. I. Lorinzer, *Zum Schutze der Gesundheit in den Schulen*, was the starting point of the struggle against overexertion of pupils. The book blamed the tendency of schools to impend and threaten health and physical development of children by imposing too many subjects, class hours and copious amount of homework on them. Factors leading to overexertion can be divided between direct and indirect overexerting factors

(Jurčić, 2006). Direct overexerting factors are teachers, class hours, textbooks and expectations of parents, while the indirect factors are school conditions and circumstances, family circumstances, extracurricular activities and homework. Pastuović (1999, qt. Žanetić 2008) questions the necessity of homework as a strategy of teaching and underlines a series of crucial issues: In the process of learning, where does homework fit as the most suitable methodical solution? Was this imposed or was it a matter of original necessity? Where in the process of learning does it seem the best possible solution, better than any other school work in already predetermined conditions? Is it a matter of superiorly equipped homes of a pupil? Is academic learning so important that it has to be assigned to be done at home in such measure? What happens with other needs of pupils? Is homework more efficient than school work when it comes to a particular educational area? Is homework beneficial to pupil's independence in learning? Is homework harmful? The underlined questions represent the crux of the research issues connected to the overexerting pupils with homework. The author believes that the issue is not whether homework is assigned or not, but with its size and content. Similarly the author never states that homework should not be assigned at all, but that it should be assigned in accordance to a pupil's abilities. The key factor here is the teacher. The research indicates that 77, 6% of pupils and 85, 7% of parents believe that homework helps in grounding the teaching materials, although the time factor poses a problem. Şignificantly, 14, 3% of parents supported a larger quantity of homework in class, while 8, 4% would remove homework from schools. The additional input from parents include the suggestions that homework should be assigned to those who wish to advance their knowledge, that homework should be assigned less frequently or be less difficult to complete, that incorrect homework should be corrected by a pupil with a help from the teacher, while a portion of parents expressed their desire to keep everything as it was. Pupils wished that homework was not assigned daily but at most once a week, and that the tasks were explained beforehand during the class, as well as that homework was not assigned to be completed during weekends. It is likely that pupils would not suffer overexerting had the methods and forms of homework changed and the principle of pupil-focus was respected, along with the practice of interactive systems in schools.

Some researches were concerned with the matter of the limited time imposed on pupils by homework, and were able to discover to what level pupils in different countries were pressured by time constraints (Stevenson i Chen, 1993. prema Brdar, Rijavec 1998:60):

- A fifth grade pupil in the USA spends 20 school hours studying and writing homework, 33 school hours in Japan and 40 school hours in China
- Children spend 178 days in school in the USA annually, 240 days in Japan and China
- A first grade pupil requires 14 minutes a day to complete homework in the USA, in Japan 37 minutes and in China 77 minutes
- A fifth grade pupil requires 46 minutes a day to complete homework in the USA, 57 minutes in Japan and 114 minutes in China
- Over the weekend, children in the USA are required to study for 9 minutes, 34 minutes in Japan and 114 minutes in China
- During the research conducted in 1993, pupils in the USA displayed a higher level of stress, anxiety and depression than the pupils in Japan and China

Certain questions arise: what is an appropriate amount of homework for a specific age of a pupil? What is the optimal time of completing homework? In his research, Vrgoč (2001) determined overexertion of pupils with homework which deprives them of their free time. Correlation or even interference of homework in the free time of pupils could be inciting topics of research, but nevertheless, for the purpose of this paper we shall continue with

demonstrating the issues with time devoted to completing homework. Ovčar (1972) confirms the previous time-based issues through a small didactic experiment conducted in an elementary school. A research about overexertion was being conducted there for a while, specifically the issue of assigning homework that was too comprehensive. The goal was to determine what amount of time was needed for pupils to prepare for school. Preparation included: doing homework, practical tasks and studying. The experiment was conducted in school after the regular classes. A number of 27 pupils from 8 different classes took part in the experiment. The pupils were revising for each of the class they had scheduled that specific day: their first language, math, foreign language, physics and geography. The front-runners concluded that most pupils required 2.5-3 hours of preparation. They pointed out that important factors were conditions the pupils worked with. As research suggests, the level of exertion during and after school was too high. The exposure to long-term and complex obligations could be dangerous to a pupil's regular functioning. To avoid that, it is necessary to find a *balance* and above all, to get familiar with a pupils' limits, as well as their opinions on the matter, which is a matter that will be manifested in the research thesis in the empirical part of this paper.

Affective reactions of pupils and homework

During a cross-cultural research, fifth-grade pupils from Minneapolis (USA), Taipei (China) and Sendai (Japan) were asked how much they liked homework. They were supposed to pick an appropriate face out of five emoticons. It turned out that among the American pupils, 61% picked a frowning emoticon and 16% a smiling one. In contrast, 66% of Chinese pupils chose smiling emoticon, and only 16% chose the frowning one. Japanese pupils in turn were prone to choosing a neutral emoticon (60%), but 29% picked the frowning one (Xu, J., & Yuan, R. 2003). The research suggested that fifth-grade pupils in each of the cities liked homework less than their first-year grade colleagues. The varying emotional coloration might explain the cultural differences between opinions on homework. The USA teachers held homework in the lowest esteem, which can be recognized in the above noted data. According to the research, a pupil's behavior and outlook are in part affected by those of the teacher. (Brenner, Salovey, according to Salovey, Sluvter, 1999). Teachers are in daily contact with their pupils and occasionally they transfer their own affective reactions to them. In other words, if the teacher displays a negative outlook towards homework or deems homework unnecessary, the pupils will automatically acquire the same pattern of thinking. Another study had pupils voicing their discontent with homework by listing its advantages. They mentioned that homework was beneficial to learning skills, specifically to devising learning schedules and learning strategies, as well as with learning how to use libraries. The pupils also pointed out a deeper gain of homework. Namely, they viewed it as a type of protection, a way to distance pupils from problems in the dangerous city neighborhoods. While demonstrating acceptance and content over homework, still the majority expressed a negative opinion as well. Some pupils felt prisoned in their homes while they do their homework, and to some doing homework was a torture. Compared to TV, video games, music and interaction with friends, homework was not seen as a popular activity. While evaluating affective reactions of pupils, it is necessary to take the age difference into account. Lower-grade pupils generally display emotions connected to their needs and interests, while upper-grade pupils wish to complete their education with the best possible results. Thus, the upper-grade pupils display a narrow outlook on the purpose of homework, such as is a revision of the previously learnt material (Warton, 1997). Likewise, the upper-grade pupils consider homework as boring and useless (Hong, Topham, Carter, Wozniak, Tomoff and Lee, 2000). The lower-grade pupils said that they were happier and more content in school

than older pupils (Bryan and Nelson, 1994). Negative emotions connected to homework are as follows: boredom, pointlessness, discontent and similar. The mentioned negative reactions may strongly affect success in school and have significant influence for a pupil's consecutive development and education. Further, pupils are sometimes unable to discern the connection between homework and schoolwork. If pupils cannot recognize the purpose of homework or are unable to understand what they are required to do, they develop an animosity towards homework (Harris, Rudduck 1994). They also notice when a teacher's instructions are unclear, or they do not possess a homework writing strategy. Which leads to aversion and frustration over homework or studying in general (Mengel, Holcroft and Zahn, 1966). A teacher's inconsistency leaves pupils believing that the teacher does not care enough, so with the negative arguments notwithstanding, it seems that that pupils believe teachers would be more efficient if they assigned homework on a regular basis. Pupils express disapproval of teachers assigning homework which is below or above the abilities of pupils. Good teachers, according to their opinion, are those who individualize homework. Most of them believe that doing homework is helpful, although they do not necessarily enjoy doing it (MacBeath, Turner, 1990). The pupils involved in Xu's research (2005) complained about the lack of interest the teachers showed for their opinions and the discrepancy between homework and everyday life scenarios. This is a case of a pupils' initiative to participate in the process of creation of homework as they would imagine it desirable. The presence of critical opinion and active thinking about this issue are extremely important, as well as the fact that the pupils cared enough to do something about this issue. However, the question about a teacher's openness and understanding about the new approaches remains unanswered. A negative opinion about homework is formed when pupils find it tiresome, dull and too comprehensive (Cooper et al. 1998). Upper-grade pupils tend to find homework pointless and boring more than lower-grade pupils (Hong, Topham, Carter, Wozniak, Tomoff and Lee, 2000). Pupils prefer individualized, challenging and creative homework (Black 1990).

Homework from the perspective of teachers

Teachers recognize a wide set of the advantages of homework. Research indicates that teachers believe that homework can affect the quality of acquiring the instructional content in school. Similarly, they believe that homework may help develop desirable character traits such as: independence, personal responsibility and learning skills (Chen and Stevenson 1989). Assigning homework can be a tricky matter even to the most responsible teachers. Such teachers tend to see the subject they teach superior to the rest. To diligent and stronger pupils, such case would present a challenge, but it is unlikely such pupils could devote themselves to each task completely and with focus. Therefore, quantity impends quality, and this is something that should be avoided in teaching. Apart from that, weaker pupils shall feel discouraged, and will only end up not doing their homework at all, or instead, quit doing it after the first impediment. It is possible pupils may try to use other methods, such as copying from others. Copying homework brings negative consequences. It is a practice with a negative developmental effect on the pupil. Continual copying leads to pupils acquiring bad habits and opportunism as a behavioral pattern in some other affairs in life. Teacher should not excessively assign homework for specific subjects, but only when it is justifiable. Some authors emphasize the shortages of homework, which are connected to the doings of teachers (Matas 1998:165):

- Often assigned arbitrarily, with no basis in syllabus (homework not didactically planned or prepared)
- Mostly assigned in the final minutes of the lesson, which offers pupils no opportunity to pose additional questions or ask for help

- Often assigned simply to engage pupils or to keep order, with no proper relation to the process of learning
- Not quite involved in teaching, teachers check homework but it often bears no consequence on the actual teaching
- Excessive homework is overexerting pupils and interferes with their free time

Attempting to evade possible mistakes done by those who lead the teaching process, the authors dealing with this subject offered teachers a series of guidelines (Cooper 2007; Marzano 2006). The first one is concerned with the amount of homework, and it needs to be interrelated with the didactic principle so that homework is appropriate to the age of the learner. Tied to the issue of frequency of assigning homework, the empirical results indicate that frequently assigned but short homework is more efficient than rarely assigned but comprehensive homework. A key guideline is focused on the individualization of educational process, as well as on recognition of different learning styles. It is vital that a learner can always count on assistance, but the involvement of parents is a matter that should be treaded carefully. Another important guideline is the necessity of feedback.

Homework from the perspective of parents

One of the segments of the educational process that parents are most involved with and take the most responsibility for is homework. When asked whether they enjoy doing homework with their children, the parents provided interesting feedback. Although helping children do homework is a socially desirable part of parenthood, the parents nonetheless expressed their concern over being subjected to various inner and outer anxieties while assisting their children (Solomon et al. 2002). There are conflicting opinions about the necessity and level of participation of parents in homework. Here the main purpose of homework should be defined. Sometimes homework should encourage family to interact and converse, and in such cases parents should be a mandatory factor. Even in cases when the purpose is to develop independence in pupils, there are pupils to whom independence poses a problem, so parents should be gradually excluded from this process. Including parents in this process is highly dependent on their parenting style and their personal character as parents. Parents of neglected pupils often have minimal influence over their children, while with spoiled or overly socialized ones it is the other way round. Parents of spoiled pupils often do their homework instead of them (a highly undesirable pattern of behavior), and the parents of overly socialized pupils often take part through supervision and control. Examples from schools in Sweden display a severe attitude towards this issue because it is believed that each parent helping their children with homework is not a responsible parent. According to this outlook, a child is also deemed irresponsible. This is confirmed by Swedish statistical data which reports that Swedish parents spend less than five minutes daily working on homework with their children (Mullis et al., 2004, Forsberg 2007). However, the nature of the involvement is disputable. If the parent merely points the child on how to deal with the task, it is efficient because a child will be able to come up with solution by herself. But if the parent presents the child with a final solution or even solves the task instead of the child, it is no longer an efficient solution, but work done instead of the child which cancels out the ultimate purpose of homework. Steinberg (1996) emphasizes that parenting style affects the level of a child's success at school. He claims that children whose parents set firm boundaries, but also work with their children on their independence, display more self-consciousness, curiosity, better social skills and better self-control. When it comes to the quality of parental participation, a correlation between parental involvement in homework and success at school has been noted. If the parental participation has been marked by the

support of independent work, good organization, positive conviction and emotional support, then such involvement proved successful (Cooper et al, 2000;. Grolnick& Ryan, 1989; Knollmann&Wild, 2007; Pomerantz i sur. 2007; Pomerantz i sur, 2005). During the research about the efficiency of homework with regards to the academic success, Cooper, Lindsey and Nye (2000) concluded that parents with positive attitudes about homework participated in work with children by encouraging understanding. All the while, such parents were not meddling or disrupting the completion of homework. It is significant that this positive effect of doing homework encouraged children in other aspects of learning: reading at home (Hoover-Dempsey et al. 2001). Parents believe that homework helps children practice knowledge they learnt at school. Apart from that, parents think that homework stimulates the development of skills which will prove useful for developing personal responsibility and time-managing. The authors Corno and Xu (2004) proclaimed homework a children's labor. They as well noticed a positive correlation between parental participation in homework and pupils' behavior. The pupils learned how to organize, manage responsibilities, order their environment, monitor and control negative emotions. Although these factors are not directly tied to success, they do indeed lead to it.

Parents are the key factor and mediator in the school experience. They should encourage, monitor and assist children in their school obligations daily. One of the most prominent wishes of parents is that their children accomplish the level of education which would enable them to become equal members of society. Among the rest, the goal is to keep a child content and happy. However, this love and effort to help children can lead to conflicting results. A group of authors: Cooper et al (2000), Desimone (1999), Hill and Tyson (2009), Pomerantz, Wang and Ng (2005) indicate that mothers display harmful behavior if they are expected to offer additional assistance with homework. In such cases, a child senses mother's negativity and will automatically make a mistake. Mother will simultaneously perceive child as inadequate to dealing with the task. This indicates that a mother's dominance confines the child which encourages unproductive behavior. So, if parents are involved with homework, the key factor is to encourage and support the child despite of the predicaments confronted while doing homework. Interaction laced with love and humor is likewise extremely important to the mutual relationship between parents and children. An interesting research involving parents was conducted by Pezdek et al. (2002), who organized two studies which explored the accuracy of parents' expectations based on the success of a math exam results. Parents were supposed to estimate how well their child would do at the exam. The parents were given a copy of the exam and offered an option to complete it. It appeared that parents overestimated their children's success. The authors believed that the reason for this distorted perception was the faulty cooperation between parents and school, as well as the parents' unfamiliarity with the educational content.

Sometimes the parents are unaware of their child's sensitivity. Their influence can be powerful in such measure that parents may directly transfer their own negative emotions onto their children. For example, Larson and Gillman (1999) discovered that a mother's anger and anxiety transfer onto children. Similarly, children might interpret their parents' negativity as a signal of their own incompetence and worthlessness. Denham et al. (2000) noted that the negative influence impeded a child's motivational and affective function. Negative effect on success was found in cases where parents were not well-informed with the matter, when they pressured or rushed the child to complete the homework, or when negative emotions of parents prevailed (Balli, 1998; Cooper et al., 2000;. Desimone, 1999; Hoover-Dempsey &Sandler, 1997, Ng, Kenney-Benson, i Pomerantz, 2004; Pomerantz et al, 2005). This indicates that the participation of parents does not only affect the results of learning, but motivation, attention, will and learning skills as well.

The research methodology

The key research problem is the focused segment of the educational process related to the issue of homework. The goal of this research was to examine attitudes of classroom teachers and pupils about the role and importance of homework in elementary schools. The object of research is focused on homework in the educational process of the Croatian language subject in the lower grades of an elementary school, and it is focused on the two research queries. The first query examines the attitude of teachers to the existing regulations of homework. The second query is focused on pupils and examines a pupil's exertion with homework, as well as their attitudes to the existing regulations central to the attitudes of pupils.

By operationalizing the content meant for the participants of this research, which is related to the first researching query, we have separated the following homework categories: purpose, efficiency, feedback, form and type, response of pupils, cooperation with parents and the concept of a homework-free school.

By operationalizing the content meant for the participants of this research, which is related to the second researching query, we have separated the following homework categories: awareness of importance, affective reactions, overexertion, favorite forms and types, independence and parent assistance, learning styles and the concept of a homework-free school.

The research was conducted on the population of teachers and pupils of the elementary schools in Zagreb. The research participants were pupils (N=20) of the three different class units, as well as the teachers (N=8). Eight teachers and twenty elementary school pupils were questioned. The empirical research of the chosen issue would benefit the most from a complex methodological approach which would combine a few different methods of collecting data of different cognitional value and measure quantity. Due to the temporal, financial and human resource deficiencies, the methodological framework of this research was narrowed down to structured interview of the teachers, and group interview of the pupils, in the form of focus-groups which we considered as providing of an agreeable feedback related to the posed research queries.

The research was conducted in accordance with the Ethical codex of children research and in abidance with all designated decrees of the Codex.

The set of opened queries included basic data about the beliefs of the research participants, connected to the role of homework in the first language classes.

The results and interpretation of the research

In accordance to the theoretical section of this paper, the conversation model consisted of sets of queries categorized in seven categories:

K1- the purpose of homework
K2- the efficiency of homework (two subcategories)
K3- feedback (subcategories of evaluation and recording)
K4- didactic regulations – forms and types of homework
K5- the pupils' experience from the perspective of teachers
K6- the association of cooperative relations with parents and homework
K7- attitudes about homework-free school concept
For the sake of visibility, the participants (teachers) are marked with categories S1 to S8.

Table 1: Overview of the key entries of the teachers' attitudes

	S1	S2	S2	S4	S5	S6	S7	S8
K 1	exercise verification	repetition	exercise	verification	exercise verification independence	responsibility	work habits	repetition verification
K 2	success	independence	verification	correction exercise	success work habits	study how to study	Oral and written expression	Repetition
	individualization	Time subtracting	Independence questionable	too comprehensive	Parent pressure	Lack of quality	Parent interfering	Lack of quality
K 3	systematic	consistent thorough	Oral and written	consistent	Few times a week	consistent	systematic	Each day
	descriptive	parameter of success	descriptive	against grading	descriptive	Periodical	Periodical	Arranged with pupils
	rarely	Daily	daily	Written confirmation	Pupils, assistants	notebook	Self-evaluation	Class index
K 4	reading, story narration, task solving	Mostly written	Written, researching	Descriptionn arration, reports	Essays, Reports, Language exercises	Text work, essays question-answer	essays, presentations, question-answer	Essays, tasks in the workbook
K 5	No enthusiasm, obligation	responsibility pleasure	motivation	Motivation weak	habit	difficult, dull	habit, occasional enthusiasm	burden
K 6	good	excellent	multidimensional and good	partnership	Affecting a child's success	various	Various types of engagement	Determining to a child's success
K 7	yes	impossible	perhaps plausible	Too extreme	no	pointless	impossible	unthinkable

Based on the Table 1 and on the response to the first research query, we can conclude that this research participants share a generally positive outlook. The participants' attitudes regarding the purpose of homework are dichotomous. A portion of participants finds the purpose of homework in repetition and exercise of the teaching materials (traditional understanding), while the other finds it in developing responsibilities and work habits (contemporary understanding). Epstein (1998) agrees with these claims, emphasizing the multidimensional purpose of homework and dividing it a few categories. These are: deepening of academic learning; encouraging the learner's development with the ability of the individual work; encouraging initiative and independence; exercising planning and organization of time; developing good habits and discipline; encouraging the sense of property and learning responsibility. All participants offered distinctive outlooks related to the efficiency of homework. They recognize the efficiency of the subject of this research, and consider it beneficial to success of a pupil. In view of efficiency, we have pointed out the advantages and disadvantages of homework that the participants of this study encountered during their work experience. There were no major differences to the results of research

(Cooper, 2007) which differentiated between the following disadvantages: saturation and boredom, physical strain, long-term stress for children, lack of free time needed for relaxation and fun, parental interference, cheating, etc.

Concerning feedback, it was likely that participants of this research offered socially desirable responses. Interview is not the best methodological solution for this set of queries. Therefore, results should be not be taken for granted. The results show that the participants of this research make an effort to give thorough feedback to their pupils. The response indicates that they do not always manage. A portion of participants opted for descriptive grading system, and the rest for numeral. Participants expressed the view that descriptive grades increase motivation because pupils are given a written confirmation and are acclaimed for their effort and hard work. The participants opting for numeral grading system point out that they rarely negatively grade unsuccessful homework. The participants also opt for the pupil's self-evaluation model, which proved out to be a successful method. Each participant stated that they keep records of their pupils, either in the school register or in their own personal evaluation records. Homework is only one of the methods to evaluate a pupil's work, but not in the least the determining one. It is important to continuously guide and direct pupils by providing them with consistent feedback, which should be used to point out their eventual mistakes. The practice of grading and controlling homework is a matter of a personal decision of the teacher. The participants use different forms and types of homework. While devising different forms and types of homework, the participants are guided by factors such as teaching materials, pupils' abilities and specifications of educational circumstances. They admit that the most prevailing type of homework is the classical one – written homework. Participants list following written forms: answering questions below the text, essays, spelling exercises, creative writing. Same forms are listed by Težak (2003): bound, half-bound or free or independent written essays in lower grades of elementary school. All participants practice oral homework which involves the area of verbal expression. This involves the following forms: reading, oral narration of a story, learning poems by heart, describing a character or an event, reporting an event and other. The participants use research type homework as well, in which pupils take the role of the teacher and then find the important information about the specific content by themselves, only to present it to the rest of the class. This approach applies the method of learning by teaching. Another type of homework is the one where pupils take on active stance through games. Some of the interesting subtypes are: problem tasks, rebuses, crosswords, puzzles and etc. They underline the fact that homework depends on the profile of a pupil and that they select the form and type of homework accordingly. When it comes to the pupils' response, the participants conclude that pupils understand homework as an obligation and that doing homework is a matter of habit. Their response is understandable since this research sample consisted of pupils with only three or four years of education. They notice that pupils prefer doing their homework in different social forms: in pairs or as a group. Similarly, they enjoy creative homework, that is to say, in research and investigation. This is an indicator that pupils are curious and eager for challenge, especially when it comes to the previously mentioned types of homework. The participants emphasize that: *There's enthusiasm when they get assigned a specific type of homework, but there's also enthusiasm when there's no homework at all.*

They mostly perceive the homework related collaborations with parents as positive, and their experience is confirmed by the results of numerous researches exploring the subject (Hanhan, 1998; Maleš 1996; Kolak 2006), and associated with improvement of a pupil's success. The participants mention the problem of *authenticity of homework* but do not consider it very important, since pedagogical practice discovered successful indicators of pupil independence in work. The participants note that such *homework or assignments are inappropriate for pupils, and that parents forget to adapt to a pupil's level* because it opens

up the problem of methodological competency of parents. None of the participants of this research support the concept of homework-free school and cannot imagine a school without that important segment. They conclude that homework is the perfect ground for development of skills such as independence or responsibility, and are able to discern a greater deal of shortfalls of such concept than the possible gains. They support the idea of improving the quality, and reject the idea of complete scraping of homework.

The participants perceived the lack of individualization as the main disadvantage of homework. *The teachers may assign differentiated homework, but it is a huge, time-consuming job. Homework is not an instruction we can blindly hold on to, but it is conditioned by multiple factors.* More experienced participants mention that homework is generationally conditioned. This opinion about anthropomorphic role of homework confirms the pupil as an active subject of the teaching process, and homework as an instrument in the service of the pupil. The results of the research indicate that the participants are aware of their role and responsibility in devising homework.

In order to answer the second research question, we have opted for the group interview (target or focus group). The conversation moderating model consisted of groups of questions classified in seven categories:

K1- the awareness of importance of homework
K2- affective reactions of pupils to the first language homework
K3- overexertion of pupils caused by the first language homework
K4- favorite form and type of homework
K5- independence and assistance of parents with homework
K6- learning styles and homework
K7- attitudes about homework-free school concept

For the sake of visibility, the participants of the research (pupils) are classified in three groups by categories FG1, FG2 and FG3. All members of the same group are classmates.

Table 2: Overview of the key entries of the pupils' attitudes

	FG1	FG2	FG3
K1	exercise, greater success, verification	studying	exercise
K2	Difficult, fun, dull	Pleasure, relief	Motivated Indifferent
K3	Not overexerting	Not overexerting	Not overexerting
K4	Crosswords, poems	Essays, poems, narration	Crosswords
K5	Full assistance Independence	Full assistance	Partial assistance
K6	Music, organization	TV on, studying schedule	Studying schedule
K7	Possible	Possible	Impossible

Based on the Table 2 and on the response to the second research query, we can conclude that this research participants demonstrated various attitudes, which tend to be dichotomous in some categories. The pupils are aware of the importance of homework. Most pupils believe that the purpose of homework is exercise, whether it is meant for the subsequent lessons or exams, whether the ultimate purpose is to learn something new or verify previously acquired knowledge, or in other words, that doing homework improves knowledge. The affective reactions vary from pleasant to unpleasant. Boredom is listed most commonly as a negative reaction, while pupils mention curiosity fun, and pleasure as positive emotions they experience while writing homework. A small portion of pupils feels discontent and displeasure while doing homework. To these pupils doing homework is straining and they feel demotivated: *I have to fool around to have fun; doing homework is a bore.* Some pupils feel relief and content after completing their homework. Teachers have the major role in yielding affective reactions, that is to say, the people who devise homework which may or may not attract the attention of pupils and get them to work with pleasure. The pupils stated that they do not feel overexerted by their first language homework. They assess that they don't get a lot of homework in their first language subject, but in subjects such as Math or Science homework tends to be more time-consuming. Time needed to complete homework tends to vary. One of the pupils required 10 minutes to complete it, while another pupil from the same class required an hour. Another pupil states that he sometimes requires 3 or 4 hours because of procrastination or inability to concentrate, while another pupil emphasized that she always has extra time left for play and extracurricular activities. To conclude, overexertion and time needed to complete homework is a matter of individual characteristics of pupils, as well as their approach and style of doing homework. Desforges (2001) states that many pupils have trouble using the education acquired at school in real-life situations. Most pupils voiced positive thoughts about homework of researching and creative type where pupils have freedom to think, where they apply their logical thinking or have the aptitude to use their imagination. Positive examples demonstrate that the attractiveness of homework is conditioned by methods and forms of work, which include play, as well as the contents associated with real life. As the most boring types of homework, the pupils list: copying the text from textbook, report, description… While doing their homework, the pupils are assisted by their parents and the also have their own learning styles. A significant number of pupils does their homework by themselves. Only one pupil admitted to sometimes copying homework off his friend. It is interesting that only one pupil reported to study everything with his parent, ot to receive complete parental help in doing homework and studying, while the rest only get partial assistance. When it comes to using sources for doing homework, all the pupils are independent and familiar with the purpose of each source. The authors (Jensen 2003, Hong and Lee 200) list different patterns of the learning styles used for doing homework and studying. Most pupils in the first focus-group do their homework diligently: after school and by starting from the more difficult subjects to the simpler ones. Responses and learning styles in other groups vary. A portion of pupils studies while listening the music or/either watching television, while the rest of them do it on the floor or by walking around the room.

The concept of homework-free school roused the pupils' attention. Some pupils were excited by the idea, while others hesitated with their answers, some voiced an opinion that they would not see it as a problem because they would assign themselves homework independently, while a portion of pupils claimed that they would not be doing anything then. The pupils expressed their opinions on the types of homework they would assign to themselves if they were teachers. They mostly consisted of research type homework, learning games, crosswords, etc. A surprising detail is that pupils would in large part assign essays as

homework, which only serves to support the fact that teachers managed to alter negative experience concerning this type of homework, by selecting different themes and subjects.

Concluding remarks

By the response to the research queries, we can conclude that the participants of this research deeply ponder over the subject of homework. Both teachers and pupils consider it extremely important. The significant purposefulness is manifested through development of working habits, repetition, confirmation of the teaching materials and development of pupils' competencies. The participants note the association between doing homework and the success of pupils. All participants clearly differentiate between advantages and disadvantages of homework. More optimistic reasoning suggests that negative aspects of homework may be removed by skillful didactic shaping and devising of homework, as well as by respecting general didactic principles such as individualization, practicality and by tailoring homework with regard to the age of pupils. Creative homework which is able to rouse interest and curiosity among pupils presents a challenge both to teachers and to pupils. Giving feedback regarding homework requires a more studious approach to research, but as the results of this research demonstrate, participants were aware of the necessity of homework, and of difficulties of its realization. Concerning the overexertion of pupils mentioned in the theoretical part of this paper, none of the evidence of it can be found among the participants of this research. It is an indicator of a remarkable and proficient model of homework in the practice of the participants of this research. The research can be used as guidepost to all the theorists and practitioners dealing with the cited issue, whom are in search for a solution of the problem of a too large homework, one which is discordant and unsuitable to the age of pupils, as well as the problem of discontent of pupils and parents who seek to discard homework altogether in order to deal with this problem. The results of this research signify the possibility of a change in quality of homework which is linked to a change in personal calculation of teachers, that is to say, the ones who devise homework taking in regard the contemporary pedagogical principles, the answers to the new didactic challenges, as well as by respecting the principles of pedagogy of the free time.

The cited research participants in the search of way-out from the issue of homework obviously found one of the sources which is able to help them deal with this problem.

Aside from answering the posed questions, this research opened a plethora of new research areas. Almost any of the mentioned categories could be further studiously researched individually. The results of this research can be used as the foundation for a query designed for a more representative sample, which could be used to determine differences between possible subsamples. It would be interesting to incorporate pupils in a wider-range age group, as well as the classroom education teachers. Useful information could be obtained from the parents of pupils, as it is visible from the theoretical overview of this paper. A special addition to the chosen issue could be found in case studies (regarding the perspective of pupils, parents and operatives) with schools (or school) opting for homework-free functioning principle.

REFERENCES

Balli, S. J., Demo, D. H., & Wedman, J. F. (1998). Family involvement with children's homework: An intervention in the middle grades. Family Relations, 47, 149-157.

Black, P. 1990. Homework: The sixth day of instruction. ERS Spectrum 8: 35–41.

Bloom, B. S. (1984). The search for methods of group instruction as effective as one to one tutoring. Educational Leadership, 41(8), 4–18.
Brdar, I.; Rijavec, M. (1998). Što učiniti kada dijete dobije lošu ocjenu? Zagreb: IEP.
Bryan, T., & Nelson, C. (1994). Doing homework: Perspectives of elementary and middle school pupils. Journal of Learning Disabilities, 27, 488–499.
Chen, C., & Stevenson, H.W. (1989). Homework: A cross-cultural examination. Child Development, 60, 551–561.
Cooper, H., Robinson, J. C., & Patall, E. A. (2006). Does homework improve academic achievement? A synthesis of research, 1987–2003. Review of Educational Research ,76(1), 1–62.
Cooper, H. (1989a). Homework. White Plains, NY: Longman
Cooper, H. (1989b). Synthesis of research on homework. Educational Leadership, 47(3), 85–91.
Cooper, H., James J.; Nye, B. (1998.): Relationships among attitudes about homework, amount of homework assigned and completed, and pupil achievement, Journal of Educational Psychology, Vol 90(1), Mar 1998, 70-83
Cooper, H., Lindsay, J.J., and Nye, B. (2000). Homework in the home: How pupil, family and parenting-style differences relate to the homework process, Contemporary Educational Psychology, 25(4), 464–487.
Cooper, H. (2007). The battle over homework: Common ground for administrators, teachers, and parents (3rd ed.). Thousand Oaks, CA: Corwin Press.
Corno, L., & Xu, J. (2004). Homework as the job of childhood. Theory into Practice, 43, 227-233.
Denham, S. A., Workman, E., Cole, P. M., Weissbrod, C., Kendziora, K. T., & Zahn-Waxler, C. (2000). Prediction of externalizing behavior problems from early to middle childhood: The role of parental socialization and emotion expression. Development and Psychopathology, 12, 23-45.
Desforges, D. (2001). Uspješno učenje i poučavanje. psihologijski pristupi, Educa, Zagreb
Desimone, L. (1999). Linking parent involvement with pupil achievement: Do race and income matter? The Journal of Educational Research, 93(1), 11-30.
Enciklopedijski rječnik pedagogije (1963), Zagreb (Matica hrvatska)
Epstein, (1998.): Homework Practices, Achievements, and Behaviors of Elementary School Pupils. Report No. 26., 1-25, Eric
Forsberg, L. (2007). Homework as Serious Family Business: Power and Subjectivity in Negotiations about School Assignments in Swedish Families. British Journal of Sociology of Education Vol. 28, No. 2 (Mar., 2007), pp. 209-222
Fraser, B. J., Walberg, H. J., Welch, W. W., & Hattie, J. A. (1987). Synthesis of educational productivity research [Special issue]. International Journal of Educational Research, 11(2), 145–252.
Graue, M.E.; Weinstein, T.; Walberg, H.J. 1983. School-based home reinforcement programs: a quantitative synthesis. Journal of educational research (Washington, DC), vol. 76, p. 351–60.
Grolnick, W. S., & Ryan, R. M. (1989). Parent styles associated with children's self-regulation and competence in schools. Journal of Educational Psychology, 81, 143–154.
Hanhan,S,F. (1998.) Parent-teacher communication: Who is talking? In: Fuller, M.L.&Olsen, G. (ed). Home school relations. Boston: ACB.

Harris, S. and Rudduck, J. (1994) "School's great - apart from the lessons": pupils' early experiences of learning in secondary school, in M. Hughes (ed) Perceptions of Teaching and Learning, Clevedon: Multilingual Matters (for BERA Dialogues), pp. 35-52.

Hattie, J. A. (1992). Measuring the effects of schooling. Australian Journal of Education, 36(1), 5–13.

Hill, N. E., Tyson, D. F., & Bromell, L. (2009). Parental involvement in middle school: Developmentally appropriate strategies across SES and ethnicity. In N. E. Hill & R. K. Chao (Eds.), Families, schools, and the adolescent: Connecting research, policy, and practice (pp. 53–72). New York: Teachers College Press.

Hong, E., Tomoff, J., Wozniak, E., Carter, S., & Topham, A. (2000, April). Parent and pupil attitudes toward homework intervention and their effects on homework achievement and attitude. Paper presented at the American Educational Research Association, New Orleans, LA.

Hong, E., Topham, A., Carter, S., Wozniak, E., Tomoff, J., & Lee, K. (2000). A cross-cultural examination of the kinds of homework children prefer. Journal of Research and Development in Education, 34, 28-39.

Hong, E., & Lee, K. (2000). Preferred homework style and homework environment in high- versus low-achieving Chinese pupils. Educational Psychology: An International Journal of Experimental Educational Psychology, 20(2), 125-137.

Hoover-Dempsey, K.V., Battiato, A.D., Walker, J.M., Reed, R.P., DeJong, J.M., Jones, K.P. (2001). Parental Involvement in Homework, Educational Psychologist, 36(3), 195–209

Hoover-Dempsey, K.V., & Sandler, H.M. (1997). Why do parents become involved in their children's education? Review of Educational Research, 67, 3-42.

Jensen, E. Super – nastava: nastavne strategije za kvalitetnu školu i uspješno učenje. Zagreb : Educa, 2003

Jurčić, M. Učenikovo opterećenje nastavom i razredno-nastavno ozračje. Odgojne znanosti. 8 (2006), 2(12) ; str. 329-346

Knollmann, M., & Wild, E. (2007). Quality of parental support and pupils´ emotions during homework: moderating effects of pupils´ motivation orientations. European Journal of Psychology of Education, 22(1), 63-76

Kohn, A. (2006). The homework myth: Why our kids get too much of a bad thing. Cambridge, MA: Da Capo Lifelong Books.

Kolak,A. (2006.) Suradnja roditelja i škole, Pedagogijska istraživanja 3(2), 123-140.

Larson, R. & Gillman, S. (1999). Transmission of emotion in the daily interactions of single-mother families. Journal of Marriage and the Family, 61 (1), 21-37

Maleš, D. (1996.) Od nijeme potpore do partnerstva između obitelji i škole. Društvena istraživanja. 5:1(21), 75-89.

Marzano, R., & Pickering, D.l. (2005). The case for and against homework. Educational Leadership, 64(6), 74-79.

Matas, M. (1998.): Metodika nastave geografije, Hrvatsko geografsko društvo, Impresum Zagreb.

MacBeath, J. & Turner, M. (1990). Learning out of school: Homework policy and practice. A research study commissioned by the Scottish Education Department. Glasgow

Marzano R., Pickering D., Pollock J. (2006): Nastavne strategije - kako primijeniti devet najuspješnijih nastavnih strategija, Educa, Zagreb.

Mengel, J. A., Holcroft, J., & Zahn, R. D. (1966). Attitudes toward homework. The Elementary School Journal, 67(1), 41-44.

Ng, F. F., Kenney-Benson, G. A., & Pomerantz, E. M. (2004). Children's achievement moderates the effects of mothers' use of control and autonomy support. Child Development, 75(3), 764–780.
Ovčar, S. (1972) Prilog proučavanju opterećenosti učenika domaćim zadaćama. Pedagoški rad, Zagreb, br. 1-2
Pakaci, Adam: O domaćim zadaćama učenika, Napredak: časopis za učitelje, uzgojitelje i sve prijatelje mladeži , God. 33(1892), br. 4, str. 53-55 Zagreb : Hrvatski pedagogijsko-književni zbor, 1892
Paschal, R. A., Weinstein, T., & Walberg, H. J. (1984). The effects of homework on learning: A quantitative synthesis. Journal of Educational Research, 78, 97–104.
Pezdek, K., Berry, T., & Renno, P.A. (2002). Children's mathematical ahievement: The role of parents' perceptions and their involvement in homework. Journal of Educational Psychology, 94, 771-777.
Poljak, V. (1980.): Didaktika, Školska knjiga , Zagreb.
Pomerantz, E., Wang, Q., & Ng (2005). Mothers' affect in the homework context: the importance of staying positive. Developmental Psychology, 41(2), 414-427.
Pomerantz, E.M., Moorman E.A., & Litwack S.D. (2007). The How, Whom, and Why of Parents' Involvement in Children's Academic Lives: More Is Not Always Better. In Review of Educational Research, 77(3), 373-410.
Salovey, P., Sluyter, D.J., ur. (1999) Emocionalni razvoj i emocionalna inteligencija: pedagoške implikacije. Zagreb: Educa ija u Republici Hrvatskoj, Institut za društvena istraživanja, Zagreb, 2010.
Solomon, Y., Warin, J., Lewis, C. (2002). Helping with Homework? Homework as a Site of Tension for Parents and Teenagers, British Educational Research Journal, 28(4), 603–623.
Steinberg, Laurence. (1996). Beyond the classroom:Why school reform has failed and what parents need to do. New York: Simon & Schuster. (ERIC Document No. ED398346)
Stevanović, M. (2001.): Didaktika, Express digitalni tisak, Rijeka.
Stevenson, H. W., Chen, C., & Lee, S. Y. (1993). Mathematics achievement of Chinese, Japanese, and American children: Ten years later. Science, 259, 53-8.
Težak, S. (2003.): Teorija i praksa nastave hrvatskoga jezika. 2 , Školska knjiga, Zagreb.
Vrgoč, H. (Pre)opterećenost učenika. Napredak: časopis za pedagogijsku teoriju i praksu. 142 (2001), 3; str. 322-334.
Walberg, H. J. (1999). Productive teaching. In H. C. Waxman & H. J. Walberg (Eds.), New directions for teaching practice research (pp. 75–104). Berkeley, CA: McCutchen.
Warton, P.M. (1997). Learning about responsibility: Lessons from homework, British Journal of Educational Psychology, 67, 213–221.
Warton, P.M. (2001). The Forgotten Voices in Homework: Views of Pupils, Educational Psychologist, 36(3), 155–165
Žanetić, I. (2008): Učenikov domaći rad. U: Nastavnički priručnik. Zagreb: Znamen. Str. 226-239
Xu, J., & Yuan, R. (2003). Doing homework: Listening to pupils', parents', and teachers' voices in one urban middle school community. School Community Journal, 13(2), 25-44.
Xu, J. (2005, January 1). Purposes for Doing Homework Reported by Middle and High School Pupils. Journal of Educational Research, 99(1). 46-55

Bisera Kostadinovska
Faculty of Education- Bitola
k_bisera@yahoo.com

IDIOMS AND THEIR SIGNIFICANCE IN LEARNING THE ENGLISH LANGUAGE AS SECOND AND/OR FOREIGN LANGUAGE[109]

Abstract

In the narrowest sense of the word, the idiom (the term origins from the greek word *idios* which means characteristic, special, separate) can be defined as a permanent word entity whose meaning differs and most often cannot be derived from the meaning of every part in isolation, when used separately and independently. With this said, the words bucket and beans in the idiom Spill the beans; Kick the bucket have completely lost their basic meaning and the idiomatical meaning of the expressions cannot be derived from the meaning of the parts that construct the idiom. But there are also such idioms where the metaphor is very "plastically" expressed: as sharp as razor.

Outer-language context

Because the idioms are types of expressions that are very specific for every language, it is logically to use them to highlight the differences and specifics of a certain language environment, and having the close connection between the language and people in mind, the idioms most sincerely identify the cultural and other characteristics of a certain people or group of people, or the differences between certain groups of people. Still, even with this characteristic present, there are certain similarities present when making concepts of the idioms. That is the case with the Macedonian and the English language, which, beside the huge differences, there are certain similarities present when the idiom refers to certain universal features- fear, love, envy, conceit etc.

The idioms are an irreplaceable part when studying the English language. Through them the culture of a certain people can be learned and explored, and in that context, the multiculturalism which today has been in the center of attention in the foreign language learning practice. The aim of this paper is to show exactly that, i.e. the importance of learning of the idiomatic expressions in a certain foreign language (in this case, English); to show the immense importance that needs to be given when translating the idioms and how should they be properly and rightfully translated (Fjodorov talks about lexicological and grammatical problems when translating them) and techniques that students can use for better, easier and more comprehensible acquisition of the idiomatic expressions.

Key terms: idioms, translation, English and Macedonian language

INTRODUCTION

Figurative idioms, although neglected before the 20th century, have received a great deal of attention from pedagogical point of view in recent years; it has been partly because of the growing awareness that these inseparable aspects of human language are very frequent in

[109] Specialized paper

everyday language use. Cooper (1999) arguing for the essential role that idioms play in foreign language learning, remarks that most English speakers utter about 20 million idioms per lifetime; hence, using proper figurative language would be a mark of native-like speech in every language. On the other hand, teaching and learning idioms is one of the most difficult areas in second language acquisition because most of them have an arbitrary nature. As Charteris, (2002) states, figurative idioms are challenging for SL teachers and learners because the meanings of many idioms do not arise from the sum of their grammatical and lexical parts and this causes difficulties in the systematic instruction of idioms in SL classrooms. As a result, applying a proper approach to teaching idioms has always been of overwhelming interest among language teachers.

Many studies conducted on idioms have investigated different processes which are used during L1 idiom acquisition. In spite of this, the processes involved in L2 idioms representation are still a serious challenge in L2 idioms acquisition; as a result, second language learners have major problems in learning idioms. In addition, although L2 learners need to learn how to use idioms to speak fluently, but a large amount of research is on idioms comprehension, and the issues involved in idioms production are not resolved. So, another problem which English learners are faced with is the production of second language idioms. Apart from these problems, many idioms are cultural specific and vary from one language to another.

Idioms as part of the fifth skill: Culture

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. That's why culture should be the fifth skill in language learning, along with reading, writing, speaking and listening, because with culture students can appreciate and understand the values, ways of doing things and qualities of different cultures. "It is an additional change that is expressed through the use of 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). Culture governs our behavior in groups, helps us to know what others expect of us and what will happen if we do not act as they expect.

Teaching idioms and slang is quite a subjective topic. I believe that it is an integral part of teaching EFL. Slang and idioms are an every day part of our language and it is important that foreign students are aware of the most common forms they are likely to encounter, the appropriate use of these language forms and what is considered to be taboo in polite society.

An important matter to consider is that although students can find endless reference books on almost every other form of the English Language, slang and idioms are not considered part of the syllabus and paid no or very little attention.

If idioms are not being taught and the teachers avoid them, how is a student ever going to cope with phrases such as - *To bury the hatchet, to be in the same boat and to kick the bucket, and to go straight over my head*?

Idioms as a part of the grammar

An *idiom*, or *idiomatic expression*, according to the Oxford English Dictionary, is a group of words whose meaning cannot be deduced from the individual words that form it. In other words, idioms are considered as fixed chunks with arbitrary meanings. For example, the idiom *kick the bucket* cannot be interpreted by simply connecting the meanings of each single word; L2 learners who want to obtain the meaning of the idiom have to memorize its corresponding figurative interpretation, which is *to die*. Meanings of idioms are arbitrary and thus unpredictable. Even native speakers consider learning and understanding idiomatic expressions difficult (Gibbs, 1994)[110], let alone L2 learners whose comprehension of idioms is blocked by their limited language proficiency and cultural immersion. Idioms, therefore, have been considered an obstacle for L2 learners (Kövecses & Szabó 1996)[111]. However, idiomatic expressions are used so widely and commonly in spoken and written English that L2 learners have to prepare themselves to meet the challenge of learning and understanding them (Cooper 1999). Thus, teaching idioms to L2 learners is a necessary element in the field of EFL teaching.

Idioms have long been regarded as problematic for L2 learners due to the arbitrariness of their meanings and forms. Traditional methods of teaching idioms focus on rote learning and memorization. Recent developments in cognitive linguistics research have considered idioms as analyzable expressions which are motivated by conceptual metaphors and whose meanings can derive from associations between source and target concepts.

Believed to be imaginable and comprehensive, idioms should be learned through the process of raising L2 learners' awareness of conceptual metaphors behind these expressions. Nevertheless, these methods fail to notice culture entailments embedded in conceptual metaphors. Especially for FL learners who share neither common cultural background nor living environment with the target language users, difficulties resulting from transferability between L1 and L2 idioms owing to cultural similarities and differences may be serious. To bridge the gap between idioms and conceptual metaphors caused by cross-cultural differences, this study suggests a teaching method by incorporating the idea of metaphoric mappings. A case study was conducted in an EFL writing class to investigate the effect of the methods. Essays written by the students before and after the instruction were analyzed. Results showed that the students increased frequencies of using not only common idiomatic expressions but also creative analogies comprising vivid images based on the conceptual metaphors taught. Additionally, they used L2 expressions whose conceptual metaphors also existed in L1 more often than expressions whose conceptual metaphors were exclusive in L2. Such findings affirm the importance of culture and provide valuable insight to EFL teachers in adopting cognitive-oriented method to teach English idioms.[112]

Traditional methods of teaching English idioms focus on rote learning and memorization. Such rigid learning process might be time- and effort-consuming, as learners picked up idioms discretely without associations between forms and meanings. With the advance development in research of cognitive linguistics, ways of teaching idiomatic expressions have shifted to the idea of raising learners' awareness of *conceptual metaphor*, the underlying motivation behind idioms. Yet, for EFL learners who have less exposure to the target-language environment, a possible learning difficulty may occur due to their

---

110 *Teaching English Idioms as Metaphors through Cognitive-Oriented Methods: A Case in an EFL Writing Class,* Yi-chen Chen & Huei-ling Lai, URL: http://dx.doi.org/10.5539/elt.v6n6p13

111 *Teaching English Idioms as Metaphors through Cognitive-Oriented Methods: A Case in an EFL Writing Class,* Yi-chen Chen & Huei-ling Lai, URL: http://dx.doi.org/10.5539/elt.v6n6p13

112 *Teaching English Idioms as Metaphors through Cognitive-Oriented Methods: A Case in an EFL Writing Class,* Yi-chen Chen & Huei-ling Lai, URL: http://dx.doi.org/10.5539/elt.v6n6p13

unfamiliarity of cultural conventions which are embedded in conceptual metaphors. To bridge the methodological and pedagogical gaps, an alternative method which integrates metaphoric mappings in the learning process is proposed. It is believed that the metaphoric mappings elaborate correspondences between source and target concepts of idioms and thus facilitate EFL learners to understand the underlying motivations. However, this method has not been implemented in EFL classrooms yet and still begs further investigation.[113]

Implementing idioms in the teaching curricula

Idiomatic expressions used to be viewed as formulaic expressions that could only be understood through direct and explicit interpretations. For L2 learners, translation has traditionally been regarded as the most direct way of understanding idiomatic expressions. Reference books are edited to highlight the contrastive studies between the target and the native languages. There are several ways that idioms can be taught:

- *Teaching Idioms as Formulaic Expressions through Memorization*
- *Teaching Idioms as Metaphors through Awareness-Raising Activities*
- *Teaching Idioms as Metaphors through Conceptual Metaphors*
- *Effective Complements in Teaching Idioms* [114]

The fact that there is a surge toward the idea of catching the learners' attention in one way or another, and that of having more accurate students leads us to rethink the whole tradition of the instruction of idioms. It seems that in most of the language textbooks, there has been an overemphasis on the importance of fluency at the expense of accuracy, perhaps as a result of our rush toward the Communicative Language Teaching and its byproducts, e.g. Task-based Language Teaching.

As idioms are fixed expressions the constituents of which cannot be replaced by similar words, it seems that a combination of both implicit and explicit techniques would be the best recipe for EFL learners. It also seems that an inclination toward the explicit end of the continuum can be more productive, because there is no regular pattern to idioms, that is, the words in an idiom cannot be changed. Of course, the emphasis on the explicit instruction of idioms should not be taken to mean that the implicit techniques are not effective. It would certainly not go amiss if material developers drew the learners' attention to the target language forms through highlighting, underlining and italicizing. This way, they would provide the grounds for implicit instruction to come about. Including tips on the etymology of the idiomatic expressions in question and a having a sufficient number of exercises involving the constituent parts of the idioms in question, on the other hand, could also dramatically strengthen the acquisition of this most ubiquitous component of language. It seems that the fact that idiomatic language and proverbs are so semantically opaque can be taken into account by having them included in a problem-solving approach which would call for the explicit attention of the students.

Idiomatic expressions can also be incorporated into games so that they are acquired faster and so that they become more interesting to capture the attention of students. In this regard, the cards game introduced by A'lipour and Ketabi (2010) is a good candidate.[115]

---

[113] *Teaching English Idioms as Metaphors through Cognitive-Oriented Methods: A Case in an EFL Writing Class,* Yi-chen Chen & Huei-ling Lai, URL: http://dx.doi.org/10.5539/elt.v6n6p13

[114] *Teaching English Idioms as Metaphors through Cognitive-Oriented Methods: A Case in an EFL Writing Class,* Yi-chen Chen & Huei-ling Lai, URL: http://dx.doi.org/10.5539/elt.v6n6p13

[115] *Teaching Idiomatic Expressions in Context through Focus on Form Techniques,* Hossein Vahid Dastjerdi, Javad A'lipour, www.ccsenet.org/elt , English Language Teaching, Vol. 3, No. 4; December 2010

Idioms, fixed expressions, and the direction of translation

Although most idioms resist variation in form, some are more flexible than others. A person's competence in actively using the idioms and fixed expressions of a foreign language hardly ever matches that of a native speaker. The majority of translators working into a foreign language cannot hope to achieve the same sensitivity that native speakers seem to have for judging when and how an idiom can be manipulated. This lends support to the argument that translators should only work into their language of habitual use or mother tongue.[116]

Assuming that a professional translator would, under normal circumstances, work only into his/her language of habitual use, the difficulties associated with being able to use idioms and fixed expressions correctly in a foreign language need not be addressed here. The main problems that idiomatic and fixed expressions pose in translation relate to two main areas: the ability to recognize and interpret an idiom correctly; and the difficulties involved in rendering the various aspects of meaning that an idiom or a fixed expression conveys into the target language. These difficulties are much more pronounced in the case of idioms than they are in the case of fixed expressions.

The interpretation of idioms[117]

As far as idioms are concerned, the first difficulty that a translator comes across is being able to recognize that s/he is dealing with an idiomatic expression. This is not always so obvious. There are various types of idioms, some more easily recognizable than others. Those which are easily recognizable include expressions which violate truth conditions, such as *It's raining cats and dogs, throw caution to the winds, storm in a tea cup, jump down someone's throat,* and *food for thought.* They also include expressions which seem ill-formed because they do not follow the grammatical rules of the language, for example *trip the light fantastic, blow someone to kingdom come, put paid to, the powers that be, by and large,* and *the world and his friend.* Expressions which start with *like* (simile-like structures) also tend to suggest that they should not be interpreted literally. These include idioms such as *like a bat out of hell* and *like water off a duck's back.* Generally speaking, the more difficult an expression is to understand and the less sense it makes in a given context, the more likely a translator will recognize it as an idiom. Because they do not following text are easy to recognize as idioms (assuming one is not already familiar with them).[118]

Provided a translator has access to good references works and monolingual dictionaries of idioms, or, better still, is able to consult native speakers of the language, opaque idioms which do not make sense for one reason or another can actually be a blessing in disguise. The very fact that s/he cannot make sense of an expression in a particular context will alert the translator to the presence of an idiom of some sort.

The translation of idioms: difficulties

Once an idiom or fixed expression has been recognized and interpreted correctly, the next step is to decide how to translate it into the target language. The difficulties involved in translating an idiom are totally different from those involved in interpreting it. Here, the question is not whether a given idiom is transparent, opaque, or misleading. An opaque

[116] *A Brief Overview On Idiomatic Translation,* Negar Eftekhari, http://www.translationdirectory.com/articles/article1739.php
[117] *A Brief Overview On Idiomatic Translation*, Negar Eftekhari, http://www.translationdirectory.com/articles/article1739.php
[118] *A Brief Overview On Idiomatic Translation*, Negar Eftekhari, http://www.translationdirectory.com/articles/article1739.php

expression may be easier to translate than a transparent one. The main difficulties involved in translating idioms and fixed expressions may be summarized as follows:

a) An idiom or fixed expression may have no equivalent in the target language. The way a language chooses to express, or not express, various meanings cannot be predicted and only occasionally matches the way another language chooses to express the same meanings. One language may express a given meaning by means of a single word, another may express it by means of a transparent fixed expression, a third may express it by means of an idiom, and so on. It is therefore unrealistic to expect to find equivalent idioms and expressions in the target languages as matter of course.

Like single words, idioms and fixed expressions may be culture-specific. Formulae such as *Merry Christmas* and *say when* which relate to specific social or religious occasions provide good examples. Basnett-McGuire (1980: 21) explains that the expression *say when* 'is… directly linked to English social behavioral patterns' and suggests that 'the translator putting the phrase into French or German has to contend with the problem of the non-existence of a similar convention in either TL culture'. [119]

Idioms and fixed expressions which contain culture-specific items are not necessarily untranslatable. It is not the specific items an expression contains but rather the meaning it conveys and its association with culture-specific contexts which can make it untranslatable or difficult to translate. It is not the specific items an expression contains but rather the meaning it conveys and its association with culture-specific contexts which can make it untranslatable or difficult to translate.

Conclusion and final remarks

In a nutshell, it could be said that the acquisition of idiomatic expressions is one of the most outstanding challenges in TEFL. These idiomatic expressions reveal conceptual metaphors, which are used in many aspects of our daily lives and our speeches. For EFL learners who lack exposure to the target language and culture, to acquire English idioms means to learn both language and cultural conventions. Therefore, the suggested teaching method gives considerations to both language and culture, and provides EFL learners with dependable clues in comprehending and learning idiomatic expressions.

L2 learners need explicit instructions that point out differences between cultures and languages in order to avoid miscomprehension or overgeneralization. In the EFL environment that has no direct contact with the target language, the main source of feedback regarding correction comes from EFL teachers. Finally, the fact that not every idiom is metaphorically interpretable should be made clear to L2 learners. Methods incorporating awareness-raising activities, conceptual metaphors, and metaphoric mappings could assist learners in comprehending and systemizing idioms as metaphors; however, the traditional method should not be abandoned completely. EFL teachers should lead L2 learners to use suitable methods to acquire English idioms in an effective and efficient manner.

Various strategies opted for by translators in rendering idioms seem to play a crucial role in recognition and perception of connotations carried by them. If a novice translator renders a literary text without paying adequate attention to the idioms, the connotations are likely not to be transferred as a result of the translator's failure to acknowledge them. They will be entirely lost to the majority of the TL readers; consequently, the translation will be ineffective.

[119] *A Brief Overview On Idiomatic Translation,* Negar Eftekhari, http://www.translationdirectory.com/articles/article1739.php

REFERENCES

Anglisko-makedonski recnik na idiomi, Zoze Murgoski,1994, Skopje
Makedonsko-angliski recnik na idiomi, Zoze Mugoski, 1996, Skopje
Sibinovic, K., 1979, Orignal I prevod (Uvod u teoriji prevogenja) Beogard, Privredna shtampa
Fjodorov, spored Sibinovic, 1979, Original i prevod

Works cited:

Anglisko-makedonski recnik na idiomi, Zoze Murgoski,1994, Skopje
A Brief Overview On Idiomatic Translation, **Negar Eftekhari, http://www.translationdirectory.com/articles/article1739.php**
Makedonsko-angliski recnik na idiomi, Zoze Mugoski, 1996, Skopje
Sibinovic, K., 1979, Original I prevod (Uvod u teoriji prevogenja) Beogard, Privredna shtampa
Fjodorov, spored Sibinovic, 1979, Original i prevod
Teaching English Idioms as Metaphors through Cognitive-Oriented Methods: A Case in an EFL Writing Class, Yi-chen Chen & Huei-ling Lai, URL: http://dx.doi.org/10.5539/elt.v6n6p13
Teaching idiomatic expressions to learners of EFL through a corpus based on Disney movies, Irene López Rodriguez, *Brown University, USA*; Elena María García Moreno,*Escuela Oficial de Idiomas de Cartagena*,
Translating English Idioms and Collocations, Rochayah Machali, School of Modern Language Studies, UNSW

Marija Kosturanova
Postgraduate student at the TESOL program at the Faculty of Foreign Languages,
University American College Skopje
marija_kosturanova@hotmail.com

THE (IN)EXISTENCE OF A CRITICAL PEROID AS EXPLANATION OF THE SUCCESSFUL/LIMITED ACQUISITION OF THE FIRST AND THE SECOND LANGUAGE [120]

Introduction

For several decades linguistics tried to come up with a conclusion how human beings are able to acquire one or more languages. They succeeded in the explanation of the language acquisition and the language learning as two entirely different concepts. Language acquisition usually refers to the mother tongue or to the first language that we are exposed as children. The language acquisition is related with one phenomenon named the Critical Period Hypothesis (further on in the text CPH), which was and still is an interesting life stage for investigating. The term critical period refers to a critical phase of life between the age of two and before beginning of the puberty when each individual is able to acquire the first language. After this critical period the acquisition of the first language is far more difficult and will never reach the perfect status of acquired language. On the other hand CPH aims to investigate the reasons between first language acquisition and second language acquisition. Many researchers believe that there is a critical period in each human's development in which second language learning may occur to certain level that the individual may become able to speak the additional language as a native speaker. It is believed that after the period of puberty it is nearly impossible for each individual to acquire the second language to a higher degree of proficiency. Over the past few decades the researchers perform a lot of studies in order to see how valid this hypothesis is. Some of them confirm the existence of the critical period and some dismiss the same. The main question is does the CPH really exist?

Brief History

Although Eric Lenneberg (1967) is considered as father of the idea of CPH and the one who popularized this phenomenon, Penfield and Roberts (1959) are the one who proposed the same. In the beginning of their studies, these two neurosurgeons were exploring the neuroscience of language, concluding that it was dominant in the left hemisphere of the brain. Penfield and Roberts' research was focused on the linguistic performance of individuals with brain damage, rather than on linguistic performance of 'normal' individuals. Repeating Chomsky's fact that all children are not born as tabula rasa or in other words no human being is born without any real innate language ability, Penfield and Roberts added the fact that children up to the age of nine can learn three languages due to the human's ability to learn languages. The early children exposure to languages activates a kind of reflex in their brain which helps them to switch one language with another without the need to translate the same into their native language. Lenneberg supports the theory given by Penfield and Roberts, felling free to develop the hypothesis for the critical period, and claiming that the critical period for language acquisition ends around puberty and after this period the

[120] Specialized paper

acquisition of the first language will be impossible. He accepted the Penfield and Roberts's ideas that neurological mechanisms ar[121]e responsible for the maturation change in the language learning abilities, relating the same with the brain lateralization and left hemispherical specialization for language around thirteen. According to Lenneberg up to the age of thirteen the language learning functions are present in both hemispheres. Later or more accurate at the beginning of the puberty the cerebral functions of the hemispheres separate, and make the language acquisition very difficult. With his studies Lenneberg indicates the idea that there are certain ages appropriate for learning a language, somehow demonstrating and justifying the existence of the CPH and the difficulty to acquire a second language during and after it.

Researches that support the existence of the CPH

According to many researchers Johnson and Newport (1989) have provided important support for the existence of the critical period of the second language acquisition. Their main evidence is concluded into two studies.

The first one is taken on 46 native Chinese and Korean learners of the English as second language, who were exposed to this language by native speakers in the US. Because of their wide age differentiation these learners were divided into two groups, early learners, who came in the US before their age of 15, and late arrivals, who came in the US before their age of 17. In order the research results to be valid, there were only two conditions for the examiners, they had to live constantly in the US for at least three years and be exposed to the English language for at least five years. Finally, Johnson and Newport wanted to ensure the examiners' homogeneity of social background, so they decided to select the examiners from the student and university population at the University of Illinois in the US. The chosen 46 examiners varied in the age of their arrival in the US, from ages of 3 to 39. The early arrivals were 23 in number (12 males and 11 females) and all of them were students taking their undergraduate studies, living in an environment where their native language from their age of arrival in the US was spoken in their homes and the English language was spoken outside of the homes. The late arrivals were 23 in number (17 males and 6 females). These examiners were graduate students who were in the middle of their postgraduate studies, researches, and professors. Talking about the late arrivals, the smallest number of years of school in the US was 3, while the largest was 10. The research has one aim – to measure learners' grammatical judgment task. This grammatical judgment supposed to test their knowledge of spoken English syntax and morphology. The test was composed of 236 sentences. 140 sentences of this were ungrammatical and the other 136 were forming the grammatical counterparts of these sentences. The pairs of sentences were constructed to test exactly 12 types of rules in the English grammar, including: past tense, plural, third person singular, present progressive, determiners, pro-nominalization, particle movement, sub-categorization, auxiliaries, Yes/No questions, Wh-questions, and word order.[1] Each examiner was tested separately in a laboratory, answering with YES or NO on each given sentence.

Johnson and Newport previously made a decision that if the sentence answered by the examiner was unclear or incomplete, it will be considered as a non-grammatical one. The test was lasting for half an hour, giving a break of cou[122]ple of minutes in the middle of the test,

[121] Information undertaken by Table 2, Johnson, J. S., & Newport, E. N. (1989). Critical Period Effects in second Language Learning: The Influence of Maturational State on the Acquisition of English as Second Language. *Cognitive Psychology, 21*, p.72.

[122] Information undertaken by Table 3, Johnson, J. S., & Newport, E. N. (1989). Critical Period Effects in second Language Learning: The Influence of Maturational State on the Acquisition of English as Second Language. *Cognitive Psychology, 21*, p.78.

previously mentioning that examiners are allowed to ask for early break if they feel as they need one. None of the examiners were blind. In the beginning of the research, when these examiners were chosen by letters and sign-up sheets, it was told to them that this research will be implemented with an aim to discover whether children or adults are better at learning a second language, without mentioning the existence of the CPH and what types of results were expected.

The main aim of this study was to test whether has some close relationship between examiners' age of learning English as a second language and their performance on the test of English morphology and syntax. It is clear that the results of this study are related with age differences, or in other words after the age of 7 some maturational factors restrict the second language acquisition. This means that the examiners that started acquiring the English language earlier than those who began learning the language later, shown better results, which justifies the critical period as a phenomenon. A more detailed explanation about the

Mean Scores of None-Native and Native Speakers of English Language					
		Age of arrival			
	Natives (n=23)	3-7 (n=7)	8-10 (n=8)	11-15 (n=8)	17-39 (n=23)
Means	268.8	269.3	256.0	235.9	210.3
SD	2.9	2.8	6.0	13.6	22.8
Range	275-265	272-264	263-247	251-212	254-163
Errors	(1-11)	(4-12)	(13-29)	(25-64)	(22-113)
Maximum score=276					

better results of the early arrivals on the test versus the results of the late arrivals on the test, and all of them compared with the results of 23 native speakers of English language who undertook the same test, as well the explanation of the existence of the critical period for language acquisition is given in the Table 1.

The second research is taken on 2.3 million immigrants with Chinese and Spanish background at the age of 15-20 during a long period of time, in search for evidence of discontinuity in the English level in order the CPH to be disproved. Individuals were tested through form in which they used to self-describe their English ability using one of the five categories: "not at all", "not well", "well", "very well", and "speak only English". The results showed a great success in acquiring the English as second language which was continuously declining through life span. From the taken studies, Johnson and Newport concluded that a critical period exists for a grammar acquisition and that the age 15 is the end point of the critical period for second language device. Overall, Johnson and Newport draw a conclusion that the CPH is somehow valid and its essential factor for the existence of the same is the discontinuity which declines as the age of learners increase.

Children with no language

Over the last eight centuries there are reported cases about children who grew up without language, some of them never looked after by any human or scientist, left in the woods or other places by their parents, or abused by the same. They were named with the notion feral or wild children. These children were and still are suitable cases for research in terms of the existence of the critical period.

The first case of such a child was noticed in 1724 near the German town Hamelin. 13th year old boy Peter, who was described as naked and wild child, was enticed into town and become a subject of great interest because of his strange behavior and most important because of his lack of language. Later on, the King George I of England adopted him, where he lived the rest of his life. During his life Peter never learnt to talk, he never smiled, and kept

that abnormal behavior of a wild animal. Nowadays scientist and linguist do not consider Peter as feral child. Counting the fact that he was living in the woods for one year and then returned back home, where he was living for year or two, continuously abused by his father during his stay at home and at the end was abandoned in the woods, scientist believed that his lack of language and strange behavior came as consequence of the torture by his father. Taking in consideration his age and relate the same with the CPH, somehow there is an explanation why this child never learnt to speak. Peter is just a weak version of the existence of the critical period.

The second case is the boy called Victor, who was apparently lived his childhood naked and alone in the woods of Aveyron, Southern France at the end of the 18th century. When he was found at the age of 11, Victor succeeded to escape from the village, but after year and a half he came back among the humans. It was clear that Victor can hear, but with no any additional reason he was taken to the National Institute of the Deaf in Paris, where ended up in the care of the young medical student named Jean Marc Gaspard Itard. Itard adopted Victor and looked after him for many years. His aim was to teach Victor to speak and to express his human emotions. Victor succeeded in understanding language and reading some single words, but unfortunately that was the highest language level that he succeeded to reach. During his life he never learnt to speak the language as each human being, only learning to spell the word 'milk' and the phrase 'Oh my God', but mastered in expressing his human emotions towards other people. Victor's attempt to start acquiring the language for the first time at the age of 12 is just another evidence for the brain lateralization before the period of puberty and impossibility to learn a language after this period, which is only justifying the existence of the critical period for language acquisition.

The third and the newest case related with the CPH is the girl called Genie, dating from 1970 when Genie was noticed by the social workers in Los Angeles, California for the first time. When she was born her father who was abusing her mother, thought that Genie is mentally disordered, and take care of her till she was 20 months old. Since she was 20 months old till the day was found by the social workers, Genie was locked in a dark room, tied to a potty chair and left to sit alone day after day. Some nights she was tied into a sleeping bag, which controlled her arms, and some days she was totally forgotten by her family, so she was spending the nights tied to the potty chair and sleeping in that pose. When her mother was giving food to Genie it was not allowed to speak to her, and that was the reason why Genie when was discovered by the social workers at the age of 13 did not speak any language, except the words 'stop it' and 'no more'. She had some strange bunny-like walk, holding her hands in front of her. This girl did not know how to chew the food and had difficulties in swallowing the same. Genie was rescued and settled in the Children's Hospital in Los Angeles, where a whole team starts taking care of her. This child was hungry to learn some new words, pointing at subjects and things until some of the team tell her the proper word. After several months Genie learnt about a hundred words and her talking was limited to high-pitched noises that were hard to understand. But overall she was very silent. The team that was working with her discovered that her silence is a result of the excessively beating by her father every time when she was making some noise. Genie continues to recover and develop, she even become emotionally connected with some of the team members that were working with her. She was running and smiling, but she was acting as 18-20 month old baby, which means that every time when someone was giving her some subject, first she was feeling the subject with her fingertips and then was rubbing against her mouth and face. A lot of tests and researches were implemented on her, in terms of her ability to make sense out of chaos, to see patterns, and to think logically and she shown very high results on the same. Still her language was not going in a positive direction. During all this years of her recovery she was learning new words, but she was not able to put the same together into meaningful

sentences. Her speech and sentences were telegraphic, which means she was not including grammatical tenses, modals, and plurals in her speech. The last tests that were made on her brain were shocking, because the tasks in her brain were extremely unbalanced. The left hemisphere of her brain which is responsible for the language tasks was not working. Her tests looked similar to the tests of children whose left hemispheres of the brain were removed, which explains her disability of learning a language after the age of 13. All tests done proved that this child was not mentally ill, which means that she has great difficulties in learning the language at the age of 13 because her left hemisphere that has never been used for language lost its capacity. Each human being is born with the ability to learn a language. Sooner the language is started to be learnt, better results will be achieved. Although some scientists explain Genie's disability to master the language as a possibility that she was right hemisphere thinker, Genie's case is the most valid and strong version of the existence of the CPH.

The age as (non)-crucial factor for the language acquisition

In search of more arguments for the existence of the CPH, Birdsong and Molis (2001) carry out almost the same research as one of Johnson and Newport's researches (above mentioned) and came to different results. They chose 61 native speakers of Spanish who were learning English as second language and used almost the same procedures as Johnson and Newport's. Their results showed that the similarities between the first language acquisition and the second language acquisition may influence on how well the second language will be learn. On the other hand they came up with a conclusion that second language acquisition is not limited when the second language is learnt after the period of puberty, which is contrary to Johnson and Newport's conclusions about the CPH.

Although Lenneberg and Johnson and Newport concluded that the age was a crucial factor for identification of the critical period, Shohami et al. (1998) and Moyer (1999) are relying on some other factors as reasons for existence of the critical period. In their researches they assessed foreign speakers who started to learn English as second language after the period of puberty. The results of the same showed that there are cases where the learners of second language are capable to achieve native-like or near native-like accent, despite the fact that have been exposed to the second language after the period of puberty. Moyer mentions the talent as possible explanation to this phenomenon, relating the same with other abilities such as music, sport, dance etc. The person's occupation is also one of the possible factors that influence on the critical period; the professional motivation may be the essential factor in the individual's pronunciation rating and language acquisition. Patkowski (1980) also is indicating on the psychological, social, and affective factors which should be account for the differences in second language acquisition between children and adults. He is claiming that despite the age of acquiring second language, the socioeconomic factors and the effectiveness of the formal education also play main role in the prediction how well individuals will learn second language.

Another linguist that supports the idea of the age as non-crucial factor for the language acquisition and at the same time claims that the critical period exists is Snow (1987). She claims that there is a possibility the sensitive period speech perception ends somewhere during the first year of life. The age at which second language begins is not important, more important is the residence length. The optimal age is just an evidence for the sensitive period for second language acquisition which indicates the logical possibility that there is a CPH.

The native-likeness can be achieved in a variety of linguistic areas by individuals who began to learn the second language before the period of puberty. According to Long (1995), the possibility of achieving native-likeness during the critical period is not restricted

to native speakers, who are typologically associated to the second language that used to be acquired. Despite this consideration, Long is supporting the idea that the native-like phonological abilities in second language begin to decline by age of six no matter how motivated or how much learning opportunities individuals had. Long as Johnson and Newport believes that the period before the age of 15 is a crucial for learning native-like morphology and syntax.

In order to investigate more detailed the connection between the age at which the second language acquisition begins and the possible age when a foreign accent may occur, since the CPH is universally accepted, Flege (1999) developed three additional hypotheses: exercise, unfolding, and interaction hypothesis. According to the first one the foreign accent increases because the learners of second language have stopped learning and practicing speech; the second one claims that the successfully developed native phonetic system is causing appearance of foreign accent; the third one predicts that there is a mutual influence of the different phonetic systems of both languages, the native and the second one. It is considered that Flege's findings are one of the most evident arguments, but not the only one, that disconfirms the idea of the CPH and support the idea that the native language and the second language influence mutually to each other.

Research that failed to support the existence of the CPH

Well known research that failed to support the existence of the CPH is the one by Snow and Hoefnagel-Hohle (1978). First they were supporting the correlation between the first language acquisition and the cerebral lateralization i.e. they believed in the existence of the CPH. They stated that the first language acquisition must occur before the cerebral lateralization is complete, and strongly believed in the prediction of the CPH that the second language acquisition will be native-likeness as the first language acquisition only if it occurs before the period of puberty. Hence, Snow and Hoefnagel-Hohle made a research in which they were testing the naturalistic acquisition of Dutch by English speakers. The individuals were divided into 3 different age groups, testing during a period of one year. The 12-15 year old individuals and the adult learners were acquiring the Dutch faster than the other learners. At the end of the research 8-10 and 12-15 year old individuals achieved the language optimum, while 3-5 year old individuals showed lowest results. The final output fails to support the CPH or in other words the critical period extending from age 2 to age 12 does not exist. The results of the research matched with one of the Krashen's hypothesis (1973) that the cerebral lateralization is established between the birth and the age of 5 and that the first language acquisition ends up at the age of five, but the same are not compatible with the hypothesis for the second language acquisition. This research indicates on two new facts: the learner who has mastered the first language will easily acquire the second language and the establishment of cerebral dominance eases the second language acquisition. Some of the linguistic experts emphasized that the results of this research are not valid because the age differences are not considered, also putting an accent on the individual differences such as complete control of pronunciation, grammar, and vocabulary, considering as one of the limitations that caused this research to fail.

Conclusion

To conclude, the CPH universally is defined as a biological and neurological period of each human being ending around the age of 13, during which each individual is acquiring the first language and/or second language. This is so because before the period of puberty the child's brain is not still lateralized and is extremely elastic. Once the brain is lateralized it loses its elasticity, cerebral functions of the hemispheres separate, and make the language acquisition very difficult.

Recent researches have shown that there is no well-defined or so called “magical” age for the critical period. Due to some age related changes in a human cognitive processing, age is still considered as the essential factor of the critical period for second language acquisition, not ignoring the social, psychological, and affective factors such as motivation, self-esteem, empathy etc. The critical period somehow is the reason for the enormous success of children in learning second language and failure of adults in the acquisition of the same. As human ages increase the ability to encode new information and remember details will be not as smooth as it used to be i.e. the learning ability will declines. These declines are considered as difficulties when an individual is learning a second language, and indicates that the individual started learning a language during the critical period.

Nowadays the CPH is still a matter of broad discussions. All linguistic views support the idea of an unconditioned source of language or as Chomsky said “a black box processor” into each human brain which is activated when it is exposed to a proper language input. Unfortunately, when comes to debate when exactly the critical period of the language acquisition starts and when ends all linguistic parallels end here.

REFERENCES

Abello-Contesse, C. (2009, April). Age and the Critical Period Hypothesis. *English Language Teachers Journal, 63*(2), 170-172.

Abu-Rabia, S., & Kehat, S. (2004, February). The Critical Period for Second Language Pronunciation: Is there such a thing? Ten case studies of late starters who attained a native-like Hebrew accent. *Educational Psychology, 24*(1), 77-98.

Bialystok, E. (1997, April). The Structure of age: In searh of barriers to second language acquisition. *Second Language Research, 13*(2), 116-137.

Bongaerts, T. (2005). Intoduction: Ultimate attainment and the Critical Period Hypothesis for second language acquisition. *International Review of Applied Linguistics in Language Teaching, 43*(4), 259-267.

Hakuta, K., Bialystok, E., & Wiley, E. (2003, january). Critical Evidence: A Test of the Critical Period Hypothesis for Second Language Acquisition. *Psychological Science, 14*(1), 31-38.

Hoff, E. (2005). *Language Development* (Vol. 4). Belmont: Wadsworth CENGAGE Learning.

Johnson, J. S., & Newport, E. N. (1989). Critical Period Effects in second Language Learning: The Influence of Maturational State on the Acquisition of English as Second Language. *Cognitive Psychology, 21*, 60-99.

Lihong, D. (2010, June). Assess the Critical Period Hypothesis in Second Language Acquisition. *English Language Teaching, 3*(2), 219-224.

Nikolov, M. (2000). The Critical Period Hypothesis reconsidered: Successful adult learners of Hungarian and English. *International Review of Applied Linguistics in Language Teaching, 38*(2), 109-125.

Reichle, R. V. (2010, March). Judgments of information structure in L2 French: Nativelike performance and the Critical Period Hypothesis. *International Review of Applied Linguistics in Language Teaching, 48*(1), 53-85.

Singleton, D. (2005). The Critical Period Hypothesis: A coat of many colours. *International Review of Applied Linguistics in Language Teaching, 43*(4), 269-285.

Snow, C. E., & Hoefnagel-Hohle, M. (1978, December). The Critical Period for Language Acquisition: Evidence from Second Language Learning. *Child Development, 49*(4), 1114-1128.

Marina Krstic
Daily center for people with intellectual and physical disabilities, Bitola
mkrsticbt@hotmail.com

PERFECTIONISM AND GIFTED[123]

Abstract

When we hear the words perfectionist or perfectionism, we are associated with people who are frustrated, inhibited, with no power to overcome their difficulties and problems. Perfectionism is not always about a destructible force. It can be a source of great achievement, especially in the gifted individuals.

As a matter of fact that the moment in the R. Macedonia is in a stage of highly elevated conscious in the matter of identification, following and motivating of the gifted individuals, I consider that it is of a great significance the increased attention of the gifted in the fields of the social-emotional problems and perfectionism.

In this work, the influence of the perfectionism affecting the gifted will be elaborated, the characteristics of the gifted who manifest perfectionism will be also considered, and a certain number of world researches that contribute to the perfectionism of the gifted will be also noted.

Key words: perfectionism, gifted

We all want our children to drive towards perfection. The quality of the work it's logical goal, but the perfectionism goes little bit further. It does not leave a room for error. The results must be nothing but the best.

The perfectionism in the gifted serves less pleasure and more self-criticism. They consider the greatness to be something real, something achievable, but the sense of living the greatness is simply impossible.

The pressure from the perfectionism on the gifted can bring great achievements, but also serious problems. The sense of being perfect in the gifted can be driven from the overwhelmed recognitions they receive from the adults from their surroundings, or the continuous successes they achieved. The slight movement from this road of success can bring a feeling of "not good enough" in the gifted children, which will result in the fear of undertaking risks which will result in a probable failure. (Rimm 2003)

Researches show that the perfectionism, is quite present in the gifted people because of their tendency towards idealism and perfection, also tendency towards дихотомно thinking. Perfectionism is the main cause for the number of problems in the gifted people.

The perfectionism is considered to be the common characteristic in the gifted children. Roedel (1984) describes the perfectionism as a cause of vulnerability on the highly gifted children. He describes how the gifted children suffer when they place before themselves the impossible and high goals to achieve. (Maksic, Iwasaki, 2009) The high standards are connected with the large criticism towards the self success and narrow the probability for self-acknowledgment, which leads to a sense of guilt, anxiety and negative emotions. (K. Vehovec, Roncevic, 2003)

[123] Revisional scientific paper

Most recent research, point the spotlight mainly to two basic principles for the perfectionism. The first describes the achievements and the motivation, and the second is regarded to what the gifted children accept for their achievements or failures. Other top and recent researches show that the perfectionism in the gifted can be directly followed by the visual-space style of education, which is dominant in 70% of the gifted children. (Hass, 2011)

In fact, the gifted children are superior in the matter of intelligence from the other children of the same age, which is also noted in the academic achievements of other areas. All this matter, makes them more vulnerable, keen on perfection, yet also been courage for their exceptional perfectionism by their own parents and teachers.

Their superior intelligence also allows them to cover their emotional instability. Adults often in their lives are highly impressed of their intelligence and don't mind the concerning fact of their emotional life. Gifted strive toward maintaining their success, but all that comes to halt from the great need of excellence, begins to be an unbearable load instead of a natural process. Great fear is also present in their decision making skills on the basis of perfection made emotions. Gifted perfectionists also claim that they enjoy in their studies and capabilities, but they successfully hide their emotional blockades and run from the sense of embarrassment. (Sorotzkin, 2005)

Researcher Terman (1925), later other researchers like (Galucci, 1988, Richardson and Benbow, 1990, Flett, Hawitt, 2002) showed that the gifted children are socially better adjusted from their fellow non-gifted friends or people. In correlation to this, old believes are still present which regard to the fact that the gifted children have more chances to achieve perfectionism unlike the non-gifted, which later can bring a variety of problems in the adjustments like depression, suicidal ideas, feeding problems etc. Contrary to this believes, showed that the tendencies from the perfectionism in the gifted, would more likely motivate the healthy need, the motivation for achievements. That does not point out that the perfectionism in certain number of individuals won't cause problems

In the research on 112 gifted adolescents conducted by Schuler (1999) 87,5% showed great tendency towards perfectionism. Same author in 2000, in the research on the same number of gifted adolescents resulted in healthy or neurotic perfectionism. (Thoresen, 2009) In addition to the studying of the perfectionism on the gifted and non-gifted students, the researchesstudied the effects of the gender differences and the differences in the time of birth and the perfectionism.

Parker and Mills (1996) found insignificant statistical differences on the basis of gender, and that the healthy perfectionism is often shown in the female gifted individuals rather in the male individuals.

Baker (1996) in his research gathered results which implies on the higher level of perfectionism in the female gifted individuals rather in the male gifted individuals.

Rimm (2007) stated that the probability of the assumption that the female individuals who poses high perfectionism potential, is higher than the male individuals.

Chan (2007) in his research stated that the gifted male individuals have higher probability to manifest neurotic perfectionism rather than the female gifted individuals. Big statistical difference in the researches of this authors is not found. This differential results, continuously shows that the perfectionism can torture male or female individuals regardless. (Thoresen, 2009)

Lazarevic (2011) in her research of the perfectionism in the gifted, gained results that shows that the healthy perfectionism is overwhelming in the gifted students, with no significant statistical differences between the male or the female individuals.

With the help of the APS-R instrument, in a research conducted in China on gifted and non-gifted students on the age of 7-12 years old, the results show that the perfectionism

is more dispersed in the gifted students rather than the non-gifted with a high level of presence of the healthy perfectionism. (Chan, 2011)

In the perfectionism affected children we can observe few characteristics that can be manifested

- *Emotional characteristics:*very self-criticising oriented, vulnerable to a critics, critical towards other individuals, fear of embarrassment, embarrassed, strong feeling of incompetence, low level of self-respect, anxiety, overwhelming reactions on a failure, a task is never done as its should be, headaches or other physical pain while working on a task
- *Placing high standards:*unreal expectations of themselves, unrealistic high standards, difficulties in decision making, difficulties in regarding of important and non-important things, difficulties in setting priorities, unsure in their decisions and answers, constant delay of tasks.
- *Delaying:*delaying stressful or hard tasks, negative attitude towards a realization on the tasks, always start from the beginning
- *Motivation:*The will of avoiding a failure brings more motivation than the will to achieve success.
- *self-evaluation:*The process of self-evaluation is based sole of the success, all or nothing evaluation where the imperfection is treated as a failure. (Korajlija, 2004)

Silverman considers that the perfectionism in the gifted must be viewed as a potential force capable of motivating an intensive pain, frustration and paralyses or incredible satisfaction and creative process, depending on how its channelized. It has a potential to bring a professional fulfillment and spiritual growth, but if the energy is focused only on doubt and lack of self-assurance it can bring to a suffering and pain and a drastic despair. (Silverman, 1987)

Silverman (1999) states six reasons why gifted children have tendency to be perfectionists

1. Perfectionism is an abstract concept. It uses the abstract mind to comprehend its meaning and tend to nurture the vision which does not exist in the real world. The Abstract consciousness is a characteristic of the gifted and that makes them different than the others..
2. The perfectionism is in function of the asychronised and unnatural development. Gifted children set standards according to their mental age, rather than their chronological age. For example: a child with a chronological age of 6 has a mind in mental age of 9 and sets standards accordingly to the age of 9 years old.
3. A great number of gifted children have older friends, yet again tend to set standards which are equal to the ones of their friends.
4. Gifted children have greater ability to predict their consequences in comparison to their friends on the same age. From the earliest age they are capable of avoiding failure, and to act in a way which will guarantee a success.
5. The will of challenge and stimulation in the gifted children, leads to a example where they sabotage their task on purpouse to be able to fulfill their need of showing greatness.
6. The perfectionism in the gifted is shown as a destruction of the “disc” for the self-perfection which represents a positive evolutional disc (Silverman, 2011)

Either way, perfectionism in the gifted represents a complex matter which can lead to improvement in them, but it can be a source of problems as well. In any case we need to help and protect the gifted from the imperfections of the perfectionism, especially in the neurotical, and to try and replace the factors that cause this manifestation, and to point ourselves to an active, efficient and effective development on the great capabilities in the gifted who are priceless to our whole society.

REFERENCES

Schuler, P. A. (2000). Perfectionism and gifted adolescents. *Prufrock Journal,11*(4), 183-196.

Silverman, L. K. (2007). Perfectionism: The crucible of giftedness. *Gifted Education International, 23*(3), 233-245.

Sorotzkin, B. The Role of Parents in the Current Crisis of Rebellious Adolescents: Dare We Discuss It? Can We Afford Not To?.

Tourón, J., & Tourón, M. (2011). The center for talented youth identification model: a review of the literature.

Kemajl Kurteshi
Didactic Ceneter, Gjilan , Kosovo

Voglushe Kurteshi
Department of Biology,Faculty of Natyral Science, University of Prishtina ,Kosovo

DEFICIENCY OF BLOOM TAXONOMY[124]

Abstract

Last decade in Kosovo ignoring of remembering(memory, because many organized seminars try it to minimize the importance of memory-remembering.

I overlive, these tendency because I'm participating in these seminars during 2002 and 2003. Among many reaction that I do it, it was how we can read if we can not remember the letters.

Key word : importance, remembering, reading, learning

INTRODUCTION

Bloom developed a classification of levels of intellectual behavior important in learning, a classification of levels of intellectual behavior important in learning.

According to Bloms taxonomy exist some levels of knowledge such as:

- **knowledge**- recall of information, knowledge of dates, events, places, knowledge of major ideas mastery of subject matter
- **comprehension**- understanding information, grasp meaning translate knowledge into new context interpret facts, compare, contrast order, group, infer causes predict consequences
- **aplication** – use information, use methods, concepts, theories in new situations solve problems using required skills or knowledge
- **analysis** – seeing patterns, organization of parts recognition of hidden meanings identification of components
- **synthesis**- use old ideas to create new ones, generalize from given facts relate knowledge from several areas predict, draw conclusions
- **evaluation**- estimation of value of new material /information/ idea .

We shall analyse all this levels which Bloom said in his taxonomy.

Knowledge- According to thus taxonomy it's not predict the memory one of among important chararteristic for human and animal being. Why, because without memory how you can distinguish something, if we are not remember, for exaple how you can distinguish your wife or hausband and your children or parents, if you can't remember the face, or how you

[124] Specialized paper

can read if can't remember the letters, or how you can know that 1 plus 1 it be 2, or 2 multiplicate with 2, be equal 4, if you not remember multiplication table.

The second Blooms level is Comprehension. How you can understanding information,

translate knowledge into new context, interpret facts, compare, contrast order, group, infer causes, predict consequences. How can understanding information, interpret facts for example in traffic, if you can't remember the traffic signals. According to this in front of every traffic signal you must stop off and to browse the book of traffic signal to notice what kinde of action to do it in traffic. Or what will do it doctor in hospital if can't remember the knowledge, for example if happen any accidnet in traffic, with emergency the patient send to hospital, the doctor (without rememeber) to express the patient hold on till he brows the book, after that to see what action to do it.

Application

According to this level the Bloom think to use information, use methods, concepts, theories in new situations, solve problems using required skills or knowledge, but how to use the information if you can't remember

The fourth Blooms action is **analysis**. How it is possible to make any analysis if without remember, for example how can analysis the meaning tof the traffic signal, without remember of knowledge, or any doctor how can analyse the laboratoric analysis without remember of knowledge, or how he can wrote a diagnosis if can't remember the knowledge, or doctor must browse the book. Without memory for everything you must browse the books, but and to written are book without memory it is difficult.

The fifth Blooms action is **synthesis**. To synthesise something also you must remembering, because you must rememeber the knowledge. For example to create a sentence you must remember the word, or to create a word you must remember a letters, or how doctor can "create" therapy without remember.

How writer can create are novel if he can't remember a event or incident. Or how a songster can sing a song (forward of public), if can not remember the text of song.

So how we can see, without remember it is impossible to create or synthesis something, in daily life.

The sixth action is -**estimation**- estimation of value of new material /information/ idea . To estimate something also you must use the memory. How you can estimate any dessert if can not remember the taste of two different dessert.

How you can estimate that a pupil is learned than other pupil if you can't remember. How you can estimate that a information is better of other information, if can't remember both information, or one of them.

Or if you are a member of any jury, how you can estimate which of candidate it is better than other candidate, in any festival, for example music festival.

In last decenniad in Kosovo organize many seminary about teaching. At all these seminary it was tendency to minimize the role of memory in schools, exactly in learned. That during the learninig it is not necessary to memorise the knowledge. How can learn something new , without foreknowledge, which are not memorise.

I participate in some seminary, in which it try to comply that memory(remembering) it is not to much important or they have tendency **minimize** the role of memory in schools. A participant of seminary ask the trainer (initials B.M) , can professors asked the students with openly books when we estimate the knowledge.

The instructors says yes you can do it that. So I react in this answer(reply) how you can estimate how the student know. He says to me that he know how to estimate, I again react saying to him : but you must teach as how to estimate. I says to him the memory it is one of

the important characteristic for human, animal , maybe and for plant, but for human and animal it is ver y important. This I certify by some argument. For example if somebody take the licence for driver and if the memory it's not necessary, he must stopped forward of the each direction-sign in roads, after that to open the book of the direction-sign to see which action to do it, you can imagine what traffic make.

The second example which thou whom explain to the instructors about the importance of memory it was this : if happen a accident in traffic and the person who incur the accident if have shedding of blood, them must urgently send to hospital, while the doctor if can't remember the knowledge or if he not have the memory to say patient must to hold on, till doctor read in the books to se what to do it, with patient.

The instructor(B.M.) say to me yes you have raight in natyral science, but I think in society science, my answer about this opinion it was : how you can know that your children a your children if you can't remember the face of your children, or how can know your wife if can't remember the face of your wife. Or how you can know that a friend it is your friend, if you can't remember the face of your friend. How you can read if you not remember(memorise) the letters.

To understand how we learn, it is first necessary to understand something about how we think. Intelligence is fundamentally a memory-based process. Learning means the dynamic modification of memory. A system can be said to have learned if it is different at time t1 from the way it was at time t0. Under this kind of definition, even forgetting is a kind of learning. Learning means change--change that causes a system to act differently on the basis of what is contained within it. Human memories are in a constant state of dynamic modification.

Learning depends upon inputs. Each word you read and each sight you see changes your memory in some way. The role of memory is the interpretation and the placement of those inputs. Memory must decide what's worth keeping by determining what the meaning of an input is and where it fits in relation to previous knowledge it has already stored.

People have powerful natural mechanisms for learning that allow them to master an enormous volume and variety of material during their lifetimes. Some people learn enough baseball statistics to fill a book. Others learn such a variety of conversational tactics that they can literally talk to anybody. Others learn which political strategies great leaders employed and when those strategies worked. And almost everybody learns where the milk is in their neighborhood grocery store, as well as how to navigate the streets of their home town. This kind of natural learning occurs outside of school.

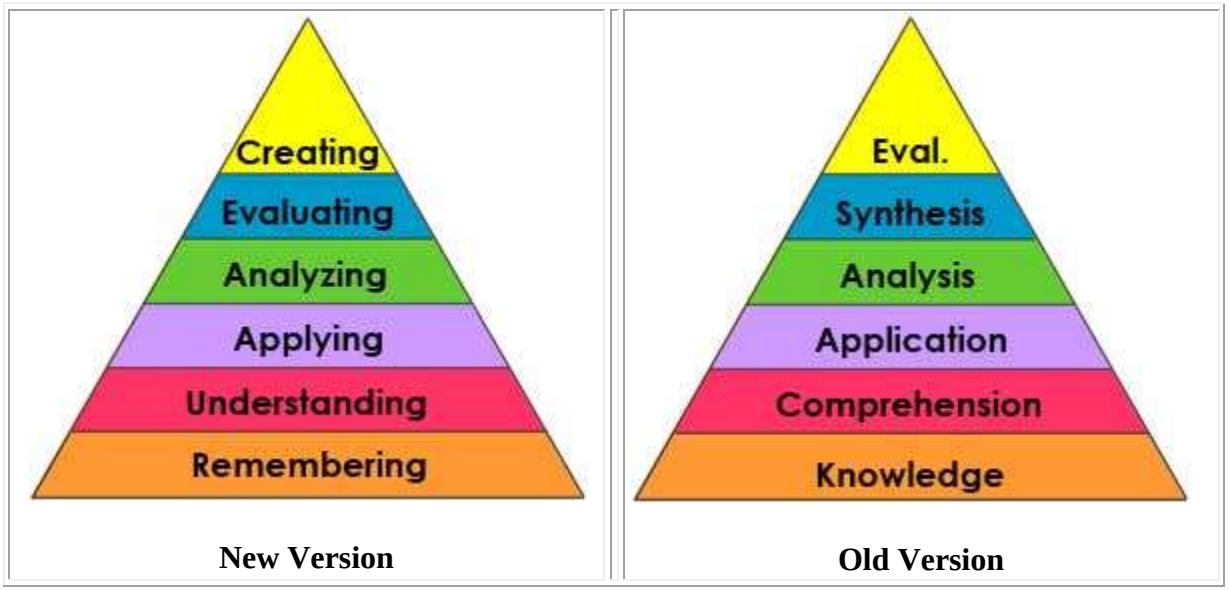
Rather than fighting against these natural learning mechanisms, schooling should make use of them. The very nature of school must be changed so that it reflects rather than opposes natural learning. The way mainstream schools are structured now goes against much of what we have learned about learning. Schools fail to educate because they don't leverage the natural learning process. Natural learning is not compatible with lockstep classrooms nor with rigid curricula, nor is learning measurable by multiple choice tests.

Memory is important not only for students to pass exams but to everyone in everyday life. Remembering the names and other details of people who are important to us improves our personal, professional and social life. Remembering to pay our monthly bills on time, ensures continuation of those utilities without paying fines. Remembering facts and figures related to our profession and business ensures better performance and progress in our personal and professional life.

Just as remembering can help us in so many ways, forgetting can affect us in different ways. Forgetting to send an application on time can result in losing an opportunity. Forgetting to lock the car can result in losing the car. Forgetting to lock the house can result in losing

valuables. Forgetting to switch off appliances such as gas stove can lead to accidents and death.

My opinion is in accordance from another author such as Lorin Anderson(During the 1990's a new group of cognitive psychologists, lead by Lorin Anderson (a former student of Bloom), updated the taxonomy to reflect relevance to 21st century work) who revised the original Blooms Taxonomy(ww2.odu.edu). Will present graphically the new version and old version, to show the difference between old and new version. According to Anderson or new version the remembering is in base of pyramid of knowledge.



New Version **Old Version**

We will present in table explanation of level of knowledge, according to Anderson(ww2.odu.edu)

Table 1. Levels of knowledge according to Anderson.

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

REFERENCES

Anderson, L. & Krathwohl, D. A. (2001) Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives New York: Longman.

Adams, Fred and Aizawa, Ken (2001), 'The Bounds of Cognition', Philosophical Psychology, 14: 43–64.
Alea, Nicole and Bluck, Susan (2003), 'Why Are You Telling Me That? A conceptual model of the social function of autobiographical memory', Memory, 11: 165–178.
Bloch, Maurice (1998), How We Think They Think: anthropological approaches to cognition, memory, and literacy, Boulder, CO: Westview Press.
Braude, Stephen (2007), 'Memory Without a Trace', Anti-Matters, 1: 91-106.
Brown, Steven D. (2008), 'The quotation marks have a certain importance: prospects for a "memory studies"', Memory Studies, 1: 261–271.
Sheets-Johnstone, Maxine (2003), 'Kinesthetic Memory', Theoria et Historia Scientiarum, 7: 69–92.
Krathwohl, D. R. (2002). A revision of bloom's taxonomy: An overview. Theory into Practice, 41 (4), 212-218.
Martin, M.G.F. (2001), 'Out of the Past: episodic recall as retained acquaintance', in C. Hoerl and T. McCormack (eds) Time and Memory, Oxford: Oxford University Press, 2001, pp. 257–284.
10. http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

Voglushe Kurteshi
Department of Biology,Faculty of Natyral Science, University of Prishtina ,Kosovo

Kemajl Kurteshi
Didactic Ceneter, Gjilan , Kosovo

IMPACT OF INTERNET IN LEARNING [125]

Abstract

Last decade in world generally, and in Kosovo especially the internet have great impact in children, because the internet estimate as "revolutionary " event, while in other contry especially n west contry the use of internet is done step by step. The effect of internet expressed in many ways such as : in behavior, learning, in dressing, relationship between parents and children. Also the internet has impact and in nutrition, health.

Our investigation done by two groups: teachers and parents of elementary school Thimi Mitko, form Gjilani city , show that internet has more negative than positive effect.

Key words: internet, negative, impact, children

INTRODUCTION

The internet has become part of our lives, or became like "epidemi" to children. Some others post their profiles on facebook, send e-mails and use the skype. The growing presence of the internet in the lives of children has led psychiatrists and scientists to consider the effect it is having on them.

Some of the children- pupils visit websites to get information for their homework

A prime concern of parents is that the internet damage the social skills of the children. Now there are two ways of looking at this. The internets critics would say that children tend to spend less time in social activities or communicating with family and friends. They are inclined to withdraw into themselves. On the other hand, the internet enables them to make new friends who are situated in distant places, and remain in touch with old friends. It encourages shy people to come out of their shell. This would also indirectly equip them to appreciate people around them.

Will present some effects of internet to children .

HEALTHY EFFECT – OBESITY

Several studies have made a connection between increased media use and childhood obesity. As children spend more time in front of computer monitors, they obviously spend less time in physical activities. A sedentary lifestyle is a prime risk factor for obesity. Furthermore, computer use is linked to both repetitive motion injuries like carpal tunnel and eye strain. For some children, the rapidly flashing images of certain websites and games can trigger epileptic seizures.

[125] Specialized paper

COGNITIVE EFFECT

Children with easy access to the Internet may become less able to separate fact from fiction. The Internet has no filter and no peer review, so anyone can publish anything they want. Educators also worry that the informal communication common to chat rooms has carried over into academic settings. Students facing challenging homework tasks and essays are becoming more likely to plagiarize from Internet sources. The multitasking that many children engage in while online reduces attention span, making intense concentration on a single task more difficult.

VIOLENT EFFECT -MAKE THEM MORE VIOLENT

The violent images, foul language and lack of social rules common to the Internet do not prepare anyone, much less a growing child, for interaction in the real world. Children more of time spent watch the battle for example in counterstrike image.

PSYCHOLOGICAL EFFECT

Research has linked increased Internet use among children with both feelings of loneliness and depression. Whether time spent online is a cause or effect of these negative feelings is unclear. However, more online time does result in less time spent with family and friends or working on hobbies. The rapid and instant nature of Internet stimulation alters the way a young person sees the world, leading to more boredom with everyday life.
Our investigation is done in elementary school " H.Prishtina " in Prishtina city, during 2011. We use the questionare with 5 question. The results of investigation done with parents and teachers show at table 1. In first question, parents and teachers answer yes that internet has negative impact in learning.

And in other question, parents and teachers, answer yes so this mean that they are dissatisfy with using of internet from children.

Table 1. Results of investigation with parents and teachers

Question	Parents (50)		Teachers (50)	
	Yes	No	Yes	No
Did internet has negative effect in learning	+		+	
Did internet has negative effect in healthy	+		+	
Did internet has negative effect in psychology	+		+	
Did internet has negative effect in cognitive ability	+		+	
Did internet has negative effect in behavior	+		+	

Warning : 50 – is the number of parents and teachers, which participate in investigation

CONCLUSION

Because the children are less interested in education and more interested in internet parents must limiting the stayed the game in internet and also facebook.

We as a parent need to turn our attention away from the live internet TV and the computer and focus more on each other individuals, reading books, going to parks, spending time with friends and family etc., rather of giving children medicine and sending them to more doctors and therapists, we should reduce the number of electronics that are running their everyday lives. People need contact with other people in prescribe to lead a happy,

sound life. Basically it is the parents' responsibility to monitor what their children watch and how of times they play video games and access the internet.

Next, the regimen should really regulate laws to reduce incorrectly TV, internet or video game subject areas. There should be an access control device in any inappropriate internet TV or internet content not only for children but also for adults.

Also it will be good to interrupt the iphones, by which the children can connected and have acces in internet.

REFERENCES

The Future of Children at Princeton University; The Impact of Home Computer Use on Children's Activities and Development; Fall/Winter 2000

Verdick.org: Negative Effects of Internet Usage on Child Development

Government of Mauritius; The Impact of Internet Use on Children/Adolescents; Kaleyvani Geeseeny Sawmy

Lupco Kevereski
Faculty of Education-Bitola

Agim Rusiti
Faculty of Education-Skopje

THE ROLE OF THE TEACHERS IN SUPPORT OF MATHS TALENTS[126]

Abstract

Mathematically gifted students have needs that differ in nature from those of other students. *"This article addresses the need for mathematics teachers to learn to identify and nurture mathematical talent.* Mathematical talent has received considerable attention during the last decade. Several studies of mathematical giftedness conducted in the past two decades reveal the importance of creation of learning and teaching environment favourable to the identification and nurturing mathematically talented students. Based on psychological, methodological and didactical models created by Krutetskii (1976), Shchedrovtiskii (1968), Brousseau (1997) and Sierpinska (1994), we have developed our challenging situation approach. In this article, we are going to present our model and illustrate how it works in the mixed-ability classroom. We will also discuss different roles that teachers and students might play in this kind of environment and how each side could benefit from it. (Viktor Freiman, *Université de Moncton, Canada to discover and to boost mathematical talent in early grades: A Challenging Situations Approach), **Héctor Rosario,**Department of Mathematical Sciences,University of Puerto Rico, Mayagüez Campus Mathematical Minds*

Key words: maths talents, mathematical abilities, gifted and talented,

INTRODUCTION

The concept of mathematical abilities is not something that is frequently discussed. At the personal level, however, almost every mathematician and mathematical educator has relatively views on the subject. In this document, we summarise less disputed aspects of the highly complex phenomenon and some of its immediate implications for educational policy. Mathematical Abilities and Mathematical Skills Alexandre V. Borovik and Tony Gardiner)

The biographers of famous mathematicians often refer to the evidence of a particular nature of their talent which can be detected already at a very young age. One can ask where this deep insight in mathematics comes from. How can teachers discover their talent and nurture it? And, as a result of this discovery, what kind of a classroom environment would be advantageous for these children? What can be done by teachers to help these children to realise their potential? From their very early pre-school and school years, mathematically gifted children are active and curious in their learning, persistent and innovative in their efforts, flexible and fast in grasping complex and abstract mathematical concepts, and thus represent a unique human intellectual resource for our society, which we have no right to waste or to loose. Numerous studies of mathematical giftedness conducted during past

[126] Revisional scientific paper

decades provide us with different lists of characteristics of gifted children and suggest various models of identification and fostering them in and beyond mathematics classroom.

Long time experimentation with schoolchildren and observations made by teachers allowed Krutetskii (1976) to construct a list of characteristics of mental activity have shown by mathematically gifted children in a comparatively early age :

An ability to generalize mathematical material (an ability to discover the general in what is externally different or isolated)

A flexibility of mental processes (an ability to switch rapidly from one operation to another, from one train of thought to another)

A striving to find the easiest, clearest, and most economical ways to solve problems

An ability chiefly to remember generalized relations, reasoning schemas, and methods of solving type-problems

Curtailment of the reasoning processes, a shortening of its individual links

Formation of elementary forms of a particular 'mathematical' perception of the environment - as if many facts and phenomena were refracted through prism of mathematical relationships.

Miller (1990) mentions some other characteristics that may give important clues in discovering high mathematical talent:

- Awareness and curiosity about numerical information
- Quickness in learning, understanding and applying mathematical ideas
- High ability to think and work abstractly
- Ability to see mathematical patterns and relationships
- Ability to think and work abstractly in flexible, creative way
- Ability to transfer learning to new untaught mathematical situations

They require some differentiated instruction, defined by Tomlinson (1995) as "consistently using a variety of instructional approaches to modify content, process, and/or products in response to learning readiness and interest of academically diverse students." Yet recent studies have found few instructional or curricular modifications in regular elementary classrooms (Archambault et al., 1993; Westberg, Archambault, Dobyns & Salvin, 1993). In grades 9-12, students may be able to select honors, advanced, and AP courses; however, even in these more homogeneously grouped classes there is a range of differences that need to be acknowledged.

Why should we do anything different for mathematically gifted students?

Gifted students differ from their classmates in three key areas that are especially important in mathematics.

Mathematically gifted students differ from the general group of students studying math in the following abilities: spontaneous formation of problems, flexibility in handling data, mental agility of fluency of ideas, data organization ability, originality of interpretation, ability to transfer ideas, and ability to generalize (Greenes, 1981). No list of characteristics of the mathematically gifted includes "computational proficiency," and yet at levels prior to Algebra I, this is commonly used as the criterion that determines who gets to move on to more interesting material. Furthermore, there is a myth that gifted students don't need special attention since it is easy for them to learn what they need to know. On the contrary, their needs dictate curriculum that is deeper, broader, and faster than what is delivered to other students.

Mathematics can be the gatekeeper for many areas of advanced study. In particular, few gifted girls recognize that most college majors leading to high level careers and

professions require four years of high school math and science (Kerr, 1997). Students may drop out of math courses or turn toward other fields of interest if they experience too much repetition, not enough depth, or boredom due to slow pacing.

An Agenda for Action: Recommendations for School Mathematics of the 1980s (NCTM, 1989, p. 18) says, "the student most neglected, in terms of realizing full potential, is the gifted student of mathematics. Outstanding mathematical ability is a precious societal resource, sorely needed to maintain leadership in a technological world." By 1995, when the NCTM created a Task Force on the Mathematically Promising, not much had changed (Sheffield et al., 1995).

Students: DOptions for Math-Talented Students

Based on the results of the testing, a student's abilities can be matched to the curriculum level. A variety of programs may be implemented for math-talented students:

- Enrichment within the regular classroom. The teacher presents challenging and interesting content that may or may not be related to the topics covered in the regular class.
- Curriculum compacting within the regular classroom. Students who demonstrate mastery on pretests are permitted to work on more complex topics assigned by the teacher.
- Independent study projects. Talented students who complete their work early or who have mastered the content presented in class can work on a math-related project on their own.
- Pull-out enrichment programs. Students are taken out of the regular classroom to attend a special class. The teacher provides challenging math work but does not accelerate the student in mathematics.
- Acceleration. Students may advance one or more grade levels in math.
- Individualized instruction. Working one-on-one or in a small group with a teacher, a student moves systematically through a predetermined curriculum.
- Ability grouping. Talented students meet together to study mathematics. This may or may not result in acceleration.
- Distance-learning programs. Students can enroll in computer-based or correspondence distance-learning programs. This work can occur either in or outside school. www.tip.duke.edu/node/781

What Should Parents and Teachers Know to Help Them Better Recognize Mathematical Talent?

Mathematical talent refers to an unusually high ability to understand mathematical ideas and to reason mathematically, rather than just a high ability to do arithmetic computations or get top grades in mathematics. When considering mathematical talent, many people place too much emphasis on computational skill or high ability in replicating taught mathematical procedures. Unless mathematical talent is correctly perceived, however, important clues can be overlooked and less important clues can be given too much significance.

Some characteristics and behaviors that may yield important clues in discovering high mathematical talent are the following:

1. An unusually keen awareness of and intense curiosity about numeric information.
2. An unusual quickness in learning, understanding, and applying mathematical ideas.
3. A high ability to think and work abstractly and the ability to see mathematical patterns and relationships.
4. An unusual ability to think and work with mathematical problems in flexible, creative ways rather than in a stereotypic fashion.

5. An unusual ability to transfer learning to new, untaught mathematical situations.

Terms such as mathematically talented, mathematically gifted, and highly able in mathematics are generally used to refer to students whose mathematics ability places them in the top 2% or 3% of the population. It is important to keep in mind the unusually high degree of talent that is being sought when looking for mathematically talented individuals.

Not all students who achieve the highest test scores or receive the highest grades in mathematics class are necessarily highly talented in mathematics. Many of the mathematics programs in our schools are heavily devoted to the development of computational skills and provide little opportunity for students to demonstrate the complex types of reasoning skills that are characteristic of truly talented students. The tests used and the grades given in such programs usually reflect that structure. Computational accuracy and conformity to taught procedures may be overemphasized, and the reasoning abilities associated with high ability in mathematics may be underemphasized. In this type of environment, test scores and grades of less able students who are good in computation, attentive in class, willing to help, and conscientious about completing all assignments carefully in the prescribed manner will often be as high as the test scores and grades of students who are genuinely talented in mathematics. While high achievement in school certainly can be a clue to high ability in mathematics, additional information is needed. If care is not taken, students who are simply high achievers in mathematics can be mistakenly identified as mathematically talented. It is just as important to avoid such incorrect identification as it is to identify students who are truly mathematically talented.

Some mathematically talented students do not demonstrate outstanding academic achievement, display enthusiasm toward school mathematics programs, or get top grades in mathematics class. It is important to know that there are students like this, for their ability in mathematics is easily overlooked, even though they may exhibit other clues suggesting high ability in mathematics. There are many possible reasons why these students do not do well, but often it is at least in part because of a mismatch between the student and the mathematics program. Many of them refuse, or are unable, to conform to the expectations of programs that they see as uninteresting and inappropriate. For their part, educators may not recognize the true ability of these students or see a need for adjusting the existing mathematics program. http://www.gifted.uconn.edu/siegle/tag/Digests/e482.htm

CONCLUSION

Understanding the importance of learning how to identify and nurture mathematical talent as early as possible would help locate corresponding academic environments for students. Furthermore, the implementation of workshops similar to those herein described would assist in creating a cadre of local talent more competitive internationally. Moreover, all students, regardless of their level of mathematical ability, could benefit by this approach. Ideally, however, educators would also instill in their students a profound sense of ethical and moral conduct for helping these talented individuals become contributors to world peace, rather than becoming a menace to society. The increased number of females participating in mathematics competitions also offers an opportunity to heighten the interest of girls in mathematics. The more visible these young female mathematicians are, the greater their influence will be. The severe lack of underrepresented minorities in mathematics similarly deserves much greaterattention.Many groups in the United States have an interest in enhancing the experiences ofmathematically talented students, including business and government leaders, elementary and secondary school teachers, college faculty, and new generations of students. Today these groups have very few opportunities to discuss their

common interests in the state of U.S. mathematics education. Mathematics, could serve a catalytic role in fostering achievement in mathematics and problem solving. Mathematics education is in the midst of great changes. Many elementary and secondary school teachers will retire in the next decade and must be replaced. The participation of groups who have been underrepresented in mathematics in the past is increasing. Far more international students are coming to the United States for college, and many of them will remain here and contribute to our economy, educational system, and society. Periods of change also can be periods of great opportunity if goals are set and steadfast efforts are made to achieve those goals. Most important condition for running a specialist mathematics class is that the teacher has enough time to let the students think. Also, if the teacher has too many classes to teach, he/she does not let the students think; instead, he/she teaches them a lot of techniques and ready-to-use routine methods. Do not do that. (PETER JUH ´ ASZ The De Morgan Journal 2 no. 2 (2012), 47–52. ISSN 2049-6559 HUNGARY: SEARCH FOR MATHEMATICAL TALENT)

REFERENCES

Bartkovich, K. G., & George, W. C. (1980). "Teaching the gifted and talented in the mathematics classroom." Teaching the Gifted and Talented in the Content Areas Series. Washington, DC: National Education Association.

Chang, L. L. (1985). "Who are the mathematically gifted elementary school children?" *Roeper Review*, 8(2), 76-79.

Cohn, S. J. (1983). "Training guide for educational administrators" (pp. 31-78). Tempe, AZ: Arizona State University.

Daniel, N., & Cox, J. (1988). Flexible Pacing for Able Learners. (pp.1-5; 60-65). Reston, VA: The Council for Exceptional Children.

Fox, L. (1981). "Identification of the academically gifted." *American Psychologist*, 36, 1103-1111.

Gallagher, J. J. (1975). Teaching the Gifted Child. (pp. 95-118). Boston, MA: Allyn and Bacon.

Greenes, C. (1981). "Identifying the gifted student in mathematics." *Arithmetic Teacher*, 28(6), 14-17.

Heid, M. K. (1983). "Characteristics and special needs of the gifted student in mathematics." *The Mathematics Teacher*, 76, 221-226.

Johnson, M. L. (1983). "Identifying and teaching mathematically gifted elementary school children." *Arithmetic Teacher*, 30(5), 25-26; 55-56.

Keating, D. P. (1975). "The study of mathematically precocious youth." *Journal of Special Education*, 9(1), 45-62.

Krutetski, V. A. (1976). The Psychology of Mathematical Abilities in School Children. Chicago: The University of Chicago Press.

Marland, S. P. (1972). Education of the Gifted and Talented. Vol. 1. Report to the Congress of the United States by the U.S. Commissioner of Education. Washington, DC: United States Government Printing Office.

Stanley, J. C. (1977). The Gifted and Creative: A Fifty-Year Perspective. Baltimore, MD: Johns Hopkins University Press.

Stanley, J. C., Keating, D. P., & Fox, L. H. (Eds.). (1974). Mathematical Talent: Discovery, Description, and Development. Baltimore, MD: Johns Hopkins University Press.

Wavrik, J. J. (1980). Mathematics education for the gifted elementary school student. *Gifted Child Quarterly*, 24, 169-173.

Mile D. Mickjunovikj, Mikjun Mikjunovikj, Ljubica Mikjunovikj

THE EDUCATIONAL FUNCTION OF SWEARING[127]

Abstract

The people who are calling themselves by names using medical diagnosis such as "an idiot" or "a retard" are actually sending themselves to parts of the body where they cannot enter… Who are the people who swear?

The adult people swear when they are angry, when they do not finish their obligations, when something falls off their hands, when they make things wrong or break something. The adult people swear when they want to offend or to humiliate somebody. The curse is not only a manner of insult but it usually presents an expression of weakness, an exchange of physical aggression if the opponent is physically stronger or more powerful.

Who are the people who swear, actually? Although there are situations when children speak mean language, or curses, but in fact they emulate the behavior of the adults. If you are traveling by bus or by train, you may get redness at your face when hearing of the teenager's language. Every second word is a curse and it does not have any connection to the subject they are speaking about. They say them because they are "cool", but in fact it presents a lack of meaningful words, a poor vocabulary, because the today's youth reads very few books. Instead of reading nice literature, the consume third-class movies, cheap imported movies and TV productions, in which the characters speak slang, curses, they are part of uneducated population, a part of the young social rebels.

The insecure and unreliable persons use their status and position to impose their opinion to others in a way to take control over something they do not have whether it is about professionalism, social power or respect.

Key words: swearing, who swear, respect yourself.

CHEAP AND THIRD-CLASSED

Adults swear when they are angry, when something doesn't go right, when something falls out of hand, when they bungle or break something. Adults swear when they want to insult or hurt somebody's feelings. The curse is not only a way of offense, but very often it is an expression of disability, a replacement of physical aggression, if the opponent is physically stronger or more powerful.

Who are potty-mouths? Even though we hear the children using foul words, we know that they are not potty-mouths, but are imitating the adults. If you ride on a bus or train, you can redden listening to how the teenagers are talking. Every second word is a foul one that does not have anything to do with what they are talking about. The curses are their "supports". They think that it is "cool" behavior, but actually is a lack of meaningful text, a result of a poor vocabulary because today's youth doesn't read enough books. Instead of reading good literature, they consume third-classed movies, cheap imported movie and TV

[127] Specialized paper

productions, in which movie characters are speaking with sleng, swear, belong to uneducated population of youth social bandits.

Through the history , curses were different ,,taboo,, words, but, even prohibited, were written on the walls of the old towns, like Pompey and Herkulaneum. As a curse can be used, words that denote part of the human anatomy, verbs that denote sexual things, verbal nouns that describe a physiological need, also and denoting animal classes. Angry drivers to other drivers, direct words like : ox, horse, goat, chicken etc. despite those words, on their own, are not offensive and foul,but in the context denote situation, alluding that the appropriate person is not behaving properly, humanely, but has lesser intelligence etc. It is offensive to call the members of other nations or races with foul words, for ex. ,,Gypsy,, instead of Romany and ,,nigga,, instead of Afroamerican.

DREAMERS

In everyday situations, the people who are calling themselves by names using medical diagnosis such as “an idiot” or “a retard” are actually sending themselves to parts of the body where they cannot enter…. Although our language has quite a decent number of curses and bad words, people say the ones with more fantasy are Hungarians, not lag nor Spaniards and Italians. Experts who know European languages say in that regard, without imagination are German, even French. The first think they are very frugal, if someone has sent in rump, and the others if they say that someone is "shit" or "rogonja".

For people who swear we say that they are vulgar, rude, even uneducated. We could see it has nothing to do with education by listening to conversations in cafes or public places where neatly dressed business people or students are collected, future academics. Swear, describing a sports game, commenting on some moves by the government gossiping daily events and it is clear that they do not offend each other, but they use more or less juicy curses to increase the impact of their words or to express their remarkable attitude.

People say that some professions are swearing more than others. Developers better understand each other if they curse at the end of the sentence. Also, athletes swear because they are in stressful situations, so curse acts as a catalyst. Better is the opposite side to his mother cursed than to break a leg, not to mention what would happen to sports judges to judge a biased trial for beating the competition.

In some professions swearing and use of vulgar words does not come into consideration. For instance for instance, teacher and profesor's title is from this kind. Because the education of children and youth, their vocabulary and their behavior must be an example to the future generations.

RESPECT THE OTHERS, RESPECT YOURSELF

It’s rude for people on superior positions to humiliate their subordinates, using inappropriate words and cursing. They can and should express the critics to their work in a more proper way without insulting their dignity.

The relationships between people are usually very complicated, filled with emotions and different social status, conflict of interests, and they change in different situations.

You can’t treat people you work with, and your friends and family equally. The behavior at the workplace is correct and reserved, whereas the relaxing situation between you and your friends and family allows a more intimate and less formal behavior. That, however, doesn’t mean that you should treat them unsuitable and underestimate them. Respecting the personality of each of your co-workers, your friends and family, we show them that we have a self-respect, too.

The insecure people use their position, so that they impose their way of thinking, or rule with what they don't actually have, whether it's their professionalism, social power of respect.

Questions for reflection

Almost everyone curses, at least sometimes. Check how often you do it.

- Do you curse when you're angry?
- Do you curse when something doesn't go according to your plan?
- Do you curse when you're tired?
- Do you curse when you've had too much to drink?
- Do you curse when you're alone?
- Do you curse only when you're around familiar faces?
- Aren't you aware that you're using inappropriate words?
- Does cursing help you do something drastic?
- Are you offending someone when cursing?
- Are you cursing at yourself?
- Are you cursing without offending someone?

Questions that lead to a better behavior

- Have you sometimes been ashamed of what you said?
- Can you stop cursing, and control your vocabulary?
- Can you make a judgment on how much has improved after cursing?
- What do you think about the people who curse?
- What did you say to your child when you first heard him cursing?
- Is it pleasing for you to hear a small child repeating after someone curses?
- Do you find vulgar graffiti witty?

REFERENCES

Berg, P. (1967). *Почему курица не ревнует?.* Sputnik, 1967, 10, 10-16

Giese, H. (1962). *Psyhopathologie der Sexualitat.* F. Enke Ver.

Gordon, G.P. (1992). *Consuelling & Sexuality – A training resource*, IPPF-AIDS Prevention Unit, London.

Gordana Mircovska
gordana_mircovska@yahoo.com

Julijana Bogdanova
bogdanova.julijana@gmail.com

SOCIAL BEHAVIOR OF THE YOUTH INDIVIDUALS-VICTIMS OF DOMESTIC VIOLENCE[128]

Abstract

In an ideal situation, the family is a place where people take generous actions at one another, or the interest is lined up above the interest of others. Today the family is understood not as a "holy" place for growing up, but more like a "reality must".

The domestic violence is taking its part in the trivial life. And that little time dedicated by the officials who are meant to fight or getting rid of this problem, are brought to the margins of the so called social life. The awareness for the existence of the "domestic abuse" problem is really at a low level, particularly when it comes to psychological torture of the victims.

Every one of us is living in a community where he/she can be victims of domestic violence. Not one part of the country, not one man, not one community is immune to this. That is why we should consider the fact that the target is very wide, and consequences can be fatal for the victim, particularly children – victims who are in a process of growing up, developing and creating their social identity.

We live in a era of a social ascent. The social-culture revolution which characterizes our time, impel disbelief and fear, it has changed the face of the family life and already changed the known family forms and communities. The interpersonal is thrown in an abuse, and the things that occur are exceeding the human knowledge. Republic of Macedonia is still in the borders of the traditional living and the traditional family environments where "the man is the king of the home and has the last word". Maybe that is why there is fear present and also shame to take actions and talk about the situations at home. Fear is present to ask for help from people or institutions who are dealing with this issue, so the problem still exists and gets deeper to a level where it can destroy the victim, physically, psychologically and socially. Of course, the most affected group of them all are the youngest and the children, who are meant to be our future.

Keywords: family, violence, victims of domestic violence, social behavior.

INTRODUCTION

The subject of this paper refers to a serious social problem that takes a bigger slice in everyday life. We are talking about domestic violence on young people. At a time when unemployment reign, when still cherish tradition that the man is the head of a family and women should be submissive, it distorts the true picture of the functioning of a normal

[128] Specialized paper

family. Subjecting a family member, whether it is a man, woman or a child, mostly young people suffer are involved in some form of domestic violence, directly or indirectly, which of course has a negative impact on the further judgment of these young people and have a completely different view of what is actually a family and how it should function.

Hereafter we will focus in more detail on the definition of domestic violence and its forms, which can be a victim of domestic violence, and will put special emphasis on the behavior of child victims in the social environment and what should be the approach to the victims of this vulnerable group, because it left out the fact that children are most specific category of individuals who should be treated in a special way, especially when they are victims of domestic violence.

1. What is domestic violence?

1.1. Definition of domestic violence

Domestic violence covers sensitive areas of the human life and it is not easy to give a true definition of the same. Looking from a different perspective, you can specify multiple definitions of this term. Due to the fact that a definition cannot include all aspects of a phenomenon, it is necessary to define domestic violence from different perspectives, in order to further explanation and to understanding this concept. From a legal perspective, domestic violence is defined as:[129] bullying, insulting, threatening the safety, physical abuse, sexual or other psychological or physical violence that causes a feeling of insecurity, threat or fear towards:

- Spouse, parents or children or other individuals living in cohabitation or marriage or common household
- Former spouse or individuals who have a child together or in close personal relationships, including relationships arising in adoption and guardianship,
- Brothers and sisters, half-brothers and sisters,
- Older members of a family joint family or household and
- People - family members or common household whose legal capacity is partially or completely revoked.

Under close personal relations in terms of family law, the family law refers to personal relations between individuals of the opposite sex who are or were in partnership, and not living in cohabitation. It is important to note that the domestic violence is defined in the Criminal Code of the Republic of Macedonia, while there were changes in the law to adjust correctly the definition of this term.

Psychological theories regarding the issue of domestic violence focus of personal threats and psychological characteristics of the bully. Personal threats include sudden attacks of rage, poor control of impulses and low self-esteem. Various theories suggest that psychopathology and other personality disorders are factors that bullying which have experienced as a child leads some people to be more violent as adults. Studies have shown high prevalence of psychopathy among abusers.[130]

Social theory involves looking at external factors in the environment of a bully, such as the family structure, stress, social learning, and also includes theories of rational choice.

From these definitions it can be seen that domestic violence is a complex problem which is influential to the victim and the offender, and the relations in the family. While it is difficult to give a true definition, certain that the domestic violence is a negative phenomenon

---

[129] Закон за семејство, „*Службен весник на Република Македонија*“ бр. 84/2008, член 94-б.

[130] Hamberger L. K., Hastings J. E. (1986), *Journal of Family Violence, Personality Correlates of Men Who Abuse Their Partners: A Cross-Validation Study*. 1st edition.

that adversely affects the daily functioning of a family, and as always, the biggest victims are young individuals and children who are in the process of maturing and developing.

1.2. Types of domestic violence

Domestic violence as a serious social problem can manifest itself in many forms. There are many typologies of domestic violence. There is a small number of authors who have tried to give precise "directions" of this criminal behavior, but it is inevitable to note that domestic violence often includes many forms of abuse, which puts the victim even in a more difficult position. According to international documents dealing with the issue, domestic violence occurs in three basic forms: physical, psychological and sexual. But given that the authors explore this issue, they mention one another form and we can conclude that domestic violence occurs in the following forms:[131] psychological, economic, physical and sexual violence.

Psychological violence is also called emotional violence or mental violence and is defined as any behavior that is threatening, intimidating, breach of confidence and self-esteem of the victim, or controlling over the victim's freedom. Psychological behavior is a form of systematic intimidation, harassment or other conduct that restricts freedom in the conduct of the victim against her / his will. It involves coercion of the victim to suffer actions that are reaching into his/her freedom or security.[132] Psychological violence is manifested through several specific behaviors, such as: control, isolation, jealousy and causing emotional suffering of women, intimidation, threatening to harm her or close people, prevention of work outside the home, belittling or humiliation in front of others, request permission health care, insisting to know where and with whom is the victim all the time and so on.

Financial violence as one of the forms of violence, usually manifested by shortening and (or) withdrawal of funds, failure to pay alimony as well as other forms of deprivation of livelihood. Usually partners impede or hinder the education of female partners, their professional training, and the ability to find and retain employment. One of the main reasons why women stay in relationships where they are abused is just their lack of income.

Physical violence is violence involving contact intended to cause feelings of intimidation, pain, injury or other physical suffering or body harm. Physical violence is manifested through the use of physical force or the threat of it will be used on the victim by her spouse (current or former) partner or de facto partner or another adult member of her household. Physical violence is manifested through: specific violent behaviors - stroke, pulling hair, slapping, boxing, beating, drowning, burning, scalding, hit with objects, burning, scalding, or kicking attack by throwing objects and threat of physical harm.

Sexual violence is common in the weak relationships in the family. Any situation in which force is used to obtain participation in unwanted, unsafe or degrading sexual activity is sexual abuse. Sexually abused may be the youngest family members further would prevent normal growth and development. Sexual violence is manifested through several specific behaviors:[133] rape, unwanted sex, degrading sex, forced to watch pornographic movies and etc.

---

[131] Водич за психолошка и поддршка на жртвите на семејно насилство, *Програма за работа на психолошко советувалиште за семејно насилство*, Здружение за еманципација, солидарност и еднаквост на жените на РМ-ЕСЕ, Скопје, 2010, стр. 14 и 15

[132] Неткова Б., (2010), *Водич за членовите на Адвокатската Комора кои им обезбедуваат правна помош на жртвите на семејно насилство*, Скопје, стр. 13

[133] Лазаревска Ф., (2012), *Одредување на социјални, демографски и психолошки карактеристики кај сторителите на семејно насилство со посебен осврт на град Скопје*, Факултет за Безбедност- Скопје, стр. 31

Seeing all these forms of violence, we can say that the victims of domestic violence, regardless of gender and age, are directly or indirectly exposed to the violation of their basic human rights and as a result they may become victims of other crime works that in some way, prior term of the domestic violence. Domestic violence covers[134] crimes against life and body, violence against the physical and psychological integrity of the person, honor and dignity, rights and freedoms and sexual morality, etc.

2. Victims of domestic violence

Victim of domestic violence can be every human being, regardless of gender, age, race, education level, etc. Here we will focus on young individuals as victims of domestic violence. This group includes people who have not attained the age of 18. These are the most vulnerable group in society, given that children are less aware of the problems faced and still insufficiently developed their awareness to take steps that would resolve their problems they have within the family. Children as victims of domestic violence can occur as direct victims or indirect victims. When direct victims of domestic violence, children suffer from humiliation, intimidation, various types of exploitation (labor exploitation, sexual exploitation), physical abuse, psychological torture and so on. As an indirect victim of domestic violence, young individuals have witnessed various forms of family violence on another family member. Whether a person occurs as a direct or indirect victim of domestic violence, the consequences are fatal for the development of the personality of young individuals and they have a distorted understanding of how the normal family should function. Domestic violence as any other experience of violence can be extremely harmful with psychological consequences for the victim. The most common signs of possible abuse include: tension, restlessness, feeling of weakness; experience of fear (for yourself, your life, the lives of loved ones); sense of shame, guilt, losing confidence, neurotic reactions (depression, anxiety, panic attacks), sleep disturbances (insomnia, nightmares), eating disorders (anorexia, bulimia, dehydration), abuse of alcohol and drugs, problems with concentration, disorientation and sense of distraction, lack of tolerance and patience; aggressive behavior towards each other and towards others, attempted suicide and post-traumatic stress disorder. Besides the emotional reactions and consequences of the violence suffered, victims often have effects on their physical health: physical injuries (fractures, burns, cuts, contusions, etc.); psychosomatic disorders; deprivation of life, spontaneous abortions, unwanted pregnancies and sexually transmitted diseases.[135] The dark number of domestic violence victims is really great. The reasons for this are multilateral: they fear something worse can happen, shame (especially when it comes to older juvenile (16 to 18)), unawareness of the severity of the problem, lack of information (both minors and their parents) where to turn to solve their problem. When this problem is observed from a different angle, it is easy to say that the institutions that deal with this issue and working to eradicate this phenomenon often turn a blind to these problems that look unserious. But you need to start from the fact that in order to take timely measures to prevent or detect this phenomenon, it is necessary to have cooperation with the victim and of course to report the problem to the authorities. Because the awareness is most necessary among all the people, they should know that anyone can be a victim of domestic violence; it is a serious problem that should be reported to the authorities and that they should not be afraid that they would bring negative

[134] Арнаудовски Љ., (2003), *Криминологија*, 2ри Август С, Скопје, стр. 349

[135] Водич за психолошка и поддршка на жртвите на семејно насилство, *Програма за работа на психолошко советувалиште за семејно насилство*, Здружение за еманципација, солидарност и еднаквост на жените на РМ-ЕСЕ, Скопје, 2010, стр. 19 и 20

consequences. In such a situation, it is easier to detect the problem, to react promptly and to prevent the negative consequences that can have young people if we lived in such a family. Thus, indirectly, would improve the institution with its preventive actions-which efforts to eradicate this problem.

3. The social behavior of children victims of domestic violence

3.1. Social interaction, social behavior

Social interactions are the works, actions or habits, of two or more units, each one targeted to a different, or any other behavior, that tends to affect others subjective experiences or intentions. Social interaction requires mutual orientation, which means the relationship between the rapist and the victim would not be social interaction when the victim is treated as an object. In a similar way, the relation between guard and prisoner, torturer and martyr and artillery soldier from the enemy side, cannot be social interaction. Truly, when people treat each other as objects, animals, reflex-machines or simple cause and effects, social interactions does not exist. This interaction can create a system that could be organized, controlled or disciplined, but not social in the sense that the word is being used here. The term behavior is used when we want to explain actions, attitude, posture and behavior, that`s why the term is often equated with the term treatment to someone defines behavior as a way of person who rule themselves.[136] That indicates to four inseparable components, which together make up the way a person control himself. The first component is the activity, the second is opinion, then the emotions and finally physiology. W. Glasser says that for most people is more developed awareness of the existence of one of these components, at the expense of others and for that component we are thinking as a special behavior, and forget that is only part of the overall behavior.[137] The four mentioned components are interconnected, so if a change occurs, it affects our overall behavior.

3.2. Types of disturbed social behavior

The family is the right place where the dependents are provided with the necessary care; that represents one good social technology for social awareness dependent. Children need close contact with people who will focus the attention on meeting the needs that they are unable to meet themselves, even they can`t express and that will develop loving relationships that are necessary for this level of availability. Both, the family that has someone who seriously is endangering peace and integrity of other members, can not expect to "produce" children for example.

The distinction of "normal" and "impaired" social behavior is very complex. Here we are facing with the problem of finding a border between these two conditions. Statistically seen normal is what is closest to average, or one that doesn`t deviates much from the average, and from a social aspect normal is what suits some social standards.[138] The behavior depends on biological-psychological personality traits, from the mental condition, and overall from the living environment. Thus, the disruption of social behavior can be specified as an expression of lack of psychological maturity in personality.

In literature there are various divisions of the type of social behavior disorder. We still would have chosen the approach of M. and T. Kosicek (1967) that behavioral disorders are being classified in two major groups.

---

[136] Rummel R. J., (1976), *Understanding conflict and war, Vol. 2, The conflict Helix*, part III, chapter 9, Beverly Hills, California: Sage Publications.

[137] Glasser W., (2000), *Counseling with choice theory: The new reality therapy*, New York: HarperCollins.

[138] Franković D., (1963), *Enciklopedijski rjecnik pedagogije*, Matica hrvatska, Zagreb.

a) passive (internalized) forms of disruptions in social behavior;
- timidity
- obscurity
- depression
- indifference and laziness
- ADD (attention deficit disorder)

b) active (externalized) forms of disruption in social behavior
- indiscipline
- lying
- escape from school
- running away from home
- ADHD syndrome (attention deficit hyperactivity disorder)
- aggressive behavior
- delinquency
- asocial and antisocial behavior
- consuming alcohol, using drugs and joining gangs.[139]

Depending on the age of the victim those are the symptoms, although it is sometimes difficult to identify the cause of this condition. Preschoolers do not know how to verbalize violence seen or experienced; children of school age can show highly contrasting behaviors (good or bad); while in adolescence are most visible such conditions and young victims often choose active forms of behavioral disorders.

Experiencing violence in childhood often contributes to violent behavior in later period. Children who have witnessed or themselves are victims of violence when they grow up they are increasingly violent towards their partners or to their own children. Moreover, exposure of violence in the family has a great impact on the development of gender identity, whereby, boys easily identify with the role of a villain and girls to the role of victims.

While more research found the children who witnessed the abuse of the mother considered normal and acceptable men to hit women; believes that violence is an effective way to resolve conflicts; that is good to hit someone if you are angry; that there are no negative consequences or are very small.

4. Violence and children

Research result have shown that life in a violent community or subjecting to physical and sexual abuse in childhood (before age 15) increases the risk for women in adulthood to become victims of domestic violence. One of the possible explanations for this condition is the fact that the life in the community in which violence or had themselves been exposed to some form of violence make them have a higher level of tolerance for violence, because such a pattern of behavior is seen in the process of their socialization. Especially if the intensity of the violence that is currently displayed is less than that of their mothers were exposed. However, one can question the absence of help and support from the family to resolve their current situation, because previous experience and female victim in a certain way is forced to live in such a community.[140]

4.1. When to say stop and ask for help

Few decades ago the concept of dysfunctional family was not taken seriously by professionals (social workers, teachers, psychologists, therapists) especially in the upper and

[139] Bouliet D. & Uzelac S., (2007), *Osnove socijalne pedagogije*, Školska knjiga, Zagreb.

[140] Студија *„Живот во сенка“* (2007), Здружение за еманципација, солидарност и еднаквост на жените во Република Македонија, ЕСЕ.

middle class. Any intervention is perceived as disturbing and penetrating in the sanctity of marriage[141] thus increasing the possibility of divorce. From the children was expected to unconditionally respect their parents, especially the father, and themselves to deal with the situation.

The parents often forget that their behavior is an example for the child. If you take a look at any child on the street, from itself you will find out what king of his parents are and how they behave with him. Overall speaking, research show that children who grow up in a violent family environment become violent as adults. Victimization in childhood increases the risk of molesting of own children. Circumstances that may contribute to the termination or continuing of their inter-generational chain of abuse, related to social support that person abused in childhood, will receive when will become an adult in their immediate and wider environment. This is related to the supportive marriage partner, economic security in family, belonging to religious communities, less stressful experiences in life, and using counseling and psychotherapy.

Children are undoubtedly vulnerable, and adults are less vulnerable. Once the family is found in trouble, the trying to save the children can cause serious consequences – says Citaj.[142] This actually means that is very difficult to balance between a healthy environment for the integrity of the family and the public interest of children to be safe and to grow and develop, especially when families are facing with problems. It is very important how will react when will found out that the child or the mother is exposed to violence, and what will be the next steps to be taken. Firstly and most important, it is necessary changing the broader social norms that contribute towards continuation or termination of family violence. Therefore changes in legislation that clearly says ban on violent behavior in the family and social undesirability of violence, can positively affect the changing norms in the wider environment, especially if you start with systematic use of existing mechanisms of reactions in cases of violation of legal provisions.

4.2. Approach to victim

In order to achieve adequate protection of the victim, it is necessary to take into account the individuality of the victim, her current status (physical and psychological) and needs, of course.

Professionals are often puzzled in term what the victim is expecting from them. Some studies[143] showed that the victim is expecting fostering, to devote enough time to listen, counseling and referrals and direct to appropriate direction. How to succeed and help the victims depends on the willingness and availability of expert. Very important is the expert person to be open, to allow the victim to realize that is there to help and encourage the victim to make the right decision, and that she and most fit. First you must present sufficient and correct information and to create situation in which the victim will feel safe and relaxed. That requires good communicational skills, ability to listen and steering conversation. Often the victim is unwilling to change, is in a state of crisis, shock and exhaustion. Then you have to be persistent, do not promise quick solutions and ensure full system protection.

What kind of precautions can be provided?

- Providing the necessary accommodation
- Adequate health care

---

[141] Napier N. J. (1990), *Recreating Your Self: Help for Adult Children of Dysfunctional Families*, W W Norton & Co Inc; 1st edition.

[142] Macedo S. & Young M. I. (2003), *Child, family and State*, New York University.

[143] Rath G. D. & Jarratt L.G., (1990), *Battered wife syndrome: overview and presentation in the office setting*. S D J Med, January.

- Appropriate counseling
- Psychological intervention and treatment
- Regular education
- Legal assistance and representation

CONCLUSION

Despite civilization and modern life, our society is still deeply traditional and patriarchal. Domestic violence is an integral part of that reality. It is as old as the family. Asked, where lies the roots of violence, the answer is that violence is transmitted through "generations". At first glance it would seem that society does not approve violence, but at the same time it is not a very important social issue. It is an issue that is ignored and for which little is known. Traditional prejudices against domestic violence contribute to the representation of the opinion that domestic violence is a private matter that occurs in the home and that should not be mixed. Children are affected by family violence whether they see it, hear it or just know about it. What children see and hear during the episode of violence has a direct impact on their psychological and physical development and can generate intense emotional reactions, internal conflicts and disturbances in social behavior.

Overall, domestic violence requires the engagement of numerous agencies at national and local level. Nevertheless, the strategy or response to family violence should not be approached as a one size fits all'system, therefore a multi approach, if working effectively, is desirable.

REFERENCES

Арнаудовски Љ., (2007), *Криминологија*, 2ри Август С, Скопје.

Bouliet D. & Uzelac S., (2007), *Osnove socijalne pedagogije*, Školska knjiga, Zagreb.

Franković D., (1963), *Enciklopedijski rjecnik pedagogije*, Matica hrvatska, Zagreb.

Glasser W., (2000), *Counseling with choice theory: The new reality therapy*, New York: HarperCollins.

Hamberger L. K., Hastings J. E., (1986), *Journal of Family Violence, Personality Correlates of Men Who Abuse Their Partners: A Cross-Validation Study*. 1st Edition.

Закон за семејство, „*Службен весник на Република Македонија" бр. 84/2008*, член 94-б.

Лазаревска Ф., (2012), *Одредување на социјални, демографски и психолошки карактеристики кај сторителите на семејно насилство со посебен осврт на град Скопје*, Факултет за Безбедност- Скопје.

Macedo S. & Young M. I. (2003), *Child, family and State*, New York University.

Napier N. J. (1990), *Recreating Your Self: Help for Adult Children of Dysfunctional Families*, W W Norton & Co Inc; 1st edition.

Неткова Б., (2010), *Водич за членовите на Адвокатската Комора кои им обезбедуваат правна помош на жртвите на семејно насилство*, Скопје.

Rath GD & Jarratt LG, (1990), *Battered wife syndrome: overview and presentation in the office setting*. S D J Med, January.

Rummel R. J., (1976), *Understanding conflict and war, Vol. 2, the conflict Helix*, part III, chapter 9, Beverly Hills, California: Sage Publications.

Студија *„Живот во сенка"*, (2007), Здружение за еманципација, солидарност и еднаквост на жените во Република Македонија, ЕСЕ.

Водич за психолошка и поддршка на жртвите на семејно насилство, (2010), *Програма за работа на психолошко советувалиште за семејно насилство*, Здружение за еманципација, солидарност и еднаквост на жените на РМ-ЕСЕ, Скопје.

Silvana Neshkovska
Faculty of Administration and Information Systems Management-Bitola
silvanakolevska@yahoo.com

Viktorija Petkovska
Faculty of Technical Sciences-Bitola
vpet40@yahoo.com

HAVING FUN WITH GRAMMAR[144]

Abstract

Teaching and learning grammar has proved to be the main thread of the fabric called language acquisition. Despite recognizing its importance, learners of English as a second language do, nevertheless, regard it as the least appealing and interesting segment of English classes. Consequently, this puts teachers of English in a strenuous position of constantly harnessing their full potential to find adequate ways to raise students' motivation for grappling with grammar.

What this paper offers is an approach which efficiently transformed grammar from the most difficult and tedious 'drag' to the most anxiously anticipated and fun-providing part of the English classes. This novel approach subsumes three distinct 'strategies' successfully implemented in the context of teaching English for Specific Purposes at tertiary level. *Contextualization of grammar*, i.e. its complete submersion in the rest of the learning activities adds a trait of subtlety to grammar learning which, in turn, brings it much closer to the students. Furthermore, *playing grammar games*, no matter how time-consuming and frivolous may seem at first glance, in reality, never loses its allure, and should, therefore, be taken advantage of to a maximum extent. Finally, the utilization of *fun online quizzes* also presents one possible and extremely useful avenue for increasing students' motivational level.

Key words: grammar, ESP, games, contextualization, quizzes

INTRODUCTION

Generally, from ESL teachers and students' perspective, grammar is the least appealing and, perhaps, the most demanding segment of learning the English language. Very frequently this is due to students' lack of motivation and interest in acquiring grammar knowledge, which often could be attributed to ESL teachers' monotonous and uninspiring approach to teaching grammar. Obviously, the entire situation resembles a vicious circle sustained by an obvious lack of enthusiasm on the part of both teachers and students.

Nevertheless, studies have shown that both parties commonly acknowledge the fact that grammar is the actual backbone of the entire endeavor called second language

[144] Specialized paper

acquisition and that without sound grammar knowledge, the attainment of genuine language proficiency is practically unconceivable (Neshkovska & Petkovska, 2013).

In other words, building a solid and extensive corpus of grammar knowledge, most decidedly, requires a detailed long-term planning and dedication from the very outset of the educational process. ESL teachers' failure to consolidate and upgrade students' grammar knowledge at any educational level, very often leads to gradual but irrevocable widening of students' knowledge gaps which, in turn, enhances their resistance to learning grammar overall.

Nowadays, the abundance of teaching approaches, methods and techniques [145] available to ESL teachers, on the one hand, and the availability and accessibility of computers and the Internet along with all the opportunities they offer, on the other hand, discard all conceivable pretexts for students' disregard of grammar. In that context, ESL teachers considering all accompanying circumstances (students' level and motivation as well as the available resources such as: computers and the Internet) should devise their own approaches to teaching grammar in an instigating and fun-providing manner.

In that respect, this paper aims to instantiate an approach used to teach grammar on tertiary level within the context of teaching English for Specific Purposes (ESP). More precisely, the paper seeks to address some strategies employed to transform teaching and learning grammar from the most boring and difficult to the most relaxing, entertaining and challenging part of ESP lectures. The first strategy which makes this major transformation possible is **contextualizing** grammar, i.e. submersing it as much as possible in all other language learning activities. Grammar contextualization is closely intertwined with **playing grammar games** and **doing fun online quizzes**.

A careful and thoroughly planned blending of these three strategies in the context of ESP courses led to both increased motivation as well as faster learning rate on the part of ESP students.

Practical Implementation of the Three Strategies

This paper outlines an approach to teaching grammar employed on tertiary level with ESP students who major in three different, yet very similar study areas, i.e. Information Systems Management, Information Systems in Health Care, and Engineering and Management of Software Applications at the Faculty of Administration and Information Systems Management-Bitola.

The ESP courses for these three study programs are within the category of elective courses alongside with two other foreign languages (French and German) and other technical courses.[146]

---

[145] Edward Anthony (1963: 63) differentiates among these three terms: approach, method and techniques. Namely, he claims that 'the arrangement is hierarchical. …The organizational key is that techniques carry out a method which is consistent with an approach… An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic and it describes the nature of the subject matter to be taught…A method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. A method is procedural. Within one approach, there can be many methods….A technique is implementational - that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.'

[146] The students of Information Systems in Health Care, and students of Engineering and Management of Software Applications are entitled to selecting ESP courses in the course of all 6 semesters, whereas the students of Information Systems Management can choose it only in the odd semesters (1st, 3rd and 5th semester).

The fact that ESP courses are not mandatory and do not belong to the category of the technical courses, regrettably, imposes somewhat less serious studying approach on the part of the students. More precisely, the attitude of the students to ESP courses goes to two extremes. The first extreme is represented by a minority of students, who having studied the language previously in primary and secondary school, have gained pretty reasonable knowledge of English, but are too self-confidant and, in reality, overrate their knowledge. The other extreme is represented by the majority of students who, unfortunately, have built a very strong dislike and resistance to studying the language due to the numerous knowledge gaps accumulated throughout their previous stages of education. Thus, the overall impression is that the majority of students are not really stimulated to learn the language, especially the grammar part which is ranked among their last and least important priorities.

Considering these circumstances, the conventional deductive approach to teaching grammar, i.e. explicit explanation of grammar rules followed by drilling writing exercises, is undoubtedly doomed to failure in this context. Thus, the creation of an alternative and more engaging approach, which would spur students to set aside their previous prejudices against learning grammar, became an imperative. Moreover, the intention behind this approach was to create conditions for grammar instructions compatible with the general trend, according to which 'many ESL practitioners view grammar less as a body of knowledge to be studied than as a **skill** to be practiced and developed', which eventually would result in circumventing 'the phenomenon of students who know the rules of grammar but who are nonetheless unable to ask for simple directions' (Savage et al., 2010).

The creation of such an approach mandatorily required implementation and blending of several strategies which have previously proved their efficiency. Namely, this approach ventured to merge and make full use of the following three strategies: a) grammar contextualization, b) playing grammar games and c) utilizing fun online quizzes.

Grammar contextualization

Although the concept of contextualizing grammar is not new, this paper underlines its importance in ESP context. In other words, as ESP courses generally focus on enriching students' technical vocabulary and knowledge, the only chance for grammar to come to the foreground as well, would be to submerse it completely in the rest of the teaching activities (reading, writing, speaking and listening). In contrast, introducing grammar in isolation, i.e. as a separate unit which has no connection whatsoever with the rest of the lecture, many a times has turned into a fatal mistake in the English language teaching processes.

The idea to successfully merge the presentation and revision of separate grammar points with materials of great interest to our previously mentioned three distinct profiles of students, resulted in choosing the relatively new bestseller biography – ***Steve Jobs***. Obviously, the content of this book is very closely related to our students' main field of interest – information technologies. Furthermore, Steve Jobs is seen as the icon of the modern technological era, and, consequently, serves as a role model for most of these students.

Initially, a specific number of 'reading segments' were extracted from the biography. This was followed by selecting appropriate grammar points to be taught within the ESP courses. Subsequently, attempts were made to match the reading segments with the grammar points of interest, by finding out which of the reading segments contained the biggest number of instances of a particular grammar point. Thus for instance, one of the reading segments abounded with Jobs' personal statements (e.g. *"I encountered authority of a different kind than I had ever encountered before, and I did not like it. And they really almost got me. They came close to really beating any curiosity out of me."; "I had a good friend named Rick Ferrentino, and we'd get into all sorts of trouble."etc.*), consequently, it served the purpose

of revising *reported speech* by means of specifically designed exercises accompanying the reading section.

Contextualizing grammar in this manner, i.e. intertwining it with interesting reading assignments, proved very efficient in ESP context. Overwhelmed by the possibility to learn interesting facts about Steve Jobs' personal life, career and personality, ESP students tackled various grammar points almost effortlessly.

However, integrating grammar into reading activities is merely one possibility for grammar contextualization. Listening, writing and speaking activities can also serve the same purpose.

Playing grammar games

Games are definitely an underutilized tool for grammar instruction, especially at tertiary level. The entire concept of university lectures, which is marked by a high dose of seriousness, is not in line with playing games. Moreover, university students are generally thought to be sufficiently self-motivated and not in need of additional motivation boosters when it comes to acquiring new knowledge. Sadly, but very frequently, this is far from reality, especially in the case of ESP courses which are usually elective and, consequently, of a secondary importance to students.

However, experience has shown that games should not be abandoned completely even in the serious academic environment since they could be extremely motivating and challenging for university students as well. Apart from their significance for language acquisition, games play a pivotal role in building bonds among fellow students and in enhancing their competitive spirit.

Hence, the second layer in the creation of this new approach to teaching grammar in ESP context meant introducing grammar games as an obligatory segment of the lectures. In fact, instead of alternating different games each lecture, the option of playing one and the same grammar game each time was purposefully chosen, since it enables students to get used to the game, to grow fond of it and to make the most of it. Moreover, the idea was to relate this grammar game as closely as possible to the first strategy, grammar contextualization. In an attempt to provide a complete cohesion between these two strategies, it was decided to base this grammar game on building a corpus of new vocabulary from the reading segments extracted from Steve Jobs' biography. This corpus grew progressively with the introduction of each subsequent reading segment. The benefits of this strategy were obviously twofold. Students continuously and simultaneously worked on acquiring and revising new vocabulary from the reading segments, as well as on practicing particular grammar points.

The two props necessary for the realization of this game were: a) a die and b) a big 'vocabulary envelope' full of new words (mostly nouns, verbs, adjectives and adverbs) written on separate small paper slits.

The class was divided into groups. Each group rolled the die, and according to the number on the die, the students pulled out the same number of paper slits from the 'vocabulary envelope'. Their next task was to come up with a meaningful and grammatically correct sentence which included both the words drawn from the envelope and the grammar point which was currently discussed. For instance, if the focus was placed on practising *conditionals,* students created instances of conditional sentences including the new words previously pulled out of the 'vocabulary envelope'. Eventually, one point was awarded to the group which had successfully completed their task. The duration of the game varied depending on the available time, but the main point is that it was played on a routine basis at the end of each and every lecture.

Thus, the second strategy of the approach to teaching English grammar, playing grammar games, also proved its value. While being completely immersed in playing the game, ESP students were simultaneously having fun and acquiring new vocabulary and grammar knowledge.

Fun online quizzes

Finally, ESP teachers should not lose sight of the fact that their instruction nowadays is directed towards a generation of so–called digital natives. This implies that they should adapt their teaching approaches to suit the needs and preferences of this new generation of students whose life is practically unconceivable without the latest and the newest technical gadgets.

What's more, the Internet abounds with numerous educational websites which offer various opportunities for practicing diverse grammar points. Often times these websites are created by language practitioners and teachers of English who were simply generous enough to make selfless contributions by sharing experiences, ideas, activities, handouts, etc., which at some points of their work experience proved to be beneficial to their students.

The only two preconditions to make a full use of these educational websites would be the availability of computers and the access to the Internet in ESL classrooms.

As these two preconditions (computers and the Internet) were met in our case, the third strategy which logically followed and supplemented the first two (contextualization and playing grammar games) was the inclusion of fun online grammar quizzes as part of the ESP courses.

Considering the fact that the major field of interest of our ESP students is closely related to information technologies, it is no wonder that they immediately and enthusiastically endorsed this strategy.

As in the case of the second strategy (playing grammar games), we chose and applied one suitable resourceful website, **UsingEnglish.com**[147], despite the fact that the Internet abounds with countless language learning websites.

UsingEnglish.com (Fig.1) is an educational website which offers an exhaustive list of various grammar points presented in the form of online quizzes. The fact that the website has been running since 2002 implies that it has been successfully upgraded with materials from numerous contributors from various countries all over the world (the UK, the United States, Canada, Pakistan etc.) for more than a decade.

[147] (http://www.usingenglish.com/handouts/)



Fig.1 UsingEnglish.com

One of the advantages of this website is that it is organized into two main segments: beginner English handouts and intermediate English handouts. This organization allows teachers to choose activities appropriate for their students' proficiency level. Certain grammar points overlap in both segments (e.g. adjectives and adverbs, articles etc.) but, logically, the content of the exercises differs as they are intended for different proficiency levels. However, the majority of grammar points in these two segments are different. Thus, for instance, *conditionals* are placed only in the intermediate English handouts section, whereas *comparison of adjectives* is placed in the beginner English handouts section.

All of the exercises are presented in the same quiz-like fashion – students select the correct answer by clicking on one of the two given answers. Another advantage of the site, in that respect, is that it provides answer sheets for the quizzes which are print-friendly.

Furthermore, these online quizzes are not time consuming at all, and students invariably enjoy doing them. Regular reference to these quizzes fosters students' competitive spirit and enhances their motivation to grapple with the various grammar points at hand.

The order of the second (playing the grammar game) and the third strategy (doing fun online quizzes) could sometimes be reversed, nevertheless, both strategies should be in line with the first strategy (grammar contextualization), as they should both deal with the same grammar points introduced in the reading segments.

CONCLUSION

Grammar does not have to be the most tedious segment of teaching and learning the English language. There are so many possibilities nowadays for both ESL teachers and students, which could be restricted solely by their imagination. Depending on the context and the specific accompanying circumstances, teachers of English should undertake the strenuous

but always rewarding task of creating their own innovative and challenging approaches to teaching grammar.

In that vein, this paper presented one such approach to teaching grammar, intended for ESP students at tertiary level. The approach successfully combined three distinct strategies (grammar contextualization, playing grammar games and online grammar quizzes), and, thus, brought grammar much closer to students.

REFERENCES

Edward, A. (1963). Approach, Method, and Technique. ELT J Vol. XVII (2), 63-67.
Harmer, J. (1987). Teaching and Learning Grammar. Longman Inc. New York.
Neshkovska, S., & Petkovska, V. (2013). Teaching Grammar in ESP Context (forthcoming).
Savage, K., L., Bitterlin, G., & Price, D. (2010). Grammar Matters: Teaching Grammar in Adult ESL Programs. Cambridge University Press.

Zoran Nikolovski
University "St. Kliment Ohridski"- Bitola
zorannikolovski@yahoo.fr

TERMINOLOGICAL ENRICHMENT OF THE FRENCH LANGUAGE[148]

Abstract

For a language to remain contemporary and vital, it has to be able express the modern world in all of its complexity and diversity. With the rapid technological development, every year thousands of new ideas and terms appear from every single areas of the human opus to which names should be assigned in order to be understood. In that way, the professionals from certain areas should be able to communicate in their own language, the translators should translate properly all of the specialized terms in the adequate field, and the speakers could, in a certain language, to acquire quickly and more efficiently the new concepts that are most often very complex. On the account of these basic linguistic directions, the French language also need to be enriched with new terms from all significant areas with which he can express the contemporarity appropriately. In fact, the enrichment of the French language is one of the characteristics of the contemporary language politics in France.

The aim of this paper is, in short terms, to explain the modern administrative system for enrichment of the French language on the basis of legal acts (the Law from 4th august 1994 for the usage of the French language and the decree of 3rd July 1996 for the enrichment of the French language). The system for enrichment of the language represents a symbiosis of the work of the General commission for terminology and neologisms, the specialized ministry commissions for terminology and neology that are in a close relation with the Ministry of culture and Communications, i.e. the General commission for French language for the languages in France, the French academy, francophone partners and other similar institutions that give their contribution in the terminological enrichment of the French language.

Key terms: terminological enrichments, French language

INTRODUCTION

The French language shows great vitality and the adaptability of his vocabulary of contemporary changes in all areas of life is carried out systematically and in scientific laboratories and research centers. To avoid the increased use of foreign terms in a particular area that are incomprehensible to the "ordinary" speakers, relevant French terms should regularly be produced which would better present the contemporary reality. Therefore, France and other Francophone countries dedicated their work towards creation, dissemination and use of new words and expressions in the spirit of the French language, while depicting contemporary life.

[148] Specialized paper

With constant terminological enrichment of the French language the gaps in the vocabulary and denotations of new concepts in French are being fulfilled, which replaced the foreign, mostly Anglo-American terms. The enrichment of the French language is performed in coordination, and new terms are designed for professionals and for the general public who are formed according to the rules for word-formation in the French language.

System of institutions to enrich the French language

The Act of 1975 for the use of the French language[149] known as *Bas-Lauriol*, provides terms that are published in the French Official Gazette (*Journal Officiel de la République Française*) and which must be used in any advertising and labeling of products or services, and during all broadcasting by television and broadcasting organizations. With the adoption of the Law on 4th August 1994 on the use of the French language[150], called *Toubon*, these provisions on the basis of the decision of the Constitutional Council (*Conseil constitutionnel*)[151] were repeated, which were believed to be on the contrary to the freedom of expression. The Council believes that the state can itself be forced to use certain proposed terms, but cannot, contrary to Article 11 of the Declaration of Human and Civil Rights[152], impose their use to private individuals or radiogram organizations.

The decision of the Constitutional Council causes a change of legislation on the use of French. With the decree of 3rd of July 1996 to enrich the French language[153], create a new system for the coordination of activities in relation to the French language, which reduces the position of the state, increasing the role of the General Commission on Terminology and Neologisms and of the French Academy, and state and other means and mechanisms for action on language and its spreading. The decree applies to the formation of specialized terminology committees and ministerial neologisms mainly composed of experts in a particular field that are required to create new official terms. They, among other things, must include all cases in which the necessary terminological enrichment of French vocabulary, based on the expressed needs in a particular area. Thorough examination of the terms and definitions that are offered by specialized committees, the Commission draws attention to their compliance and suitability and seek the opinion of the French Academy. Once they get the approval from it, the General Commission shall publish the terms and definitions in the Official Gazette under the condition of the relevant portfolio Minister will note. Once the accepted terms are being published, the adopted terms and definitions for them become mandatory for public services and public institutions, place of foreign language terms and expressions, as well as in the cases provided for in Articles 5 and 14 of the Law of 4 August

[149] *Loi n°75-1349 du 31 décembre 1975 relative à l'emploi de la langue française*, http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000521788&idArticle=LEGIARTI000006421237&dateTexte=vig (01.03.2013).
[150] *Loi n° 94-665 du 4 août 1994 relative à l'emploi de la langue française*, http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=LEGITEXT000005616341&dateTexte=vig (01.03.2013).
[151] *Décision n° 94-345 DC du 29 juillet 1994*, http://www.conseil-constitutionnel.fr/conseil-constitutionnel/francais/les-decisions/depuis-1958/decisions-par-date/1994/94-345-dc/decision-n-94-345-dc-du-29-juillet-1994.10568.html (23.02.2013).
[152] *Déclaration des Droits de l'Homme et du Citoyen de 1789*, [http://www.conseil-constitutionnel.fr/conseil-constitutionnel/francais/la-constitution/la-constitution-du-4-octobre-1958/declaration-des-droits-de-l-homme-et-du-citoyen-de-1789.5076.html], (24.03.2013).
[153] *Décret n°96-602 du 3 juillet 1996 relatif à l'enrichissement de la langue française*, http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=LEGITEXT000005621310&dateTexte=vig (15.02.2013).

1994 on the use of the French language. These terms are published in the *Bulletin Officiel de l'éducation nationale*[154] to allow greater distribution to teachers.

The state's role in the enrichment of the French system

According to the legal system, the state has no role in selecting and deciding on specialized terms that can only assert themselves. Its modern mission is to be a public service to the citizens that fosters vocabulary enrichment, support and coordinate the activities of the participants that the neologisms create to work on the promotion and dissemination of new terms and to ensure their application and easy availability.

The State cannot interfere directly in the operation of terminological committees, but only organized and, as a first user, provides all of the necessary promotion terms. It coordinates the development of terminological lists and allows meetings and cooperation between specialized committees, the General Commission of the French Academy.

Also, the State informs public services, professionals and the public about the new terms and provides an example of their use which encourages its partners to use the terms that it recommends. The responsibility for use of the published terms refers only to public state institutions (article 11), and such measures have an effect outside the state sector.

General Delegation for the French Language and the Languages of France

The general delegation for the French language and for the languages of France (Délégation générale à la langue française et aux langues de France) is a Service of the Ministry of Culture and Communication of France and its mission is keeping the French language policy in relation to the French language and regional languages. It takes care of the implementation of the Law of 4 August 1994 and Decree of 1996 to enrich the French language. Along with the General Commission for Terminology and neology, she coordinates the preparation of terminological lists by specialized committees on terminology and the French Academy as well as the operation of the terminology data bank *France Terme*.

According to Article 2 of the decree, the General Delegation is a legal member of all committees under its jurisdiction is the Secretariat for the General Commission for terminology and neologies. It has regular coordination with other partners in terms of the enrichment of the French language and its promotion, especially with other francophone organizations responsible for language policy in a particular country. It is important to increase the influence of the French language in the world and to meet the need of French terms from a specialized area of people whose work is directly related to the use of the French language (journalists, translators in international organizations, etc.).

The General Delegation for the French language and the French language also greatly contributes to the development of information tools in French and increases its presence on the Internet that is used as a means to work as a medium for transmitting the results of the terminological operation.

The role of the specialized terminology and neology commissions

In the 70ties of the 20th century, several ministries established Commissions for terminology and neology which give a great contribution to the creation of new terms in a particular area. Also, the 1996 Decree imposes the creation of ministerial committees which

[154] *Décret n°96-602 du 3 juillet 1996 relatif à l'enrichissement de la langue française*, art. 10.

are composed of 20 to 30 members who are representatives of the ministry and external experts in a particular sector, as well as language specialists. These committees are the basis in the terminological work closely follow the selection and use of terms and is constantly updated with new developments in their area. They offer French equivalents of foreign terms for any new products or concepts, giving their definition and suit any terminological question of their area. Commissions have the support of senior official for terminology (*Haut fonctionnaire de terminologie*) and the service which is appointed to coordinate and support the activities in a particular area and to further transfer terminological solutions in their sector and with partners. There are 18 specialized committees on terminology and neologies found in various ministries.

The General Commission on Terminology and neology

The General Commission on Terminology and neology takes a central position in the system of institutions working to enrich the French language. Placed under the authority of the Prime Minister, it coordinates the overall network terminology activities, defines the methodological basis of the enrichment of the French language, liaises with the French Academy, and examines terms ensuring their compliance and access to their publication. Its purposes are to enrich and promote the French language, encouraging multilingualism, translation of foreign terms in the French language, terminological data collection and structuring quickly accessible databases and the development of Francophony.

The General Commission, together with the French Academy, is responsible for approving the new terms proposed by the specialized committees on terminology and neology and is responsible for their harmonization and adjustment. Every month, this committee evaluates and approves the proposed terms in the presence of the presidents of the specialized committees and experts assigned area. When creating terms, the General Commission establishes certain criteria that are crucial for the adoption of new terms. The first criterion is the need, i.e. the necessity of a new term to denote a certain entity. The second criterion is transparency which determines whether the term is directly related to the notion or idea that signifies. The last criterion is the good language preparation term which determines whether he respects the morphological and syntactic system of the French language.

The General Commission is concerned with the definitions of new terms that are published in the Official Gazette to formulate clear, understandable and in the best possible way because they are intended not only for specialists of a particular area, but also for the general public.

The General Committee and specialized committees for terminology and neology make terminological enrichment program which is realized on the basis of functions provided by the 1996 decree. Users of the new terms expect translating new foreign terms in French as soon as possible. Therefore, the General Commission aims to respond quickly to the needs and requirements and propose appropriate replacement of terms such as: ***brainstorming*** n. m., (remue-méninges n. m.), ***Kennedy round*** n. m. (Négociations Kennedy n. F. Pl.), ***V. I. P***. ou VIP n., (client privilégié, nm), ***incentive*** n. m., (voyage de stimulation, nm, stimulation, nf), ***mobbing*** n. m. (Harcèlement, n. M.), ***Benchmarking*** n. m. (Référenciation, nf, étalonnage, nm, ou parangonnage, nm), ***broker*** n. m. (Courtier, n. M.), ***Factoring*** n. m. (Affacturage, n. M), ***factor*** n. m. (Affactureur, n. M.), ***Gap*** n. m. (Écart, n. M.), ***Lease-back*** n. m. (Cession-bail, n. F.), ***Leasing*** n. m. (Location avec option d'achat, ou LOA), ***outplacement*** n. m. (Replacement externe, n. M.), ***Revolving*** adj. (Crédit permanent, n. M.), ***Soft landing*** n. m. (Atterrissage en douceur, n. M.), ***Start-up*** n. f. (Jeune pousse, n. F.), ***Couponing*** n. m. (Couponnage, n. M.), ***Duty-free*** adj. et n. m. (Boutique hors taxes, n. F.), ***Franchising*** n. m.

(Franchisage, n. M.), ***Free alongside*** ship n. m. (Franco long du bord ou F. L. B.), ***teasing*** n. m. (Aguichage, n. M.) and many others.

In 2000, the General Commission on Terminology and neology, through its specialized committees, conducts examination about all the terms, expressions and definitions published in the Official Gazette of France in the period from 1973 to 1996. Audited results are published in the terminology list that includes 3000 fully revised units. Also leaflets with the newly created terms are issued for a number of areas and is sent free to all public service departments and relevant associations whose activity is associated with a particular area that is intended list. All terms, lists and reports of the General Committee are available on the website *FranceTerme* [155] which is a database with free access to the French General Delegation for the French Language and languages and contains the latest French terms, approved by the General Commission for Terminology. By doing so, new terms are being promoted and significant contribution to the enrichment and promotion of the French language in the world is provided.

The French Academy

The French Academy is the reference instance for issues relating to the use of words in the French language and follows the development of French vocabulary in 1635. By the decree issued in July 3, 1996 it has a very important role in the enrichment of the French system. The Academy expresses its opinion required in the General Commission for Terminology and each specialized committee and is a last resort for the approval of the terms and definitions in the publication in the Official Gazette. With its active participation in all committees, it provides a significant contribution in the terminological work and strives in a fast period of time to give their opinion.

From its first publication of the first decree for the enrichment of the French language in 1972, the Academy gives constant contribution in this area, fueled by concern for preserving the consistency and clarity of the French language. It, in his Dictionary, constantly introduces new words and meanings in French vocabulary.

Other partners in the system to enrich the French language

Apart from the many experts from different fields who in the work of the commission's work actively contribute their scientific, technical or linguistic competence, there are many organizations in the science and technology related to the enrichment of the French system and participate in the study and definition of terms.

The Academy of Natural Sciences (*Académie des sciences*) and the French Association for Standardization (*Association française de normalisation (Afnor))* are also legal members of the General Commission on Terminology and neology, and all specialized committees for terminology and neology gives significant contribution to the enrichment of French.

The National Centre for Scientific Research (*Centre national de la recherche scientifique (CNRS*)) with one of his terminological documenting laboratory participates in the work of the General Commission for Terminology and neology and specialist committees. The laboratory regularly makes documentary records for the examined terms by the Commissions and related Francophone organizations where terminological data which have particular significance for the French are being stored.

[155] *FranceTerme,* http://www.culture.fr/franceterme (15.02.2013).

Cooperation with the Francophone countries

Article 1 of the 1996 decree envisages deepening contacts with the terminology and neology Commissions and other similar institutions of francophone countries that are working intensively on this issue. In repeated meetings well-known experts that provide a significant contribution in compiling the terminological lists which reduces the possibility of matching terminological differences in francophone countries participate. Large databases of terminological data for French-language are a terminology bank of the *Bank Bureau de la traduction du gouvernement canadien-(TERMIUM)* and the bank of *The Office québécois de la langue française-(Grand dictionnaire terminologique or GDT).*

With their millions of terms, these banks represent key references and basis for each terminological work. Experts, terminologists and interpreters who participate in their elaboration associated with the French system of institutions dealing terminological enrichment of the French language and specialists of the French Community of Belgium. Also there is an established collaboration with the *Service de la langue française* at the Belgian Ministry of Culture and *Section de terminologie* of the Federal Office of Switzerland with its terminological data bank (TERMDAT).

CONCLUSION

In the 70ties of the 20th century, several ministries are established Commissions for terminology and neology which give a large contribution to the creation of the terminology of a particular area. In terms of the terminological language enrichment more legal provisions are being made, the 1975 Law on the use of the French language known as *Bas-Lauriol*, and after the 1994 decision of the Constitutional Council and the Law of 4 August 1994 on the use of the French language called *Toubon*. By the decree of July 3, 1996 to enrich the French language to create a new legal system that reduces the state's position, the role of the General Commission on Terminology and neology and of the French Academy increased, and the state and the other means and mechanisms of action on language and its promotion, set up specialized committees for terminology and neology within the ministries in charge of creating new formal terms, based on the expressed needs in a particular area. The proposed terms must be confirmed by the General Commission on Terminology and neology which examines the proposed terms and definitions and seek the opinion of the French Academy, after which consent terms and definitions are being published in the Official Journal provided by the relevant minister portfolio so that there is no objection.

Once published in the Official Gazette, the imposed terms and definitions become mandatory for government departments and public institutions, in place of terms and expressions in the foreign language.

According to this system of terminological enrichment, the state has no role in selecting and deciding on a number of specialized terms and they can only assert themselves. This system must encourage the enrichment of vocabulary, providing support and coordination of terminological activities, working on promotion and dissemination of new terms and their application and provide easy access.

The state also informs the public services, professionals and the public about the new terms and an example of their use thus encourages their partners to use the recommended terms. Although the obligation to use the terms published in the Official Gazette only applies to government departments and public institutions, such measures have an effect outside the state sector.

The State cannot interfere directly in the operation of the terminological commissions, but only organized, as the first and foremost user, it provides its necessary promotion. It

coordinates the preparation of terminology lists and provides cooperation between specialized committees, General Commission and the French Academy. Partners in this system are the Academy of Natural Sciences, the French Association for Standardization and the National Centre for Scientific Research, and deepened are the contacts with related institutions in Francophone countries. Also, it greatly develops the information tolls for the French language and intensively works on increasing its presence online.

REFERENCES

Calvet, Louis-Jean: La guerre des langues et les politiques linguistiques, Payot, Paris, 1987.

Calvet, Louis-Jean: Les politiques linguistiques, Presse Universitaire de France, Que sais-je?, Paris, 1996.

Chansou, Michel : L'aménagement lexical en France pendant la période contemporaine, 1950-1994: étude de sociolexicologie, H. Champion, Paris, 2003.

Cooper, Robert: Language Planning and Social Change, Cambridge University Press, New York, 1989.

Crystal, David, An Encyclopedic Dictionary of Language and Languages, Blachwell, Oxford, 1992.

Décision n° 94-345 DC du 29 juillet 1994, http://www.conseil-constitutionnel.fr/conseil-constitutionnel/francais/les-decisions/depuis-1958/decisions-par-date/1994/94-345-dc/decision-n-94-345-dc-du-29-juillet-1994.10568.html (23.02.2013).

Décret n°96-602 du 3 juillet 1996 relatif à l'enrichissement de la langue française, http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=LEGITEXT000005621310&dateTexte=vig (15.02.2013).

Déclaration des Droits de l'Homme et du Citoyen de 1789, http://www.conseil-constitutionnel.fr/conseil-constitutionnel/francais/la-constitution/la-constitution-du-4-octobre-1958/declaration-des-droits-de-l-homme-et-du-citoyen-de-1789.5076.html (24.03.2013).

Dubois, Jean et alii, Dictionnaire de linguistique, Larousse-Bordas/HER, Paris, 2001.

FranceTerme, http://www.culture.fr/franceterme (15.02.2013).

Le Grand dictionnaire terminologique: http://www.granddictionnaire.com/btml/fra/r_motclef/index800_1.asp

Guiraud, Pierre: Les mots étrangers, PUF, Paris, 1971.

Hagège, Claude: Les Français et les siècles, Éditions Odile Jacob, Paris, 1987.

Höfler, Manfred: Dictionnaire des anglicismes, Larousse, Paris, 1982.

L'enrichissement de la langue française, Délégation générale à la langue française et aux langues de France, Références 2011, http://www.dglflf.culture.gouv.fr/publications/enrichissement_2011.pdf (01.03.2013).

Leclerc, Jacques, L'aménagement linguistique dans le monde, http://www.tlfq.ulaval.ca/axl/ (пристапено на 15. 09. 2012).

Loi n°75-1349 du 31 décembre 1975 relative à l'emploi de la langue française, http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000521788&idArticle=LEGIARTI000006421237&dateTexte=vig (01.03.2013).

Loi n° 94-665 du 4 août 1994 relative à l'emploi de la langue française, http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=LEGITEXT000005616341&dateTexte=vig (01. 03. 2013).

Николовски, Зоран: Современата јазична политика на Франција во однос на францускиот и регионалните јазици, Магистерски труд, Филолошки факултет „Блаже Конески“, Скопје, 2002.

Николовски, Зоран: Англиските лексички заемки во францускиот јазик од 1945-2005 година (лингвистички и социокултурен аспект), Докторска дисертација, Филолошки факултет „Блаже Конески“, Скопје, 2012.
Pergnier, Maurice: Les anglicismes. Dangers ou enrichissement pour la langue française? P.U.F. (coll. Linguistique nouvelle), Paris, 1989.
Petit Larousse illustré, Larousse, Paris, 2005.
Rey, A. & Rey-Debove, J. (sous la rédaction de) : Le Nouveau Petit Robert, Dictionnaire alphabétique et analogique de la langue française, Dictionnaires Le Robert, Paris, 2004.
Rey-Debove, Josette & Gagnon, Gilberte: Dictionnaire des anglicismes : les mots anglais et américains en français, Le Robert, Paris, 1990.
Rousseau, Louis-Jean, Élaboration et mise en œuvre des politiques linguistiques, http://www.rifal.org/cahiers/rifal26/crf-26-06.pdf (15. 09. 2012.).
Saint Rober, Marie-Josée de: La politique de la langue française, Presse Universitaire de France, Que sais- je?, Paris, 2000.
Tournier, Jean: Les mots anglais du français, Belin, (coll. Le français retrouvé), Paris, 1998.
Trésor de la langue française informatisé, http://atilf.atilf.fr/
Truchot, Claude: L’anglais dans le monde contemporain, Le Robert, Collection « L’ordre des mots », Paris, 1990.
Walter, Henriette & Walter, Gérard: Dictionnaire des mots d'origine étrangère, Larousse, Paris, 1998.

Valentina Mucunska Palevska
University of Tourism and Management, Skopje

TOTAL QUALITY MANAGEMENT AS A DETERMINANT IN CREATING COMPETITIVE ADVANTAGE OF EDUCATIONAL INSTITUTIONS[156]

Abstract

Total Quality Management as a determinant in creating competitive advantage of educational institutions, as well as their efficiency and effectiveness in the modern competitive conditions becomes necessary need.

The dynamics of social change and changes in the labor market are forcing educational institutions to adapt and respond to the needs and demands of the changing competitive environment.

Regarding the current global educational trends management overall quality is characterized by several important components. It has a global character, which means that the integral term focus consists of several elements such as processes, resources and results.

Results alone are not sufficient indicator of total quality management and quality achievement, but it is necessary to analyze the educational process and the participation of the stakeholders in the process. The establishment of the mental and professional process has a major role manager educational institution which should create an atmosphere that encourages collaboration, cooperation and collaboration, creativity, quality work and self evaluation.

In this context, conducted research is focused on quality management of educational institutions and the quality of the implemented strategies of teaching and learning in order to understand the concept of total quality management, future effectiveness and achieving standards of quality teaching.

Keywords: educational institutions, total quality management, management, leadership,change, competitiveness

INTRODUCTION

For effective implementation of concepts and styles in managing the process of learning and teaching for better quality, a manager should possess Specified quantum of knowledge, abilities and skills, ie competencies. The focus of the operation and support should be monitoring and evaluating the work of teachers, the manager has a role of a mentor who constantly and systematically follows their work and enables quality planning forprofessional development. The process of planning, creating instruments for monitoring and evaluation of work should include teachers, in order to recognize the pedagogical quality requirements and teach basic skills teaching, ie be trained to transform their skills and knowledge in a new situation of the particular teacher work area.

[156] Revisional scientific paper

Transformation involves possession of certain communication skills, especially employment interview, business communication and giving feedback as the basis for learning, developing a culture of learning and experiential learning. The professionalism of teachers becomes continuouseducational initiative designed to advance educational institutions and achievements of schooling.

This system creates a learning organization in which mutual trust and cooperation contributes to marking the strengths and weaknesses in individual work and finding modalities for their improvement that contributes to improving the quality of organizational work. Total Quality Management is one of the concepts for achieving the quality and design of effective educational institutions (School Effectiveness Approach)in which employees are able to fully manage quality (TQM).The basis of continuous improvement of educational institutions is that teachers encourage themselves not to feel out coming pressure for doing something because someone tries to convince them with arguments, they just come to a conclusion about what is better and they apply it in practise.

The establishment of the mental and professional process has a major role for a manager who needs to create conditions that encourage collaboration (cooperation and collaboration), creativity, quality work and self evaluation. When these conditions are met it comes to the employee to decide whether they want the idea to incorporate into their personal and professional development. It comes to individual and organizational change when employees begin to think about the strategies of learning and teaching which are applied in order to guarantee their future success and achieving standards of quality education, whether they understand the concept of quality.

There are several approaches (concepts) in terms of understanding the overall management quality, and depending on the specifics of educational institutions Manager selects the one that is closest to what he wants and can implement. Closest to what anyone can achieve (Deming approach) is grounded in the theory of management and is the basis for achieving excellence. He successfully operates sufficient caution geared towards managerial responsibility for the quality expressed by the method of Deming round quality composed of four elements P-E-C-A (Plan / Plan, Do / Performance, Check / Check (Control), Action / Action (taking action). (46)

Deming (46) emphasizes that in order to use the method effectively, we have to know the priority steps, main activities and operational approaches separately for each part of the Deming round. The first step is planning important activities before working through the design of an operating plan that includes defined strategic intent and purposes, an appropriate division of tasks and determining the timetable for implementation of tasks and achievement of goals. Throughout the process a permanent evaluation of operational efficiency and quality assurance must be done. The second step is the implementation of planned activities. At this stage management provides constructive climate of support and cooperation in which employees are motivated to deliver the tasks and achieving goals. The third step is constantly evaluating the process and informing employees about the quality and implementation of the activities. The fourth step is standardization of the implemented innovations that have achieved high results, ie quality.

The implementation of Q-D-C-A method Deming stresses the stage encouraging the employees thinking processes that enables the creation of new ideas that are going to be respected and accepted by the maximum advantage of the thinking potential of all employees, and that leads to continuous quality improvement and competitive advantage. This model of education policy that create effective educational institutions is recognized by:

• Effective achievement of the defined goals and desired outcomes;

• A positive institutional climate that meets the needs and requirements of employees and enabling institutional culture that achieves standards of quality learning and teaching;

• Because of the results it is always attractive and maintains its place of education and the labor market.

In the context of effective management in educational institutions managers should be focused on (14:230):

Professional guidance: good running educational institution means practicing the principles,skills and leadership by the manager and management team, applying teamwork and participative management, which allows teachers to participate in the decision-making process;

Shared vision and goals: all stakeholders or groups at an educational institution working together, have a shared vision and clearly defined goals. Shared vision means that it is generally accepted that all are committed to its achievement;

Institutional climate that encourages learning: an atmosphere in which teaching is carried encourages educated teachers and they are motivated to learn from each other. Established a climate of trust and mutual respect, in which dominates open and honest communication;

Clearly defined high standards, expectations and achievement: the educational institution has high expectations when it comes to results and achievements of educated and teachers. Teaching is an intellectual challenge not only for teachers but for the educated. Important place in this area have the rights and responsibilities of schooling.

Established philosophy of lifelong learning: the philosophy only works if the educational institution is also set to be a learning organization. Educational institution presents the learning as something that is equally important for adults and students when it comes to organizing and implementing various forms of professional development;

Permanent monitoring of progress: management of educational institution systematically evaluates achievements of schooling and educational institution as a whole. The students can also follow their own development and achievements.

Because each stakeholder has a different approach in defining quality, it can be interpreted in terms of (15:14):

• Absolute quality (generally recognized and are based on measurable standards);
• Relative quality (subjective and meets limited requirements, but accepted by all);
• Perceptive quality (based on the basis of personal subjective notions of quality-if something is quality for us, it is not necessarily a quality to the others).

In developed countries in the world, the following policies for improvement of the quality function of total quality management are known (18:23):

• Increase investment in education - this is achieved by strengthening the capacity of teachers in selecting procedures for training teachers, providing better working conditions and improved material technical and financial resources. Education is seen as an investment rather than consumption;

• The results and benefits as a basis for improvement - educational institutions are expected to find their own way to increase investment and qualitative development process, in order to achieve better results. The question is how to strengthen the monitoring of results. One way is to conduct national tests and external examinations after completion of a cycle of education.

Tracking the management of quality in the educational institution, the results and processes can be implemented at the following levels (15:23)

• Monitoring the quality of state level - Ministry of Education;

• External evaluations - Bureau for Development of Education, State Education Inspectorate;

• Monitoring the quality level of the educational institution (manager, local authorities, teachers and other stakeholders);

• Monitoring the quality level of teaching (manager, teacher, parents, educated).

There are several factors that affect the quality of the educational system in a country. These are (15:27)

• Quality curriculum and programs developed under clearly defined standards;

• Properly conceived educational infrastructure - educational institutions;

• Established system of institutions for support and development of education, through quality control mechanisms.

According to research and the views of scholars and practitioners in the field of management, a key factor for ensuring the quality of education is an effective educational institution. There are some indicators of quality educational institution, they can be divided into three categories (18:25)

• Indicators of investment - related to: wages, or educators - trained, educated, etc. costs. They actually show the quality standard of the society through education administered;

• Indicators of educational standard in reality - are related to: the environment in which the educational process is realised, teaching, institutional climate and culture, leadership;

• Indicators of success and accomplishments - take into account the success and achievements in certain cases, the strategies of teaching and learning.

Quality indicators are applicable to the system level, but also on its subsystems. Thus the choice of indicators should be compatible with the specifics of the educational institution within the subsystem which allows a reliable measurement results.

As in any educational institution there are various conditions that arise due to a variety of reasons (material - technical prerequisites, competencies and commitment of management and other personnel, environment and so on.), The question is what are the differences that exist in achieving educational objectives of each educational institution. If we look at those goals, we can see that they are almost identical for all educational institutions, but what makes the difference is the approach, road or how to get to the desired goal.

Therefore, from a theoretical and practical point of view, we discuss different approaches to achieving quality (34:5):

• Effectiveness of the educational institution (School Effectiveness)

According to the approach for effective performance of the educational institution, there is a focus on the achievement of the goals, which always set criteria and standards to be achieved. As a key issue for the educational institution that strives for effectiveness, the question is: "What is it that makes the educational institution successful" "What results you are seeking to?";

• Continuous improvement of the work of the educational institution (School Improvement);

Under this approach, the direction is to the process, ie the ways in which the objectives are achieved. This should always be followed, whether there is an improvement of the process or we are looking for ways for new gradual improvements. In this approach, we wonder: "How an educational institution should be developed in order to improve the learning process?"

• Total Quality Management (Total Quality Management)

This approach offers a new understanding of quality, thus leaving standards and passes control to the creation of values and focus on meeting the needs of customers. Here the key question would be: "What do our customers need and what they want and appreciate" Meeting the expectations of all stakeholders in the educational process is a feature called effective educational institution. There is no universal definition of effective educational

institution, but there is a generally accepted stand in the world, that it is an effective educational institution with an exceptionally good organization and realization of teaching; educational institution with a healthy institutional environment in which every educated can learn and educational institution with modern and current institutional culture which is manifested through a safe and disciplined learning environment.

It is important to note that the educational institution which is effective must always remain such. This means that the effectiveness is not the ultimate achievement, but a process of continuous development which leads to the developed and improved work, te.e full quality management and maintaining competitiveness.

Only WHAT it does, does not make the educational institution effective, but HOW and WHAT it does.

Research conducted eminent scientists who are focused on effective educational institutions, created lists of characteristics of effective educational institutions, but it is notable that, in the analysis of all these lists can be seen that some features are found in most writers.

According to Dr. Charles Mitchell (12: 12), characteristics of effective educational institutions:

- strong instructive leader;
- clearly focused mission of the educational institution;
- high expectations of educators and educated;
- permanent monitoring of the progress of the educated;
- effective educational techniques and technologies;
- a safe, clean environment which enables teaching and learning.

Undoubtedly we must take into consideration the fact that the need for change in educational institutions is a function of their future development, which would be as a result of improvement in the work of educational institutions (School Improvement). This progress in the work of educational institutions define as access to educational change that has a dual purpose (15:47):

- to improve the performance of the educated
- to strengthen the capacity of educational institutions to manage changes

The basis of this approach lies in the constant and continuous training of teachers and managers of educational institutions.

The following five principles are related to improving the quality of education for all (34):

- Improving the performance of educational institutions is a process that is focused on improving the quality of learning;
- The vision of educational institutions have to be the one goal to which they aspire and around which unites all the members of educational institutions;
- Educational institutions need to look at the external pressures for change as opportunities to strengthen its internal priorities;
- Educational institutions should develop structures and create conditions that will strengthen cooperation and thus lead to be implemented by delegating authority to individuals and groups;
- Educational institutions should promote the view that monitoring and evaluation of quality is a responsibility that all its members share together;

The following six proposals can be treated as an introduction to the essence of total quality management (34):

- Focus on internal conditions of educational institutions;
- Making clear decisions for the development of educational institutions;

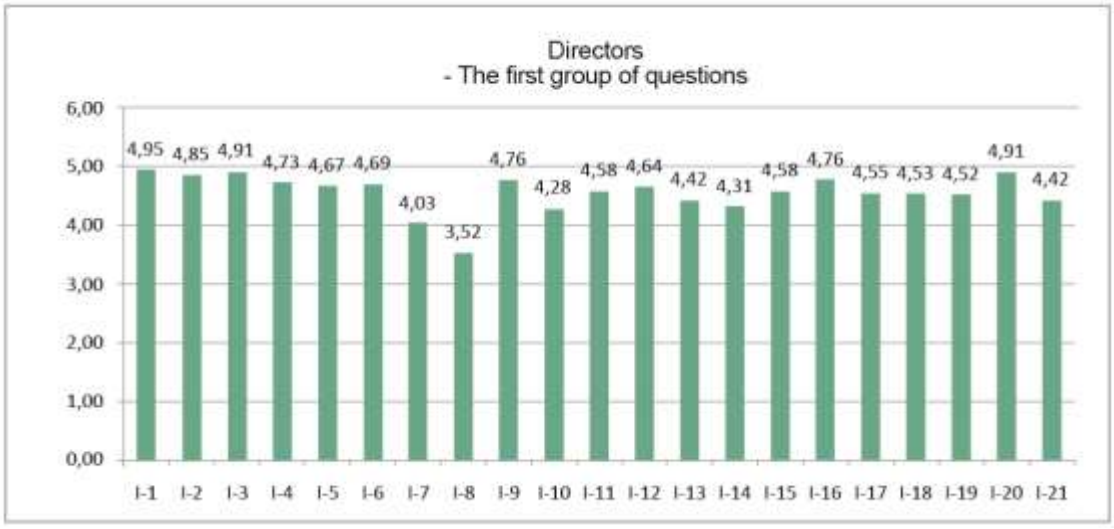
• Adjustment of educational institutions to external change for internal purposes;
• Positive impact on all levels of educational institutions;
• The results of the work of educational institutions create energy for their development;
• Creation of compatible models for teaching and changes.

It is already quite clear that fully quality management is not possible without appropriate professional development of staff. In this context leadership is one of the current approaches in the development of management education.

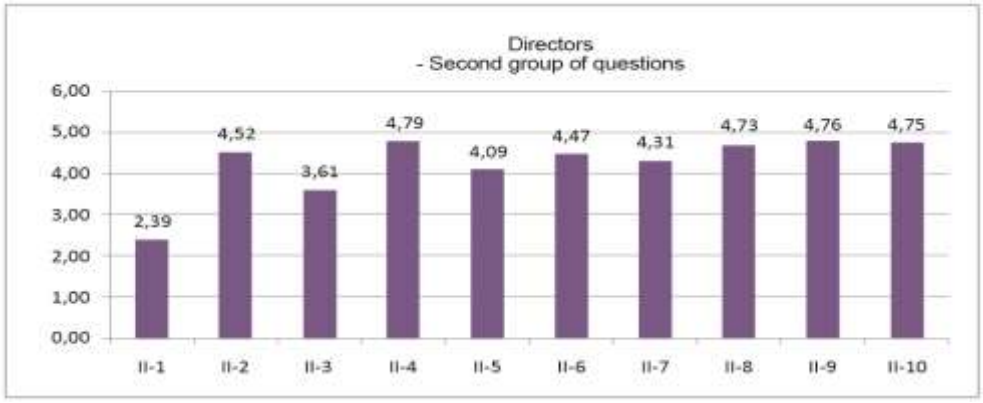
The study surveyed 30 managers of educational institutions, of which 10 managers of primary schools, 15 secondary schools and five managers of departments.

The survey questionnaires were designed for managers. The questionnaires are designed to scale and views are divided into three groups of questions by segments of operations that affect the overall quality management, including: the first set of questions concerns the Manager as communicator, motivator, mentor, second set of questions Manager refers to as an agent of change and a visionary and third set of issues concerns the Manager as a team leader.

The following tables show the results of the survey:



Survey indicators of the first set of questions indicate the high level of practicing effective communication, high level of application of effective strategies in order to motivate their employees and mentoring.



Indicators of research of the second set of questions indicate problems with proactiveness as an important skill that manager needs to own as a change agent and visionary.



Survey indicators of the third set of questions indicate the average level of practicing team leadership by the manager.

Indicators from the analysis of the survey of educational institutions with quality work organization, shows that they have the following signs: a well-designed organizational structure that operate effective management structures at all levels, good ambience and environment for work and appropriate and functional institutional culture. Also, the organization of work is accompanied by good organization and running by the manager. An efficient design of intellectual capital, efficient design of working hours and activities (including the schedule of classes and schedules of extracurricular activities), functional layout of the premises in which teaching and optimal use of all available resources.

Indicators of research indicate weaknesses in the process of total quality management in the segments of: tracking changes in the environment, which is reflected in the generation and creation of internal changes in order to maintain a competitive advantage.

Monitoring and evaluation of the work of educational institutions should be carried through (14:23):

- self-evaluation;
- Integral evaluation;
- External evaluation;
- Consultation.

Assessment of the achieved level of quality in education should be based on comparing the achievements of the situation with preset goals and standards (normative character). In terms of content, it can be said that it covers the areas of: education established policy, the current culture of the environment in which education place - the educational process and the setup of the system.

Conclusion

Complete quality management function of competitive advantage depends on the level of competencies possessed by management in the institution. Most experts in the management of organizations, including Deming and Seng give priority to internal motivation (self motivation) of employees and advised members that meets individual needs. Creating a quality organization and quality management requires self-evaluation and self-worth, capacity for transmission of knowledge and support in the process of introducing change.

The manager of the educational institution as a leader needs to be a supporter, trainer and enthusiast who always promote quality. Therefore it is necessary to diagnose the causes of the problems facing the organization and to create collaborative strategies that will contribute to their solution. In those situations Manager practice team leadership that leads

teachers to achieve quality and educated teachers lead to acquisition of effective and enduring knowledge, abilities and skills. Team leaders need to enable, actively listen and to accept the ideas of others, to know the strategies of effective communication so that their followers can accept their vision. Thinking about the future of the organization it should be determined, to take risks, to be prepared to solve problems, to be able to respond to challenges.

When facing problems, the leader does not ask who is to blame, but asks what the problem is and how it can be solved. We encourage stakeholders to become part of the solution, not to be accused as a part of the problem. Thus apply effective assessment procedures and techniques involving the self and mutual evaluation.

Leading the people in an organization is the most important role for the success of the organization. When leading teams and employees participate in decision-making, when there is an air of mutual respect and trust, when there is developing an effective communication process, the result is growing working morale, productivity and job satisfaction. Joint problem-solving takes a lot of time, but makes incredibly great results.

Building a quality educational institution means building quality relationship of cooperation between the manager - staff, teacher - educated and understands the theory of intrinsicmotivation and the control theory. Applying the principle of identification manager should plan to reduce the fear and pressure, and it will meet the growing needs of the organization and create preconditions for individual changes in employees who are building the foundation of organizational change.The manager should use influence not power, because the essence of leadership is the influence, not the power.

Effectiveness of the educational institution, consistent improvement of the performance of educational institutions and total quality management in educational institution, are concepts for achieving excellence and should be applied by the efficient and effective manager of the educational institution. In addition, depending on the specifics of each of them he is able to create combinations that are adaptable and produce quality output solutions and competitive positioning in the market.

REFERENCES

Adizes, and. (1993), "Management with change" Detra Center, Skopje

Adizes, and. (1994), "Life cycle corporation", Novi Sad, Prometheus, Belgrade, Agora

Angeloska - Galevska, N.. (1998), "Qualitative research in education and rehabilitation," Kiro Dandaro, Bitola

Angeloska - Galevska, N.. (2005), "Planning of Scientific Research", University "Ss. Cyril and Methodius ", Skopje

Blanchard, K. and Johnson, S.. (1991), "Manager for a minute", Skopje: Communist

Weeks, MD. (1998), "Conflict Resolution", Faculty of Philosophy, Skopje

Vilotijevich, M. (2000), "Dialectic" 1 Fantasy knjiga, Belgrade.

Vilotievich, M. (1993), "Organization and the School leadership", Belgrade, Scientific knjiga

Gocevski, T. (1997), "Education Management", Macedonian treasury, Kumanovo

Kening, N.. & Petroska Beshka, c. (2005), Training of trainers on facilitation skills, Skopje

Leshkovski, and. (2002), "Pedagogical Dictionary" Vekovishnina, Skopje

W Mitchell. (1994) Seminar - SOROS: Transformation of school leaders, Ohrid

Petkovski K., B lame., Milenkovska c. (2004), "Integral evaluation as a basis for functional controling ", Europa 92, Kocani

Petkovski K. and Aleksova, M. (2004), "Running a dynamic school", Bureau for Development of Education, Skopje

Petkovski K., Pelivanova G. (2009), "The challenges of modern leadership in education," Heracles commerce – Bitola
Suklev, b. (1993), "Management", Faculty of Economics, Skopje
Nestorovska, N.., Boshevska, L.., Filipovich, R.., Nalevska, c., Alabakovski, N.. (2006), "Changes – a problem or challenge," Association of Management and Development, Bitola
Group of authors, "National Programme for the Development of Education in Macedonia 2005
2015" (2006), Ministry of Education and Science of the Republic of Macedonia, Skopje
Adair, J. (1987), "Efektive Teambuilding" London, Sidney & Aucland: Pan Books April, 1996
Bitel, L. (1997), "Leaderchip - styles end techniques managemant", Clio, Belgrad
Bush, T. & West-Burnham, J. (1994), "The Principles of Educational Management", Longman, Educational Management Development Unit University of Leicester,
CeSID (2004), "Dealing with conflitcs", Belgrad
Dubrin, A.J. (1995), "Leadership" research Findings, Practise, and Skills, Houghton Mifflin Co.
Everard, K., Morris, G. (1996), "Effektive School Management" Paul Champan Publishing Ltd, London
Ferjan M. (1996), "School leadership", Ravljeca, Slovenija, Didakta
Fisher, F. (2003), "Building Bridges between Citizens and Local Governments to Work More Together through Participatory Planning-Part II-Toolktit" LGI, SOROS
Fulan, M. (1996), "Managing Change", Soros Conference, Budapest
Glasser, W. (1995), "Theory of management controling", Radovljica
Hersey, P. & Blanchard, K. H. (1982), "Management of the organizational behavior – Utilizing Human Resources", Prentice Hall, Englewood, Kliffs
Hopkins, D. Ainscow, M. West, M. (1996), "School Improvement in an Era of Change", New York, USA
Manske, FA, JR., "Sekrets of Efektive Leadership"
Sergiovani, J.T. (1996), "Leadership for theSchoolhouse", San Francisko, Californija, USA, Joosey Bas
Soros Foundation Workshop, "Managing programs for building educational"
Soros Foundation Workshop, "Learning the quality of education for all leadership and improving schools", Budapest, April, 1996
Stoll, L., Fink, D. (1996), "Changing our schools", Buckingham UK, Oppen Univerzity Press
Toll, C. A. (2005), "The literacu mentors survival guide Essential questions and practical answers",
Newark: DE. International Reading Assosiaion
ToT-Strazbourg (2006) Adult Learning & Training Abilities
Ubben, G. & Highes, L (1991), "The principal, Creative Leadership for Effektive Schools", Allun and Bacon
Walpole, S. & McKenna (2004), "The literacy mentors handbook: A duide to research-based practice", New York: Guilford
Weihrich, H, Koontz, H. (1998), "Management", Zagreb
Weihrich, H., Koontz, H. (1993), "Management": A Global perspective, Mc Graw – Hill
Whitaker, P. (1995), "Managing change in chools", Open Univrsity Press
http://www.vitaide.com/png/ERIC/Facilitative-Leadership.htm
http://www.vitaide.com/png/ERIC/Instructiunal-Facilitative-Leadership.htm
http://www.vtaide.com/png/ERIC/Facilitative-Leadership.htm
http://www.ceteor.ba

Polonca Pangrčič
Primary School Cerkvenjak - Vitomarci, Cerkvenjak 24, 2236 Cerkvenjak, Slovenia
polonca.pangrcic@guest.arnes.si

STRATEGIES OF GIFTED STUDENT EDUCATION FOR 21ST CENTURY[157]

Abstract

For a long time the main object of gifted education was the stimulation of higher mental processes. Under the old model the thinking skills were often taught in an abstract, theoretical way. Such models as Bloom's taxonomy were presented with the hopes that the students could transfer their understanding and application of these sophisticated thinking models, from one content field to another. In contrast, the new model ties thinking strategies with sophisticated content through a wide variety of strategies.

In this paper we will describe the new models and strategies of gifted student education.

Keywords: gifted students education, strategies of gifted student education, curriculum models of gifted education

INTRODUCTION

Gifted students are specific group of students, who generally find it easier to learn, has a better memory skills, transfer certain acquired knowledge to other areas of learning. A long time has been teaching of the gifted directed only to the development of skills that reinforce before mentioned properties. Thus, the old paradigm of learning focused on learning of higher mental processes such as creative problem solving, logical analysis, and some others, with the assumption that the learner can acquire them transferred to different learning areas. The new paradigm says that to teach students strategies to promote their independence and curiosity (eg, problem-based learning) within the framework of the contents of each curriculum. The old paradigm is giving emphasis on the mastering systems of thinking (eg, Sternberg, Gardner, Guilford, ...), a new paradigm is an emphasis on mastery of content standards through inquiry, problem finding, etc. (Gallagher, 2002).

In desire to blend together the processes of productive thinking and sophisticated content, Van Tassel-Baska presented the integrated curriculum model.

The beliefs that Van Tassel-Baska led to the development of the new model are:

1 All students should be provided curriculum opportunities that allow them to attain optimum levels of learning.

2 Gifted students have different learning needs when compared with typical students. Therefore, curriculum must be adapted or designed to accommodate these needs.

3 The needs of gifted students cut across cognitive, affective, social and aesthetic areas of curriculum experience.

4 gifted students are best served by a confluent approach that allows for both accelerated and enriched learning.

[157] Specialized paper

5 Curriculum experiences for gifted students need to be carefully planned, written down, implemented and evaluated in order to maximize potential effect (Van Tassel-Baska, 1997, 126).

The basic reasons for Integrated Curriculum Model

One reason stems from the need to target all the major characteristics of gifted students at the same time, in the care of precocity, intensity and complexity of such integrated features that represent the cognitive and affective dimensions of the learner. Integrating curriculum approaches allows for this broad-based response to student needs.

The second reason relates to the existing curriculum. Since it significantly reduces the number of pull-out programs, gifted students present mainly in heterogeneous or separate groups, where an integrated curriculum model work well when used diligently and systematically. In this way, the integrated curriculum model can be understood as an independent curriculum model, and not as a "add-on" curriculum.

The third reason is found in the existing research on learning. Studies have shown that better transfer of learning occurs when higher order thinking skills are embedded in subject matter (Perkins and Saloman, 1989 Van Tassel-Baska, 1997). Also, that teaching the concepts of the discipline is a better way to produce long-term learning than teaching facts and rules (Marzano, 1992 Van Tassel-Baska, 1997). Good basic knowledge and understanding of the substance of learning objects is a prerequisite for the understanding of creativity (Amabile, 1983 in Van Tassel-Baska, 1997).

The fourth reason for using the integrated curriculum model and curriculum refers to a change in emphasis from a focus on gifted student, the process of developing the collective talents of all students. Once this change is realized, the principles which are applicable to the importance of teaching talent, shown as an area of teaching and developing the talents of all students - both traditional and non-traditional domains, achieved through an interdisciplinary, concept-based curriculum, and higher order thinking.

For all these reasons, the integrated curriculum model offers compelling model for curriculum planning and development of gifted students (Van Tassel-Baska, 1997).

The Integrated Curriculum Model

The author of the above-mentioned model is of it first launched in 1986 (Van Tassel-Baska 1986, 1992, 2003 by Van Tassel-Baska 2006) and over the years developed and enriched by the work of teachers in classrooms, studies and research.

This model combines three interrelated dimensions of the curriculum, each responsive to a very different aspect of the gifted student. These dimensions can be represented as:

- The emphasis on advanced content knowledge, framing the discipline of study.
- To provide a higher level of thinking and processing.
- Focus the learning experience of the major issues, themes, and ideas that define both the real-world applications and theoretical design within and across areas of study (Van Tassel-Baska, 1997).

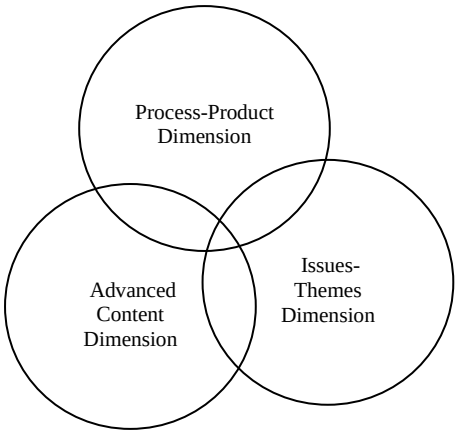


Figure 1: An integrated curriculum model (Van Tassel-Baska, 2006)

It is important to note that it is essential that all three dimensions of the curriculum represented equally and fairly. Important and big ideas are not valued more than content topics, nor are projects a dominating presence over skills they hope to instill (Van Tassel-Baska, 2006, 23).

Planning and development of curriculum for the gifted

Planning is one of the most important processes in the process of developing a well-thought-out curriculum for all students. Practitioners need to understand three things: the entire planning process and interaction between its components, using the approach of adding content, processes, products and concepts, building models of curriculum development of a comprehensive curriculum for gifted learners using a simple approach to planning (Van Tassel-Baska, 2006, 17).

Developing the curriculum is a complex, dynamic, but by nature fruitful work. The whole process of design and development of curriculum for the gifted take place in several stages:

1 Stage: Planning
2 Stage: Needs assessment
3 Stage: Teams and workscope
4 Stage: Curriculum development approach
5 Stage: Tryouts, piloting and field testing
6 Stage: Implementation
7 Stage: Evaluation
8 Stage: Revision (returns to stage 5)

The objectives of the programs for the gifted - model can contain a single object or all of the following objectives:

• Provide a master mastery of basic skills of reading and math at a rate that is suitable alternatives brightest students.
• Raising the creative thinking and reasoning skills.
• Provide an environment that encourages critical thinking.
• Teach curiosity and this attitude towards learning that will present a challenge.
• Verbal and writing skills develop at a high level.
• Develop research skills and methods.
• Develop an understanding of the systems of knowledge, themes, issues and key questions that frames outside world.

• Develop an understanding of ourselves.

• Expand opportunities for learning outside the classroom, which provides the right match with the needs of the students.

The process of changing the curriculum

Before discussing the changes, or curriculum reform, we must realize that this is a process that is time consuming. No radical changes must be carried out between now and tomorrow. First, however, it is necessary to ask whether the local community is ready for the change? How will it respond? How will it respond to changes in each school? Then one has to ask what kind of programs and resources that will best meet the student's current and future needs. Another important factor is the school staff, one of them will know how best to elevate the program and gain acceptance of these with other teachers? These are just some of the important factors that need to be understood and taken into account before an important part of the curriculum development for the gifted (Van Tassel-Baska, 1989).

Planning takes place at certain steps: define the control group and the basic philosophy of the program (the control group should be as many different specialists - administration, teachers, parents, identified gifted, counselors) to identify and manage the needs of gifted (determining the needs of those who will participated in the program) to design a program of work and alternative activities (scope of such a program should include basic information about the participants, the main objectives and tasks, the approaches of association, schedule and organization of the program, staff involvement, evaluation approach and budget plan), opt for curriculum Development Plan (integrate content, structure, outcomes, teaching strategies, materials and resources for gifted curriculum into the existing curriculum), execute the program, evaluate the program (to determine the progress of pupils), to engage with the local community and with the nearby university to set up an advisory component (in the context of school counselors or, where appropriate, the wider), to develop a policy program of gifted students (again to check if the changes are good, constant, widely accepted and they must be directed to the school, monitored and controlled).

Analysis of some curricular models for teaching gifted students

The analysis of curricular models were inspired by Joyce Van Tassel-Baska and Elissa Brown (2007). So that a model or program becomes subject to analysis, certain criteria should be satisfied.

Those criteria are:

• A framework for the model and curriculum development - the model had to provide a system for developing and designing an appropriate curriculum for the target population. As such, you must define the elements of such a design, and show how these elements interact with curricular product.

• Transferable and usable in all content areas - the model must be so useful that it is used in all major areas of school-based learning.

• K-12 applicability - the model must be flexible so that it can be used in all classes. Key elements should be useful not only for gifted children in kindergarten through to talented high school students.

• Applicable across schools and grouping settings - the model must be suitable for different schools in different locations and in various group arrangements. It must work both in individual work and in large groups.

• Incorporation of differentiated features for the gifted/talented students – the model had clearly defined ways that are responsive to the specific needs of gifted students for curriculum and instruction.

Several of the models that were researched for this article could be said to serve as program and curriculum models in field, but they do not meet the criteria. Some has not been developed for a population of gifted/talented. Some were excluded because they only focus on one subject area, while others are designed for a certain class.

The previously mentioned authors are from the 20's models, according to the above criteria, extracted the 9 models are analyzed. These models are:

- Gardner's Model Of Multiple Intelligences
- Parallel (PCM-Parallel Curriculum Model)
- The Renzulli Schoolwide Enrichment Triad Model
- Sternberg's Triarchic Model
- Van Tassel Baska's - Integrated Curriculum Model
- Talents Unlimited Model
- Maker's Matrix
- The Purdue Three-Stage Enrichment Model for Elementary (PACE) and Purdue Secondary Model for Gifted Youth
- The Stanley Model of Talent Identification and Development.

Criteria Used to Asses Model Effectiveness

The criteria taken into account for assessing the performance of the models described in the literature as an important indicator of efficiency. These criteria are representative of a large study on the effectiveness of the curriculum (Johnson, Boyce & Van Tassel-Baska, 1995, National Association for Gifted Children, 1998; Purcell, Burns, Tomlison, Imebau & Martin, 2002, by Van Tassel-Baska and Brown, 2007).

Comparisons were made in the following areas:

• Research evidence to support use - studies that have been conducted and documented as effective in the field of curriculum for the target population,

• Application to actual curriculum - model was translated into certain segments of teaching

• Quality of curriculum products based on the model - a curriculum based on a model were positively evaluated. Demonstrate the key features of the curriculum (objectives, activities, assessment, resources)

• Teacher receptivity - teachers in the implementation model positively evaluated,

• Teacher training component for the use of the model - the model has identified a package of training, so that practicing teachers learn how to implement it

• Ease of implementation - implementation of the model is actually feasible

• Evidence of application of model in practice - model implemented professionals in different schools,

• Sustainability development - The school model for at least 3 years,

• Systemic - model can be defined as a system of learning

• Alignment to national standards - model has a defined relationship to the content of national standards

• Relationship to school-based core curricula - model has a defined relationship with other curricular emphases in schools

• Comprehensiveness - model mainly concerns into all areas of curriculum and for all types of gifted students at all stages of development (ethnicity, gender, class, socio-economic status)

• Evidence of scope and sequence considerations - model was used to approach the progressive development of skills and concepts

• Longitudinal evidence - model has evidence of effectiveness in working with students with at least 3 years of work program

• Evidence of use in teacher-developed curricula - model shows evidence that is used to organize the new curriculum developed by teachers.

Conclusions

Only a few of the above models has revealed evidence of efficacy in working with gifted children - these are the Renzulli school-wide enrichment triad model, Talents unlimited model, Sternberg triarhic model, Van Tassel Baska integrated curriculum model and Stanley model identification and development talent.

Information on these models and curricula clearly show affection-specific technical approach, although the approach to the teaching of the course varies. Most models favors teaching models based on demand. Sternberg's model requires an optimal match between the students and the emphasis on analytical, synthetic or practical curriculum and teaching activities. Stanley model requires diagnostic and promising approach, which promotes the acceleration of learning as a key principle. Renzulli emphasizes more sophisticated approach that includes congestion, higher-level thinking and problem solving, and independent work.

There have been few studies on the curricula, which are aimed exclusively at higher levels of process thinking and self-oriented learning, but the evidence are not consistent with each other. Even longitudinal studies, such as those of Feldhusen and Renzulli, yielded only limited results that speak in favor of the students. The limited sample size and lack of comparison groups also contribute to the reduced credibility of these studies (Van Tassel-Baska and Brown, 2007).

So, the teaching of gifted children should be in the future based on research on curriculum and instruction. Programs and models for teaching gifted are in the USA, through decades of practice have proved to be good only if they take into account the inclusion of higher thought models and skills at the same level within the core subject areas of teaching. Good practice also recommends teaching gifted to the method of questioning as a key strategy for promoting learning in different ways. In any case, we should not forget a better method than the one that is based on learning opportunities that arise from the student, and this is problem-based learning, which is important for the student council.

Once you've done all of the above, we need yet another vital and very important component - all of which we have written, it is necessary to implement in the class. For this, we need extremely willing and able teachers, good practitioners who will know how well our theory into practice, and they will still be able to enrich the theory and get the most out of it as possible. Indeed, for all this, teachers need to be properly trained practitioners. Our duty is to make good programs and models expanded and used to teach gifted students, because the only way to get the most from them.

REFERENCES

Gallagher, J., J. (2002). Gifted Education in the 21st Century. Gifted Education International, Vol. 16, 100-110.

Van Tassel-Baska, J. (1989). Excellence in Educating the Gifted: A Comprehensive Model of Gifted Program Development, 123-142. USA, Denver, Colorado: Love Publishing Company.
Van Tassel-Baska, J. (1997). What Matters in Curriculum for Gifted Learners: Reflections on Theory, Research and Practice; 126-135. Handbook of Gifted Education (ed. Collangelo, N., Davis, G., A.), USA: Allyn&Bacon.
Van Tassel-Baska, J., Stambaugh, T. (2006). Comprehensive Curriculum for Gifted Learners. USA: Pearson Education, Inc.
Van Tassel-Baska, J., Brown, E., F. (2007). Toward Best Practice: An Analysis of the Efficacy of Curriculum Models in Gifted Eduaction. Gifted Child Quarterly, Vol. 51, No. 4, 342–358.

Viktorija Petkovska
Faculty of Technical Sciences-Bitola
vpet40@yahoo.com

Silvana Neshkovska
FAMIS-Bitola
silvanakolevska@yahoo.com

TEACHING ESP VOCABULARY[158]

Abstract

Words are the most powerful means of communication. Mastering their meaning helps communicating accurately and effectively in any given situation.

The aim of this paper is twofold: to highlight the specific role of teachers of English for Specific Purposes (ESP) in teaching technical vocabulary and to give an account of the most rewarding techniques and activities in performing this important task.

Whether teaching technical vocabulary is the job of ESP teachers is a key question. Field specific vocabulary, in some cases, requires certain profound analysis on the part of the ESP teacher concerning not only the lexical material itself, but also the technical context, which, needless to say, ESP teachers might not always be very familiar with. Even so, ESP teachers can help their students with respect to the words they need to focus on, general words used as technical words, technical words that are not cognates to the equivalent terms in the students' native language, pronunciation of difficult words etc. In this sense, it is among the gravest tasks of the teaching professionals to use varied, well-planned and highly motivating vocabulary teaching techniques and activities such as: various techniques designed to assist vocabulary recognition, pronunciation, retention, synonyms or paraphrases, types of words, word-formation etc.

But above all, ESP teachers should encourage students to develop individual vocabulary learning strategies (e.g. guessing, memory and dictionary strategies) which may benefit the vocabulary learning processes following the post-initial explanatory stages.

Key words: English for Specific purposes, vocabulary, learning strategies

INTRODUCTION

Words are the most powerful communicative tool. Even in cases of imperfect overall language system mastery, the choice of the right word can unmistakably convey the desired meaning. Having in mind the significant role that words invariably play in sustaining meaningful communication, it is no wonder why the phrase "I know the right (English/Spanish etc.) word for…"is commonly used in many languages referring to the fact that someone can make oneself understandable in a certain foreign language. Weak knowledge of words can cause interruptions in communication more often than imperfect knowledge of the language system can. The extent to which foreign language students become skillful in using this unique communicative tool is undoubtedly an aspect of language teaching that should be considered when evaluating the results of a language course.

[158]Revisional scientific paper

Teaching of lexical material comprises several levels regarding teaching sounds, pronunciation, word forms, meaning, word formation and usage. All these aspects of teaching lexical material need to be successfully interwoven into an integral teaching strategy which provides the best clues towards the acquisition of new vocabulary. But even the best teaching methods and strategies do not always automatically result in the most effective teaching and yield the best possible outcome.

Regarding vocabulary, foreign language learners usually manifest two kinds of knowledge commonly referred to as *active* or *passive*. The former refers to the ability to use words in communication readily, fluently and accurately which, in turn, involves the competence of locating the precise word 'in the mind" and choosing the one that best suits the given communicative situation. This decision, often made on the spur of the moment is the best reflection of the foreign language student linguistic competence. As Aitchison (1998) points out, locating the exact word in the large number of "word files" in our minds and then employing it in the real communicative situation is an asset that takes a long time to be established.

On the other hand, *passive* knowledge of words refers to the capability to recognize a word and its approximate meaning. This phenomenon is often mentioned by foreign language students when they refer to being able to understand a certain word but, at the same time, being unable to use it readily and appropriately. It is also a well known fact that the number of words that even native speakers of a language know passively is much larger in comparison to the number of words they can use actively. It is therefore not surprising that foreign language students should also be able to only recognize and at least partially understand a certain amount of words without being able to make an active use of them.

In designing effective foreign language teaching strategies, the focus should be placed upon the question: "What is the decisive factor which contributes towards the acquisition of active knowledge of words?" In most cases, foreign language students can recognize certain words and although they can't recall them when they need them, they still believe they "know" them. It is therefore important that students are made aware of the existence of active and passive vocabulary and the need to consciously aim towards the acquisition of active vocabulary. Being unaware that passive and active vocabulary are two very different things, brings about a risk that they'll become one of the many people who can read and listen to a language very well, but can speak or write very little of it. Using language in context is the first step to help them with this task, because they will associate the word with that context which will help them recall the word next time they need it. It is also important that students constantly revise vocabulary which will help towards the retention of words.

The next important issue when it comes to vocabulary is production. Foreign language teaching strategies should be carefully planned and designed so as to provide a sound basis for the development of word production. Word production comprises several elements ranging from recognition and formation of sounds to pronunciation. Many aspects of the negative transfer from the mother tongue often interfere with these important processes and present a serious impediment to their successful progress. As perfect, native-like formed sounds and words are almost an unattainable goal in foreign language teaching, teachers should settle for somewhat lower set goals and standards. However, accurate pronunciation must not be completely neglected as it might, in some cases, interrupt communication (particularly when it comes to words with very similar pronunciation but very different meanings, as in for instance. *those* and *dose*, *reach* and *rich*, etc…).

Another crucial factor in regard to vocabulary is retention. Regardless of how well-planned and efficient the applied teaching strategies may be, unless they provide definite and certain possibilities for retention, there is but little effect of the overall amount of merit and work invested in the teaching process. Having in mind the importance of students' linguistic

competence which is partially manifested through the skill to choose and use the appropriate word in a given communicative situation, foreign language teaching should attempt to ensure sound grounds for retaining the vocabulary acquired during the language course.

1.Teaching ESP vocabulary

The task of teaching vocabulary becomes even more crucial and demanding when it comes to ESP courses. On the one hand, these courses are specially designed to address the foreign language needs of a particular group of students whose interest in the language is confined to a narrow, field specific lexical material. On the other hand, ESP students need to attain a high level of mastery of the specific vocabulary and its specific features. In accomplishing these goals ESP students will need to focus more on collocations, frequency, register, meaning, formation and connotations rather than pronunciation, grammatical patterns, and spelling. This stems from the fact that for ESP students it is more important to know the exact meaning of a word, its collocations, and then register it belongs to than to be able to correctly pronounce or spell it.

1.1.What is needed for effective ESP vocabulary teaching

In accomplishing the best results in ESP vocabulary teaching, students will need to make good use of general vocabulary. The so called General Service List (West 1953), originally comprised 2000 headwords and about 1500 related words. Andy Gillett enlarged the list by adding different verb forms, plurals, months, days of the week and numbers and the list now contains 5500 words. Besides this list, ESP students will also need the Academic word list composed by Coxhead (2000). This list is made up of 570 headwords and contains 3000 words altogether. The specific, field related technical vocabulary supplements this word corpus. And last, but not least, ESP courses should also acquaint students with the less-frequent words because they make 5% of all the used words in technical and academic writing.

In order to develop sound vocabulary building skills, ESP courses need to focus on word production (roots, prefixes, suffixes), construction of adjectives and compound nouns, word form change and word families (synonyms, antonyms, hyponyms and alike).

The following vocabulary learning techniques qualify as most efficient: using dictionaries, dealing with meaning, recording of new words, memorizing new words and working out meaning of unfamiliar words.

Dictionaries can be of great help to foreign language students. They can be either mono or bi-lingual and can come in a paper or electronic form. Although it is assumed that skills to use a dictionary will be developed during general English courses, students should be made aware of the different purposes a dictionary may be used for (understanding or production). When using a dictionary to help with understanding the meaning of a word the user has to use the general knowledge of the language, be able to decide whether it's necessary to look up the word or probably it is possible to guess the meaning of the word from the context, find the word in the dictionary and be able to choose the relevant entry and decide whether it suits the given context. However, much more information is necessary when using a dictionary to help the production of spoken language or written texts. This knowledge includes spelling, pronunciation, meaning, formation, grammatical patterns, frequency, register, as well as collocations and connotations and possibly example of sentences.

When dealing with meaning, there are two aspects that need to be considered. On the one hand is the type of meaning (propositional, connotational, metaphorical) and register. On the other hand, when dealing with representation, there should be considered the various ways in which meaning can be expressed (such as, for example, translation, definitions,

relationships, context etc.). Register is particularly important for ESP students as it refers to particular language spheres where a word is used (written or spoken language, engineering or trade, letters or reports etc.) Metaphorical meaning may also be very important for ESP students as in ESP it is common to use existing words to represent new ideas and products. (e.g. *mouse* has come to mean a computer inputting device).With regard to relationships, phenomena such as synonymy, antonymy, hyponymy, collocation or webs of meaning may be considered. Relationships are very important when representing the meaning because they account for the meaning of words as related to other words. Thus, for example, it is easy to explain the meaning of *white* in relation to its opposite word *black.* Definitions are also helpful when explaining ESP vocabulary, and so are diagrams and pictures, whereas translation is to be avoided and turned to only in cases when all other means have failed to help the students grasp the meaning of a word. Explaining words in context can also help clarify the meaning.

1.2.Some useful techniques in teaching ESP vocabulary

Word formation is crucial to ESP vocabulary learning because it helps the students to enlarge their vocabulary and makes them aware of the ways to create a suitable word for almost any given situation. Here are some examples of exercises that help students to become skillful "word creators".

Match these verbs with the derived nouns:

1.operate	a)multiplication
2.subtract	b)computer
3.equip	c)operation
4.compute	d)subtraction
5.multiply	e)equipment

Supply the correct form of the word in brackets:
1.There are Many different types of _____(compute).
2.Laser printers are _____(extreme) fast.
Use these prefixes as appropriate: ***sub-,un-,non-,mono-, in***
1.It can store almost an _____limited number of files.
2.The monitors that can only display one colour are known as _____chrome monitors.
3.Tracks are _____divided into smaller area.

Make nouns from these words and put them in the appropriate column:

Design, type, advise, special, execute, employ, physics, lead, library, control, analyse…

-er	**-or**	**-ist/yst**	**-ian**	-ee

Put the above nouns in the appropriate column:

human	**non-human**	**both human and non-human**

Collocations typical for one subject area can be very important as they account for one word usually occurring with other words or in some phrases. In teaching collocations, tables may be very useful:

a big	accomplishment decision failure improvement disappointment

Proper use of collocations makes students sound fluently and naturally. Students should therefore be encouraged to use appropriate sources, such as for example, *Oxford collocations dictionary for students of English* (1997 and 2002)

But above all, they should be made aware of the existence of collocations and their importance. Dealing with collocations should start in the early teaching stages, and should proceed in advanced stages when they should have already acquired the skill to discover useful word partnerships themselves. Depending on the kind of language ESP students need, they should be given a chance to discover collocations in texts that best suit their needs. Collocations, like all other language patterns, are best dealt with in relevant and meaningful context.

1.3.Achieving vocabulary retention

Forgetting is a natural process just as learning is. Sometimes, however, it seems to the learners as if they forget much faster than they learn. This refers particularly to learning vocabulary, which is a long, time consuming and requiring process. Learners put a lot of conscious effort to learn the new foreign language vocabulary. The discovery that a word is not readily at their disposal when needed is therefore absolutely frustrating and discouraging. It may even affect the entire learning process resulting in disappointment and a feeling that a lot of time and effort has been wasted in a process that eventually proves worthless.

Teaching is, therefore, to focus on vocabulary retention as much as on learning new vocabulary. The central question here is:"How can vocabulary retention be most effectively achieved?" Since forgetting is a process which is in fact seriously affecting vocabulary retention, we might conclude that reducing this inevitable phenomenon to the lowest possible rate could help build the desired word corpus. And it is a well known fact that repetition is the most successful remedy for forgetting. ESP classes should therefore provide enough reviewing activities. Techniques may vary, but it is important to ensure that, besides letting the students guess the meaning of new words in context, revision is also contextualized. Cyclical revision is estimated to have a much better effect than linear revision. Namely, new words should be revised not only immediately after having been taught, but also several times afterwards.

Various activities can be used in and out of class to revise the newly acquired words ranging from all sorts of exercises such as filling in with the missing words, finding the odd one out, matching words and their definitions, multiple choice and alike, through various guessing games, labeling of diagrams and pictures and all the way to using the new vocabulary to compose sentences and short paragraphs or participate in interviews, discussions and debates etc. Depending on the number of classes per week, new vocabulary can be again revised in a few days' time, and then cyclically in regular intervals. Initiating competition among students may be also highly motivating.

2. The role of the ESP teacher

The ESP teacher is usually an English language teaching professional who needs to do a lot of research in the students' majoring field; yet, no matter how keen the teacher to learn as much as possible in this field it must not be forgotten that the teacher will not

become an expert in this field. When teaching ESP on an academic level, students will often have much deeper and more profound knowledge of the specific field of study. This may help the ESP teacher and the students to establish a unique relation which could further result in mutual exchange of knowledge and turn into a possibility for real communication. It is this mutual exchange of information that makes the student-ESP teacher relation so productive and rewarding: the teacher teaching the language material while at the same time being dependent upon the students' explanations of field specific facts being presented in the foreign language.

Whether or not it is the job of ESP teachers to teach technical vocabulary has initiated many discussions. Opinions vary diametrically, ranging from claims that ESP teachers should not teach vocabulary at all to the other extreme, that ESP teachers are obliged to teach vocabulary. As usually, the truth is probably somewhere in between, and refers to the fact that ESP teachers should teach technical vocabulary in certain circumstances. As a matter of fact, the first extreme is based on the fact that technical words are narrowly field- specific and presuppose a profound study of the field in order to be understood. They have most probably already been taught by the subject teacher and, hopefully, present no difficulty for the students, but may be puzzling for the language teacher who may not be very familiar with the scientific field. In such cases, teaching vocabulary is beyond the ESP teachers' job. Technical words such as *crankshaft* or *combustion,* for example, are specialized words in the field of mechanical engineering and, although easy for students majoring in this field, may be difficult for ESP teachers. Other technical words, because of their wide and international use, may be familiar to students even if they don't study the discipline to which these words belong. Many words characteristic for computer science, such as *program, browser, log* which learners are familiar with, may serve as an example of this.

But there are other cases that require the ESP teachers' guidance. What here is referred to, is reading of specialized texts which contain a large number of unfamiliar technical words. Because of the importance of these words to the topic being discussed they can't be ignored by the students. In such cases ESP teachers can help their students decide which words are worth focusing on. In addition, the ESP teachers' assistance is welcome in cases when general words are used as technical words. A good example is the word *mouse* used in computer science, or *resistance* in electrical engineering. Teachers' explanations may also be needed for technical words that are not cognate with their equivalents in the students' native language. Explanations will also be important in cases when there is no one-to-one explanation for terms in English and the students' native language. In these cases teachers should give students guidance how to use technical dictionaries. Teachers can also help students with pronunciation of technical words in cases when it impedes memorization.

CONCLUSION

Teaching ESP vocabulary is a complex task which requires constant consideration of all relevant factors participating in given teaching circumstances. Unlike in general English teaching courses, ESP vocabulary teaching will be primarily affected by the students' needs. The role of the ESP teacher in teaching vocabulary is hence mainly determined by the course goals and it should not only be adjusted to them, but should also be as flexible and challenging as possible.

REFERENCES

Aitchison,J (1998): Words in the mind. Blackwell,Uk&USA
Coxhead,A (2000): An Academic Word List. ELI Occasional Publications.

Dudley-Evans, T. & St John, M, J. (1998): Developments in English for Specific Purposes. CUP
Gillett,A.(2010): *Using English for Academic Purposes* in Language Value, Universitat Jaume, 2010
Hill & Lewis (Eds.) (1997 and 2002): *Oxford collocations dictionary for students of English*.
Hutchinson,T. and A, Waters (1987): English for Specific purposes. CUP
Krashen, D.S.(1983): Second Language Acquisition and Second Language Learning. Pergamon Press Ltd. UK
Krashen, D.S.(1982): Principles and Practice in Second Language Learning. Pergamon Press Ltd. UK

Morgan, J.& Rinvolucri, M : (1987): Vocabulary. OUP

Web sites:

http://www.celea.org.cn/pastversion/lw/pdf/wujiangwen.pdf
http://esl.about.com/od/teachingvocabulary/Vocabulary_Teaching_Techniques_and_Strategies_for_ESL_Teachers.htm
http://iteslj.org/Techniques/Mehta-Vocabulary.html
http://www.esldrive.com/eslmaterials/vocabulary.html
http://learnwordlist.com/blog/top-5-powerful-gre-vocabulary-learning-techniques/2010/01/gre-word-list-test-blog-barrons-vocabulary
http://people.bu.edu/jpettigr/Artilces_and_Presentations/Vocabulary.htm

Kristina Petrovska
Faculty of Education, Bitola

TEAMWORK AND SCHOOL CLIMATE AND CULTURE [159]

Abstract

It is a known fact that the modern lifestyle is characterized with rapid technological, industrial and social development. This brings us to a numerous changes in every area, among which the education takes an important part. Changes inevitably lead to certain problems that all educational entities obviously need to face with, if they want to continue with their successful existence and functioning. This explains the inevitable need of continuous monitoring of the changes as well as finding solutions to the problems they create. For all this to be successfully realized, all educational organizations should be properly equipped for individuals as individuals are unable alone to cope with these sudden changes and the problems arising from them. This is why schools face the need for pooling of all human potentials that are concern by this problem, all with one cause – finding a successful solution for the problem concerned. Therefore this paper emphasizes the essential need of teamwork in every school, as well as the school's need to build its own recognizable school climate and culture without which all previous efforts would be futile.

In order to be sure that schools in our environment are aware of the importance of teamwork and school culture and climate, we did a research by examining the views and opinions of principals, professional services and teachers in primary schools in Bitola, which applies as one of the larger municipalities in the Republic of Macedonia. Parts of the results of this survey are an integral part of this labor.

Key words: teamwork, school culture, school climate

INTRODUCTION

Managing teams and teamwork is one of the most discussed topics in contemporary educational management theory, particularly in terms of its contribution of building a proper school culture and climate. Placed in extraordinary conditions of dynamic technological, informational, social and political changes, modern organizations, including schools, are heavily exposed to stressful situations. Everyday problems that need to be overcome in the field of education are such that they can only be solved with creative verve, energy and enthusiasm only to certain individuals (managers, specialists etc.). Recent management practices noted that the existence of any school depends more and more on mobilizing the creative potential of as many people possible, but organized in a specific way, i.e. far beyond the traditional framework. It is a specific form of organization - teamwork and a team of people with different skills in order to solve a specific problem or task, as well as to play yet another, quite important role of influential factors on building a proper school culture and climate as necessary elements in the process of successfully dealing with the changes.

[159] Revisional scientific paper

In order to assure how schools treat the importance of teamwork and school climate and school culture, we did a research by examining the views and opinions of principals, professional services and teachers in primary schools in Bitola and its close surroundings.

1. The importance of teamwork

Many definitions of teamwork exist in today's literature, including one of the most appropriate for us to mention, one that defines teamwork as an interactive process that enables people with varying degrees of expertise to produce innovative solutions to jointly defined problems. Such a solution is better and more successful than the decision that a member of the team alone would give.[160]

If we consider the results of a series of studies that are showing that 70% of airline accidents are caused by deficiencies in teamwork rather than individual human error or mechanical failure, not much wisdom is needed to understand the importance of teamwork. Deficiencies in teamwork brings to serious reduce in work motivation and increase the level of stress at work. Conversely, the successful application of teamwork enables not only increases productivity but also increases job satisfaction. This is why is important for school managers to know which way is the best for using the strengths of teamwork, and see that it costs less to use as well.

However, although some critics argue that teamwork is the simple solution to all organizational problems, this is probably not the case, because many of the managers are still continuing with intensive research in the field of modernization of teamwork. All this shows that despite the popularity, it is very important for each organization to continue with critical research and continuous reassessment of teamwork.

2. The importance of school culture

The importance of school culture comes from its impact on the function of each school. Probably the school culture, as a relatively new concept may have not occured if there were no indications that it has a significant impact on the successful operation of the school. The researches of many scholars confirm that all successful institutions, including schools, have a strong culture with certain values and beliefs. It is wrong school culture has only positive implications. On the contrary, schools culture can have negative impact on the school functioning as well. It may be the "front door" for success or "a gravedigger," depending on whether it fits the school's culture conditions or not. In previous theoretical practice very few authors deled with the negative impact of culture on institutions. This can be very harmful because ignoring the negative impact of culture cannot deny that in practice there are many cases where exactly the school culture has led to extremely unsuccessful operation of the school.

However, the negative impact of school culture does not reduce its meaning to the concept, but rather more highlights it. Therefore it is necessary to fully understand school's culture so that we will ensure its smooth positive application in the process of education.

3. The importance of school climate

School climate is practically an established ambient in a school setting, which is a reflection of how teachers, students and all other participants in the educational process behave and feel. This means that school climate is a phenomenon that is spatially limited and covers not only material and technical prerequisites for the realization of the service / process, but also covers the overall relationship of the participants in it, their reactions and subjective experiences.

[160] Materijali od seminarot za *Timska rabota vo vospitno-obrazovnata rabota,* str. 47

School climate is a sublime of the interrelationships of all direct and indirect participants in the process of realization of the school's basic activities, teaching as an organized process, their subjective reactions, perceptions, feelings and emotions and so on.

School climate in comparison with the school culture is a narrow category that is more focused on the subjective reactions of school subjects. Therefore the conclusion that the school climate is phenomenon of its own and is closely related to the principal's management style based on the values, characteristics, qualities, skills, actions and priorities establish, is not accidental. This leads to the conclusion that school climate depends not only on the tasks and goals, but on the policy implemented by the school principal as well. It's a good thing if the school's manager realizes that the phenomenon that the school climate is, does not start nor does it end with him as an individual. When he provides conditions for school climate extension, we can freely say that his role in building school climate is positive.

4. Survey/Research results

In order to get to that data relevant to our belief that schools do not pay enough attention to the importance of teamwork and school culture and climate, we realized research within one of the most important municipality in the Republic of Macedonia - Bitola.

Object of this research was schools position, regarding the importance of teamwork and school climate and culture.

Type of research

According to the character this research falls into *applied research* because it examines the importance of teamwork and school culture and climate.

According to the **criterion time** this research has *transverse approach* to the problem because it is realized in a short period of time, at the same time in different places and in different conditions.

According to the **content or point of view of the matter** this research is *social research* as the subject of research falls in the field of social sciences and therefore is *interdisciplinary*.

Research procedures and instruments

We found that interviewing executives, survey of teachers and professional employees, were the most appropriate research procedures for this research.

As for the research tools, we use:

- Questionnaire for teachers and professionals
- A memo pad for interviewing executives.

Population and sample

a) Content: Teachers, principals and associates in elementary schools.
b) Units: Teachers, principals and associates in primary schools numbering over 10 employees. This actually includes all schools in Bitola and its surroundings with a total number of 14.

The base population for this survey includes all central and local primary schools in Bitola and its surroundings. They are:

1. Krste P. Misirkov – Bistrica
2. Gjorgi Sugarev – Bitola
3. Kliment Ohridski – Bitola
4. Braka Miladinovci – Dobrusevo
5. Todor Angelevski – Bitola
6. Dame Gruev – Bitola
7. Goce Delchev – Bitola
8. Kole Kaninski – Bitola

9. Steve Naumov – Bitola
10. Trifun Panovski – Bitola
11. Elpida Karamandi – Bitola
12. Koco Racin – Ivanjevci
13. Aleksander Turundzhev – Kukurecani
14. Kiril and Metodij – Bitola

5. Analysis of data obtained from the research

The survey was conducted with questionnaires that in the first part were represented by general types questions to obtain basic data for each respondent, including: gender, work experience, education and teaching area (lower / upper classes).

Questions concerning the subject of research: **the position of schools regarding the importance of teamwork and school culture and climate**, with a total of 21 are divided into two thematic areas:

- Views on teamwork
- Views on school culture and climate

You should note that this study did not examine the actual state, but rather examined the attitudes of employees on teamwork and school culture and climate. *Qualitative analysis* is performed by comparing the mean values and percentages obtained for certain answers.

Outlook on teamwork

Issues of the theme views on teamwork, are set to see how respondents perceive teamwork. This thematic area has a total of 9 questions that examine what are the attitudes of employees on teamwork in the school. Below we will consider some of these issues.

Table 1 - Question: Teamwork is one of the most important segments for successfully dealing with change

Possible answer	Teachers		Professional associates		School managers		Total	
I agree	81	81%	19	95%	9	90%	109	83,85%
I partly agree	18	18%	1	5%	1	10%	20	15,38%
I disagree	1	1%	0	0%	0	0%	1	0,77%
Total	100	1005	20	100%	10	100%	130	100%

The analysis of responses from our first question - *Teamwork is one of the most important segments for successful coping with change*, indicating that respondents, that is, teachers and associates (pedagogue, psychologist, social worker, etc.) and school managers in primary schools in large percent of 83.85% gave affirmative response indicates that they realize the importance of teamwork and understand its impact on the successful coping with change.

In addition we present the results of our other questions included in the research, regarding the elements which should contribute to the ability of schools to successful teamwork.

Table 2 - Question: In your school, team members are adequately trained and competent to perform specialized tasks

Possible answer	Teachers		Professional associates		School managers		Total	
I agree	41	41%	11	55%	9	90%	61	46,92%

I partly agree	54	54%	8	40%	1	10%	63	48,46%
I disagree	5	5%	1	5%	0	0%	6	4.62%
Total	100	100%	20	100%	10	100%	130	100%

Research has shown that schools though aware of the importance of teamwork, do not take sufficient care of appropriate training and competence of members of school teams for the proper performance of team tasks. Thus of the 130 respondents only 61 or only 46.92% agreed with our statement, of which school managers have the highest percentage of 90%, then associates with 55% and eventually teachers with 41%.

Table 3 - Question: In your school team members respect the rules established for teamwork

Possible answer	Teachers		Professional associates		School managers		Total	
I agree	56	56%	12	60%	7	70%	75	57,69%
I partly agree	39	39%	8	40%	3	30%	50	38,46%
I disagree	5	5%	0	0	0	0	5	3,85%
Total	100	100%	20	100%	10	100%	130	100%

It can be inferred that primary school team members respect the established rules of teamwork from data obtained under which 75 respondents or 57.69% have opted for the alternative agree, 50% of respondents or 38.46% partly agree, and 5 or 3.85% for the alternative disagree. However, we think that this result should not be encouraging for our schools, because respecting the rules of teamwork by only 57.69% is not very satisfactory, and shows that schools should make further efforts in this field.

Table 4 - Question: Team coordinators properly delegate tasks to team members at your school.

Possible answer	Teachers		Professional associates		School managers		Total	
I agree	52	52%	11	55%	7	70%	70	53,85%
I partly agree	41	41%	8	40%	3	30%	52	40%
I disagree	7	7%	1	5%	0	0	8	6,15%
Total	100	100%	20	100%	10	100%	130	100%

From the analysis of the obtained data we can conclude that the largest percentage of respondents or 53.85% think that the coordinators of the teams properly delegate tasks to team members. This percentage is highest among executives by 70%, while the lowest is for teachers by 52%. This data also indicates that in recent period schools have not done much more in terms of proper delegation of team tasks.

Table 5 - Question: There is effective and efficient communication and cooperation among members within the team at your school.

Possible answer	Teachers		Professional associates		School managers		Total	
I agree	49	49%	6	30%	8	80%	63	48,46%
I partly agree	48	48%	14	70%	2	20%	64	49,23%
I disagree	3	3%	0	0	0	0	3	2,31%
Total	100	100%	20	100%	10	100%	130	100%

The results of the previous table indicate the current weaknesses of the schools in terms of building adequate communication and cooperation of participants in teamwork. The

fact that over 51% of respondents either partially or completely disagree with our assertion leads to the conclusion that schools should pay particular attention in this area in the future.

Outlook on school culture and climate

Issues of theme views on *school culture and climate* are set to see how respondents perceive and experience the school climate and culture in their school. This thematic area has 12 questions in order to examine what are the attitudes of staff for the school culture and climate. Below we will consider some of these issues.

Table 6 - Question: There is a culture of teamwork in your school.

Possible answer	Teachers		Professional associates		School managers		Total	
I agree	51	51%	10	50%	9	90%	70	53,85%
I partly agree	44	44%	10	50%	1	10%	55	42,30%
I disagree	5	5%	0	0	0	0	5	3,85%
Total	100	100%	100	100%	10	100%	130	100%

From the data obtained we can conclude that the majority of respondents (70) or 53.85% opted for an alternative agree. This means that the respondents agree with the statement that there is a culture of teamwork in primary schools. 9 of the school managers also opted for the alternative agree which represent 90% of them.

Our believe is this our schools should not be satisfied with this results , because the existence of a culture of teamwork by only 53.85% only leads to mediocrity to which in no case should the school aspire to.

Table 7 - Question: At your school is established that positive behaviors positively affect school culture

Possible answer	Teachers		Professional associates		School managers		Total	
I agree	52	52%	10	50%	8	80%	70	53,85%
I partly agree	39	39%	9	45%	2	20%	50	38,46%
I disagree	9	9%	1	5%	0	0	10	7,69%
Total	100	100%	20	100%	10	100%	130	100%

For the claim that primary school established positive behaviors that positively affect school culture, the majority of respondents - 70 or 53.85% have opted for the alternative agree. Again most of the school managers (80%) opted for alternative agree. However, again we state that this condition is not satisfactory, because 53.85% of positive set of behavior is far from the required percentage. This is why our schools have to face more work in terms of establishing appropriate relationships between all participants in the educational process.

Table 8 - Question: At your school the established norms of conduct are consistently followed by employees

Possible answer	Teachers		Professional associates		School managers		Total	
I agree	38	38%	8	40%	3	30%	49	37,70%
I partly agree	54	54%	12	60%	7	70%	73	56,15%
I disagree	8	8%	0	0	0	0	8	6,15%
Total	100	100%	20	100%	10	100%	130	100%

The majority of respondents 73 or 56.15% partially agree with the statement that in primary school established norms of conduct are followed consistently by staff. This information should be considered, because most respondents confirmed that our schools do not sufficiently respect the established norms of behavior. This is powerful enough indicator that should raise the school management in overcoming these situations.

Table 9 - Question: At your school positive value system is created that has positive effect on school culture

Possible answer	Teachers		Professional associates		School managers		Total	
I agree	49	49%	9	45%	6	60%	64	49,23%
I partly agree	44	44%	11	55%	4	40%	59	45,39%
I disagree	7	7%	0	0	0	0	7	5,38%
Total	100	100%	20	100%	10	100%	130	100%

The majority of respondents, 64 of them, or 49.23% for this assertion (At your school positive value system is created and it has positive effect on school culture) have opted for the alternative agree. The largest percentage of this alternative belongs to the school managers with 60%, while the lowest percentage goes to the professional staff by 45%. Everyone can make an assumption on how good this response is, but this stays to be a percentage that does not bring any optimism.

Table 10 - Question: Your school has an established system of open and honest communications.

Possible answer	Teachers		Professional associates		School managers		Total	
I agree	32	32%	9	45%	7	70%	48	36,95%
I partly agree	60	60%	9	45%	3	30%	72	55,39%
I disagree	8	8%	2	10%	0	0	10	7,69%
Total	100	100%	20	100%	10	100%	130	100%

From the results we can conclude that 55.39% of respondents opted for the alternative partly agree that in primary schools have established system for open and honest communications. It is interesting that most of school managers think a bit differently, because 70% of them decided to agree with this statement. This information is very indicative because testifies to the fact that in our environment, we still do not know enough about open and honest communication. The answers to this question testify to the existence of deep distrust in our schools, and distrust is certainly one of the biggest obstacles to successful and creative development. Overcoming these conditions should be our common concern.

Table 11 - Question: There is a fellowship, cooperation and friendship among the staff, at your school.

Possible answer	Teachers		Professional associates		School managers		Total	
I agree	33	33%	10	50%	8	80%	51	39,23%
I partly agree	61	61%	10	50%	2	20%	73	56,15%
I disagree	6	6%	0	0	0	0	6	4,62%
Total	100	100%	20	100	10	100%	130	100%

The fact that over 60% of respondents either partially or completely disagrees with the existence of collegiality, cooperation and friendship, it is wretched. The reason for this

situation is likely to be the subject of our future research, but in any case, this field should be a significant activity for all relevant and responsive educational entities.

CONCLUSION

Although a good portion of our conclusions are contained in the commentaries on the answers by the respondents; however in the end once again we reiterate that unfortunately expectations were confirmed. Although the respondents, i.e. teachers and professional services (pedagogue, psychologist, social worker, etc.) and the school managers in primary schools in the largest percentage realize the importance of teamwork and understand its impact on the successful coping with change, haven't done enough for their proper implementation and development.

The results of this study indicate the need for joint efforts to overcome such situations, especially in some segments of which of great significance are: the empowerment of schools for successful teamwork, concern for adequate training and competence of members of school teams for proper execution of team tasks building adequate communication and cooperation of participants in teamwork, establish positive behaviors that positively affect school climate and culture, respecting the established norms of conduct, establishing appropriate norms for successful communication with each other, overcoming the problems with the lack of fellowship, cooperation and friendship and so on.

Josif Petrovski, Snezana Savoska, Niko Naka
Faculty of administration and information systems management, Bitola
University "St. Kliment Ohridski", Bitola
josif.petrovski@yahoo.com, savoskasnezana@gmail.com, naka_niko@yahoo.com

NEED FOR LEARNING MANAGEMENT SYSTEMS IN HIGHER EDUCATION IN SUBJECTS THAT INVOLVE PROGRAMMING LANGUGAES[161]

Abstract

Subjects that are teaching programming languages may contain different approaches to learning, depending on the level of preparedness of students and the methodology used by the teaching staff in the lectures and exercises. Because of the need for practical work in programming, the introduction of e-learning support system for students can be as useful as it is for them and for teachers. Attaching the materials to a local system (intranet) and the possibility of accessing them and the program codes of classes, lessons and ancillary materials for exercises can bring increased efficiency and increased degree of control of the organization and behavior of students in class.

With the ability to simultaneous usage of necessary materials from the system, explanations of the professor and the opportunity for practical work, students very quickly can recognize the effects of learning and become more motivated for learning more content during class. The professor, who had previously set the material to the system has a feedback of student achievements in class, the problems that occurred and the way they were solved, and the time they spent to solve the problem. Students themselves have the opportunity to see whether they learned and can evaluate their knowledge through questions that are posed at the end the lesson.

INTRODUCTION

In recent years we have witnessed how new software technologies that manage large data bases are implemented in the process of teaching, learning materials and assessment instruments. The application of this technology in the learning process leads to Learning Management System or abbreviated LMS. This system has not only found benefit in education, but it's used in different organizations where it helps in the development of electronic courses, enabling fast and stable access to them and constantly upgrades them. LMS has moved into a powerful tool for organizations which have in their nature tendency to constant improving skills of their staff. The impact of such systems is mostly felt beyond traditional educational institutions, although this same technology is always changing today's classical classroom. In short LMS is a software application for administration, documentation, tracking, reporting and delivery of e-learning in education systems and training courses.

[161] Specialized paper

The difference in the use of this learning system for the teaching and use of the computer in the classroom as a teaching tool or computer applications to aid in the educational process lies in the systematic nature of LMS. LMS is a system that connects all the elements in the learning process. This system provides and manages educational material, identify the needs of students, follows the acquisition of educational goals, collect data and returns information for the progress. As the System provides adequate learning materials, it also participates in the administration when registering new users, monitor their development and report on progress of the individual and the community.

Most of the systems for learning management are posted on the web, i.e. requires access to the Internet in order to access the necessary learning materials easier and faster, and access to the administration section (Szabo, Micheal, Flesher, 2002). This way the system delivers its educational content to a wider range of students. Newer systems are integrated with management systems for decision making, which are used in noneducational institutions to collect information for the staff and offer suggestions for additional training for professional staff development.

LMS IN EDUCATION

The use of ICT in the educational process leads to increased use of the Internet in all segments of the educational process. However, greater use of the Internet is seen in higher education. Teachers need a database that connects educational programs, learning materials, assessment strategies, data for students and teachers, as shown in the picture below. LMS can be the link for changes in modern education through the effective and creative use of technology.

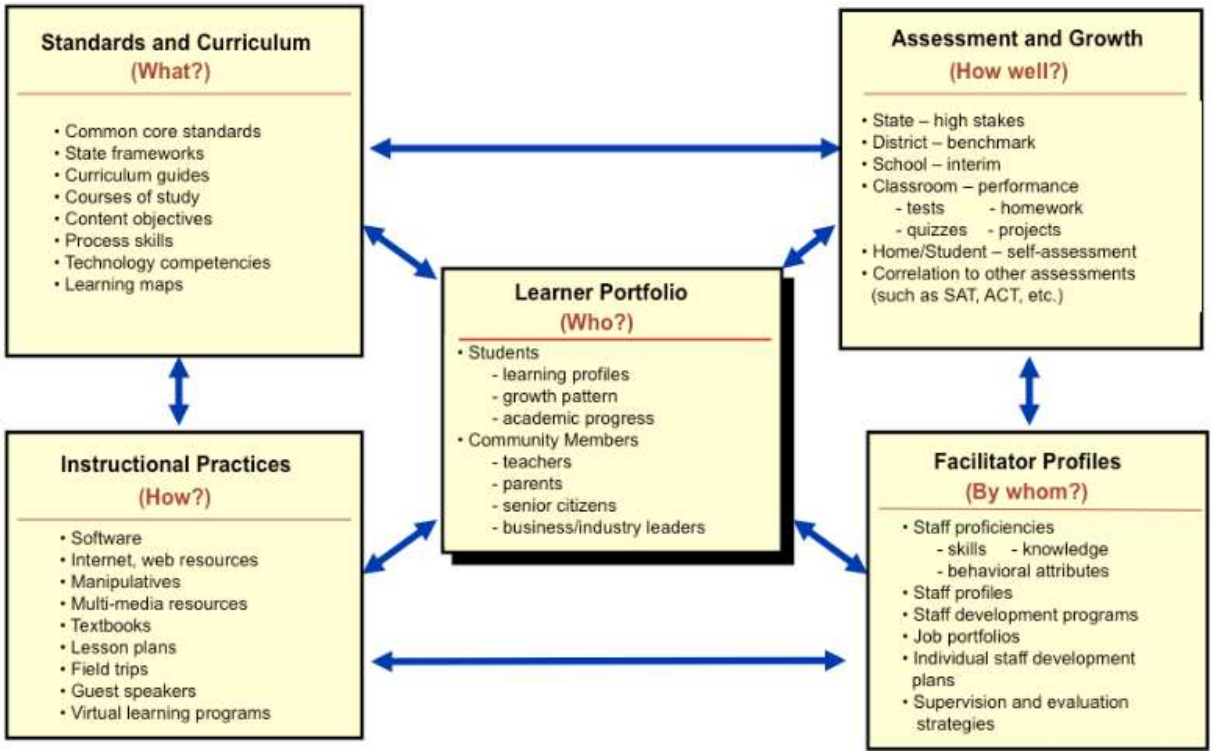


Figure 1. Framework for Transporting Learning Into the 21st Centur. Retreived from "Center for Educational Leadership and Technology 2012" on 04.04.2013

A number of researchers in this field argue that the challenge of universities is not whether to have ICT in the teaching process, but how they are created and implemented in the classroom. For many institutions, the adoption of these technologies means that teachers should not only become familiar with the new tools and systems, but also to understand and accept new concepts of teaching and learning in higher education (Phillipo & Krongard, 2012). This group of authors and researchers (Levy, 2003; Finley & Hartman, 2004) in their separate investigations give the following main points that universities are obliged to carefully check when planning to introduce Learning Management System:

- Vision and Planning
- The curriculum and possibilities of faculties
- Training of personnel and support
- Services for Students
- Copyright and ownership of learning materials

The proper understanding of LMS and its supplementary services is based on the role that LMS will play in future approaches to teaching because needs of today's students are not met by current approaches. Society has moved from industrial era to what many call information era. (Reigeluth, 1994). Today's educational system remains stuck in the industrial age, forcing students to be passive, and so weak students stay behind, and good students are prevented in their progress. This situation requires education to change in a new model, focused on meeting the needs of all involved in the educational process.

In the era of information model of education, LMS will evaluate the knowledge and skills of students, will work with teachers to identify the goals of the subjects, will offer support for collaboration and makes reports whose information would serve to increase the efficiency of the organization included in the studies. While LMS offers some of these features even now, there are still some limitations in order to achieve highest potential. One advantage is the availability of open source software, which greatly reduces the required knowledge of programming and design. This way, maintaining this type of system is easy and takes a few developers, not whole companies. Finally, one learning management system should:

• provide constructive teaching and focus on flexible learning objectives

• supports learning in school and outside of it, in order to extend the learning environment at home

• improve individual assessment and monitoring of progress, and to provide reports to adapt learning material to the student possibilities

• allow integration with other systems in a discreet way to improve collaboration between all stakeholders,

• enhance the professional development of teachers

• increase the effectiveness of available resources at a lower cost

Although there are significant challenges that currently impede the development of LMS to its full potential, perhaps the greatest opportunity for improvement of these technologies lies in the hands of students and teachers themselves, as well as other participants in the current educational system. By stating a desire to move into the information era will result with need for full implementation of a centralized system for learning management and only this way will reach its potential in a natural way.

THE NEED OF LMS IN CLASSES WHERE PROGRAMMING LANGUAGES ARE TAUGHT

Programming languages are artificial language designed to communicate with machines, especially computers. These languages are used to create programs that control the behavior of the machine. Due to the different needs, thousands of different programming languages were created. Most of the languages work with a so-called command style, which sets out the orders to reach a desired goal. The process of programming includes logical part, which almost always has the same elements in most languages, and syntax part that is distinctive for all languages. Because of this second part, studying programming languages is a little difficult. Learning more languages means learning different words / commands that have the same goal. The study of programming language includes several aspects:

- Familiarize the student with the programming language
- Exercises for acquiring skills quickly detecting and correcting syntax errors
- Improvement of logical analysis
- Improving skills to solve problems

In subjects that involve learning programming language first thing to be learned is the language syntax and semantics of its instructions. Newer programming tools already contain elements which facilitate the process of making orders. It can be either audio - visual support, assembling blocks with orders, or offering assistance in correcting errors. Without these helpful tools the process of programming would be very difficult. If a student has little experience with programming, the number of errors in syntax would be larger. Even the more experienced developers need help in writing the commands. Not always we can remember all the instructions and the way they are used properly. This becomes more difficult if we know more than one programming languages. We often use commands from one language to another, and errors occur and the program does not work. So the benefit would be electronic learning system through which will assist the student in the preparation of orders. This system would offer assistance to students through a list of relevant commands to select and not waste time on searching the Internet, or written literature. Through a simple set of questions offered by the system, the student selects the answer by which the system offers a solution to the problem that the student has. The system can offer examples in which the student will learn and solve the problem. Through involvement in system forum students can discuss between themselves on a problem and offer their solutions, because in the process of development there are different ways to solve the same problem. It should be noted that the purpose of an LMS is not to replace the teacher but to serve as a valuable tool for assisting the process of learning a programming language. The system can offer the option of testing students and check their knowledge of the language studied. After observing the student results system will provide learning materials in the area where the student showed little knowledge. This way the student can check his knowledge and improve it.

CONCLUSION

Students today are influenced by various forms of education, whether formal or informal, which are often found outside the school. These experiences are global, so the moderators are required to connect the student with the world, for easier sharing these experiences. Learning System can empower teachers, parents and students through access to certain information to change the shape of the student’s life throughout the educational part of his life.

For most institutions LMS is the most important tool to aid the learning, educational instrument by which information can reach easily and fast to the students. The system has a primary role to assist in educational mission of the institution, and never seeks to replace the teacher. In terms of changing the concept of teaching and learning, LMS must be modified to meet the needs of educators and students. So each Learning Management System must be flexible. This brings the definition that LMS is not only an online course, but it contains tools through which it actively involves in teaching and administration, also in facilitating the cooperation of all parts involved in the learning process. Finally, this system must be cost-effective, simple and easy to operate on one side, while scalable and easy to maintain on the other side.

REFERENCES

B. Vesin, M. Ivanovic, Z. Budimac (2009) Learning management system for programming in java. Annales Univ. Sci. Budapest., Sect. Comp. 31 (2009) p75-92

Phillipo, J. & Krongard, C. (2012) Learning Management System (LMS): *The Missing Link and Great Enabler*

Macdonald, J., & Poniatowska, B. (2011). Designing the professional development of staff for teaching online: an OU (UK) case study. Distance Education, 32 (1), 119-134.

Levy, S. (2003). Six factors to consider when planning online distance learning programs in higher education. Online Journal of Distance Learning Administration, VI

Finley, L. & Hartman, D. (2004). Institutional change and resistance: Teacher preparatory faculty and technology integration, Journal of Technology and Teacher Education, 12(3), 319-337.

Kirkup, G & Kirkwood, A. (2005). Information and communications technologies (ICT) in Higher Education teaching – a tale of gradualism rather than revolution. Learning, Media and Technology, 30(2), 185–199.

Shauer, J., Rockwell, S., Fritz, S. & Marx, D. (2005). ImplementingDistance Education: Issues Impacting Administration.Online Journal of Distance Learning Administration, VIII.

Georgina, D. A., & Olson, M. R. (2010). Integration of technology inhigher education:A review of faculty self-perceptions. Internet andHigher Education 11, 1–8.

Sahin, I., & Thompson, A. (2006). Using Rogers's theory to interpretinstructional computer use by COE faculty. Journal of Research onTechnology in Education, 39(1), 81-104.

Long, P. D. (2001). Technology support trio. Syllabus: New Directionsin Education Technology, 14(11), 8.

Vasilika Pojani
Department of Foreign Languages
Faculty of Education and Philology
"Fan S. Noli" University, Korçë, Albania
vpojani@yahoo.com

Anyla Saraçi (Maxhe)
Department of Albanian Language and Literature
Faculty of Education and Philology
"Fan S. Noli" University, Korçë, Albania
animaxhe@yahoo.com

CONTRASTIVE INSIGHT ON WORD STRESS IN ALBANIAN AND ENGLISH[162]

Abstract

The acquisition of a second language is connected with the acquisition of the phonetic and prosodic features. In this framework, contrastive study of these phenomena will help a teacher of this language to find the best possibilities in teaching its phonetic and prosodic features. One of the main phonetic features of a language is the stress of the word. It serves to determine the word as meaningful issue and also to distinguish two issues with the same phonetic structure but with different meaning because of the word stress. In this paper, we tend to do a contrastive study of the phonetic features of word stress in Albanian and English. We also tend to determine the problems of stress acquisition of the words in English and Albanian by native speaker of Albanian language.

Key words: word stress, phonetic features, Albanian language, English, native speakers

INTRODUCTION

Stress, as part of supra-segmental aspects, covers more than a single segment. It is related to a syllable, a word or phrase, as well as a whole sentence. This makes it a difficult process to be acquired by the Albanian learners who are non-native English speakers.

Stress is indicated by the degree of force with which a sound or syllable is uttered, making it stand out from the rest. According to experimental studies, "when we produce stressed syllables, the muscles used to expel air from the lungs are more active, producing higher subglottal pressure. It seems possible that similar things happen with muscles in other parts of our speech apparatus." (Roach, P., 1993:72)

Thus, one or more sounds in a spoken word or phrase are heard to be uttered with more prominence than their oncoming sounds and words. (Fromkin,V.& Rodman,

[162] Specialized paper

R.1993:92) In other words, some syllables in a word or phrase are perceived more distinctly than others. But how is it achieved?

Physiological and acoustic features of stress in English and Albanian

In English language, there are four significant phonetic variables to indicate stress: *intensity, pitch variation, vowel quality* and *vowel duration.* (Beverley Collins, B., & Mees, I.M. 2002:123 – 124)

Physiologically, *intensity* is the greater breath effort and muscular energy associated with stressed syllables. It is closely related to what is perceived by the listener as loudness.

Pitch variation appears to be the most important single factor in determining stress. The higher the pitch, the stronger the stress tends to be.

Vowel quality, by which we understand whether a vowel is central or peripheral, is also a feature that determines stress. If we compare the vowels in the noun *present* /'pr**e**zənt/ with those in the verb *(to) present* /prə'z**e**nt/, we notice that the stressed syllables contain the peripheral vowel /e/, whereas the unstressed syllables have a central vowel /ə/. (e.g. *progress, permit, frequent, compound*) (There is a tendency for the unstressed syllable to replace the peripheral vowel with another phoneme, mostly by /*ə*/, but sometimes by /*i/* or */u/; exise /'eksaiz/ noun, /ik'saiz/* verb)

Duration of vowel is another important factor in indicating stress. In English language, vowels are shorter in unstressed than in stressed syllables, e.g. *sarcasm* /'sa:kæzm/, *sarcastic* /sa'kæ:stik/, /*fantasize* /'fæntəsaiz/ verb, *fantasia* /fæn'teiziə/ noun, *fantastic* /fæn'tæstic/ adjective.

These four features combined together make a syllable sound more prominant than the others, but there are cases when syllables achieve stress by means of only one or two of them because "they are not equally important". (Roach, P., 1993:72) Vowel quality and intensity (loudness) are not as powerful indicators as pitch and length are in giving stress to a syllable.

In relation to the acoustic features, stress in Albanian language is defined by three aspects, physiological, acoustic (it is meant stress production) and perceptive aspects.

From physiological aspect, stress is characterized by the strengthening of muscular tension which, from the acoustic level is reflected in the increase of the sound intensity. Sound intensity is one of stress attributes together with length, loudness and timber clarity.

Intensity, loudness and sound length constitute the positive means of vowels stress. They operate together and it is difficult to determine which of these factors is the most important one.

In Dodi's view "… based on the acoustic features and their perceptive rating, stress in Albanian is mainly achieved by the interaction of the two parameters, intensity and length. These are the main means of stress distinction in our language. But it is strength the one that plays the main role. That is why word-stress of our language is called dynamic stress" (Dodi, 2004:166)

The strengthening of muscular tension is not necessarily connected with the increase of the quantity of air exhalation. Experiments have shown that the normal stress of word (not the emphatic one) is not accompanied with significant changes of sub glottal pressure, so it does not constitute the main physiological attribute for stress production. The strengthening of utterance which is accompanied with the tension of larynx muscles is considered to be the main means of stress production. (Dodi 1990:6)

From physiological aspect it is characterized by a strengthening of muscular tension which, from acoustic level is reflected in the increase of sound intensity. Sound intensity is part of the stress features together with the length, loudness and timber clarity.

Memushaj is of the same opinion. Based on the experimental studies, he states that word stress is not accompanied with the increase of air quantity. (Memushaj,R. 2009:148)

But in some other studies it is noticed that strength in Albanian language is not the main indicator in stress production. Thus, T. Nikollajeva has remarked that in most of two and three syllable words studied by her, length of syllable is the most principal means of stress production. (Memushaj, R. 2009:149) This finding is reinforced even by the results coming out from the experimental studies of acoustic parameters of stress in standard Albanian and in the Arberesh dialect of Saint Benedhit in Calabria from which it has come out that the Albanian stressed vowels compared with the unstressed ones are longer in a ratio of 1,5 to 1. Thus, the key parameter for them is length, then loudness and the last to come is intensity. (Jubani, A.et Conforti, E. 2005:87)

From acoustic point of view, the main features of Albanian stress are the basic tone frequency, length of sound pronunciation, intensity and stressed vowels timber.

Both sensitivity to vowel quality and to syllable weight are regarded as means of defining stressed syllable in Albanian. (Trommer, J. & Grimm, A. 2004). So *a, i, u* high and low non-centralized vowels tend to be stressed in all open final syllables, *e, o* high and low non-centralized mid vowels tend not to be centralized stressed in all open final syllables and *w* centralized mid vowel tend not to be stressed in all final syllables. According to them only the quality of vowels in final syllables is "visible" and high and low vowels attract stress.

Thus, it is evident that both languages do possess distinctive features which appear to be common in stress production such as length and loudness of the stressed syllable, meanwhile intensity change plays a different role, in Albanian it is less effective and is not accompanied with the increase of the subglottal pressure as the air is expelled from the lungs.

Tab. 1 Features of stressed syllables

		Stressed syllables in English	In Albanian
1	Intensity	- articulation with greater breath - muscular effort - perceived as greater loudness	- no increase in the air flowing quantity - muscular effort (tension) of all articulatory apparatus - perceived as stronger and clearer
2	Pitch	- marked change in pitch	- slight change of the loudness of basic tone
3	Vowel quality	- may contain any vowel (except /ə/) - vowels have clear peripheral quality - glides (*j*,*w*) have clearly defined second element	- stress on any vowel (with the exception of vowel *ë* - /ə/ usually is not stressed) - glides in Albanian are greatly debatable
4	Vowel duration	- vowels have full length	- experimental work has proved that stressed syllable is longer than the unstressed one

(Collins, B. & Mees, M. I. 2002 :. 126)

Phonological features of stress, stress placement and its functions

Stress in Albanian language is a prosodic phenomenon presenting the main characteristic of a word. It is stress that defines the word as the only lexical unit. Thereby, words in Albanian are perceived with only one stress.

Albanian is considered to be a language with free stress, but its fixed position is conditioned by the word paradigm. (Memushaj, R. 2009, Dodi 2004, Trommer, J.&Grimm, A. 2004).

The position of stress in Albanian words cannot be determined by a general rule (Dodi, A. dhe Gjinari, J. 1983:129), but Newmark, L. et al. (1982) said that "in general, the main stress in an Albanian stem falls on its last syllable, the main stress of an Albanian word falls on its last stem (Newmark, L. et al. 1982:15)

Stress placement in Albanian mainly lies on the penultimate syllable, but it is difficult to reach to a definitive final rule. According to Bevington "stress lies on the last syllable of the stem" but this rule does not apply to all cases." Thus, the rule was reformulated:

→ V [+stress] /____ (V) C0 < {e/a/o/ë (C)/as/azi/ull/ur/ues}>stem, V- vowel, C- consonant, (Bevington, 1974:24)

Based on this formula, some regulations on stress placement for special uses may be formulated.

Despite that some of function words are considered as clitic words, part of them are composed of two or more syllables and as such they receive stress echo. These words used as prepositions e.g., *ánembánë, tátëpjétë* or prepositions, as: *rrótull, mátánë,* (they are mainly agglutinate words derived from the conversion of relevant adverbs) take the stress echo on the syllable where the first element had it. (Dodi, A. 2004:168)

Words formed with suffixes consisting of more than two syllables and which do not attract stress on to themselves, do possess stress echo; e.g. *bárkas, fshéhuraz*. In the suffix formation words (either those which attract the stress on to themselves or those which do not) there are more than one morphemes but they have no more than one stress. So the stem stress is weak and does not reach to the level of a secondary stress; i.e. it remains to the category of the stress echo. (Dodi, A. 2004:168).

Since stress in Albanian is considered to be free, it results that in different words it does not fall on a particular syllable. Thus, the use of stress in Albanian is difficult to be generalized with only one rule. Stress placement is a property of each individual word considered as a lexical and grammatical unit. It also depends on the word length and the number of syllables. The majority of Albanian words consist of one or two syllables but we could rarely encounter long words consisting of eight syllables (known as compositions).

Stress placement is also conditioned by the fact that it could fall no farther that the fourth syllable of the prime words (with single root). This means that there are no more than three unstressed syllables in a word." (Dodi, A. 2004:172).

Being a feature of the word morpheme, stress could not fall on the case endings of the nouns, adjectives, pronouns, on personal endings of the verbs, on anterior (front) and back articles and on the suffixes forming the plural of nouns and adjectives (with some exceptions). So stress lies on the syllable where the grammatical indicators are missing. (Dodi, A. 2004:1)

In English and some other languages such as German, Russian, Dutch, stress not only may lie at any point in the word, but it is fixed for each individual word termed as lexically designated stress (Collins, B. & Mees, M. I. 2002 :123 – 124) In such languages, stress plays an important role for the phonetic structure of the word, and cannot be shifted in connected speech.

In English, it is generally difficult for the non-native speakers to predict stress placement in the written words, especially in unknown ones. Nevertheless, English language is considered to have a complex rule-governed system for stress which might be considered more "as descriptions of tendencies rather than rules". (Kelly, G. 2000:68 -69) Even when they can be formulated, they are generally subject to numerous exceptions.

That is why, the Albanian learners need to learn and memorize the general guidelines and stress patterns when they encounter them for the first time, i.e. stress should be learned when the word itself is learned and ought to be considered as a property of the individual word. (Roach, P.1993:75)

How can Albanian students decide on the right syllable to stress? It is difficult to predict English word stress but primarily they need to know:

- if the word is morphologically simple, complex or compound
- what grammatical category it belongs to
- how many syllables the word has
- and its phonological structure

The followings are the main rules of stress placement in English:

Tab. 2 Main guidelines on word stress placement

		English	Albanian
1.	Words with two or more syllables	- stress on the first syllable (nouns & adjectives); e.g. ***'culture, 'hesitant, 'motivate, 'sister, 'paper, 'table, 'lovely***	- two and three syllable words dominate; most of the words have penultimate stress; e.g. ***ze'mër, tira'nas, godi't, troka's, bi'e***
2.	Words with four or more syllables	- primary stress on the antepenultimate syllable, the last but two; e.g. ***com'municate, methodo'logical***, etc.	- the presence of stress echo in words ***lokoˈmoti'vave', ëndëˈrrimta'r***
3.	Words with prefixes & suffixes Words with prefixes Exception: Words with dual role	- prefixes & suffixes are not usually stressed; eg; ***'quietly, o'riginally, de'fective*** etc. - stress on the syllable immediately after the prefix; eg. ***inter'ference, in'tend, ex'pose, un'veil*** *etc.* - many nouns take the stress on the first syllable, i.e before the prefix; e.g. ***'output, 'interlude, 'absence*** *etc.* - verbs with prefixes usually take stress on the syllable after the prefix; eg. ***in'sert, con'duct, up'date*** *etc.* - nouns formed with prefixes take stress on the prefix; eg. ***'insert, 'conduct, 'update*** *etc.*	
4	Words with suffixes	- stress on the suffix itself; e.g. *ade* (nouns), *ain* (verbs), *ee* (nouns), *eer*, *esque* (adjs/nouns), *esce* (verbs), *ess* (verbs), *ette* (nouns), *ique* (nouns/adjs), *oon*, *self*, *selves*, eg. ***pa'rade, ab'stain, interview'ee, engi'neer,***	- suffixes, either one or three syllable, attract stress on to themselves; e.g. ***zbardhëllo'j, grindave'c, lëngа'të, arbitrarite't*** - grammatical shift or stress on inflectional syllables of plural form (very limited phenomenon)Lëvizje gramatikore e theksit

		gro'tesque, conva'lesce, as'sess, - stress on the syllable preceding suffix; e.g. *ative, itive, cient, ciency, eous, ety, ian, ial, ic, ical, ident, inal, ion, ital, itous, itude, ity, ive, ual, ular, uous, wards;* e.g. ***al'ternative, 'positive, 'ancient, de'ficiency, ou'trageous, pro'priety.***	në prapashtesat trajtëformuese të shumësit (dukuri shumë e kufizuar ***shkë'mb-shkëmbi'nj; lu'më-lume'nj*** - Exception; suffixes *–më, -je,- ës, - të,-shëm* do not attract stress on to themselves ***kli'thmë, da'lje, çe'lës, i fla'të, i ndre'qshëm***

CONCLUSIONS

Based on the stress patterns of both Albanian and English languages it results that the factors affecting stress production and its functions are different:

- Word stress in English is subject to a set of "roughly common" rules or tendencies accompanied with many exceptions, meanwhile in Albanian word stress is the only one and does not change within the word paradigm.
- Stress in both languages may lie on any point of the word and it is fixed for any particular word
- Stress changes depending on the number of syllables in a word, wordformation and in English also on word function as part of speech.
- Stress plays great importance for the phonetic-semantic-grammatical structure of the word and it cannot be shifted when this word is found in the sentence.

REFERENCES

Beverley Collins & Inger M. Mees (2002), *Practical Phonetics and Phonology*, (pp. 123 – 124) Routledge English Language Introductions.

Bevington,G., (1974), *Albanian Phonology*, Otto Harrassowitz, Wisbaden.

Dodi, A., (1990), *Theksi dhe shkallëzimi I tij në gjuhën shqipe*, Gjuha jonë, Nr. 2, Tiranë.

Dodi, A., (2004), *Fonetika dhe fonologjia e gjuhës shqipe*, Botim I IGJ, ASHSH, Tiranë.

Dodi, A., Gjinari, J., (1983), *Fonetika*, Fonetika dhe Gramatika e gjuhës së sotme letrare Shqipe, vëll.II, Akademia e RPSSH.

Jones, D.,(1939), *English Phonetics*, Leipzig (pp.229 – 233)

Jubani., Conforti, E., (2005), *Tiparet akustike të theksit, krahasimi sistemt zanor të shqipes standarde dhe I së folmes së Shën Benedhitit në Kalabri*, SF, nr. 1-2, 78-89.

Kelly, G., (2000), *How to teach pronunciation*, Pearson Education Limited (pp. 66-68).

Memushaj, R., (2009), *Fonetika e shqipes standarde*, Toena, Tiranë.

Newmark, L ., Hubbard, Ph., and Prifti, P., (1982), *Standard Albanian*. Stanford University Press: Stanford.

Peter R., (1999), *English Phonetics and Phonology,* A Practical Course, Cambridge University Press.

Roach, P., (2001), *Phonetics,* (pp.83 – 84) Oxford Introduction to Language Study, Oxford University Press.

Elizabeta Ralpovska
Pedagogical Faculty "Sv. Kliment Ohridski"
Skopje, Republic of Macedonia
betiralpovska@yahoo.fr

ON THE BASIC SEMANTIC REALISATIONS OF DESCRIPTIVE ADJECTIVES AND THEIR LEXICAL DEFINITION[163]

Abstract

The identification of meaning components that make up the semantic structure of descriptive adjectives is a more different and more complex process compared to nouns, mostly owing to the fact that descriptive adjectives are not perceived as concrete objects, but rather as lexically dependent words which enable nominal concretisation through the process of their determination. The lack of physical concreteness, the non-material nature, lexical dependence and the role as decoders of nominal meaning are parameters by which descriptive adjectives enter the domain of abstractness, where ideal term categorisation and classification into a given linguistic frame is not always easy. Therefore, we maintain that the most suitable mechanisms for lexical-semantic analysis of the abstract lexis on the level of basic meaning, which also include adjectives, are the prototype theory and componential analysis.

Key words: descriptive adjectives, semantic content, archeseme, lower-rank semes, prototype.

As all other linguistic units, descriptive adjectives (DA), too, have either more or less developed meaning systems with hierarchically established network of semantic realisations which is a type of a code for decoding their qualitative lexical values. But unlike the nominal meanings characterised by an easy and transparent development of logical and linguistic relations among the elements of the semantic content being connected, this process in adjectival meaning is burdened by abstractness and incapacity for concretisation, which brings about somewhat more difficult and different approach to decoding DA's system of meanings. Differences arise from the establishment of DA as noun modifiers, which aid us to materialise our linguistic reality and to decode their nominal meaning. Unlike nouns, which have the status of independent words referring to concrete and defined concepts, adjectives are dependent words which determine the denominated concept. Adjectives, therefore, are not seen as concrete, but rather as abstract concepts which help us concretise the nouns which they modify, that is, they help us complete the nominal visual representation as already defined concepts. Minimal context in performing the adjectival function as *decoders of nominal meaning* is the nominal syntagm whereas the DA serves an attributive function and acts as a dependent member of the syntagm.

Much like all lexemes in language, DAs also possess a system of meanings, which semantically speaking, mutually differs in regard to the capacity of meaning system's carrier to perform a single or several semantic realisations, i.e. to have the capacity to denote one or more concepts in reality. Lexemes denoting only one concept are called one-meaning or

[163] Revisional scientific paper

monosemantic, and usually attach to terms, foreign words and multiple derivatives, and their presence in language is considered a rare privilege in the lexicon of a given language (Šipka, 1998: 32). Besides these lexemes, language bears witness to much greater number of lexemes with two or more meanings, i.e. with a polysemous structure. The existence of several meanings within the one and the same lexeme speaks about its multiple meanings or polysemy. Every distinct meaning of a lexeme represents a special lexical unit realised on the level of both syntagmatic and paradigmatic word function as a separate concrete realisation in context. Viewed through the semantic development and its word decoding in the framework of polysemy DAs hold both monosemous and polysemous structures. Our analysis will be aimed at investigating the DA's basic, nominative meaning, that is, their basic semantic realisations as both simple and derived DAs.

The identification of meaning components that make up DA's semantic structure is a more different and more complex process compared to nouns, mostly owing to the fact that DAs are not perceived as concrete objects, but rather as lexically dependent words which enable nominal concretisation through the determination process. The lack of physical concreteness, the non-material nature, lexical dependence and the role as decoders of nominal meaning are parameters by which DAs enter the domain of abstractness, where ideal term categorisation and classification into a given linguistic frame is not always easy. Hence, certain authors, among whom R. Dragićević (2007: 78), believe that the most suitable mechanism for a lexical-semantic analysis of the abstract lexis on the level of basic meanings, which also includes adjective, is the prototype theory. According to this theory relations established among concepts i.e. lexemes in a given category are based on a network of similarities encompassing all members, whereas the identification of relations and the definition of concepts is done through a typical representative called a prototype (Dragićević, 2001 :80-81). The prototype is a central member of a given linguistic category to which all the remaining members are being compared.

The prototype theory promotes reality categorisation on different levels with central or prototypical members residing at the top, and marginal members, which, based on the level of similarity, are distributed either closer or further from the prototype. Prototype implies similarity-based comparison, which means that members of a given category must be similar to the prototype in order to fall into that category. Similarity, however, is a matter of subjectivity and continuum. This entails that if reality categorisation is based on similarity, one should bear in mind the language community and beliefs and concepts thereof. The connection between prototype and human experience enables the prototype to vary in time and space and from one linguistic environment to another.

Let us see how this theory accounts for the basic semantic realisations of DAs regardless of whether they have monosemous or polysemous structure, or whether they are simple or derived DAs. A good example for semantic research based on this theory is the paper of R. Dragićević (2001) wherein she explains the adjectives depicting *human attributes* and it will serve us as the starting point in the application of this theory on the remaining DAs. So, for example, if we say that someone is *pretty* or *tall* or *fat*, this statement is not made by comparing the referent to other people in terms of attractiveness, height or weight, but by comparing this person to the prototype which represents a regular, normal, typical person. Hence, the person deemed pretty, tall or fat actually has these attributes to a greater degree than the prototype, that is, she is prettier, taller or fatter than the prototype. We thus describe the person observed based on our perception of the resemblance or difference of the described person in regard to the prototype, that is, based on our estimation of the resemblance or difference of the described person to the prototype. In formulating our description we use DAs through which we simultaneously estimate the human exterior, or human physical appearance according to our individual estimation and according to certain

criteria for the physical appearance of the prototype. This means that in describing a person, we actually compare the prototype and estimate the degree of salience of the feature by juxtaposing two measurable quantitative values, one of which is real and belongs to the observed person, and the other is imaginary and it belongs to the prototype. Describing a concept by comparison and establishment of a prototypical situation also pertains to cases when the prototype is not human, but another entity, i.e. a referent form non-linguistic reality, for example, *flower, cat, tree, wall, glass, table (pretty flower, pretty cat, tall tree, high wall, thick glass, thick table*[164]*)*, etc. Adjectives from this category are semantically grouped into a lexical-semantic group expressing *physical attributes*.

Let us consider the adjectives of the type *wise, cheerful, brave, happy, cunning*. How does one compare to the prototype and on what grounds does one maintain that the observed person is *wiser, braver* or *more cunning* than the prototype, when such estimation cannot be done merely by juxtaposing the salience of feature, since the mentioned adjectives have no measurable quantitative values, and their qualification bear highly expressed abstractness. The motivating grounds of the aforestated adjectives show the presence of sentiments described through a comparison to already familiar sentiments, thus allowing for their conceptualisation and description by means of describing the situations in which they occur. And so, depending on the acceptance and behaviour in line with the moral and social norms, the person being described may be characterised as positively or negatively resourceful in a given situation in terms of the manifestation of the same attribute and in the same context by the prototype. This means that a person is *wise* if showing wisdom when compared to the imagined behaviour of the prototype in the same situation, that is, the person is *wise* simply because (s)he is *such* in relation to other people. The very determination as *such* bears the distinction of positiveness in a situation where wisdom is a salient feature. In this manner the basic semantic content of all DAs is interpreted, which according to the semantic classification constitute the lexical-semantic group expressing *mental attributes*.

Similarly, by comparison to a prototype, the basic senses of DAs sorted in other lexical-semantic groups can also be accounted for: *near, hot, distant, deep, short, wretched, loose, light, tepid, sharp, straight, simple, full, empty, shallow, tame, coarse, fresh, expensive, blunt, heavy, warm, punctual, wide,* etc. This is owing to the fact that in our collective image there is a prototype for each concept from the non-linguistic reality, that is, there is a multitude of typical representatives through which we conceptualise reality.

According to R. Dragićević (2001: 166-167) the decoding of DA's semantic image cannot be carried out by means of componential analysis for two reasons:

1. DA's semantic content occurs as a lexical determinator of nouns the realisation of which requires a minimal manifestation space, that is, DAs attain their true meaning value only within the syntagm. We fathom this statement as a fact ensuing from the understanding of descriptive adjectives as static modifiers of nouns, as decoders of their meaning which possess expressively quantitative semantic value, which thus represents the basis of DA's semantic analysis. It should not be seen as a shortcoming, but rather as a possibility for different nominations of the one and the same adjectival lexeme through a horizontal extension of the scope of meaning, i.e. by extending semantic space via attracting different nouns from different domains of linguistic reality and connection thereof to the semantic content of a given DA;

2. More often than not, DA's semantic content covers other DAs belonging to the same or other lexical-semantic group, that is, there is a recurrence of certain elements in the structure of meaning of two or more DAs—noticeable in the very definition. This would

[164] *Tall* and *high* are realised with the same lexeme in Macedonian, *visok*; *fat* and *thick* are realised with the same lexeme in Macedonian, *debel* (translator's note).

imply that the decoding of semantic content of a single DA is conducted through the semantic elements of a different DA. Before looking into the author's statement through proper examples of DA dictionary entries, first we ought to give a short explanation of the componential analysis.

Componential analysis is a procedure in which the lexical meaning of a word is decomposed to its semantic features. They represent the smallest dependent semantic components called semes, which in a given combination produce certain semantic content. Semes are hierarchically positioned according to the degree of generality. First and most general is the grammeme or the grammatical category seme that contains grammatical information about the category membership of the lexeme. Then comes the archeseme or the integral seme carrying information about lexeme's membership to a given lexical-semantic group. Finally remain the lower-rank semes or the differential semes which carry the marks according to which a given word or a given meaning differs from other words or meanings, that it, it makes it distinguishable from the multitude of denominated concepts.

We have already observed that DA allows for an easy distinction of the archeseme, according to which it is easy to establish the membership of the DA into different lexical-semantic groups, and so we distinguish among several such groups: DA expressing *human physical attributes*, DA expressing *human mental attributes*, DA expressing *colour*, DA expressing *temperature*, DA expressing *spatial relations*, DA expressing *temporal relations*, etc. The problem arises in separating lower-rank semes and in determining which one is the source of lexeme's further semantic development, and also in identifying the nature of the change in the archeseme, that is, whether the change is complete or merely a mutation. This line of thinking complements Dragićević's statement concerning the existence of DAs elaborated by other adjectives from the same of a different lexical-semantic group, which is due to their identical or similar semantic content. Let us exhibit this through examples of the Monolingual Dictionary of the Macedonian Language (MDML):

cheerful = joyful, merry, happy
slim = thin, slender, fit
torrid = very warm, hot
sizzling = torrid, hot, very warm
conceited = haughty, inflated
ready = completed, finished, made
hot = very warm, torrid
fierce = cruel, merciless, ruthless, inhumane
malicious = bad, evil
cunning = smart, intelligent, clever
bulky = large, big
clear = shiny, bright
meek = good, docile, tame
spry = physically strong, tough, stout, healthy
kind = polite, cordial, pleasant
calm = serene, composed, quiet, obedient
skinny = thin, underfed
wise = smart, reasonable
dark = gloomy, lightless

From the examples of DAs depicted above it can be noticed that the semantic content of one DA is represented through other DAs with either the same or similar semantic content, which, within the semantic content of the adjective defined, actually appear as lower-rank semes. The understanding of one DA by means of other DAs and the explanation of one

concept by means of other concepts indicates the network of DA's connected meanings, which is quite prominent if they belong to the same lexical-semantic group. This may be concluded if one pays attention to the semantic structures of the adjectives *torrid*, *sizzling* and *hot*. They have utterly identical basic semantic content, they are mutually connected and understood through the semantic content of the adjective *warm,* which appears to be dominant in the network of synonymous meanings around which the former are clustered and through which the other members with both similar semantic content and the archeseme *temperature* can be defined. The connection of meanings through the same or similar semantic content is also present in the remaining DAs shown above.

There are cases when a DA's understanding and decoding of the meaning system is achieved through its polarised value represented with an antonymic form. This entails that the interpretation of one DA via other DAs and the explanation of one concept by means of other concepts may include semantically opposed lexemes with polarised meanings. For example:

bushy = uncombed
rough = unsmooth, coarse
barren = infertile
bad = not good, malicious, evil
murky = unclear
dead = not alive, deceased
dry = not wet
sober = not drunk
clean = not dirty

Our analysis yet shows that it is quite possible to have DAs with a semantic content explainable through semes, that is, through componential analysis. They are not as small in number as regarded initially, and here we will point to a fraction of the DAs that have an analysable semantic structure of two, three or more semes, whereas sometimes only a single seme occurs. The presence of DAs is also observable in building the semantic information presented by the seme, but this is nothing new since its manifestation as such bears attributive character. Examples:

pale = lacking intensity of colour + without ruddiness on the face + on the skin + on the lips
near = located at a small distance
rich = having in abundance + material wealth + property + money
barefooted = without socks + without shoes
fast = covering great distance + in short time
skilful = having practice + having ability + able with ease + able with haste to perform a task
tall = vertically long + great in length + showing great distance from bottom to top + having dimensions in verticality greater than the average
naked = lacking clothes
big = significant in scale + in size + in strength + in degree + in quantity
fat = wide in diameter + having great dimensions
cheap = having low price
healthy = having normal life functions + characterised with health
strong = having great strength + having great energy + being well developed
large = having big volume + having big size
light = having small mass + weighing little
tattered = thin and loosely woven + easily frayed + easily torn
tepid = having moderate warmth + not too warm + not too cold

young = born recently + being of smaller age

short = having small height + not having grown tall + not meant to be tall

new = recently made + recently invented + slightly used + unused

sharp = having thin point/edge + able to pierce/cut

simple = plain + not complicated + ease to understand

fresh = recently acquired + being in a natural state + not having lost its natural characteristics + unprocessed

satiated = not feeling hunger + having eaten well

shiny = glowing + radiating

old = having lived many years + having reached advanced age

From the aforementioned examples attention is drawn to the DAs with a semantic structure characterised by a single lower-rank seme. And, as though expected by such DAs of poor semic structure, they produce only one meaning, i.e. represent only the basic meaning of the adjective. Even so, it proved as quite sufficient for the only seme to generate a polysemous structure. For example, the seme *located at a small distance* ensuing from the basic semantic content of the lexeme *near* turned up as productive enough to produce a system of meanings with four semantic realisations. It is the source of metaphorical senses of the lexeme *near* and a transition from the spatial (*near fire, near meadow*) to the temporal domain (*near future, near fight*); or in expressing close relationship (*near relative, near friend*). The only seme of the adjective cheap, *having low price*, produces the metaphorical sense *having low value*: *cheap movie, cheap songs.* Quite remarkable are the senses realised by the only seme of the adjective naked (*lacking clothes*) which creates a system of meanings with seven secondary meanings derived through different semantic changes. Further in the text we will try to analyse the polysemous structure of the adjective *naked*:

The first and basic meaning of the adjective *naked* in the MDML pertains to the human as a primary referent, explained through the seme *lacking clothes*. Here we might add a few other semes which manifest themselves as unobtrusively present, rather than potential. These are the semes: *undressed + uncovered + onto entire body.* Hence we get a more complete notion of the lexeme *naked* with the archeseme *human physical attribute* and the lower-rank semes *lacking clothes + undressed + uncovered + onto entire body* which are relevant in grasping the semantic development of the new secondary meanings. Secondary is the meaning *being lightly dressed (don't go naked outside)* which is a metonymic realisation with an unaltered archeseme and a small differential development of the lower-rank semes *having light clothes + being lightly dressed + being insufficiently covered + onto the entire body or part of it.* The third meaning *not covered by hair, feathers, fur, hat etc.* is the secondary sense derived by synecdoche by nomination transition from the whole (human body) to a part of it: *naked top, naked head, naked chicken, naked tail.* The archeseme mutates by expanding the semantic scope related to the referentiality, and so covers animals as well. The lower-rank semes undergo minor, but semantically important changes, thus acquiring the status of identification signs: *lacking clothes/hair/feathers/fur + uncovered + onto entire body.* The fourth and fifth meaning represent metaphorical realisations for transferring the nomination from the human to vegetation-related entities and concepts. In the fourth meaning uncovered, unset (for objects): *naked floor, naked table, naked walls* the source for metaphorical associations ensues from the seme *uncovered*. The same seme also shows its productivity in the fifth meaning *lacking grass, leaves, trees and etc.: naked meadow, naked spot, naked tree, naked hills,* whereas here we note an additional development of a new seme *lacking grass/leaves/trees.* The sixth meaning *not supplemented, pure, without admixtures* is a metaphorical realisation based on the transition concrete → abstractly produced from the entire semic composition of the basic meaning, thus resulting in

the development of new differential semes. And the seventh meaning of the lexeme *naked*: *very poor, miserable (their whole family is naked)* is derived through a metaphor from the seme lacking clothes which transforms into the seme *having nothing* with the possibility of developing potential semes like *lacking money + lacking property + lacking livelihood*.

Finally we can underline that DA's meaning systems are a network of linguistic signs unifying language, cognition and reality and allow the decoding of relations established by the semantic realisations in the process of creating nominative designations for concrete nominal determination. This process is far from simple, especially if one considers the possibility of a single adjectival sense to occur as a modifier of several nouns (tall man, tall pine, tall building, tall price) or the covering of one nominal modification to attach several adjectival senses with the same or similar qualitative interpretation *(malicious/bad/evil/wicked man)*. The first process of semantic development reveals the capacity of DA's system of meanings to develop within the polysemy frame, to increase the number of meanings, i.e. to be realised as polysemous lexemes with rich polysemous structure. The second process of semantic development reveals the capacity of DA's system of meanings to enter paradigmatic relations with most of its meanings, i.e. to be represented as polysemous lexemes with rich paradigmatic productivity. The discovery and examination of these processes should enable us to comprehend the semantic potential of DAs as linguistic units which are representatives of a significant portion of the non-linguistic reality.

REFERENCES

Berezhan, S. G. (1973). *Semantic Equivalence of Lexical Units.* Publisher: Shtintsa, Kishinev.

Vatov, B. (1998). *Lexicology of the Bulgarian Language.* Veliko Trnovo.

Gortan-Premk, D. (1997). *Polysemy and Organisation of Lexical Systems in the Serbian Language.* Belgrade.

Dragićević, R. (2001). *Adjectives expressing human attributes in modern Serbian (formative and semantic analysis)* Belgrade.

Dragićević, R. (2007). *Lexicology of the Serbian Language.* Institute for Textbook Publishing, Belgrade

Kuznetzova, E. B. (1982). *Lexicology of the Russian Language.* Высшая школа, Moscow.

MDML - *Monolingual Dictionary of the Macedonian Language, vol. 1-5,* 2003-2011, IML "Krste Petkov Misirkov", Skopje

Blagoj Ristovski
student in postgraduate studies of information technology, Technical Faculty – Bitola,
blagoj.ristovski@gmail.com

Metodija Stojanovski
Faculty of Education – Bitola,
mstojanovski@freemail.com.mk

Biljana Kokalevska
OSMU D-r Jovan Kalauzi – Bitola
b.kokalevska@gmail.com

DESIGNING SOFTWARE FOR EVALUATION OF THE STUDENTS' ACTIVITIES[165]

Abstract

As a constitutional part of the process of education, the students constantly receive a large number of information about the subjects they study. Therefore, (it starts) during the process arise the consideration about the evaluation of the achieved results. It means that the student's evaluation shouldn't rely on the "given answers to particular tests", because it is just one level of students' knowledge. There is no test that encompasses the subject of study or possibility of further application of knowledge in life. In the recent time, the faculties pay attention to the student's attendance to the lectures and practice, which seems to be more like a statistic than evaluation of students' activities.

This consideration has encouraged the author to produce an application **Students – Activities**, under mentorship of **PhD Metodija Stojanovski** (Pedagogical Faculty – Bitola) in cooperation and revision with **PhD Linda Stojanovska** (Technical Faculty – Bitola, a subject of postgraduate studies IKT in Education).

The application of the functions is very simply and it is easy to use. The basic necessary information for the students is inserted in a database and then all possible activities that are under the professor monitoring, should be inserted, too. For example, besides the activity 'practice presence', the activities such as "recognize", "conceive", "analyze", "apply" might be also inserted. All these activities might have score points 1 – 10 separately, and finally, the total score and the estimation would be more realistic than the mark they only get from the tests. This might improve the general estimation of the student, which is in fact the aim of this work.

Key words: students, activities, evaluation, conceiving, memorizing

INTRODUCTION

Visual Basic (VB) is a programming language, which was developed by the firm **Microsoft** as a third generation of programming languages. This programming language is

[165] Revisional scientific paper

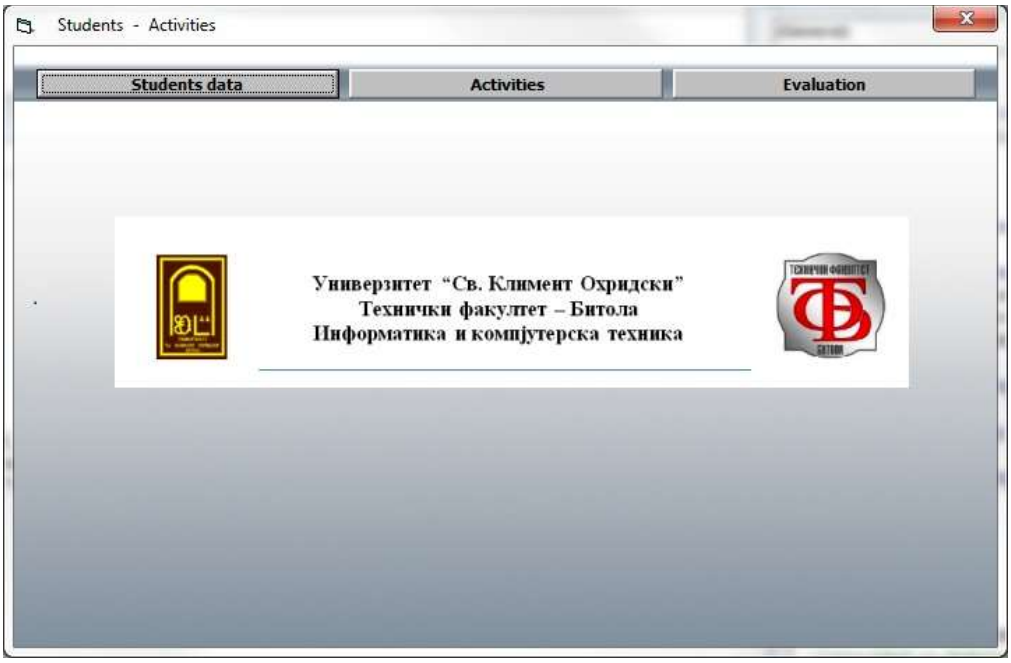
not just a common creator of **GUI (Graphical user interface)**, but it could be also used for designing more complicated, as well as more complex applications. Programming in **Visual Basic** is combination of visual arrangement of components and controls in the so-called forms. All these components and controls have their own attributes and by writing an additional code, they get much larger functionality.

The forms are created with drag-and-drop (pull and permit-adhere) techniques. The tools are used to pose the rest of the controls, **Text-Box, Buttons, Combo-Box** … directly on the forms. All these controls have got attributes and events that conduct them and are associated with them. The basic values of these attributes are already indicated with posing the controls. These values could be changed constantly according to the desire of the programmer and if so, it can be done in **Run-Time**, while the application is being accomplished. For example, the code could be posed in the background of the form and by clicking any button; something might be shown on the form.

This programming language creates executive files (EXE), which primarily are used for desktop computers with **Windows** operating system.

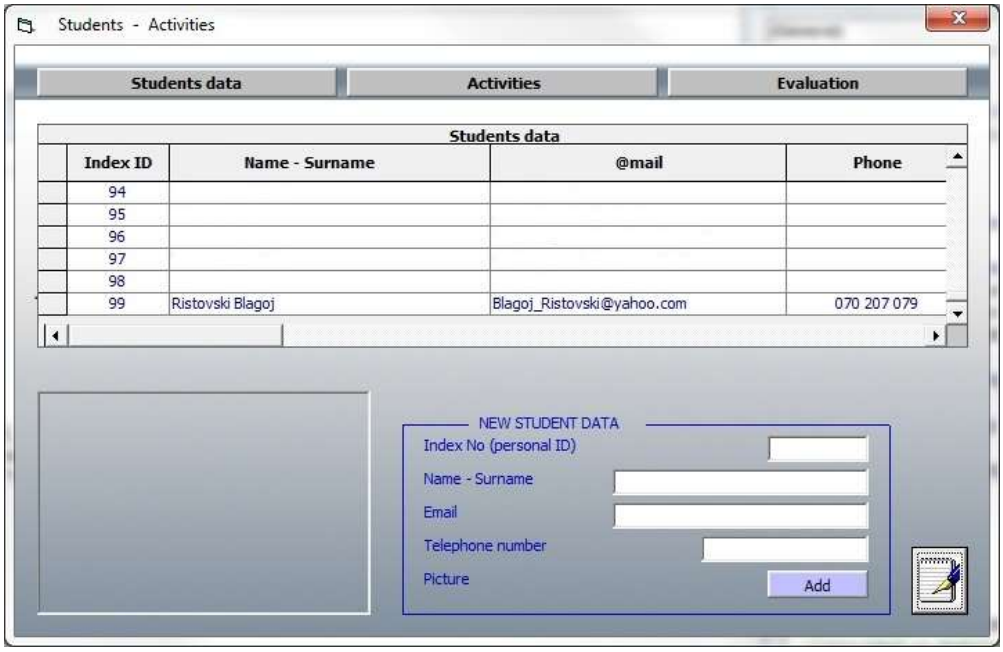
Microsoft Office Access previously known as **Microsoft Access** is a relational database that has also been produced by **Microsoft**. It consists of Microsoft "**JET"** mechanism for database (***Microsoft Jet Database Engine***) and graphic surrounding that supports it and is part of the **Microsoft Office** package. **Microsoft Office Access** offers simple and quick way of creating database, charts and establishing relations among them, respectively. It is more used to project applications in small businesses or medium-sized firms. Although it is not a server type, it supports multiple beneficial regime of work. It is used as a client application base through the driver **'ODBC'** (O**pen Database Connection**). It is adopted easily and is processing data from other database systems. In addition, it has very good results in data processing and their exporting in **Microsoft Excel.**

HOW THE APPLICATION WORKS



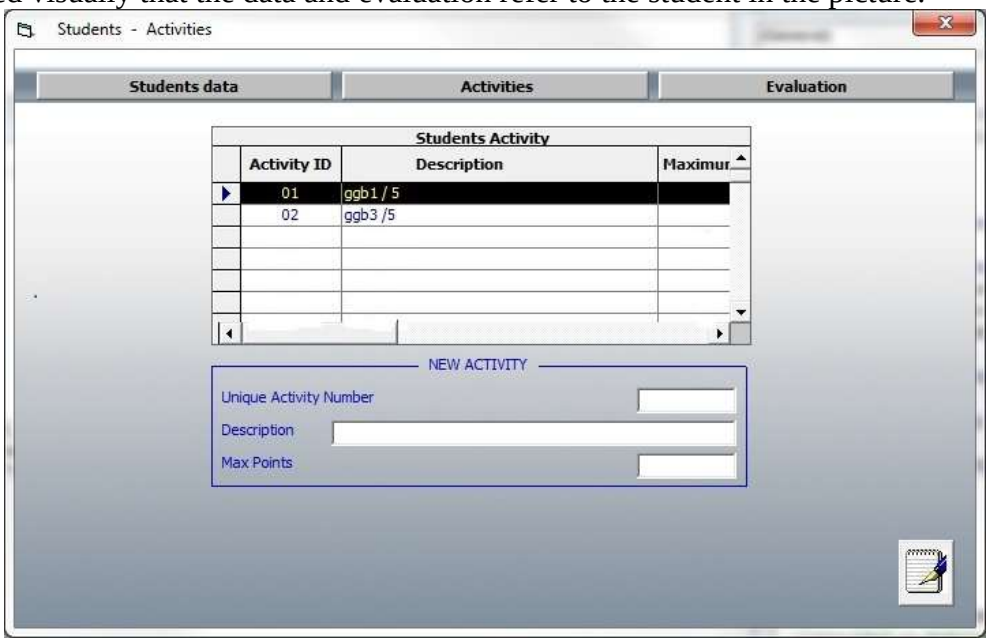
Picture 1. Main menu

The main menu appears by starting the application, and it contains three sub-menus: "Students' Data", "Activities", and "Evaluation".



Picture 2 Students' Data

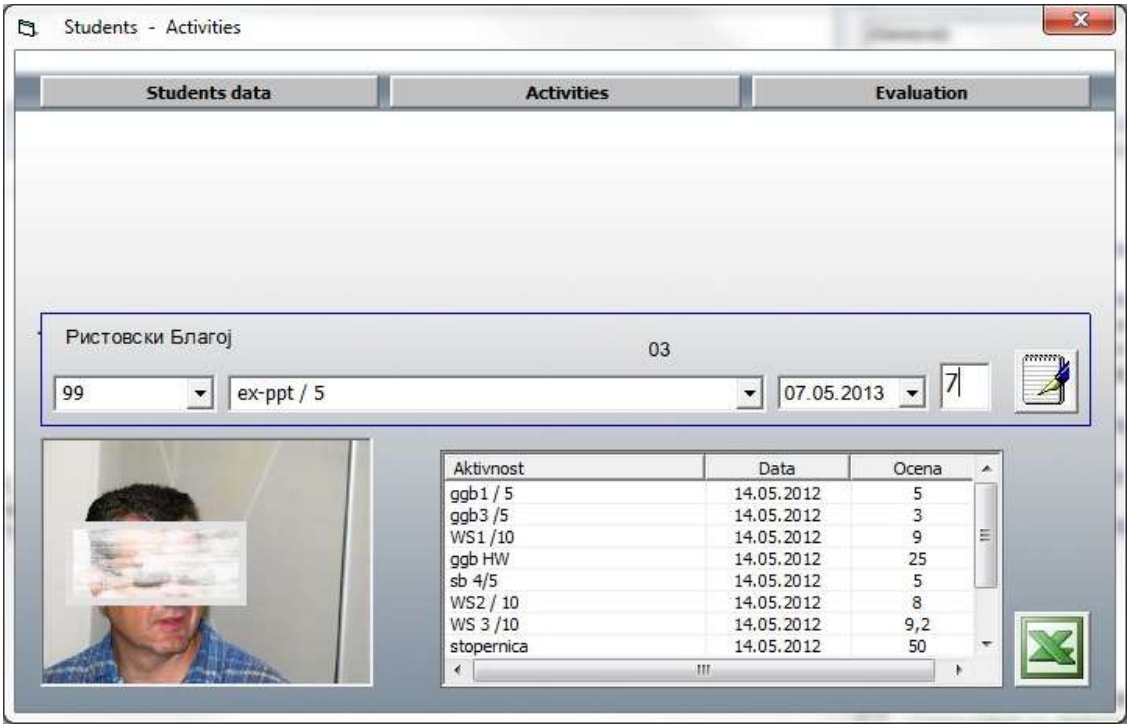
By activating the sub-menu "Students' Data", the sub-menu for data insertion is opened (Picture 2). In this sub-menu the number of student's index should be inserted, as a primary key for further student data processing. The number of the student's index is taken as a primary key, because it is basically a primary key for identification within each faculty. Then the rest of the data should be inserted: the name and surname, email, telephone number and if the student delivers a picture in an electronic form, whose format is approximate to the one from the student's index, it might be entered the database. If the student enters a picture, it will appear into the left tab of the application and when searching for the students, it will be confirmed visually that the data and evaluation refer to the student in the picture.



Picture 3. Sub-menu Activities

By activating the sub-menu 'Activities', the sub-menu to inserted basic data about the 'activities' of the students is opened, which is under the professor's monitoring. This allows freedom which depends on the professor's creativity, and also a large number of activities

could be evaluated, such as: recognizing, knowledge, listening, understanding, discussing, applying, searching, (investigating), and demonstrating, analyzing, estimation etc.



Picture 4. Evaluation

By activating the sub-menu named 'Evaluation', the sub-menu for evaluation and acquiring a total score and estimation about all the students' activities is opened. The evaluation is done in the following way:

- In the first falling-menu, a number of a student's index is chosen (as a primary key for searching). If the student has delivered a picture (which is recommended), it should appear in the tab for pictures.
- In the second falling-menu, an activity from the activities inserted in the sub-menu 'Activities' is chosen. The professor chooses a date from the calendar, a day to which the evaluation refers to, writes a mark (points) for the activities and by clicking the 'enter' button, the data is immediately inserted into the database. If we want to list or revise all the activities that the student attended, we press the data exporting button in Excel and get a chart with data and an average mark for the student, as a sum of all his activities. Further, these data can be processing in Excel, in order to complete and present graphically the entire student's engagements and achievements in a longer period of time.
- The application could be built up in the future if it is required by the professors. It would be interesting if more of them use this graphic presentation for analyzing and distinction making, which subjects the student, is interested in, and which are less interesting for them. It can be worked by new technologies and other database, depending on the extent and available technology and present in the particular faculty.

CONCLUSION

The sense of the evaluation is fulfilled through confirmation of the realization of the given aims and tasks, that are transformed into qualitative and quantitative changes in the development of the student, and at the same time in the analysis of the conditions and improvement of the process of learning.

The changes that have already entered in the education sphere are the result of the development of the technique and technology. It is manifested by changes in the teaching process and estimation, from the role of the student is changed, from passive listener to active participant, as well as the role of the teacher-professor, that has changed from authoritative lecturer into coordinator and mentor. Therefore the benefits and expected results are:

- Following the students' activities continuously
- Complete review of the students' results that contributes to the objective and transparent estimation
- Analyzing the improvement of the process of learning and acquired knowledge
- Achievement of the professor's goal in the terms of objectivity and continuity
- Stimulating and achieving the expected results in the process of teaching
- Estimation of the entire implementation of the acquired knowledge

The education, as a long-term process, follows the development and changes that are undeniable factor in each society.

REFERENCES

Pattison, T, Hummel d-r Joe, (2003). Building Applications and Components with Visual Basic, New York, USA.

Petkovski, K. (2009). „Предизвици на современото лидерство во образованието“, Technical Faculty, Bitola, Macedonia

Popovski, K. (2005), „Училишна докимологија“, „Kitano“, Skopje, Macedonia.

Stojanovski, M. (2010), „Менторство“, Pedagogical Faculty, Bitola, Macedonia.

Despina Sivevska
Faculty of educational science
University"Goce Delcev" Stip, Macedonia

THE RELATION OF CLASSROOM CLIMATE AND STUDENTS ACHIEVEMENTS[166]

Abstract

One of the basic conditions for successful pedagogical work is promoting a favorable effective atmosphere for teaching. In this context is the assertion that school climate is the heart and soul of a school. It is being of the school that led the students, teachers, school staff, to love school and have a reason every day to be in it. School climate refers to the quality of the school that helps each individual to feel a personal responsibility, and simultaneously helps to feel you belong somewhere.

The importance of school climate, educators, and researchers in the field of education has recognized hundreds of years ago. Especially important issue that is constantly searching response across all educational reforms is how school can improve student achievement and quality of school life. Inspiterd by the thought of the importance of the classroom climate for the success of students and their realization as full persons, which in the future will be part and base for the development of a modern democratic society, the attention of the paper we directed to defining the concept of school climate and its importance for improving of school achievement.

Key words: school climate, cllasroom climate, achievement of students

School climate is defined as: setting, circumstances, feelings, events, actions etc.., which occur through interactive relationships in the classroom (Kovač, 2005). These procedures refer to the classroom condition which we can easy feel, but difficult to define.

The school climate sometimes refers to the resources of learning and use of terms like atmosphere, ambience, environment and milieu (environment). School climate still means as quality of environment. It's understood as a mixture of several environmental factors (physical, financial, organizational, operational and social variables).

School climate refers to the quality and characteristics of school life, the atmosphere in the school, relationships between students and teachers and a way of life at the school. It is a combination of interaction of many different factors that make the school and that schools vary each (Rupar, 2003, according Rus, 2008). It is based on the model of the experience of students, parents, school staff and school life and it is reflected through norms, goals, values, interpersonal relationships, teaching and learning, and organizational structure.

The school climate present created environment in which the teaching process takes place, which in addition to material and technical prerequisites covers and interpersonal relationships of all direct and indirect participants in the realization of this process. It refers to

[166] Specialized paper

how well the members of the classroom interact with or avoid each other. Can be defined as a quality of the school that creates a healthy environment for learning.

The most widely viewed, school climate is defined as the sum of all the circumstances in which unfold the educational process, as a network of relationships that exist between participants in the educational process (Joksimović and Bogunović, 2005). So according to this, it is important that the development and adaptation of students in school. Interaction and experiences that students acquire in school affect on their subsequent achievements and practicing in different life situations. With the study of school climate, among other things, the starting point is that climate is related to educational goals that we want to achieve, especially student achievement. The results of the studies that have been realized by Haynes et al (Haynes et al., 1997) show that there is a connection between school climate, self-image that students have, their behavior, and their absence from school and student achievement. The relationship between school climate and student achievement is confirmed by data from other studies (Pritchard, Morrow & Marshall, 2005), showing that children with better schools achieving more positive assess school climate than students who have lower achievement.

Research on school climate

Among the first areas that are systematically investigated, and in which were realized the greatest number of individual research, are the studies about the relation between class climate and various cognitive and affective outcomes of students (different indicators of school success, satisfaction and mood, popularity, anxiety, sociometric indexes, lack of schooling, rich vocabulary, skills, attitudes, interests, etc..). Besides these, the research covered some other phenomena such as.: differences between students and teachers in the perception of class climate, differences between actual and desired climate, teacher education, environment evaluation in order to modeling the educational system, etc. (Fraser, 1994, 1998).

In order to illustrate the various uses of instruments for examination of class climate, Fraser (2002) distinguished six most productive directions aimed at: 1) examining the relation between environment and student outcomes, 2) evaluating educational innovation, 3) differences between students' and teachers' perceptions of the same classroom (classroom climate), 4) determinants of class climate, 5) using qualitative and quantitative research methods and 6) international and intercultural research.

Although there are multiple routes and researches on class climate, however dominant among them is a study of the connection of class climate and student achievement.

Relation of school climate and student achievement

Research in education suggest that there is a significant link between classroom climate and contents, such as the work of students, behavior, achievement, social and emotional development, leading styles of the teacher, the level of educational reforms and the overall quality of school life (Fraser, 1968; Freiberg, 1999, Adelman).

In recent research on class climate most attention is paid to research on the relationship between students' cognitive and affective learning outcomes and their perceptions of psychosocial characteristics of their class (Fraser & Fisher, 1982; Haertel, Walberg & Haertel, 1981; McRobbie & Fraser, 1993, Fraser, 1998).

Fraser (1994) in its many research suggests that there is a relationship between student achievement and class climate. The results found by in their long-term studies show that the quality of the social environment in school greatly affect on the quality of teaching and learning. It confirms through many obtained affective and cognitive outcomes, while using a variety of different instruments and samples (around the world and at different levels

of education). He cites 45 studies on the impact of class climate on cognitive and affective outcomes of students. At the same time he talk about methodological complexity in determining its impact. Therefore while using the questionnaires he used different statistical methods whereby he received the association between class climate and student achievement.

As indicators of student achievement, beside academic grade and results of the tests, which are common indicators of conventional academic knowledge, in the studies were used a wide range of other indicators of school success, such as attitudes towards teaching and teacher, attitudes toward science, the level of aspiration, special interests, pleasure and mood, popularity, adaptability, anxiety, sociometric indexes, absences from classes, rich vocabulary and more.

Examination of affective domain of student achievement often is considered as integral part of the class climate research. Considering that the term "affective" can have different meanings for different individuals, Klopher (Klopher, according to Fraser, 1981) lists six categories representing guidelines in determining the term "affective outcomes." As affective categories he lists the following: 1) students 'attitudes towards learning content, 2) students' attitudes toward research, and 3) adopting similar views on the subject of learning, 4) enjoy the experience of learning, 5) interest in the subject / content that is processed regardless of previous experience of learning and 6) interest in the subject of the study in terms of professional commitment. These categories are the basis for the use of Test student's attitudes towards science.

According to Fraser (1984), cognitive achievement among students is measured by the speed of the conclusion and generalization, and affective achievements are measured by the interest in the content. Thus, we hereby confirm the positive relationship between cognitive and affective achievement among students who were actively involved in teaching. The same correlation is confirmed in classrooms where the pleasure is greater, where students feel comfortable, where there is a high level of focus on tasks, where there is good organization and rules. Thus we can conclude that for the good results of the students, it is important to have pleasant and stimulating environment, as well as clear goals and structures on teaching hours. It's posited that the students were successful in concluding and generalization (cognitive achievement), only if students in the class rarely received less common differentiation. Higher interest about content (affective achievements) are shown for those students who have had less difficulty in teaching, where there was greater clarity on the rules and where students were actively involved in research.

Bosnjak (Bosnjak, according Zabukovec, 1997) in their research comes to conclusions that confirms the relation between the experience of climate in the classroom and student achievement. Galuzzi, Kirby & Zucker (1980) based on a sample of high school students and their teachers, found that self-esteem among students is better in those departments where the involvement of students is greater between where students have more social contacts, where students have more support from teachers. Keyser and Barling (1981), based on his research, found that students were more confident in their performance when the unit is greater clarity on the rules and decide when shared.

Bosnjak (Bosnjak, according Zabukovec, 1997) conducted research in Zagreb high school in order to determine the relationship between the climate in the classroom and student achievement. Among other research questions, wanted to discover how the climate in the classroom is related to student achievement and years of schooling. He confirmed the relation of student achievement with the support of the teacher interaction and material conditions. The greater support by the teacher, the greater success of the students and vice versa, students with better success looking and want more support from teachers. It's the same with a relationship, students with better success feel more connected to each other, and cooperate

more among them more friendly relationship and both want even more connectivity. Equality is registered in terms of the material side.

On the other hand, it's observed a different perception of the climate in the classroom in terms of different classes from different years. The clarity of the rules is smaller when the the year of study is larger, better rules recognized students from lower years / grades. Even competition among students from first to third year dropped, in order to fourth year already increased. Equality is observed in the order and organization. The biggest connection students ih high school recognized in the first year, then that connection is constantly dropping, but the differences are not too large. Support and supervision of teachers recognize students more in the first year, and then less. If you connect this with the results of Bosnjak (1997) can easily confirm the trend of good perception of climate in the classroom during the first years of high school, then students are likely to come more critical in assessing the climate in the classroom. Better students better perceive the climate in the classroom, and also set higher goals when assessing the desired climate in the classroom.

According Zabukovec, the same results were confirmed by the example of Ljubljana high school students from first and second year (Zabukovec, 1997). Students from first year better perceive the climate in the classroom than students of second year. Perception of relations, relations between students and teachers, better assessed in the first year and also the wishes are greater. Interestingly, the differences between existing and desired climate in the classroom, are higher at students in the second year, indicating on a weak classroom climate in the first year of schooling.

Adlešičeva (Adlešičeva, according Zabukovec, 1997) in her thesis confirmed the importance of the connection between the experience of the climate in the classroom and the level of confidence among the students of fourth and seventh grade in elementary school. She consider reading, mathematics, other school subjects as academic characteristic and physical abilities, external appearance, relationships with peers and older as non-academic characteristic. Satisfaction in class and connection between students depends on academic and non-academic characteristics - both dimensions mark and define mutual relations department.

Asian researchers (Fraser, 2002) convey numerous valuable studies that investigated the relationship between student achievement and their perception of their school environment (climate class). These studies cover a wide range of instruments for research on climate, student achievement, school subjects and grades. Many of these studies, in addition to the English version of the questionnaires used and adapted, translated instruments for studying the class climate.

In Singapore were conducted a series of studies with more instruments with whom is confirmed the link between student achievement and class climate. Thus, in a study conducted by Wong & Fraser (1996) using the instrument SLEI (Science Laboratory Environment Inventory) confirmed that there is a relationship between student achievement and classroom climate on a sample of 1592 students, on the classes in chemistry in 56 classrooms. In another pioneering research in Singapore, Goh also uses MCI and QTI questionnaires to a sample of 1512 students from elementary school on the math classes in 39 classrooms to verify the relationship that exists between the classroom environment and the mathematical achievement of students (Goh & Fraser, 1998, 2000).

In Korea relationship between class climate and student achievement is verified through a series of surveys: attitudes of students towards science in the Korean version of the questionnaire SLEI, CLES and QTI[167] (Lee & Fraser, 2001a, 2001b, 2002) on a sample of

[167] Learning Environment Inventory (LEI), Classroom Environment Scale (CES), My Class Inventory (MCI), College and University Classroom Environment Inventory (CUCEI), Individualised

440 students in 13 classes; and student achievement through the Korean form of CLES on a sample of 1083 students in 24 classes (Kim et al., 1999), and application of QTI and WIHIC on a sample of 534 students in 12 schools (Kim et al., 2000). Many researchers in their research used multiple forms of questionnaires as they established the relationship that exists between student achievement and class climate.

The research that is conducted in secondary schools in Macedonia (Sivevska, 2012) is noted that there are differences in perception of the climate in the classroom and student achievement and major differences were recorded between students with school success medium and excellent. The results show that students who are with better school success more suits to work independently, while it is not the case for students who are with a lower success. At the same time they think that on the classes, besides the teacher, and they should actively engage in communication, not only be passive listeners, and learn better when the teacher used different teaching materials in the classroom.

Generally analyzing the responses of students who gave the proffered statement would have noticed that students who are with better school success more positively assess the emotional climate in the classroom. From the results it is evident that students who are with excellent school success show greater willingness to help their classmates with their work, had higher levels of competitive spirit and also consider that teacher encourages some students more than other students, positively evaluate professional ability of their teachers, more suits to work independently, while it is not the case for students who are with lower success.

The obtained results from the study point to the conclusion that the climate that exists in the classroom greatly affect the behavior of students and their achievement. That would mean that the teachers themselves, their work and personality should strive to create favorable working conditions, in order to encourage and stimulate students to achieve better results.

Conclusion

In consideration of the results of the conveyed research in our country and the world, we can freely conclude that the positive class and school climate affects student achievement. At the same time the perception of the climate in the classroom is determined by the school success of students. This indicates that teachers in their daily work should pay special attention to the creation and maintenance of a positive and stimulating environment for work. At the same time it requires, in addition to teachers in that process to include all participation in the educational process in order to advance the work of the school, as well as to create and maintain positive interpersonal relationships to improve the teaching process, reduce problematically behaviors of students, school open to family and local community.

REFERENCES

Adelman, H.S. & Taylor, L. – Classroom climate, In S.W.Lee, P.A.Lowe, & E. Robinson (Eds.), Encyclopedia of School Psychology. Thousand Oaks, Ca: Sage. Retrieved from http://smhp.psych.ucla.edu/publications/46 classroom climate.pdf

Avramović, Z. (2010). Problems of creating social climate in the class. *Pedagogija*, 65(1), 104-117.

Classroom Environment Questionnaire (ICEQ), Science Laboratory Environment Inventory (SLEI), Constructivist Learning Environment Survey (CLES), Questionnaire on Teacher Interaction (QTI), What is Happening in this Class (WHICH).

Barry J. Fraser, Kenneth George Tobin, (1998), *International handbook of science education*, Volume 2, Kluwer Academic Publisher (p.527)
Bošnjak, B. (1997). Drugo lice škole, Zagreb: Alinea
Fraser, Barry (1986). *Classroom environment*, London: Croom Helm
Fraser, B.J. (2002). Learning environments research: Yesterday, today and tomorrow. In S.C. Goh and M.S. Khine (Eds.), *Studies in educational learning environments: An international perspective* (pp. 1-25). Singapore: World Scientific Publishing.
Kovač, A. (2005). Pozitivno razredno ozračje-prduvjet uspješnosti učenja i poučavanja, Retrieved from: http://www.hrskole.com/portal.php?& Dzup=1&IDsk=1&IDrad =322&VarC=95
Сивевска, Д., (2012), *Емоционалната клима и однесувањето на учениците во училиштето*, Филозофски факултет, Универзитет „Св. Кирил и Методиј“, Скопје (необјавена докторска дисертација)
Vujačić, M., Stanišić, J. (2007). Kreiranje pozitivne klime u školi, *Zbornik Instituta za pedagoška istraživanja, LXII*, 3, 424-432
Zabukovec, V. (1990). Razredna klima - kaj je to? Komunikacija in jezikovna kultura v šoli / uredniški odbor France Žagar (glavni in odgovorni urednik) ... et al.]. - Ljubljana: Pedagoška akademija, - str. 110-115.

Marika Spandzova, Roza Kujundzieva, Nikolinka Krsteva
Primary School Straso Pindzur – Kavadarci
marikasg@hotmail.com

THE EFFECT OF SMART BOARD AND THE EDUCATIONAL SOFTWARE SMART NOTEBOOK ON THE TEACHING MATHEMATICS IN THE THIRD GRADE[168]

Abstract

In a contemporary society, which is our aim, new teaching methods and techniques are being found, promoted and planned and a lot of problems that appear during the process of teaching are assumed or expected to be solved. The basic goal is to encourage the student in the educational process. Technical- technological development changes and the teaching methods are improving. It absorbs from the surrounding what can be used well to update the teaching process. Computers at school and the educational software are improving the teaching process. The time of the teaching with multimedia, blending video and audio resources, is coming. Republic of Macedonia must become a part of the contemporary European family.

Key words: technology, use of computers, software, multimedia

INTRODUCTION

There are lots of reasons why new teaching methods and techniques are being found, improved and planned and there are lots of problems that appear during the teaching process, problems which are assumed or expected to be solved. The main goal is to encourage the student to learn and the results to be appropriate changes in the student's behavior. By behavior we mean relatively invisible changes, which become visible through verbal expression. When Mathematics is concerned, the changes are in the way the student comprehends the concept and the way he/she knows to express his/her knowledge. When you use computer technology during the lessons, and during all the teaching process, the most important thing is to motivate the students. If we take into account a lot of surveys, we can conclude that students' opinion is that they prefer the lessons when the teachers use computer technology to the classical, old fashioned teaching methods. The most important tasks for the teacher, when learning is concerned, are:

- to initiate, encourage and increase the motivation processes, like interest, need and desire to learn
- to put an accent to the meaning and the value of what is being learned. The teaching content, that is being taught and learned, is more effective if there is a pedagogically-psychologically shaped schedule which is in accordance to its meaning to the student's competence, the level of aspiration, the latent and active interest, acceptance of the value of the academic success, understanding of the learning itself, but also the understanding of the value of what is being learned for the life and the activity that he/she will perform in the future.

[168] Specialized paper

- Improvement of the organization and the logic of the structure of the teaching material.
- Inspiring a need for participation and practice. It is already known that learning is an active process, this is the only way it can have results. The critics of the audio-visual tools are that these tools do not give an opportunity for participation and practical work during the learning process if the teacher uses them. But, it must be taken into consideration that the watching and the listening is an active process too, and that is a kind of an activity too. The perception is an activity and the thinking is an activity. The use of symbols, education, making things simpler, thinking, coming up with conclusions are some of the basic intellectual activities during the learning process. (Danailovic, 1996:75)

Multimedia teaching technology

Under the influence of the technical-technological development the teaching technologies are changing and improving. It absorbs from its surrounding what can be used well for the improvement of the teaching process. The teaching process is becoming richer with the use of new technical tools, but it does not mean that the previous way of teaching is excluded completely. The spoken and written information, the text, the observation are technologies and methods that are being used in the teaching process.

Multimedia has its influence on the teaching technology. There is a combination of different technologies that are combined in one, multimedia. The time of multimedia teaching is coming, the time of video and audio tools. The experiences of all the scientific aspects are included in the computer data processing. The teacher is the student's organizer, planner and collaborator.

Computers in the teaching process

ICT is an activity that combines collecting, processing and storage (memorizing) of the data. Here we can include: computer technology, technology for data presentation, technology for transfer of the information (internet and similar things) and much more.

The computer technology means individualization in the teaching process, and turns down the collective teaching process which has a negative impact on the socialization, so, the use of the computers in the teaching process is only one, but not the only method of work.

It does not matter if we are talking about a primary or a University education, the transfer of the knowledge is based on the already established (old fashioned, overcome, Ineffective) methods, which most often are based on boards and chalks. The average teaching method of teaching the content makes the student to think: whether to listen to the content that is being taught or to copy the content written on the board fast and very often there is not enough time for both of the things. Students in these days are used to work on computers and the internet , this kind of teaching methods are not good enough to catch their attention.

The projector that is used very often is already present in every school, but it does not replace the school board because it projects already prepared content. With a special SMART board the simple projector provides interaction and the system is becoming a highly technological replacement for the school board, with lots of new possibilities.

Board sensitive to touch

The company SMART Technologies has become famous for its production of interactive boards sensitive to touch. The idea is the following: instead on the wall or on a cloth, the picture with the projector is presented on a special board. The board's surface is sensitive to touch. The board through its USB port is connected to a computer which gives the picture for the projector and in this way the whole process of providing information is

achieved. The result is a touch screen system with a huge diagonal. The price of this product is very lower than the classic screen, a projector is used and a computer, and the only investment is the board. (http://www.3d-caddit.com, 28.02.2013).

Educational software

The real value of this board comes with the use of the SMART Notebook software. It has an educational purpose, and one of the more interesting function is the possibility to write with a hand, the possibility of creative drawing or writing and while doing this the software recognizes the handwriting. At the bottom of the board there are markers in different colors and a sponge. These are "fake" objects, but the board has sensors which when you raise a red "marker" you draw with a red color, if you raise a "sponge", you can erase the things that are written on the board with the things like a sponge or a hand. You must pay attention that only one thing can be raised at one moment, not two things at the same time, because the board will not react. If you replace the marker with a marker or a sponge, the board will recognize the color and the sponge on the place where it is raised, not the thing that you have in your hand. This software is integrated with the MS Office package and lots of other programs, so that with a single touch on the screen you get a virtual keyboard and in this way you can write text directly on the board. The advantage of this way of work is that everything that is written on the board is saved as a presentation, which can be exported as a PowerPoint Presentation. (http://www.3d-caddit.com, 28.02.2013)

Description of the steps during the research

a) phase one – preparation and creation of the hypothesis (January, 2013)

- selection of the content and the topic that is going to be taught

- analysis of the groups that are going to be involved in the research (observation of the grades (the acquired knowledge) and the results accomplished so far)

Hypothesis: ***The implementation of a computer software in the teaching process improves the students' success in studying and accomplishing the tasks. It improves it much more than the traditional way of teaching.***

b) phase two (February- March, 2013)

- description of the experiment
- tests that evaluate the influence

Selection of the content and the topics that are going to be taught

The following topics were chosen from the content: **Forms of the plane**:

1. Straight line
2. Curve
3. Rectangle
4. Triangle
5. Square

Analysis of the groups that participated in the research

The groups that are examined are grade –III a and grade III-b (students who study at Strasho Pindzur Primary school in Kavadarci)

III-b is chosen as a group where the experiment will be conducted, III-a is chosen as a group to which the result will be compared. An analysis of the knowledge of Mathematics

acquired by the students at the end of the first half of the school year was made. From the descriptive results it was noticed that both classes have accomplished very similar descriptive results. It is our common practice to test the students who are going to be enrolled at our school as first grade students. Students who study in class III-a have different level of background knowledge and this is also the case with the students in III-b. There is no possibility to predict precisely the individual progress of the students in a particular subject. If we take into consideration the grades from the first half of the school year, and to add the appropriate grade for low level - 3, medium level – 4 and high level 5 we will get the following chart with the given values:

	Control group	Experimental group
Number of student	IIIa - 21	IIIb - 18
mean	4,04	3,89
Variance	0,63	0,74

To compare the two classes we use the standard **t – test**[169]

1)Null hypotheses **H0**: **The classes are equal at math**

Alternative hypotheses **H1**: **The classes are not equal at math**

2) Statistical significance

- 0,05

3)Calculate Degrees of Freedom

df=(n1-1)+(n2-1)

4)Calculate Test statistic

t=0,68547

5) **t =0,68547 < 2,021** (http://www.sjsu.edu/faculty/gerstman/StatPrimer/t-table.pdf)

From the chart of values(t), with a certainly of 0,05 (95%), we can make a conclusion that **H0 is correct**, and is not rejected.

Description of the experiment

You can see the work of the third grade students while the teacher uses a traditional way of teaching and implements an educational software. The teacher teaches Mathematics for third grade students. Number of classes (lessons) taught in Mathematics: 5.

[169] "Student" (real name: W. S. Gossett [1876-1937]) developed statistical methods to solve problems stemming from his employment in a brewery. Student's *t*-test deals with the problems associated with inference based on "small" samples: the calculated mean and standard deviation may by chance deviate from the "real" mean and standard deviation (i.e., what you'd measure if you had many more data items: a "large" sample).

The group of the students whose result will be compared to the result of the students who are participating in the experiment



Picture 1. Class III a, traditional way of teaching, teacher: Nikolinka Krsteva



picture 2. Class III b, an educational software was used, teacher: Roza Kujundzieva

Analysis of the results with standard t - test

We want to compare this two classes to see if they performed differently on the test that we gave.

IIIa={50,60,66,70,70,70,70,70,70,75,80,86,90,90,90,95,100,100,100,100} points for 21 students, (test points)

IIIb={50,50, 73,73,79,89,90,90,90,90,98,99,100,100,100,100,100,100} points for 18 students, (test points)

	Control group	Experimental group
Number of student	IIIa - 21	IIIb - 18
mean	67,24	82,94
Variance	3,74	3,91

Null hypotheses H0: class IIIa and classIIIb prformed equal on the test

Ther is no effect

Alternative hypotheses H1: class IIIa and class IIIb prformed differently on the test

Ther is an effect

t =12,80169 > 2,021, conclusion: Null hypotheses H0 is not correct, it is rejected, so we accept the alternative hypotheses H1.

Discussion

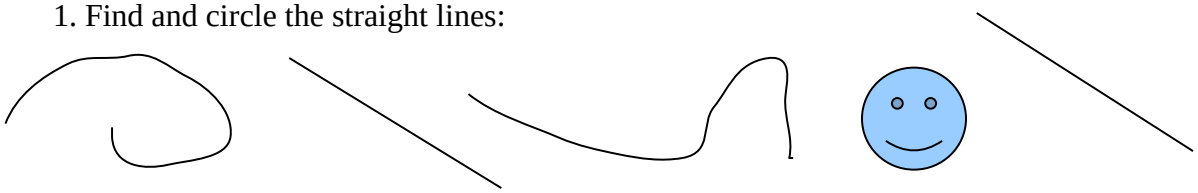
Although these classes/ lessons are only a small part of what can be examined and what can be presented in the case of the lessons in Mathematics, still a small improvement in the achievements of the students can be detected. From the discussion with the teachers it can be concluded that the teachers are pleased with the fact that the students learned the content completely. There are some students from the both classes who achieved advanced level of acquired knowledge. But, it can be seen that the visualization helps students who do not show special skills in Mathematics to learn the forms of plane more successfully.

Conclusion

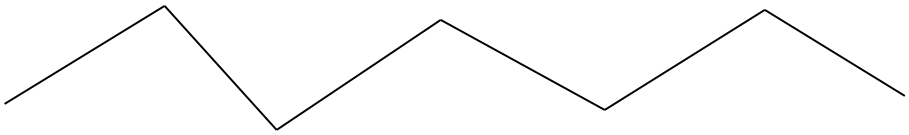
Learning improves through usage of modern methods and techniques of work and that in other words is computer technology and educational software. Following the activities of students and recieving feedback is of the outmost importance to strenghten the gained knowlege and the effect of the education. Especially for mathematics as a science, if in early age the students overcome the problems more efficienty, then they will be more successfull in upper classes. Also by implementing software in mathematics class the students are given bigger motivation and interest. The SMART table and the usage of the SMART Notebook software has attracted the attention of both students and their parents. But the biggest question of the teachers is whether or not this has a real effect in learning the material, other than attracting attention and devotion to mathematics, that is obvious during class. From this research we came to the conclusion that prolonged use of this method and presentation of mathematical problems, in the field of **Forms of a plane,** as well as other fields, there is a great advantage over verbal presentation. But there is an advantage even over classical usage of the blackboard and chalk. No matter how skillfull the teacher may be, he/she can not create the atmosphere of forms and colors, that students need to learn, so that they can have a basic knowlege of mathematics and tackle the problems of upper classes with ease.

TEST FOR THE CONTENT: FORMS OF THE PLANE (this test was made to research the effect of the type of the ways of teaching)

1. Find and circle the straight lines:



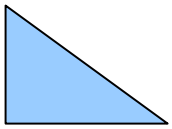
10/___

2. 

There are _____intercepts in the curve 10/___

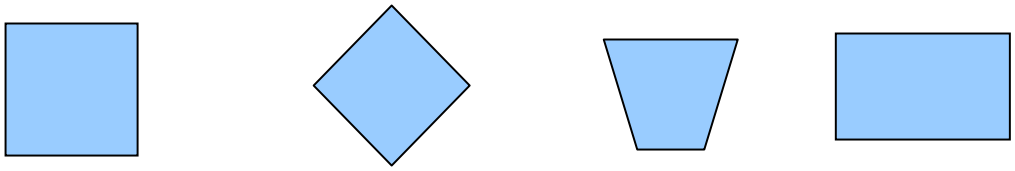
3. Circle the correct word for the following figure:

rectangle triangle square



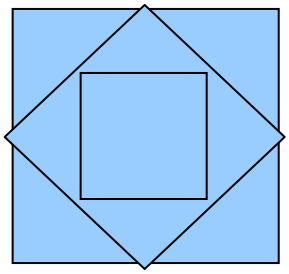
10/___

- Circle the figure that represents the rectangle:



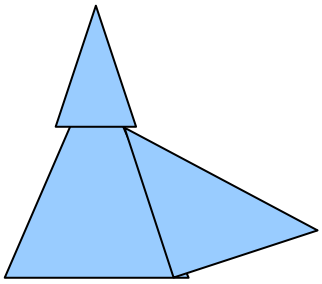
10/___

5. How many squares are there in the drawing:



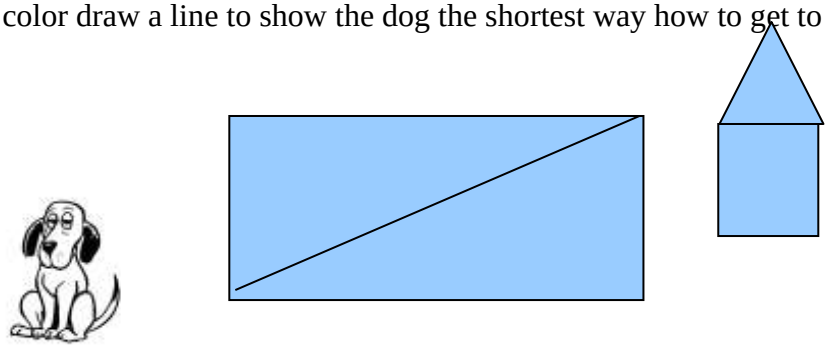
10/___

6. Which forms are used in the figure:



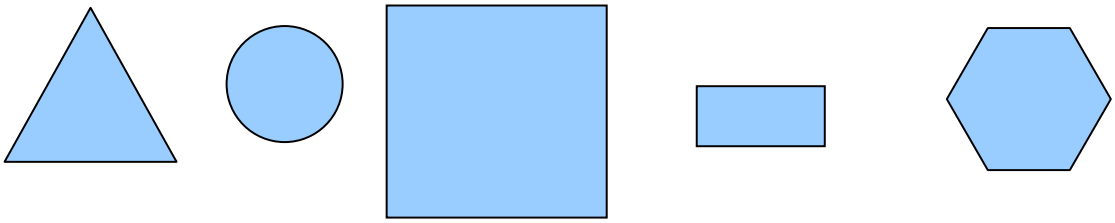
10/___

7. With red color draw a line to show the dog the shortest way how to get to the house:



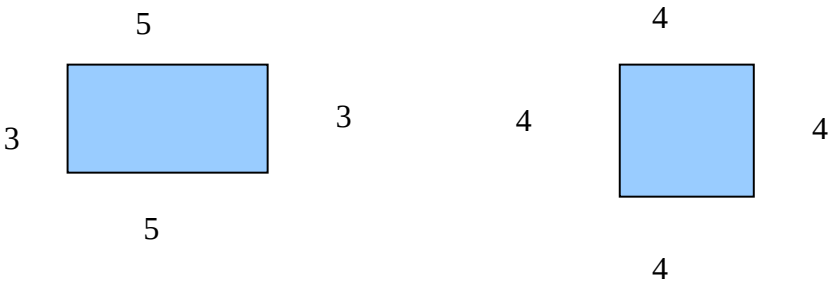
10/___

8. Decide which figure is the biggest and write number 1 on it. Write number 2 on the figure that is smaller than the biggest. Write number 3 on the figure that is smaller than the figure number 2. Write number 4 on the figure that is smaller than the figure number 3. Write number 5 on the figure that is smaller than the figure number 4.



10/___

9. Calculate the length of the sides of both of the figures and write which figure has a larger sum of length:



10/___

10. Draw a triangle, a rectangle and a square:

10/___

REFERENCES

Крстевска, Б., Темелкова, К., Димовски, Д.(2012). *Математика за трето одделение*. Скопје: Просветно дело

Данаиловиќ, М.(1996). *Савремена образовна технологија*, Београд: Институт за педагошка истраживања

Мандиќ, П.(1987). *Иновације у настави*, Сарајево: Наставна катедра

Smart Technologies, http://www.3d-caddit.com, 28.02.2013

http://www.physics.csbsju.edu/stats/t-test.html, 04.04.2013

http://www.sjsu.edu/faculty/gerstman/StatPrimer/t-table.pdf, 16.04.2013

Katarina Stanojevic
Faculty of Education in Jagodina
University of Kragujevac

DEVELOPMENT OF STUDENTS MUSICAL MEMORY IN LOWER GRADES OF PRIMARY SCHOOL[170]

Abstract

As part of aesthetic education, teaching music at primary schools is aimed at encouraging the unique aesthetic and emotional experience of students and in this way to develop their interest in exploring and interpreting works of art. Aesthetic education is an important part of general education, so teaching music is represented in all phases of primary school education.

A very important factor of success in teaching music is the development of musical abilities of students who are very heterogeneous. The theoretical literature often emphasizes the importance of higher developed abilities of discrimination tone pitch (sense of movement tunes) and the tone duration (sense of rhythm). However, given the temporality of music content teaching music requires more attention and developed habit of active music listening. Direct "experience" and "event" of music piece during a class affects the motivation of students for the work (motivation to discover a new one), but also requires a well-developed musical memory. Systematic exposure to the music of contrasting moods involves the accumulation of a significant number of impressions of different musical sound characteristics which certainly cannot be remembered, and later recognized, without a well-developed musical memory.

Teaching music means work on developing different types of memory: auditory (melodic and rhythmic memory stream), visual (memory of music, note text) and motorical (memorising the movement to be performed during the realization of music games). These types of musical memory in music teaching are intensively developed through performing (singing and playing songs, musical performance games) and listening to music.

Since the students' developed ability to remember the musical content is one of the most relevant condition of their (functional) musical activities in music education, this type of expressing the musical abilities deserves more attention in professional, educational and scientific practice. This paper will deal with the importance, but also the examples and opportunity on working on development of students' musical memory through the realization of all fields of work of the subject of Music Education.

Key words: teaching music, musical abilities, musical memory, music education in primary school, musical activities

As part of the aesthetic education, teaching music primary school is aimed that by encouraging unique aesthetic and emotional experience of students, develops their interest in exploring and interpreting the pieces of music. By encouraging the creative engagement in all

[170] Specialized paper

musical activities (performance, listening and making music) and directing students towards acceptance and understanding of the value of the artistic content, it contributes to the formation and nurturing musical tastes of the students, and it, also, contributes to the developing their imagination and analytical, critical and creative thinking. As the aesthetic education is an important area of work in development of pupils' comprehensive personalities, teaching music is present in all stages of the educational process in the primary school.

Achieving these goals and objectives and, in general, the successful implementation of music education is conditioned by the level of perceptual and reproductive capabilities, that is, the level of musical ability of the students. Given that the musical abilities of the students in a class are heterogeneous, learning, monitoring, and working on developing these specific skills is a comprehensive and continuous process. Given the importance, and as well the sensitivity of the task of teaching musical education it should be noted that for its successful realization, it is very important the achieved level of music teacher's professional competences. It refers to the fact that besides the teacher's training to recognize musical abilities; he/she should pay special attention to the choice of content and the area of work, to the combining of the teaching methods and approaches that will achieve the most rational improvement of musical abilities of their students. Therefore, the organization and the realization of the musical education, as well as teaching other school subjects, must be based on respect of the principle of individualization and on the respect of students interests and the principle of appropriateness of the classes to the age and the musical abilities of students.

Beside all that, the complexity of the requests of music education for teachers is also reflected in the fact that in the theoretical literature, there is not a consistent view and a unique approach in defining and diagnosing musical skills, and the key issues knowing the flow and abilities to influence the musical development of students.

Definition of musical abilities

In order to perceive and explain the nature and manifestations of all musical abilities more accurately and as completely as possible, psychologists have developed a system of terms that explain this complex musical and psychological phenomenon. The most common in use of the terms are*: musicality, musical ear, musical talent* and *musical intelligence.* The essence of terminological inconsistencies is reflected in the fact that the musical abilities could be manifested in different domains of musical response, in the field of music perception, musical interpretation and in the field of sensitivity to the aesthetic quality of the music and musical performance. The expression of different quality in the musical skills and different levels of their association with other individual skills (primarily with intelligence) highlights the inconsistency of attitudes on the issues of studying music capabilities by defining the term as "the most controversial of the psychology of music" (Revesz 2001:131).

On the other hand, contemporary music pedagogy, generally, uses equally all of these terms, without particular importance if they involve simpler or more complex manifestations of musical ability. However, the fact is that the pedagogical practice recognizes pupils with specific musical dispositions and more interest in participating in musical activities and such pupils are labelled as musically gifted. Their professional music education is left the teaching a music instrument, solfeggio and music theory in music schools, while the general music education of the entire population of pupils that are attending the primary school, regardless the level of their musical capabilities, is realized in regular musical education.

Diagnosing the musical abilities

Introducing musical skills of students is a continuous process that takes place over a number of lessons, whereupon teacher need to follow sistematicaly a musical behaviour and musical development as well as the musical interests his of students.

In terms of regular classroom teaching as the most basic forms of musical ability testing, the teacher uses encouraging performance of famous songs and observating the reaction of students after listening to a piece of music. This way he gets an idea of musical opportunities for their students.

The most direct approach to introducing students musical abilities is interpretation of songs (singing and playing music instruments). Assigning a simple melodic motifs (with and without text) will enable teacher to check the ***ability*** of students ***to adapt*** and ***to react to the music pitch***, as well as ***abillity to memorize melodic line***.

Singing and playing songs are, also, suitable areas of work to meet students ***sense of rhythm*** and the possibility of holding regular pulsation. Teaching practice shows that the perception and ability of memorization and reproducing the rhythm of songs (and/or rhythmic motifs) are key attributes of succes predicting in musical activities.

By clapping rhythm of the song, students shows the developmental level of movement coordination with their singing. For this type of musical ability testing it is particularly suitable using a musical performance games in the classroom.

More detailed, and often denoted as the secondary in the music ability testing is evaluation of the students ability to give spontaneous musical response if teacher changes the tonality during the song playing. If student responds to the tonal jump that followed in instrumental accompanied by teacher, it shows its ability to orientate in a variety of presented tonalities, that indicates the presence of a well developed sense of harmony.

As the components of musicality are represented in a variety of levels and relationships within the same personality of the student, music teaching involved meeting various types of musical and unmusical students. In addition, it is important to highlight that student assessment is not based on an assessment of musical ability, but only in monitoring students' activities and recording of their development and progress.

Course and development of musical abilities

Monitoring and work on the development of students musical abilities must be continuous and well-organized process. Professional and timely educational intervention may accelerate or slow down the development of musical abilities of students, but can not influence to the order of appearance of qualitatively different developmental stages of this specific type of students development. Knowledge of typical music behavior of students in lower grades, encourages and suggests teachers to make a careful choice of music content and activities that will most effectively achieve the improvement of musical abilities. Qualitative characteristics of typical musical behavior at age of students in lower grades include improvement in precision tune singing and perception of consonance and dissonance, improvement the perception and performance of rhythmic tasks, and by the appearance of two voice tunes, harmonie and musical cadences perception, appears some sensitivity to the finer aspects of music (Mirković-Radoš 1996:178). In addition, each of these musical reaction involves improving memory music students, since reduced reproducibility of the adopted content makes it difficult to participate in class activities of Music Education subject.

The musical memory

In the psychological and music-pedagogical literature the importance of developed abilities of perception and discrimination of tone heights and tone duration is stressed. These skills are indicated as the most important components of musical abilities, though their presence and level of development is not crucial and does not always affect the developed *interest* and *willing participating* of students in musical activities. However, as the music gets temporal character and it is necessary to understand the whole music piece successive perception and comparison of parts of the musical flow, a special significance for the acceptance of musical content and the constant and active participation of students in teaching the music has optimally developed musical memory of the pupils.

The developed musical memory involves the ability to remember the impressions of sound (the auditory memory), memory of the graphical representation of music - the musical text (visual memory) and memory of body movements (motor memory). The specificity of expression of musical memory is seen in conjunction of the types above. Auditory impressions stimulate the imagination of appropriate visual representations (symbols) and vice versa, a visual representation of the musical text should be dubbed by singing.

Identifying and developing all the above types of musical memory is possible to encourage in the regular activities of music teaching and synergetic realization of other goals, objectives and areas of work of teaching. It is known from the teaching practice, as it is confirmed by numerous psychological studies, that in stimulating musical environment there are optimal conditions that as the pupils older also their musical memory is improved. Therefore, the larger the musical experience the richer is fund of musical performances and auditory experience that also involves a more developed musical memory.

The music education programme areas include the basic requirements for introducing students to the art of music and they are defined with respect to the type of students activities. As work on the development of musical memory of pupils is not singled out from the other requirements of the successful organization and implementation of education, this task will be examined from the specific aspects of performance (singing and playing) and listening to the music.

The music playing

The most common students activities and basic content of music teaching is the interpretation of the songs, both artistic and children's, and those folk, traditional.

Playing songs in different areas of work in music teaching (singing and playing) is of multiple importances for the students. This form of active music making encourages spontaneous musical experience of students, affects the enrichment of their emotional life, and it is very important to its cognitive function in the process of the musical literacy of students. Furthermore, the interpretation of songs is a very reliable indicator of musical skills of students and the primary means of their improvement. Adoption of new or already singing lessons songs, in addition to musical abilities related to vocal reproduction implies a developed ability to remember and recognize musical phrases that are melodic-rhythmic different. In addition to compliance with the principles of teaching and teaching method in processing poems of great importance for the efficiency of the development of musical memory in the interpretation of songs is a requirement to respect certain criteria for the selection of songs. This requirement is applied to music education solely on the expertise and work of teachers, because by a suitable choice of songs it stimulates their memorization. When choosing songs for any activity performing music in the classroom, it should be considered that musical phrases have a logical melodic-rhythmic structure, with as many

repeated motifs as possible (sequentially, literally or with repeating with variations), that the melody of songs is of wavy contours (melodic leap is followed by a gradual movement in the opposite direction), but to be catchy and without frequent and larger interval leaps, that the melody has the expected completion through musical cadence and her ambits should correspond to the scope of children's voices. Also, important criteria for musical song selection are those related to the design of rhythmic melodies (relatively simple but not monotonous rhythmic flow without changing the metric accents) and respect for the fundamental principles of expressive interpretation, since the intensification of the aesthetic and emotional experience has positive affects the recognition and lasting remembrance.

Singing by ear

Singing songs by ear has the primary place in the implementation of goals and objectives in music teaching. Children's, folk and artistic songs include a unique correlation between the two components of artistic expressions, music (thematic plan) and text (text plan). Since for the pupils of lower grades of the primary school the presence of the text content is the basis for the interpretation and understanding of the song as a whole, and process of analysis of songs by ear, also, begins with the analysis of the poetic content of the song. The acceptance of melody i.e. singing text of the song is realized according to the defined processing of songs by ear based on the repetition of musical-text phrases successively after the interpretation of the teacher. A sufficient number of repetition of the song (according to the teacher) ensures the safety and accuracy of musical interpretation, and also its permanent residence in memory systems of the pupils. As the students learn a song "by ear", by simply repeating and without the interpreting of the musical text, the application of this method involves the development of audio (music) memory, while visual memory can be related to the possiblly present didactic illustrations and memorising of poetic song lyrics. The acquisition of a larger number of musical experience "learning by ear" is of the crucial importance for the high-quality realization of the students initial musical literacy. The significance and meaning of the integration of text and music components in the work on the development of musical memory are transferred into the domain of singing model songs.

Singing the model songs

In the period of musical literacy of pupils (third and fourth grade) work on the development of auditory memory (perception and fixing sound heights) must run in parallel with the development of visual musical memory (the memory of the musical image) which, among the other things, highlights the complexity of the requirements of music teaching .

Learning dedicated so called model songs represents the beginning of the conscious tone education. The function of singing these songs is taken from medieval music and educational practices, and the use of methods of music teaching literacy is equally represented and in the professional and general education in music teaching. The goal of a series of procedures which by itself implies this method is to fix the height of sound in memory of pupils. Actually, the base of the work on this request is the existence of textual and musical associations that facilitate adoption and systematization of tone height in their absolute tonal (elevation) values. A key feature that defines a song as a suitable choice for the model is its very beginning. Thus, the beginnings of model songs, by their melodies and texts correspond to solmisation of syllables i.e. to the names of sounds of basic musical scale.

The process of learning songs implies the respect of all stages of processing the song by ear. After a well-learned song, reproduction of melody (the first phrase - lines) gradually decreases until it reaches the required reproduction of only initial syllable - the holder of a specified tone.

The application of this method in teaching is essential for work on the development of auditory musical memory as it enables the creating and constantly enrichment of the fund of sound impressions. Except from, auditory experience and the so-called fixing the height of sound tunes, the visual impact is important for music teaching, and the determination of recording of the characters that corresponds to the perceived and memorized sound impression is the beginning of musical literacy in the narrow sense. Thus, sound association causes a visual representation, and visual perception of musical text causes the activation of specific auditory association that is already memorized. This kind of recognition of auditory / visual stimuli in terms of conscious of the already received audio / visual impression previously stored in memory, is one of the known forms of memory, recognition (Beočanin-Mijanović 2008:20).

Creative approach to the organization and realization and consistent application of the combination of perception and intonation of tone heights provide optimal development of inner hearing, resulting in a certainty and speed in identification of the sound heights and easy navigation in the music notes.

Singing songs by musical notes

The application of this method of acceptance of songs by the interpretation of musical notes implies the higher level of musical education. Given the number and the complexity of the requirement placed in front of students, it is important to stress out that the choice of these songs must have a lot simpler musical requests than those songs learnt by ear.

In contrast to learning songs by ear, musical and textual components during the process of songs from the musical text gradually accept. So, the first to be accepted is the rhythm of the song, and then tune in the end, as the final phase of process, follows singing of song lyrics. Each of these stages implies independent work of pupils (teacher only guides the implementation of the process and by her/his singing or playing an instrument provides an intonation support for students). However, by respecting the established order of the stages in processing and with the desire for students to acquire as better as possible the song for the shortest time, teachers often, at first, interpret by themselves parts of notes and then ask the students to do the same. In this way, they encourage and foster the adoption of rhythm and melody of songs by ear, with no regards to the music notes. By erroneous interpretation of methodical procedure, teachers promote the involvement and development of auditory memory, although the main goal of singing songs by the musical notes, is exactly, enabling students for visual perception and self-reproducing vocal and musical components of songs.

Playing of music instruments in musical education

Along with setting the tone heights, learning model songs and songs by the musical notes, work is anticipated and student engagement in a common instruments playing (Orff Instrumentarium). The results of initial engagement of students in this field of work can seem demoralizing. The movements of the students are mostly uneven and musical errors are amplified.

Application of melodic instruments in teaching requires modelling and adaptation of melodic instruments abilities of students. Simplification of instruments with plates refers to the use of instruments with a small number of registers and the use of instruments that are coloured tiles in different colours. Thus, each tone of the scale height of the basic featured a different colour. Based on the perceived character of musical students imagine a sound level that you need to sing and is associated with the colour tile you should take. However, it is

important to note that if the process of creating visual association with a particular sound level is used, it must be enforced consistently.

In addition, while adopting melody of song during its instrumental reproduction, pupils engage another type of memory, motor memory. This form of musical memory can be developed in the music teaching by encouraging harmonization of a particular type of movement with vocal reproduction. Following the direction of tone when singing and interpreting musical text, up - down to a gradual melodic flow, pupils memorize hand movement realized during the interpretation of the song. In addition, rhythmic and balanced movements while playing the instrument can often interfere with accurate vocal rendition, and a lack of coordination of movement skills and singing, in practice, is identified as reduced musical ability.

Listening to the music

Given that the music contents are characterized by temporality, introducing a new piece of music requires an active and developed habit of careful listening. The primary means of students' motivation to participate in teaching is the work of art itself. Systemic exposure to the music of contrasting moods and contents, and immediate experience of music event in the class involves the accumulation and mentally connection of a number of different musical information that can not be gained and retained without a developed musical memory of students (Peričić, Skovran 1991:7). Encouraging the memorization of music content during the music lessons the auditory music memory of pupils is primarily developed.

On the recognition of musical flow, as a prior auditory experience, affects the awareness of thematic familiarity of the musical material. As in the lower grades of the primary school listening to short compositions as a whole or at least in paragraphs (smaller, but formally and thematically rounded parts) is intended, it is necessary according to the number of sound impressions to find an appropriate way of grouping and connecting the music flow into smaller units with possible musical meaning of its individual components of musical expression (characteristic of the programmed music). In addition, it is important to note repetitions, to find the differences between the presented parts or to recognize variations to the themes.

And although the age of the third and fourth grade pupils, it is rarely to get to know the absolute musical works, work on developing the skills of their memory involves finding appropriate mechanisms for grouping smaller units that they are made up of. Since the apperception of absolute musical works is a complex request which shouldn’t be implemented and applied in the classroom by the imposing the subjective experience of music teachers, it is necessary to allow the students his/her individual representation of piece of music. It depends on the age and musical experience, pupils will spontaneously perceive those aspects of the music composition which has established associations. These are the musical information of the most important components of a music piece, like the melody line, rhythmical complex, formal or harmonic structure, characteristic tone colour of the instrument (or performing group), or a combination of the above mentioned.

Instead of a conclusion

Introducing and work on developing the musical abilities of the students are the main conditions of successful music teaching in the lower grades of the primary schools. In accomplishing this task, the most important are developed sense of rhythm and a sense of melodic movement. Given the temporal nature of music and all the specifics of the musical content, it is clear that teachers in the realization of teaching must pay full attention to the

development of musical memory of students. Despite the prominent character, this area of educational practice is not sufficiently explored. Conducting research of an experimental character would certainly provide complete and accurate information about the impact of the implementation of certain programme content to the development and improvement of music memory of students.

REFERENCES:

Beočanin-Mijanović, J. (2008): *Između greške i inercije sluha u solfeđu*, Filološko-umetnički fakultet, Kragujevac.

Ivanović, N. (2007): *Metodika opšteg muzičkog obrazovanja za osnovnu školu*, Zavod za udžbenike, Beograd.

Mirković-Radoš, K. (1983): *Psihologija muzičkih sposobnosti*, Zavod za udžbenike i nastavna sredstva, Beograd.

Mirković-Radoš, K. (1996): *Psihologija muzike*, Zavod za udžbenike i nastavna sredstva, Beograd.

Revesz, G. (2001): *Introduction to the Pscychology of Music*, Dover Publications, INC., New York.

Skovran, D. i Vlastimir Peričić (1991): *Nauka o muzičkim oblicima*, Komisija za izdavačku delatnost Univerziteta umetnosti u Beogradu, Beograd.

Aleksandar N. Todorovski
University "St. Kliment Ohridski" - Bitola, Rectorate
aleksandar.todorovski@uklo.edu.mk

Marina Todorovska
marina.todorovska@outlook.com

SUGGESTIONS FOR IMPROVEMENT OF ACTIVITY AMONG STUDENTS IN ELEMENTARY SCHOOL THROUGH EDUCATIONAL INTERVENTION[171]

Abstract

Today's society is subject to constant changes taking place in all spheres of human life and a very fast pace. Placed in the role of creator and realizes he is trying to improve his life. As a result, new demands are placed in front of the school which is raised - an educational institution which exercised full development of the individual student. Special place for the issue of an active position and role of the student for his role of the subject in the classroom. This paper aims to answer some questions related to improvement educational intervention and improvement of reduced activity (poor performance) of students in elementary school. These issues are: How many students by grouping we can improve the poor performance of students in the class? How to improve communication between teacher and students and among students themselves? As well as how students will acquire work habits? Why strive to improve the activity? How to motivate and encourage individual learning? How to organize familiarization with new material?...

The paper will be presented a little research on experimental design was applied through a transverse sectional reach concrete proposals for improving the activity and communication between students themselves and between students and teacher.

Keywords: improving activity, student, students-teacher, suggestions for educational intervention

INTRODUCTION

Learning is an activity through which we discover and understand the world around us. Learning began with a previous knowledge of the world coupled with a curiosity about it. When I stand curiosity in learning, and it gets its expression through our ability to ask the questions we actually reveal the thinking process. Without curiosity there is no need for motivation to take the next step. The next step is asking questions, even if it is only one important unanswered question. At the core of our research do not necessarily need to have a fact whether or not teachers teach children. It made spontaneously and naturally from the first moment of birth (before you). Explore, try, discover, experiment, predict, make hypotheses and draw conclusions. How can we improve better, simple learning process where already

[171] Specialized paper

done so perfectly and when you first come into this world? Our task may be to study the process and best to encourage, rather than trying to change, improve or systematic. Learning activity can be limited to one or two items or some precise definitions because it involves and requires many strategies. To be active in learning to use multiple strategies such as repetition, asking questions, with operations, follow directions, and trying sinning, testing, participation...

1.1 Problem and object of study

Based on our findings from the survey in elementary school St. Kliment Ohridski – Bitola,s to II-5th grade as a problem arises reduced activity (poor performance) of students who come from the following features: shyness, indifference, uncertainty in the student himself; misunderstanding (unclear and quietly express teacher) insufficient technical resources; monotony, poor motivation by the teacher; irresponsibility and unwillingness of teacher and student, family problems. As objects of our research appear the students.

1.2 Motivation for the study

Motives stem from a need and necessity comes from a lack, of something that no man, and wants to have. Studies show that expectation of success significantly affect to take their own abilities. It appears that students who have higher skills, but fewer believe they will achieve success, are less successful than those students who have lower intellectual abilities, but more believe in achieving success. Those students who are not sufficiently engaged in the execution of their activities are not themselves aware of the consequences they cause. Because the teacher is trying in various ways to stimulate curiosity and interest of students, encourage and empower students to explore, research and reflecting on learning, to causes and encourages students to progress to higher levels of achievement and together share value and joy of their accomplishments. This teacher should try to convey to their students in a way that will be easy, simple, understandable and accessible to them, which will challenge him students to work individually or in organized groups to improve communication between him and the students among the students, and it is possible to improve the poor performance in class.

1.3 Research Question

After highlighting the already mentioned problem that exists in the Department set the following hypotheses:

- The by grouping the students can improve poor performance of students in the class?
- How to improve communication between teacher and students and among students themselves?
- As many students will gain work habits?
- Why strive to improve the activity?
- How to motivate and encourage individual learning?
- How to organize familiarization with new material?

1.4 In principle the formulation of the research subject

To overcome the weaknesses and improve communication between students and teachers in our department it is taking appropriate measures to contribute to our arrival in principle formulation of the research subject, ie improvement activity.

THEORETICAL BASIS

2.1 Occurrence of which belongs to the problem

Lack of the working habits timely execution of assignments by the teacher, learning delays, leading to reluctance of students to the school and timidity because acquiring mockery of their classmates and negative criticism by the teacher.

2.2 Aspects of the subject of research (Results of the literature review)

XXI century is the century of constant changes taking place in all spheres of human life at a fast pace. Placed in the role of designer and implementer he tries to improve his life. As a result, new demands are placed before the school which is educational institution that realizes the full development of the individual student. Special place for the issue of active position and role of the student for his role in teaching the subject. Written myriad papers conducted numerous scientific debates are conducted with a number of empirical studies on the active position of student teaching, which means that the student be in subject teaching how to achieve it and realize, what is the role of the teacher and so on since ancient times. It can be seen in the views of Socrates, Plato and Aristotle. Of particular importance for the development of these ideas is the pedagogical beliefs:

✓ J. A. Comenius - who pointed out the need for an individual approach to students and the need for this knowledge in teaching to gain by understanding the meaning and understanding of the development of the activity of the student. Comenius was an opponent of the mechanical conception of the child as a passive object and against teaching authority.

✓ John Locke - stressed the need for encouraging curiosity and respect for children, motivate learning and encourage cognitive interests and preparing students for personal contact with what is being taught.

✓ Jean-Jacques Rousseau - the book "Emile or upbringing" would note "ask him question the child fits the power of his understanding, so let alone answer." To my knowledge he can not thank this instruction but it must be due to their own perception and thinking, he can not teach but must find.

✓ J.H.Pestaloci - the role of the teacher in the classroom is that to foster student independence as a condition for gaining self-knowledge. The teacher should help the student so that the student himself help.

✓ A. Diesterweg - in his main goal to be realized in the process of teaching is to develop the student's ability for independence actually means active position of the student.

Modern Teaching the question: What is the essence of the active position of the student? The student is a person who has their own abilities, interests, desires, feelings, and the goal of teaching must be the full development of such a person. The teacher must not forcing the student to listen, to observe, to memorize and reproduce what he was told and showed it to create a working atmosphere, to the organism learning process and provide feedback. When taught in this way work in school is not enforced, but a process in which the student is included because of its own interest and pleasure.

2.3 Operational definition of the object of study

Using the research process monitoring reveal the above reasons that characterize our problem and he is reduced activity (poor performance) of students in the class. To address this problem taken certain measures that he proposed to the teacher in order to apply it to improve the activity of students and to remove causes occurred. Measures to remedy the problem: to group students with active and inactive reverse, trying to improve communication between teacher and students and among students themselves, to create in them the habit of work, motivation for learning. To achieve all that is necessary to make a great effort not only by teachers but also by students. That way not only will avoid uncertainty, indifference, negligence but will enable and encourage students to think

properly, to create ideas that you can apply in their future life. It is also proposed to the teacher to change his game activities that may cause children monotony, boredom, and to introduce new games. We propose to improve the overall activity of the students in the class.

METHODOLOGICAL APPROACH

3.1 Design of the study

❖ Type of design:

Experimental design because in our research Bring deliberate intervention to improve activity.

❖ Type of project

1. According to the scope and generality of research belongs in applied research and development.

- The applied research because it belongs to enhance the activity students acquire habits timely performance of their obligations not only in the field of educational - literacy but also in all other areas of everyday life.

- The development research belongs because there are solutions to improve inconvenient the situation in the classroom and beyond.

2. According content or point of view of the subject belongs in social research because it improves communication between the students and between students and teacher.

3. According to the time criterion belongs to the so-called transversal or intersecting research because research is realized in a short period of time.

❖ Research Paradigm:

Our research belongs to qualitative research paradigm because the findings can be used in other similar situations.

❖ Variables:

1. As an independent variable in our research we have undertaken actions
2. As dependent variable we actually improved activity.

3.2 Research instruments and procedures

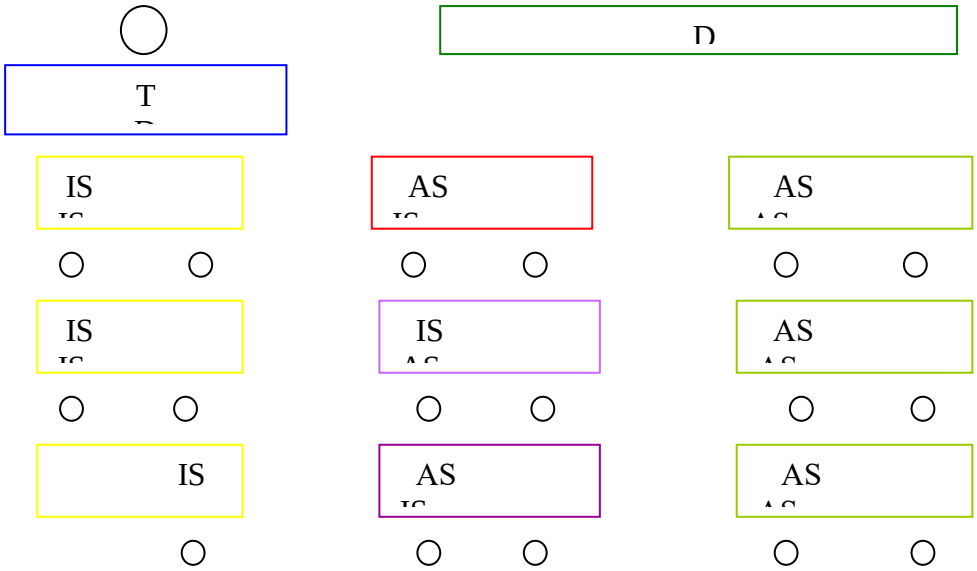
We as researchers used the research process monitoring. Through observation we can see that the children do their duty or not, and that the children given problems can be solved. Our observation is periodic. The observations have educator who is a researcher - observer because it takes some activities as student and observer. We (experimenter) are complete because observers are physically present only in appearance and take relationship. The instruments that we use in the research journal of observation.

3.3 The research process

Our initial impression we gained was relatively good. I found the classroom with a number of teaching aids, hygienic conditions for the high level, the classic layout of benches, mood and Teacher shy students. Arrange the desks in the classroom and students have all found as follows: benches were placed in three columns of which:

- The first column was composed of students who did not activate the class;
- The second column was composed of students who participate and students who do not participate in class;
- And the third column were the students who were most active during the lesson.

While the layout of the two students was a bench of which one was female and the other was male. This schematic shows would look like this:



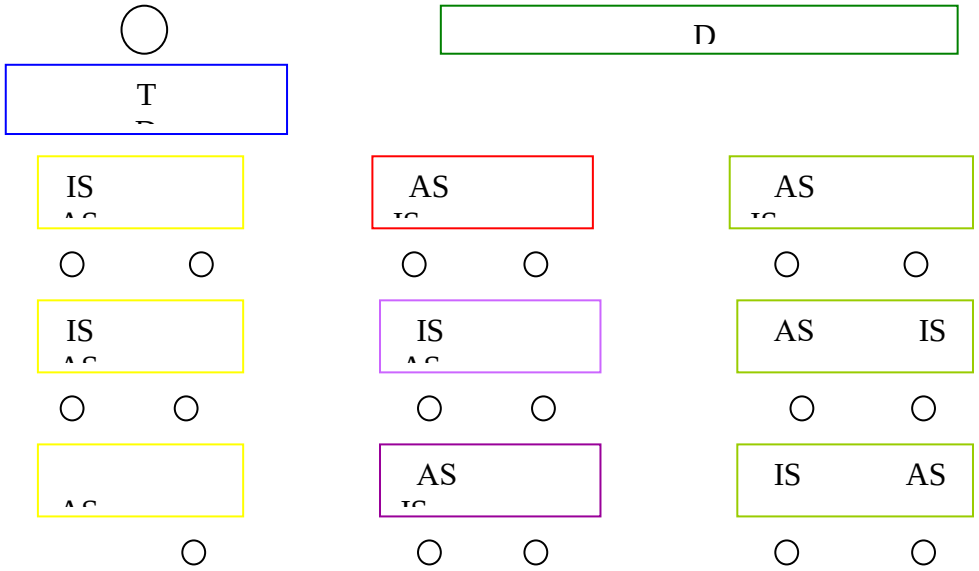
*Legend: T - Teacher; IS - Inactive students, AS - Active students, D - Dashboard

Scheme 1: The original condition of the schedule of the students in the classroom

The teacher even though he had enough knowledge and pedagogical - didactic methodical approach, however, fail new methods and techniques to work to enforce the implementation of teaching hours. The climate that has been created in the students was not very high level and it is evident from previously presented results.

Due to inadequate scheduling of students we ourselves have created appropriate amendment he proposed to the teacher and when it was accepted by him and duly realized. Our amendment consisted in it:

- Column made up of inactive students have mixed with the column made up of active students and the column already had this schedule we left in the schedule to the new situation looked like this:



* Legend: T - Teacher; IS - Inactive students, AS - Active students, D - Dashboard

Chart 2: Changing state of the schedule of the students in the classroom

With the help of our proper amendment of the students in the classroom have noticed that there is better communication between the students, as active students helped all manner

of inactive students. Helping was writing homework, explaining what good can be overcome, or understand new suggestions for the teacher and sharing notebooks from active to inactive students. Also it is better communication with the teacher and the students interest in learning, and it recognized the many questions asked by the students to the teacher.

EMPIRICAL RESULTS

4.1 Starting position

The situation that we encountered in the classroom during our research was caused by both the teacher and students and where we met:

- indifference;
- reluctance and irresponsibility of teacher and student;
- negligence;
- shyness;
- insufficient technical resources.

4.2 Findings of the educational intervention especially if corrective measures were taken

Stakeholders to solve our problem:

- teacher;
- students;
- parents;
- we as observers.

Available in conditions outside the educational - educational institution:

- Technical assets that have a small number (sound system, overhead);
- Harmonious family environment;
- Textbooks, manuals, posters, pictures (drawings), children's magazines;
- Hygienic conditions.

At the start of our educational intervention we decided to cut down the technical means for lack of funds. A cooperation if parents show good will endeavor to further improve it. Through research we observe proceedings as observers to discover the causes of our problem and since it conducted our educational intervention whereby students are grouped in groups (active - active and inactive - active).

4.3 Symmetry and synthetic final results

The instrument that we applied in our research - observation I noticed all the changes that happen in the classroom with what we got and synthetic partial results.

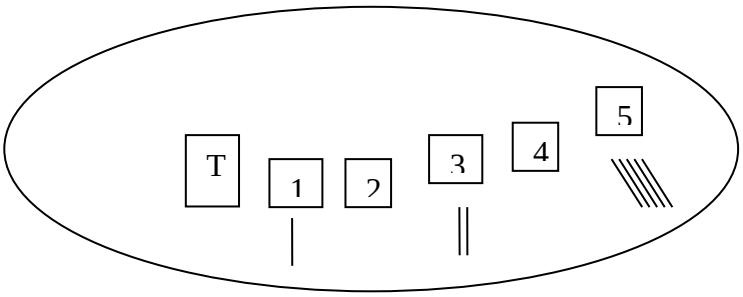
- Partial results we overcome shyness which has appeared in some of the students, because they grouped by their grouping expect to keep the attention of all students during a lesson, we expect to break and monotony (each student ask questions designed to their classmates and also questions for the teacher) and we expect to develop a working atmosphere.
- Synthetic results are actually improving the overall activity.

*4.4 Suggestions for improvement of educational intervention (*Techniques and games)

In order to better discover which children are active not active. We proposed the following technique teacher.

4.4.1 "Technique teacher"

The children sit round together. It is given a topic (exampe: Winter) you need to say a few words, or as brainstorming (snow, snowman, Santa Claus, hat, scarf, tree ...). The teacher has a special list, the order of the students marked with numbers and each notes with sketches of the children on how words have said or how many times raised his hand and spoke and therefore knows the activity of each child. Since it recognizes that much has been activated, which did not said anything and so on and take appropriate steps for future inclusion of all students.



* Legend: T-teacher, 1 - first student, 2 - second student, etc..

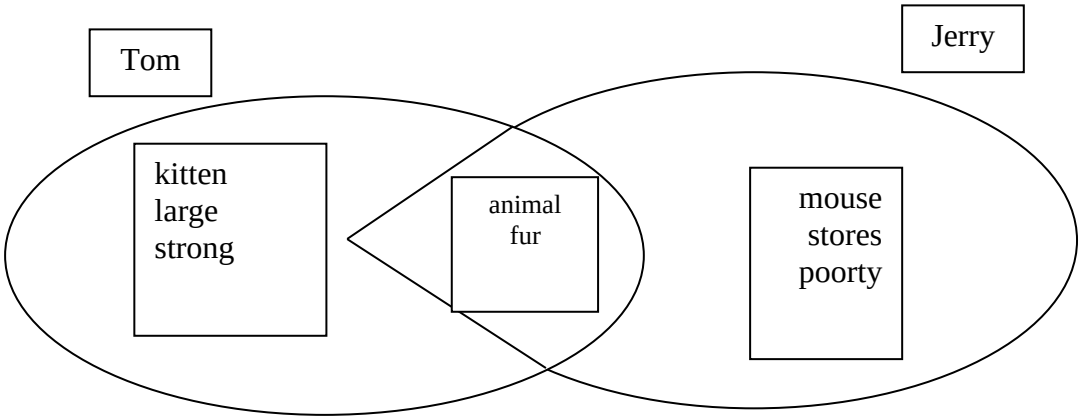
Chart 3: The teacher has seen students' activity on a given activity

Within the teaching material to the proposed game activities:

4.4.2 "Venn diagram"

The teacher causes students to two terms of which one term is one Venn diagram and the other clue is in the other Venn diagram. The intersection of two Venn diagrams are common features of both concepts.

Example:



4.4.3 "European hedgehog"

Activity class: The students is given subject, eg. animal - Hedgehog and initially each student individually in his notebook a description and features Hedgehog, then work in pairs, meaning two students I compare the description and features that have made the Hedgehog and common allocate, and then assembles group of several students and work as before-consider their descriptions and features and write a list of common. Then they shared the text of each of the students who talk about Hedgehog, describes what is, where encountered, his physical description, his breeding, nutrition and its importance eg. in medicine. At the end of the class, making a table with 4 columns. In the first column stands “+” sign if some information is new to them, in the second column standing sign “-“ if the information read to contradict or differ from what previously knew or thought they knew it in the third

column states the sign “?” if you encounter information that confuse or want to know more, and in the fourth column standing sign- “accurately checked” if the reading confirms what previously knew or thought they know.

Students fill in the table…

Example:

+	-	?	√
- Pointed snout; - Two outputs of residence; - Fertilization 3-6 cubs.		- In Year II. mate	- Nest of leaves; - Length of pit 30 cm.; - Developed senses of smell and sound; - Hibernation.

4.4.4 "Impulse" Game-concentration (5 minute)

This game used concentration. Students stand in a circle, eyes closed, hands caught. The teacher begins first pressed his right hand and pressed it and left hand of a student to him, the student pressed him to his right hand and it feels classmate of his left hand, and so on. continues to walk in “*Impulse”* while not feel the teacher who let his left hand. “*Impulse”* can afford to lock in some of the students, some to confuse and instead right to squeeze left-hand from where it got the “*Impulse”* and the game will stuck here, or a student deliberately stuck the game. The same is repeated several times, with each time another student plays the “*Impulse”*.

4.4.5 "Pizza" - Play for relaxing (7 minutes)

This game is relaxing and can afford to apply early am or between a lecture or at the end of the lesson. All participants stand in a circle, then everyone turns to the right and stand behind one another with their backs turned. The moderator starts the game and explains both hands take dough in large quantity which has been removed from the machine for the making of the dough, put it on the desk (on the back of the participant in front of it) and starting to work, Messina even think it enough, then draw away, continue with other preparations. Takes cheese pie and start-grated to the Unite hands to each other and move up and down the back of the participant before us and around his back. Then take salami-making left hand as a fist, it's salami and right is outstretched, like a knife, so we unite and cuttings of salami pieces as much as we think we will have enough and all the desk (is the participant back to us). Swing from one large dough ball-less as we want our great pizza, the work the table shape, put ketchup on it-cast with your fingertips, the varnished with the hand, then put it over it with cheese-fingertips touch the back, then two fingers-the index finger and middle finger you hold our salami batter and eventually thumb we put olive tree in the middle of the pizza. So I prepared a pizza with olive Kapricioza. The health!

CONCLUSION

5.1 Detection and reformulate the problem

The perception of the initial state into the classroom schedule and that the teacher had made inactive, inactive to active and active students and the teacher's approach to students was not significant level. After our little exploration merge actual situation with our ideas, thoughts and suggestions, professional theoretical and caught the problems we tried to change the fact that we have improved: monotony, carelessness, indifference, shyness various forms and methods of work; break insecurity the student himself, have increased motivation by the teacher to student and vice versa, along with parents correct irresponsibility before the

students and then the teacher, and parents tend less to impose domestic problems.

5.2 Participation of stakeholders in the research

We as experimenters - researchers have proposed our ideas for improving the general climate in which student educator - teacher is the one who needs to analyzed and realized further his upbringing and educational work with students.

5.3 Opinion of stakeholders on the final results

- Given the situation that i found in the classroom and appropriate measures that attach to enhance shyness, neglect, indifference, and improving communication between students and their teacher we hope at least partially achieved expected results is improved activity in the classroom .
- The opinion of our teacher-supervisor was satisfied that the appropriate measures proposed by us but because it is unable them to fully apply will seek at least some of the measures that we applied to keep together and try to perfect .
- Students were pleased with the new layout seating benches, because you can no longer help one another and to have more communication with each other.

5.4 Significance of results

By enhancing the activity not only improves communication within the school but also outside of it. The knowledge used in exceedances of weaknesses and turning them into strengths lead to the formation of a full person more and more will be upgraded by the end of his life.

REFERENCES

Boksan, Z. (2001) *Od igre do pozornice*, Београд: Kreativni centar

European commission, *Practical classroom training within Initial Teachers education*, 2009

European Training Foundation, *Teachers for the Future: Teacher Development for Inclusive Education the Western Balkans*, 2011

Lindlof, R .T., Taylor, C.B. (2002) *Qualitative Communication Research Methods, (Second edition)*, London-New Delhi: Thousand Oaks, SAGE Publications

Rakic, B. (1997) *Motivacija i skolsko ucenje*, Sarajevo: Svjetlost

Trnavac, N., Mozetic, O., Jukic, R., Kragujevic, G., (1991) *Didakticke igre*, Beograd: Zavod za udzbenike i nastavna sredstva

Белокозовска, В. (2003) *Современото предучилишно воспитание и основното образование - состојби и перспективи*, Скопје

Георгиевски, Т. П. (1994) *Социологија на образованието*, Скопје: Филозофски факултет

Гогоска, Л. (1993) *Фактори за успех во учењето: книга за наставници, ученици и родители*, Скопје: 2 Август

Жоглев, З. (2002) *Социологија на образованието*, Битола: Педагошки факултет

Илиев, Д. (2006) *Акциони истражувања во образованието*, Битола: Педагошки факултет

Јанков, Б. (2003) *Современа психологија на личноста*, Скопје: ЦРСП

Кеверески, Љ.(2006) *Педагошка психологија*, Битола: Педагошки факултет

Пау, Џ (2004) *Низ детските очи: прирачник за активна настава*, Скопје: Канцеларија на УНИЦЕФ

Смилевски, Ц. (2006) *Методологија на истражување*, Битола: Педагошки факултет

Mime Taseska – Kitanovska
Primary school teacher
mtaseskakitanovska@hotmail.com

SPELLING MISTAKES IN THE WRITTEN EXPRESSION BY STUDENTS FROM THE FIRST AND THE SECOND PERIOD FROM PRIMARY EDUCATION[172]

Abstract

Culture of the written expression is based on seria exercises, skills and habits that exist in the whole process of education. It is a long, permanent process that starts from the begining of the education of the man and continues too long, during the whole his education, and longer, during whole life. We can't speak for right written expression and good written assignment (esey, composition, letter, report, ...), without good knowledge of the grammar and the spelling. System of knowledge from the grammar and the spelling is important condition for the language culture of every person.

There are many researches realized for knowledge of macedonian standard language and for providing of the level of language literacy of students from the primary and the secondary schools. The results from those researches show insufficient level of language literacy by younger and older students.

This labor provides spelling mistakes in the written expression by students from the first and the second period from the primary education. The accent in the research is given to the type of the spelling mistakes and their frequency in the written expression by students from the second to the fifth grade from Bitola and the region. The spelling mistakes are showing from the aspect of the age of students and average success of students.

Key words: written expression, language literacy, grammar, spelling, spelling mistakes.

Importance of written expression and spelling

The development of good written culture is long, colmplex process followed with many written exercises and tasks. In the macedonian language classes are used three forms of written expression: dependent (rewriting, dictation), semi-independent (retelling, telling, description, reporting) and independent (written and working compositions). Each of them is followed with different variants and contributes student be trained for independently written expression. At that way the level of his language culture can increase.

The central place in the macedonian language classes is the program area **language (grammar).** The role of the grammar is in cultivating on oral and written expression on students and also in practical values in everyday voice and written communication. Contents from tha area language (grammar) are difficult for understanding for students from the first and the second period from the primary education. We know the importance of the spelling, of the basic spelling norms and rules. Also, we know that with learning of it, students start from the first years from education. Because of this, it is necessary to emphasize of this

[172] Revisional scientific paper

subject area in the macedonian language classes. Forming the habit for correct use of spelling rules has a major impact on the further education of students, their literacy and the general culture. Spelling is one of important conditions for good written expression. Without spelling rules, in no case, we can't speak for good written work.

Written and oral expression, is important characteristic of comprehensively developed person. That is a need of modern person and we can freely say, it's a mirror of his literacy. Mastery of the literacy is ana aim of educational work in the schools, and a literacy, primarly, is a tool for practical communication in the life. System of knowledge from grammar and spelling is important condition for language culture of every individual. Language is a tool for understanding between people and the words are an integral part of language. Language culture is a part from general culture of everyone. It implies not only properly speaking and properly writing. It is also closely related with wealth of words and with accuracy in the use of spelling rules. Without basic knowledge on which is built macedonian standard language, we can't speak for literacy in the wider sense of the word.

Introduction in the research

Until today there were many researches realized for knowledge of macedonian standard language and for providing of the level of language literacy of students from the primary and the secondary schools (Tihomir Prodanović, Katarina Aladrović, Milan Bakovljev, Jelena Stevanovic, Slavica Maksic, Lazar Tenjovic, D. Vrećić, Milka Prodanova, Mirko Pavlovski, Nada Nikolovska, Zdravka Andonovska, Petar Bacanov, Vaska Melovska, Rasko Lozanoski, Violeta Mihajlovska, Marjan Kostovski). The results from those researches show insufficient level of language literacy by younger and older students.

This labor provides spelling mistakes in the written expression by students from the first and the second period from the primary education. The accent in the research is given to the type of the spelling mistakes and their frequency in the written expression by students from the second to the fifth grade from Bitola and the region. The spelling mistakes are showing from the aspect of the age of students and average success of students.

This research is realized at the end of school 2009/2010 year and at the end of first half from school 2010/2011 year. In that period was collected research material (1000 school and home notebooks in macedonian language). Spelling mistakes from notebooks were analyzed and described, so design (draft) of research was descriptive.

For testing the hypothesis were used many methods and procedures, such as: method of normative description, analytic-synthetic method, test of subjects (survey) and content analysis (protocol for content analysis), comparative method etc, statistic tests etc.

Teachers and students from the first and the second period from the primary school (II-V grade) were population. It was divided on three groups: students from urban environment (1/3), students from rural area and students from suburbs (2/3). The sample is stratified. It includes students from II-V grade from many primary schools from Bitola and the region (COU „Elpida Karamandi", COU „Dame Gruev", PU s.Dolno Orizari (COU „Dame Gruev"), COU „Todor Angelevski", PU Streliste, PU G. Orizari (COU „Todor Angelevski"), COU „Krste Petkov Misirkov" - Bistrica, PU s. Kravari (COU „Krste Petkov Misirkov").

Showing and interpretation of results from the research

Results from the type of spelling mistakes to students from II grade are given only on descriptive way, because in II grade the most used form of written expression is dependent form of written expression (especially rewriting as a dependent form of written exercise),

while semi-independent and independent form of writing expression rearly appear or generally don't exist.

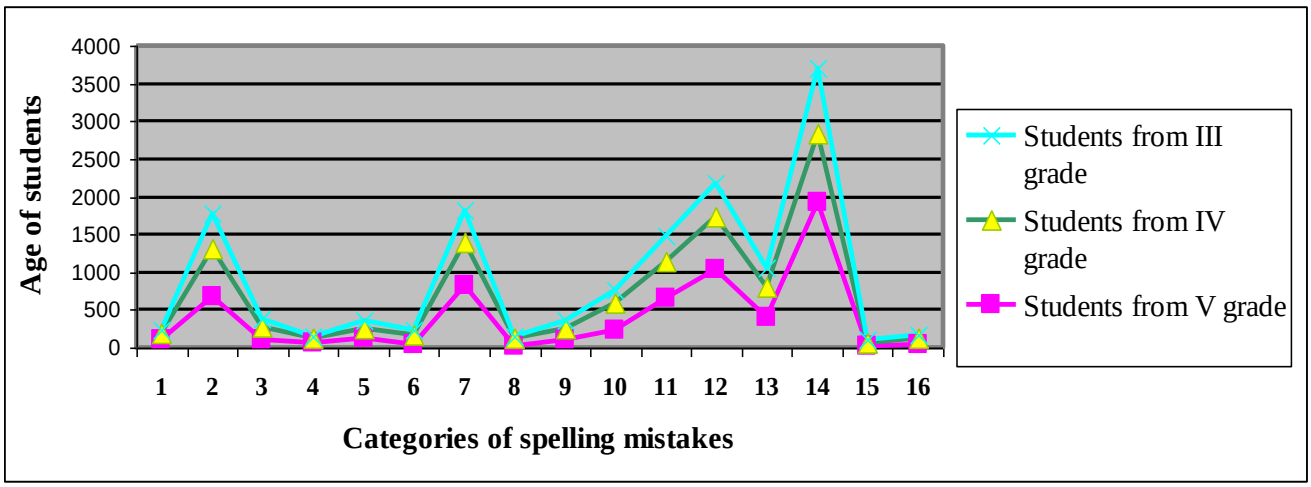
Categories of spelling mistakes, according to the number of spelling mistakes, can rank on this way:

1) **casual mistakes** - 633 (*тевата-тревата, истрчв-истрчав, пеперитките-пеперутките*);
2) **mistakes in the bringing a part from the word in other row** – 378 (*цвеќ-иња/цве-ќиња, лет-аат/лета-ат, сонч-оглед/сон-чоглед, пр-ст/прст*);
3) **mistakes in the usage of spelling mistakes** – 284 (*ча-нте/чан-те, фи-ок-а/фи-о-ка, бл-ок-че/блок-че; И не има и не нема. - И нѐ има и нѐ нема.; Така гугаа и колваа се додека не се најадоа. - Така гугаа и колваа сѐ додека не се најадоа*.);
4) **mistakes in the usage of big letter** – 277 (*тони-Тони, божик-Божик, „сказни" -„Сказни"*);
5) **mistakes in the usage of punctiuaton signs** – 251 (*Одат на прошетка низ падините на планината Баба со автобус го посетија и градот Битола; Била млада но многу добра.; Каде се наоѓа девојчето во првата илустрација*);
6) **mistakes in the writing of consonants** – 218 (*приател-ство-пријателство, заједно-заедно, који-кои, маката-мајката, мојите-моите, пеќи-пеејќи, таја-таа, секоји-секои, смееа-смееја, којн-коњ, лубов-љу-бов, Лиљана-Лилјана, криља-крилја, мечина-мечиња, излегуване-излегување, кивла-кифла, чуствува-чувству-ва, цвонче-ѕвонче, цвеке-цвеќе, нок-ноќ, ке-ќе, Пиноќио-Пинокио, буќети-букети, ќи виде-ги виде*);
7) **mistakes in the separate writing of words** – 138 (*мајками-мајка ми, неможе-не може, земија-земи ја, миизлета-ми излета, занив-за нив, врака-в рака, зада-за да, доброутро-добро утро*);
8) **mistakes in the united writing of words** – 113 (*кој што-којшто, пол ноќ-полноќ, меѓу време-меѓувреме, на секаде-насекаде, по висок-повисок, на правила-направила, пот скокнува-потскокнува, добро вечер-добровечер*);
9) **mistakes in the writing of vowels** – 84 (*иг-рат-играат, живе-живее, зми-змии, зрењето-зрее-њето, та-таа, собраќај-сообраќај*);
10) **mistakes in consonants at the end of the word** – 82 (*нис-низ, сладолет-сладолед, леп-леб / двород-дворот, деветна-есед-деветнаесет, внуг-внук, жнееж-жнееш*);
11) **mistakes in the equalizing of consonants by sonority** – 53 (*рибче-рипче, одсечки-отсечки, разказ-расказ, гратска-градска, Охритско Езеро-Охридско* Езеро, *богаџтво-богатство, свецки-светски, мрафка-мравка, лифче-ливче, јагодтки-јаготки, сфојата-сво-јата, исненадам-изненадам, потготви-подготви*);
12) **mistakes at dialect base** – 19 (*зборва-зборува, про-давачо-продавачот, гордос-гордост, откри-открић*);
13) **mistakes in double consonants** – 17 (*пролета-пролетта, бесилен-бессилен, разелени-раззелени, оделение-одделение*);
14) **mistakes in dropping of the consonants** – 12 (*страм-срам, здрее-зрее, зравје-здравје, сесрички-сестрич-ки*);
15) **mistakes in the usage of small letter** – 2 (*Македон-ски-македонски*);
16) **mistakes in complex words with many syllables** – 1 (*литерна – литературна*).

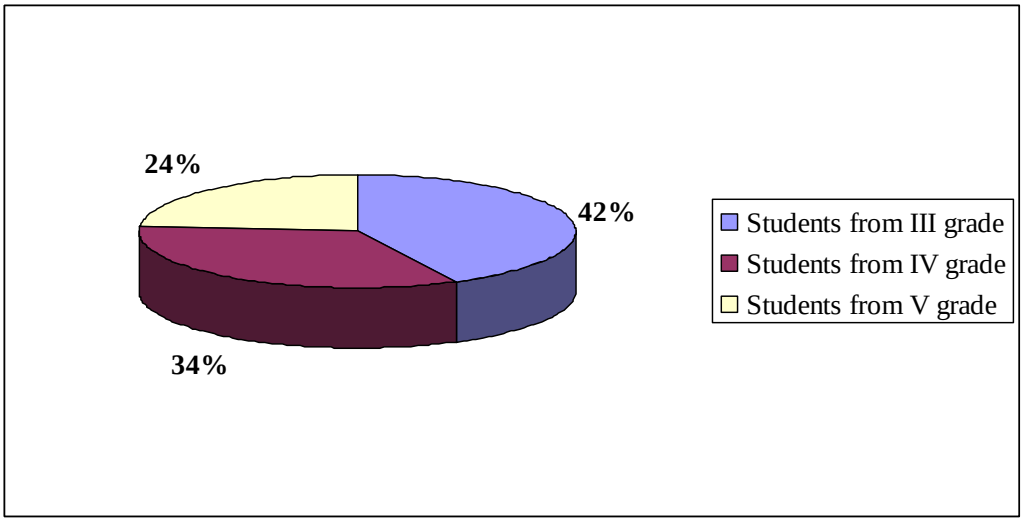
We can notice that categories of spelling mistakes where exist the most mistakes (mistakes in the bringing a part from the word in other row, mistakes in the usage of spelling mistakes, mistakes in the usage of punctiuaton signs) are referring to those subjectmatters from the teaching in macedonian language, from the language area, which aren't in programme of macedonian language in this (II) grade. From here come many spelling mistakes in these categories.

With analysis of the notebooks of students from III to V grade, according to the age of students (the appropriate grade), we found that students from III grade do the most spelling mistakes in their written exercises (42%), less spelling mistakes than them do students from IV grade (34%) and the least spelling mistakes are observed in the written exercises by students from V grade (24%).

Graph N.1. Number of spelling mistakes by categories, according to age of students



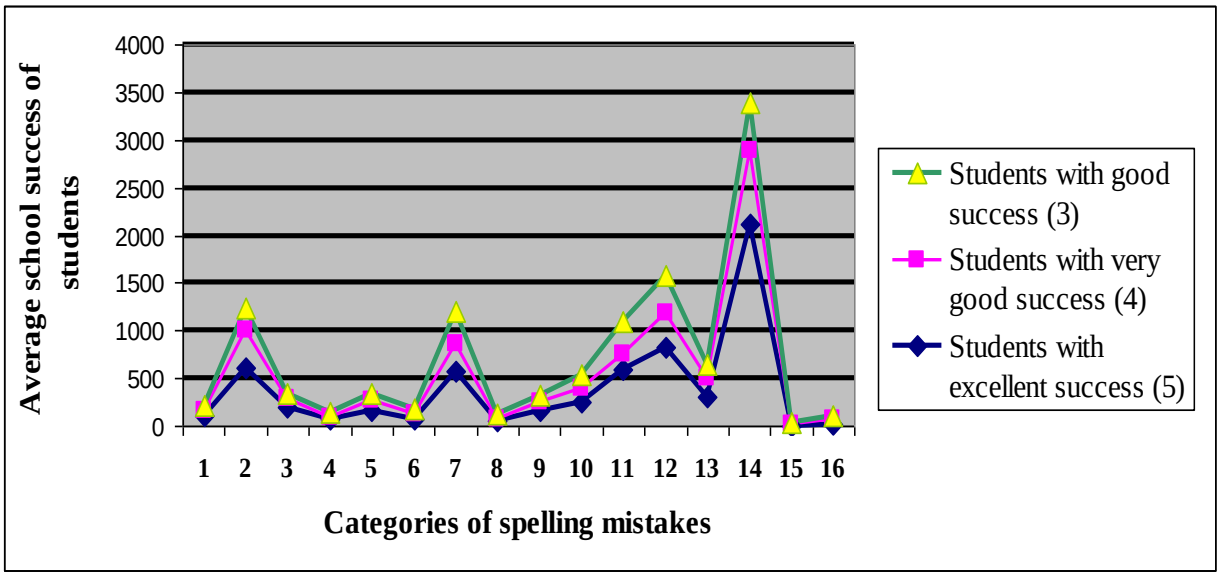
Graph N.2. Number of spelling mistakes, according to age of students



According to the average school success of students in the first grades from the primary school, we found that the number of spelling mistakes in the written exercises is the greatest in written works of students with good success (53%), fewer mistakes are observed in the written exercises by students with very good success (25%) and the least mistakes are noticed in the written exercises by students with excellent success (22%). In all categories

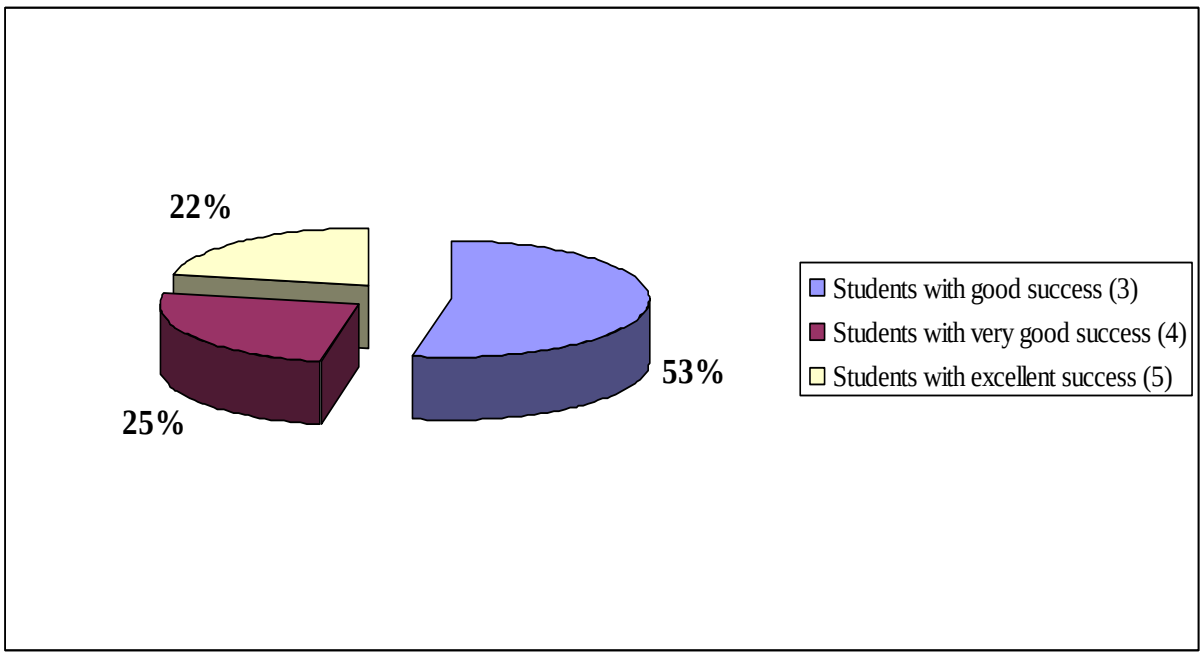
students with good success do the most spelling mistakes, students with very good success do less spelling mistakes and students with good success do the least spelling mistakes.

Graph N.3. Number of spelling mistakes by categories, according to average success of students



The difference between achievements (results) or the number of spelling mistakes in the written expression by students with very good success and excellent success, is very small (3%).

Graph N.4. Number of spelling mistakes, according to average success of students



The number and the type of spelling mistakes in the written expression are closely related with the age of students and with the average school success of students, so the number and the type of spelling mistakes really depend on age of students and their average success.

Transition from lower to upper classes is important step for students. Weaknesses in gained knowledge of the norms of language will be a big obstacle by students from the upper classes. From that reason, it is especially important to give paramount importance to the

contents from the language area, in the teaching in macedonian language and to devote the necessary and even more attention, knowing that this area is a core and the most important link in the chain of the whole educational process of each individual.

* This is a part of my master's thesis „Spelling mistakes in the written expression by students from the first and the second period from the primary education".

REFERENCES

Aladrović K. (2008), Kompetencije učenika prvog razreda u poznavanju pravopisa na kraju školske godine, *Metodika: časopis za teoriju i praksu metodika u predškolskom odgoju, školskoj i visokoškolskoj izobrazbi*, br. 16, Zagreb: Učitejski fakultet Sveučilišta, ured. Bežen A., Čižmešija A., De Zan I., Domović V., Harbo T., Jakubin M., Krüger-Porkratz M., Kurnik Z., Lasker G, Pachler N., Petravić A., Petrović-Sočo B., Požgaj Hadži V., Prskalo I., Strel J., Todeschini M., Vilke M.;

Bakovljev M. (1975), Interpuncijsko obrazovanje osnovaca, *Pedagoška stvarnost: časopis za školska i kulturno-prosvetna pitanja* (1975), br. 3, Novi Sad: „Budućnost", ured. Makarić R., Radašin V., Krkljuš S., Dostanić R.;

Bogojević **V.** (1959), Predgovor, *O nekim pitanjima učenja pismenosti*, Beograd: „Savremena škola", str. 8;

Vrećić D. (1972), Upotreba suglasnika j kod zamenica, prideva и brojeva, *Pedagoška stvarnost: časopis za školska i kulturno-prosvetna pitanja*, br. 10, Novi Sad: Pedagoško društvo SAP Vojvodine, ured. Makarić R., Radašin V., Krkljuš S., Dostanić R.;

Vujević M. (1988), *Uvođenje u znanstveni rad u području društvenih znanosti,* Zagreb: „Informator";

Gilli A. G. (1974), *Kako se istražuje – vodič u društvenim istraživanjima,* Zagreb: „Školska knjiga";

Dabić S. (1970), *Uvođenje u naučni rad (nauka i naučni metod),* Sarajevo: Zavod za izdavanje udžbenika;

Zuber M. (1963), Neki problemi u nastavi pismenosti, *Problemi nastave pismenosti (Materijali sa međurepubličkog savetovanja)*, Beograd: „Savremena škola", str: 19;

Kostić S. (1968), Školski pismeni zadaci u ruskom jeziku i problem usvajanja ortografskog sistema, *Pedagoška stvarnost: časopis za školska i kulturno-prosvetna pitanja,* Novi Sad: Pokrajinski odbor pedagoškog društva SRS za APV, ured. Makarić R., Radašin V., Krkljuš S., Dostanić R., str: 162;

Лекић Ђ. (1980), *Методологија педагошког истраживања и стваралаштва*, Београд: Завод за уџбенике и наставна средства;

Мамузић И. (1951), *Методски огледи из наставе матерњег језика*, Београд: Педагошко друштво НР Србије;

Mamuzić I. (1963) Mesto i uloga nastave gramatike u procesu negovanja pismenosti, *Problemi nastave pismenosti (Materijali sa međurepubličkog savetovanja),* Beograd: „Savremena škola";

Milas M. (2007), Usporedba govornih i pisanih pripovjednih tekstova uenika 3., 5. i 7. razreda osnovne škole, *Hrvatski: časopis za teoriju i praksu nastave hrvatskoga jezika, književnosti, govornoga i pismenoga izražavanja te medijske kulture*, br. 2, Zagreb: Hrvatsko filološko društvo, ured. Burda Z., Cetinić Tea, Jajić-Nemeth J., Miletić J., Pandžić V., Pavešković A., Pintarić A., Slavić D., Turza-Bogdan T.;

Mužić V. (1982), *Metodologija pedagoškog istraživanja*, Sarajevo: „SVIJETLOST";

Pavlović M. (1962), *Osnovi metodike nastave srpskohrvatskog jezika i književnosti*, Beograd: „Naučna knjiga“;

***П**равопис српскохрватскога књижевног језика са правописним речником* (1960), Нови Сад и Загреб: „Матица српска“ и „Матица хрватска“;

Prodanović T. i drugi (1955), Prilog ispitivanju kvaliteta pisanja učenika III I IV razreda osnovne škole, *Savremena škola: časopis za pedagoška pitanja*, br. 1-2, Beograd: Savez prosvetnih radnika и nameštenika Jugoslavije;

Sili A. (2007), Pismene vježbe u nižim razredima osnovne škole, *Život i škola : časopis za teoriju i praksu odgoja i obrazovanja*, br. 18, Osijek: Sveučilište Josipa Jurja Strossmayer, Filozofski fakultet, Učiteljski fakultet, ured. Bognar L., Peko A., Pintarić A., Vodopija I.;

Стевановић Ј., **М**аксић С., **Т**ењовић Л. (2009), О писменом изражавању ученика основне школе, *Зборник Института за педагошка истраживања-Београд*, бр. 1, Београд: Филозофски факултет, уред. Шевкушић С.;

Cvitan V., **D**emarin M., **F**ilipović F., **G**odler Lj., **G**rubić M., **K**oletić M., **P**rodanović T., **Š**imleša P. (1952), *Metodika nastave materinskoga jezika, računa i prirodopisa u osnovnoj* š*koli,* Zagreb: „Pedagoško-književni zbor“.

Ankica Vitanova
Bureau for development of education
ankica_vitanova@hotmail.com

Marija Apostolova
Government of the Republic of Macedonia
marija_apostolova@yahoo.com

MENTORSHIP IN THE NINE YEAR PRIMARY EDUCATION IN THE REPUBLIC OF MACEDONIA[173]

Abstract

The subject of this work is the mentorship process in the nine year primary education, with an emphasis on the mentor teacher. Initial findings highlight that the mentorship process is still considered only formally. Various viewpoints and opinions of the mentor teachers, the intern teachers, the pedagogues/psychologists and principals in the nine year primary education are revealed through the numerous conversations.

The goal of this research is to acquire information regarding implementation of the intern teacher mentorship in the practice of the nine year primary education in Macedonia and to map out the existent needs and issues. The researched sample is appropriate and consistent of teachers (100 mentors and 100 interns), pedagogues/psychologists (60) and principals (50) from the nine year primary schools. This research was conducted in 50 primary schools throughout the Republic of Macedonia which were available to the researchers. Three hundred and sixty examinees make the researched sample. Each school afforded examinees based on the researcher's availability. The researched sample of teachers, (mentors and interns) is from elementary and mid school, chosen randomly, and based on availability.

Based on the findings, it should be emphasized that the role of the mentor teacher on the progress of the intern teacher is a legal obligation and it is necessary that the mentorship is planned and exemplary.

Intern teachers have a necessity for didactic-methodical literature and input concerning the planning, design and implementation of classes, and they have a predominantly positive attitude regarding the role of the mentor teacher.

It is to be particularly emphasized that systematic training of mentors with training materials is deemed necessary.

Thus, it is essential that the higher education institutions, preparing the teachers, educators, upbringers, expert workers for the primary schools (pedagogues, psychologists, defectologists etc.), participate in the programs for permanent expert and pedagogical development of the teachers and other co-workers in the primary education.

Key Words: mentor teacher, intern teacher, mentorship

The subject of this paper is contemporary in the Republic of Macedonia, and it concerns the mentorship process in the nine-year primary education, emphasizing the role of the mentor teacher. The purpose of this research is implemented through the following **tasks:**

[173] Specialized paper

1. To examine the intern teachers' as well as the mentor teachers' viewpoints and opinions regarding the mentorship process situation in the practice in the Republic of Macedonia;
2. To map out the needs of the mentor teacher, as well as the ones of the intern teacher;
3. To obtain information on the mentorship expertise and experience of the active mentors;
4. To create an analysis of the existent legal and pedagogical paperwork;
5. To examine the positions and opinions of the pedagogical-psychological service and of the schools' principal.
6. The examined sample is presented in Table 1.

Table 1. *Number of schools, mentors, interns, pedagogues/psychologists and principals.*

Who	Schools	Mentors	Interns	Pedagogues/ Psychologists	Principals
How many	50	100	100	60	50

Starting from the subject and goal of the research we have set the following hypotheses:

General hypothesis:

The role of the mentor teacher in the progress of the teacher intern is a legal obligation and it is necessary that the mentorship is planned and exemplary.

Special (additional) hypotheses:

1. The teacher interns have a need for a didactic-methodical literature and samples with regards to planning, designing and executing the classes.
2. The teacher interns have mainly positive attitude with regards to the role of the mentor teacher.
3. There is a need for a systematic training of the mentors, as well as handbooks.
4. There is an appropriate legal support for the mentorship process, however there are no criteria for selecting mentors and members of examination committees for passing the intern exam.
5. The inclusion of the pedagogical-psychological service of the school's principal is insignificant (formal).

The research applied the following techniques:

- Analysis of the pedagogic and legal paperwork;
- Surveys and interviews (semi-structured).

The instruments used were:

- Survey questionnaire (combined) – 2 (for mentors and interns)
- Record sheets for legal and legally-guided acts and pedagogic paperwork and records;
- Protocols on a semi-structured interview (for pedagogues/psychologists and principals).

During the research there were some difficulties in finding teachers from primary chool class grades I-IV, as well as principals from the primary schools, while the teachers from, the primary school subject grades V-VII, cooperated well, as well as the pedagogues/psychologists. Having in mind the initial findings of this issue in out country as well as the actuality of the problem and interests of part of the sample (especially the interns and mentors), we expect a dose of subjectivity, as well as reserve and constraint when answering certain questions.

In the meanwhile we have confirmed that the teachers-interns, at the very beginning of their pedagogical practice encounter numerous problems with regards to preparation of the plans –

annual, thematic, weekly and daily, and there re also m difficulties in defining the teaching goals of the teaching methods, the forms of work, assessment, misbehaviour of children keeping pedagogic records as well as parent-teacher meetings. The heterogeneity of the student population concerning the disposition, intelligence affinities, positions, manner of perception and other issue, further complicate the pedagogic practice.

In spite of the fact that they are under the supervision of the principal and the pedagogic service of the school, and they also get advice from the more experienced colleagues, in order to surpass the abovementioned problems, the teacher interns have a need for a constant consultant-co-operator, i.e. a mentor.

The mentors in education should be experts from their fields, that is the subject they teach, a person-model which can be accepted, modelled and perfected. This means that the mentor-expert is competent in expanding, instructing, modelling and discussing the researched subject, meaning outside of and somewhat more than the regular school programme, while as a person, with their behaviour they should be a model and example that the person-mentored mostly accepts and attempts to imitate or model, adjusting it to his/her individual capabilities, needs and qualities.

In the course of mentorship, the mentor has various roles. What the role of the mentor is to be depends on the developmental phase of the trainee teacher.

Based on the comparative analysis we have realized that there are still mentors with VI degree of education, while 100% of the interns have completed high education. **Having this fact in mind we can confirm that it is necessary that the chosen mentors are with the same level of education so that they can follow all the changes in the educational and upbringing process.**

We deem that the reason for the negative response to the mentors is, before all, due to the inappropriate choice of mentor from a given school. And the reason for non-attendance of trainings by the mentored is due to the short duration of the internship. However, there is still a need for the interns to attend training for expert advancement in order to keep up with the contemporary education and upbringing processes. **Therefore, it may be concluded that the mentors and the mentored are not included in research projects, which negatively influences the expert advancement of the teaching staff.**

Not possessing any expert literature or didactic and methodical literature on mentorship aggravates, even incapacitates, the mentor's work, as well as the one of the mentored. In order to prepare a work plan with the mentored which would enable the mentoring process to flow and develop in a positive direction, the mentor is coerced into finding the appropriate literature by himself.

It is essential that the mentors attend and continuously follow the work of the intern teachers so as to give the appropriate instructions for performing their work tasks.

It is our opinion that 100% of the mentored should consult with their mentors so as to be appropriately directed by the mentor, since it has been noted that part of the mentored never consult with mentored and do not share their experience and knowledge.

We have noticed that there is a positive attitude in the cases when the mentors have commended the mentored and have rejoiced in their achievements, and all of this points to the fact there is a positive climate and a partnership of the mentor and the mentored.

The intern teachers have a need for a constant councillor-co-operator, i.e. mentor, although under the supervision of the principal and the pedagogic and psychological counselling service who also give them advice and instruction. Therefore, it was essential for the research to hear the opinion, that is, the analysis and positions of the pedagogic and psychological counselling service.

The pedagogues and psychologists have different answers, but give good recommendations on the needs for improving the introduction and advancement of the

teacher-trainee. They imply that it is necessary to introduce certificates for advancement of the teacher-trainee and for the Bureau for development of education to organize seminars, as well as to create mutual classes and realize them in cooperation with a mentor, which necessitates additional education.

The analysis also deems important the positions of the principals regarding the mentorship process since these partake in the choice of the mentor to the teacher interns. They have different opinions concerning the entire course of the mentorship process.

The principals' positions vary. Part of them deem it unnecessary to make bigger changes, but that a greater attention needs to be given to the intern, both by the mentor, as well as by the management, in securing better work conditions and greater attention to the intern's work with the students and his/her preparation for work.. Another part of them deems that it is an individual decision of each school, always having in mind the quality work of the teacher and having a programme for the process, as well as including the other teachers, the pedagogue, the psychologist as well as the principal in the process besides the mentor. A small part of them do not think that a change is necessary.

The analysis of the Law on Primary Education (2008) is particularly meaningful in the part where it refers to the period of internship, emphasizing article 85 in this paper.

Based on this article it is noted that the teacher, expert co-operator or educator who is employed in a primary school for the first time, is an intern teacher, expert co-operator-intern, that is intern educator and the internship period lasts for one year. During the internship the intern is followed by a mentor. The intern's mentor is determined by the school's principal from within the teacher's body, that is, the expert co-operators or educators who perform work through which the intern is prepared and are named mentor teacher or councillor teacher. The intern, after finishing the internship needs to pass an expert exam in front of a commission formed by the minister. So according to the Law on high education, all of this is legally regulated, and is based on appropriate legal parameters.

If we summarize the hypotheses set in this paper, we can arrive to the following conclusions.

First hypothesis with which we presuppose that the role of the mentor teacher on the progress of the intern teachers is a legal obligation and it is necessary that the mentorship is planned and exemplary, is accepted. This is noted in the analysis of the legal paperwork, that is, article 85 of the Law on primary education, where it is emphasized that a teacher, expert co-operator or educator who is employed in a primary school for the first time is an intern teacher, intern expert co-operator, that is, intern educator, for whom the internship period is one year.

Second hypothesis with which we presuppose that the intern teachers have a need for didactic-methodical literature as well as articles regarding the planning, designing and realizing the classes, is accepted. Most of the interns do not possess any expert literature. This points to the fact that there is a necessity for and availability of expert literature in the schools, which would help the interns in their work.

The following **special hypothesis** that the intern teachers hold mainly positive attitudes regarding the role of the mentor teacher is confirmed. The interns deem that the largest part of mentors is most often willing to share their experience and knowledge with the mentored person and they frequently consult with the mentor.

There is a need for systematic education of the mentors as well as manuals.

The obtained data lead to the conclusion that the surveyed mentors are not trained for the mentorship process by experts. This is why we cannot expect high quality work with the intern teachers.

The hypothesis presupposing appropriate legal support for the mentorship process, but no criteria for selecting mentors and members of examination committees for taking the internship exam is confirmed with article 85 of the Law on primary education.

The last hypothesis which relates to the inclusion of the pedagogical and psychological service as well as the principal of the school is insignificant (formal) and is discarded.

The obtained data point to several final realizations:

1. Mentorship is a process of giving support and advice to individuals and organizations with the purpose of educating them in the manners in which they could improve their work.
2. Mentorship can be directed towards improving all aspects of organizational work: the internal organizational processes and procedures, resource management, communication and relationships among the employees, team work, leadership, communication and relationships with partners and clients, setting goals, annual planning, strategic planning and other.
3. The ultimate goal of this process is improving the organizational efficiency and effectiveness through set processes of organized learning as well as new set innovative approaches in learning.
4. The mentorship process is a process of guiding and support for the person-mentored to achieving the set goals.

We deem that the results obtained through this paper will contribute towards enriching the pedagogical literature, and it could serve as a manual for improving the mentorship process.

REFERENCES

Bransford, J., Brown, A., & Cocking, R. (Eds) (1999): *How people learn:Brain, mind, experience and school,* Washington DC: National research Council

Bullough, R. (1989): *First-year teacher:A case study, N*ew York:Teachers College Press

Carmin, C. (1988): *Issues in Research on Mentoring: Definitional and Methodological.* International Journal of Mentoring 2.2.

Craft, A. (2000): *Continuing professional development: a practical guide for teachers and schools,* London and New York: Routledge/Falmer

Covert, J., Williams, L. & Kennedy, W. (1991):*Some perceived professional needs of beginning teachers in Newfoundland,*The Alberta Journal of Educational Administration, 27 (1), 3-17.

Daloz, L.,(1999): *Mentor: Guding the journey of adult learners*, San Francisco: Jossey-Bass

Law for primary education (2009), R. Macedonia

Gordon, T. (1998): *Kako biti uspešan nastavnik,* Kreativni centar, Beograd.

Hargreaves, D. (1995): *School culture, school effectiveness and school improvement,* School effectiveness and school improvement, Lisse Netherlands, 6 (1).

Hassel, E. (1999): *Professional development: learning from the best.* Illinois: NCREL

Lipton, L., Wellman, B. with Humbard, C. (2003): *Mentoring matters: A practical guide to learning-focused relationships,* MiraVia LLC, Sherman CT

Malderez, Angi & Bodoczky, Carolina (1998): *Mentor Courses, A resource book for trainer-trainers,* University press, Cambridge

http://www.sedl.org/pubs/policy23/5.html

Zaneta Zdravkovska
Priamry School Teacher at "Elpida Karamandi" Bitola
MPhil graduate student at Faculty of Education Bitola.
zaneta.zdravkovska@gmail.com

EARLY SPEECH DEVELOPMENT WITH GIFTED AND TALENTED CHILDREN[174]

Abstract

The words are the basis of thinking. We can‘t think without words, because despite the fact that the speech is a means by which the children make social contacts, it is a significant means of thinking. With gifted children the speech appears and developes much earlier than with the average children, for reasons that their intrinsic (internal) motivation is developed ,and they are truly selfmotivated to progress faster than the average children. It is of great importance how the speech developes for the mental and the moral development of the child. If the speech developes properly the child will make progress according to its intellectual abilities and will gain knowledge necessary for life.The nice and proper speech provides the child's normal participation in social life.First of all together with other children and later in the company of adults. Nurturing the culture of speech is of great importance for refining of the emotions and the development of the child's will. Therefore the proper development of the speech will be a requirement for normal education, upbringing and the socialization of the individual.

Key words: gifted children, stages in the development of speech, functions of speech

Talented

From the beginning the talented children were considered as one-dimensional phenomenon, and tests were used in the identification procedure for determining the amount of their IQ. While the identification of talents with high intelligence is based on nativity-minded understanding, its identification with environmental creativity opens opportunities for intervention through the educational system. Later, in the middle of the XX century, the talented children were understood as multidimensional characteristisc, so from different authors I defined different.

From Koren's definition (Корен, 1989): "The brilliance is a unique set of features that allow the individual productive or reproductive way to achieve consistently visible results in one or more areas of human activity, and is conditioned by the high level of development of individual capabilities, and it's conditioned by their composition and favorable internal or external stimulation ". One of his definitions is aimed through the talented features about that: 'Talented children are those who own skills and of whom we expect high accomplishments.

[174] Specialized paper

Origin and meaning of the speech

All our higher mental processes have social origins. A key concept in Vygotsky ‘s learning according TAKASHMANOVA - Sokolovska, (Такашманова – Соколовска, 1998) is sociogenic , and it is specific in that learning for metacognitive capabilities , which are somehow privilege of talented children, stems from its basic understanding that individual development takes place from interindividual to intraindividual. Vygotsky feature was the idea that:

"First it develops and systematize out, along with others, even then in my mind." This means that speech, is an important mean for thinking, it also means that children can establish social contacts with.

All higher mental functions are internalized social relationships of species and constitute the basis of person’s social structure. Even when it is alone, the human being retains the functions of interaction. Vygotsky (TAKASHMANOVA-Sokolovska) (Такашманова – Соколовска,1998) illustrates this general idea by an example through learning gestures (such conventional procedures) and speech. Congenital two-way emotional communication that exists among the child and the adult who cares for him is supplemented with hands-situational communication, which may be considered as a source of the symbolic communication. The adult "translates" the words for all actions that take place between him and the child, in which thinking appears first and sensor-motor ability to organize the world around, slowly begins to understand the meaning of the words and then starts to use outside the usual situation, a sign that he has adopted the words. According to Vygotsky, the word is a basic unit that expresses the unity of thought and speech. This unit on higher levels of its development indicates some generality and abstraction-term, thereby creates a new foundation for the thinking development .He distinguishes two basic functions of the word:

- The first is its subject affiliation (the word always indicates an object, phenomenon or property), and
- The second is the function of meaning, which is very complicated and important.

The first function in various stages of mental life of the child can remain the same, but the second, in the speech development of the child suffers profound changes. The speech is the source of social behavior and awareness. The speech actually has two functions: social and symbolic.

The speech with the permanent meanings predetermines the paths, generalizing the development of the child, but on the other hand, the child thinks in a way typical of the level of his intellectual development. The ready meanings of the words the child adopts by the adults, but they cannot hand over their way of thinking to the child. The voice communication with the adults becomes a powerful driver of the development of children's concepts. The child begins to apply the concepts in practice before he truly knows them. Piaget (Пијаже, 1988).

As further the symbolic function of the speech, Vygotsky(Такашманова-Соколовска 1998) emphasizes that the man is homo duplex. He not only responds to the environmental affection, but also creates an affection and affects for himself. According to Vygotsky , the awareness is just one of the many life times, but once when the awareness appears, begins to define life, or more accurately, conscious life defines itself. Miochinovik (Миочиновиќ 2002)

Primary instruments of consciousness, according to Vygotsky (Такашманова-Соколовска 1998), are the meaningful, verbal meanings, and their development primarily

depends on the interpersonal and semiotic interactions . He talks about three major classes of intermediaries:

- signs and symbols
- individual activities, and
- interpersonal relationships.

The ability to create and use of signs and sign systems, or semiotic (symbolic) functions is based on the principle of signification, a neurological principle that is unique for the human brain. This capability opens limitless opportunities for communication between the people through the sign system and so reveals the possibility of constructive influence of social factors in the organization of mental functions. So, Vygotsky (Такашманова-Соколовска 1998) clearly recognizes that, the practical communication by means of joint activities, the affective communication through non-verbal means of communication with sign systems, the primarily verbal communication, constitute a necessary condition for maintaining human community. Only, in this inner group exchange, occurs mental phenomenon that is most specific to the psychological constitution of personality: inner speech, complex feelings, the sense of personal identity, etc.

Metacognition occurs in the process of establishing interrelationships between the various mental functions and basically consists in the intellect. TAKASHMANOVA-Sokolovska (Такашманова – Соколовска,1998).

Speech development motivation

Most authors in their research confirm that child born under normal circumstances have a natural predisposition for the development of speech and language, but they also need emotional, healthy and social environment. The first forms of socialization, as Piaget (Пијаже, 1988) says, are realized from the tonic dialogue between the mother and the child. When the mother talks to the child, she sings, she moves head, she laughs, she affects the awakening of the instinct for imitation, and this motivates the child to talk.

The development of logical thinking, depends of the linguistic capabilities. Verbal or symbolic knowledge learning, allows transformation and differentiation (identification, transformation and differentiation) Piaget (Пијаже, 1988)

Talented children have largely developed intrinsic (internal) motivation. This means that they are self-motivated for most activities and they develop prematurely. The first steps in their development , they do themselves earlier than casual. They progress faster than the average children because they learn easily. When we are talking about some subject, we think of organized areas of knowledge such as language, math, music, chess, gymnastics etc. Also in adoption of speech, they are truly self motivated to progress faster than average children.

Stages in the speech development

As we have already stated, the speech is a means by which children establish social contacts and a means of thinking. The child begins to develop its speech through listening during the prenatal development, and with high-speed adoption immediately after its birth in interaction with the person who takes care of it (usually the mother). The newborn is unable to speak or to understand the speech of the others. The period between birth and the acquisition of speech is marked by exceptional mental development. In the speech development, that runs parallel with the development of mental and motor skills, there are two phases: paralanguage and linguistic.

Paralanguage phase includes the following occurrences: Vocalization is called the emergence tied for first months after birth, when the child spontaneously produced voices. The earliest form of vocalization is the first cry, and the first voice appearance is a combined vote when words are grouped in several vocals or consonants, such as "EDA", "MA", "NGA", "blja", "Eng."

Linguistic stage begins by saying the first word, and it is a group of voices, that the child pronounces and it has meaning.

According to Derek Ricks (according Игњатовић-Савић, 1981) who has experimented in the adoption of the first words between the eleventh and the eighteenth month, the child begins to utter words that have vague references, or embedded in cooing and have no references. The child imitates those words when it hears the speech of the adults. These are words like "da-da", "ma-ma" and it called "Dada-words".

Many researchers have noted that the words spoken from young children are similar to those first sentences and words and are called "moto-phrase" or "holo-phrase." It has been noted that children use personal pronouns to call someone, but to express a comment related to an objects or events associated with that person. The first word though formally a word, it means a whole sentence. When a child will say " ma-ma", it expresses a whole thought: "Mom get me" or "Mom I'm hungry." The child sometimes uses the noun as a verb, and the verb as a noun. The first word indicates some emotional state (desire or need). Most of the words that the child uses at the end of the second year are nouns. But these nouns have a meaning of whole sentences. The pronouns occur later, at the end of the second year. With the development of the vocabulary, the number of verbs increases and decreases the number of nouns. Further, the vocabulary development increases and the complexity of their combinations in sentences.

Speech function

Children use the speech for different objectives. Sometimes they express emotional states, sometimes intentions or anything required. The function of children's speech has first studied the Swiss psychologist Jean Piaget. After him , and American psychologist Dorothy McCarthy. They concluded that the good part of what the children say, has no function to establish contacts with others, and this speech is called egocentric. The egocentric in children’s speech is a normal stage in development, while in adults it means falling to a lower level of behavior. With the egocentric speech, the child wants the others to understand nothing. For that, it does not matter if someone listens to it, because it speaks for itself (it pleasures him). With its growing up, the egocentric speech is lost, giving way to the other form of child speech, socialized speech Zhlebnik, (Жлебник, 1972).

Piaget (1988) has found that socialized speech appears under the age of three years in 56% of cases, and in later ages declines to 27%. While McCartney has found other values, as explained by different social conditions in which respondents lived. Russian scientists have argued that egocentric speech is not determined by age, but by the social conditions of life.

Contrary to Piaget, Vygotsky, according TAKASHMANOVA-Sokolovska (Такашманова – Соколовска, 1998) found that the children first speech is socialized and the egocentric speech occurs as due of insufficient differentiation of individual speech. According to him the egocentric speech does not disappear but it is transformed into inner speech, becomes means for thinking, and gets a function for solving tasks.

Although Piaget agreed that the results of the examination of the speech, depends on the social environment, it remained of the view that egocentric speech is a function of age and with the growth declines. Socialized speech is which the child shares with others and wants to influence on the interlocutor. He came to the realization that the child during the

first two years of life, represents the world to itself using sensorimotor actions, and shares his thought characterized by its sensorimotor intelligence Ignjatoviћ-Saviћ, (Игњатовиħ-Савиħ 1981). Piaget has very complex look on the language. He says that when the child begins to use language, it has a major role in the representation of the world and interiorizacion of action in thought. But he points out that language is just one of the factors for symbolic function, and that the other factors are delayed imitation, mental images, symbolic games, drawings and so on.

When the symbolic or semiotic function becomes operational it allows to separate the thought from the action. Piaget says that the language allows three developments: accelerates representing regarding the opportunities that existed in sensorimotor period, accelerate the development of skills to overcome space and time and skills for the simultaneous representation of several elements.

How the child learns to talk

The establishment of the first word, or learning the technique of speech, coincides with the technique of forming conditional reflexes. Child learns the words for a subject, so that when the adults show him the matter and pronounce its name, and also when they feed him, bathe or when it falls asleep. The child does not require these words to repeat, it just spontaneously starts to imitate the adults. For talented children this phenomenon is intensified in terms of average.

For example, when the mother drinks water and he repeats the word "water", the child adopts its meaning. The period of imitation is important for the further development of speech in children because it is the practice speech organs and coordinate the lips, tongue and gums. This first phase of imitation is of particular importance, since then wakes instinct for imitation. At this stage it is the environment, most especially mothers communicate with the child, the more he speaks it correctly and clearly. When a mother talks to the child, she sings, she moves her head, she laughs, affect the awakening of the instinct for imitation, and thus motivates the child to speak, according Smiljanic Tolichik, (Смиљаниќ, Толичиќ , 1996).

So, based on learning the speech apparatus and simple understanding and imitation of others' speech develop the child's own speech. The period of conscious speech with talented children begins earlier (before the age of one year), and the average age of children in the first year of birth. At the age of two years, gifted child fully understands others' speech and speak independently.After the third year, the child's speech becomes logical, constantly increasing his vocabulary and complex sentences are correctly pronounced.

Speech development though is conditioned by the intellectual predisposition, it mostly depends on the stimulation of the environment in which the talented child grows. The investigation of early communication between the mother and the child , helped by a video technique (Ainswort, 1973) shows that the child is biologically oriented to create contacts and emotionally expressive interactions with other people. It indicates that the child is biologically predetermined to create interactions. In early communication between the child and the mother, it accelerates the linguistic achievement of the child with many non-verbal information, so the mother is sure that the child understands her. As the child becomes capable to understand the verbal message, the mother reduces the amount of nonverbal information. During the child adoption of the speech, he mimics the speech of the adults, and because the mother is closest to him , she adapts to the needs of the child, actually the asymmetry in communication with the child goes down to a minimum.

Fostering the child's speech

If you ask : which is the best environment to foster the healthy development of the language, the answer would be-it is an environment rich in oral, written and gesture language. The experience of watching, listening and shaping the words, stimulates the brain's process, which allows trough communication the baby to understand more effectively, to develop the speech and to develop the emotions.Psychologists suggest that children whose parents talked to them a lot while they were babies and small, increased the ability to talk much more than the children whose parents interacted with them a bit.

Some parents said that talking to children stimulates their creativity and ability to solve problem situations, and later also reading and writing at an early age until they go to school. Later, when the child speaks well, the mother using his toys establishes voice communication with him. This kind of talks, should be made with the child, and giving him an opportunity to play with words in company with other kids.The parents in communication with the child should be addressed with whole words, with the right, short sentences and clear pronunciation of the vote.

When a child has difficulty in the speech, the adults need gently give an example of the correct pronunciation.The children of two and a half to five years, the parents shouldn't make any corrections of speech, voice, or take exercise. It is needed just a good example. Also, the others should not laugh at the child, when it makes mistakes in speech. When it appears speech impediment in child's voice, we need to seek professional help from a speech therapist (Matiħ 1957).

When the child develops thinking and expands vocabulary, it begins to put questions to close. It only wants to discern objects and phenomenon, but it wants to know the cause - effect relationships. Because it addresses closely with the questions: "why", "how", "what", etc. It is relentlessly curious and ask questions. It is especially characteristic for talented children. Intellectual curiosity of the child must be pleased. With the responses of the older, the child will clarify many obscures and unknown things, and will expand his mental horizon and his dictionary. To the child we should respond clearly, explain simply, so the child to understand what interests him. The parents must have patience, because of child's intellectual advancement, and in that respect, the development of his speech. This should be especially used while going for a walk with the child, outings in nature, visiting friends, shopping at different stores, events and events that arouse the interest of the child and to encourage him to ask (Matiħ 1957).

When parents respond to issues of the child, they expand his knowledge to enrich his vocabulary and give an example of correct speech.

To develop the child's correct and logical speech, the parents should direct his attention to certain objects and phenomena, and the child to think. This is achieved with various games and pastimes, as well as by observing the things that interest the children. In these circumstances, the conversation runs unobtrusively, and encourages the child to think. If the mother tried to show a series of images should encourage the child to think, so the child will ask questions. The child practises: observation, memory, attention, thought and speech. It is wrong if these talks lead to different objects or events that are not related to each other. When the child speaks, he should not be interrupted in his speech or corrected, because it upsets his thinking during the speech. When the child is done with the speaking, we need to find a thoughtful way to fix his mistakes. In the beginning, the child understands more than he says. Developing and encouraging speech reduce the difference between active and passive vocabulary. Preschool child is very creative, because he wants to repeat the words, although he doesn't understand them. The rhythm mostly attracts children's attention, so the songs are very important and the child wants constantly to listen and repeat them.

The parents make two major mistakes in speech education:

- They either neglect the child, and don't pay attention to his speech, moving through his speech defects, and not encourage him to speak,
- Or they the force his speech development and exaggerate him with the speech.

There are children who, although are talented, for various reasons, develop the speech slowly. They need to work more on developing speech, and many parents are wrong if they neglect the child and do not pay attention. But some parents force the child's speech, marvel his intellectual and language development, and praise him in front of unknown persons. In this way they develop, vanity and ambition, and sometimes that influences harmfully on the development of his speech.

According Matiħ (1957) the speech of the young child should not be forced to frequent praise, especially with talented children, who are vulnerable and more egocentric than the average ones. Also we shouldn't ask him to talk much, because the speech organs need a break. On the other hand, the children who are introverted, shy and scared, need to be encouraged to speak and to praise them when they talk properly.

Developing the aesthetic side of speech

Children love stories, they listen to them with great interest and they should be used for developing their speech. Telling stories positively affects the development of children's imagination, thinking and positive emotions. In this regard, we need to have two things on mind:

- What we will tell to the children, and
- How we will tell them.

The famous Italian writer for children, Gianni Rodari in his study -The grammar of fantasy, presents interesting methodological procedures for analyzing and proposing inventive tale exercises that are a result of his extensive teaching practice. He stresses the importance of reading the first tale that the child meets from an early age and indicates its aesthetic, psychological and pedagogical impact. When the child is telling a story or a tale, he creates his own picture of events, and when the story is supported by images, or by puppets or dolls, the child develops his thinking, imagination and speech more.

(uklo.academia.edu/DanielaAndonovskaTrajkovska/ ... /Fairy-tale-in-the-primary - classroom -)

Children need to be told stories that have educational value. We need to talk about true events, the things that we are surrounded with, for the people who work and create, for the wildlife, etc. The content of the story should be joyful and interesting. Sometimes the child needs to be told a sad event and slowly prepare him to understand that grief is a part of life. Also, parents need to describe images of books, which are jointly considered.

When we speak with the children we should speak slowly, with a moderate voice and warmth in the tone. The sentences should be short with no unknown words and clearly articulated votes. As we tell the story we should mimic voices and sounds of creatures and natural phenomena and all of that should be supported by gestures and mimics, which gives intelligibility, clarity and interest. After telling the story, we should question the child about the content of the story (Matiħ, 1957).

Children in pre-school age should be read books and short fables, stories and songs, because they can follow and understand reading adults, and also awakens an interest in reading. One of the characteristics of gifted children is that in their fourth year of life, they

show interest in reading.The good side of reading is that children become interested in books, what books are written in literary language, gain knowledge and enriche their dictionary fund. All of that is used as a preparation period for literacy teaching. But, of course, we should not refuse gifted children, who have a strong need to be literate before they start school.

Songs affect the development of the aesthetic side of speech. They are good educational tool and are still used for early development of speech. The benefit of proper learning songs is that the child is involved with the content of the song, emotional experiences and interprets clear diction, which fosters the speech sound. It is also present in the common speech of the child. Beside that the songs develop a sense of aesthetics and develop children's imagination.When the child pronounces the song, he learns songs of two or three verses and later longer songs, from the books for older children. Song's content should be close and interesting for the child's age. It is desirable for the child to see any illustrations, before he start learning the song.In pronouncing the song we pay attention to the tone, voice ,color, pure pronunciation, mimics and gestures.In the families and kindergartens, children are taught to sing, which is very useful for developing the aesthetic side of speech. With proper singing the child develops the hearing, the speech melody, and obtained clear articulation of different voices.Singing songs that not suit the child's age and volume of the voice effect harmfully on the child's speech. This kind of singing affects the strains and the other speech organs causing hoarseness. It may be the cause of the vocal cords to form thickening, this can lose the natural color of the tone.The child's voice and speech can be harmed from the detrimental effect shouting in the school yard , in the classroom and on the street. But singing children's songs in melody that match the volume of the voice of the child and the content of his intellectual development is useful for his color, intonation, and melody of his voice.

CONCLUSION

Given that talented children start to speak early, know to pronounce long and difficult words and use them correctly in a sentence, they have excellent use of spoken language, and they are fascinated by words and reading and they read before they go to school. This is not a result of the parents' effort to teach the children to read, but it appears that the child learns alone and often seems to have learned it "overnight". It's not intentional but spontaneous learning through communication with the loved ones who take care of him.When a child has difficulty in speech, the adults have to give him an example of the correct pronunciation in a gentle way. Parents and adults in their vicinity must answer the questions and must not ignore the child when he asks. When the child speaks, he should not be terminated by interrupting his speech and correcting him, because it is upsetting his opinion during the speech. The parents can concentrate on an activity such as reading or drawing, but most children ask different questions at any time of day.Talk to a child is not the same as talking to the child. There must be a dialogue in which both parents and children alternately listen to and respond to each other. If the parent is set as the dominant figure and protector, he will achieve nothing and the child will simply shut down. The children have to learn to listen to the interlocutor, to wait their turn, not to speak until their interlocutor is speaking. Also, the parents and the teachers need to cultivate the aesthetic side of the children's speech. In the pre-school period, the child must be taught how to behave politely and communicate with adults and their peers, not just to talk!

The practical communication helped by joint activities, the affective communication through non-verbal means and the communication with sign systems, primarily the verbal

communication, constitute a necessary condition for the maintenance of the human community.

Discussing with the child, we build and complement children's cognition and his independent thinking and conclusion.

REFERENCES

Пијаже Ж. (1998),*Развој на интелигенцијата* , Просветно дело, Скопје;

Миочиновиќ, Љ. (2002);*Пијажеова теорија интелектуалног развоја*, Институт за педагошка истраживања, Београд,

Такашманова – Соколовска, Т. (1998); *Когнитивниот развој и сликата за себе во периодот на адолесценцијата*, Графохартија, Скопје,

Матић, В. М. (1957),*Говор малог детета*, Издавачко предузеће „Рад“, Београд;

Жлебник, Л. (1972),*Психологија детета и младих*, Делта- прес, Београд;

Игњатовић-Савић Н.(1981), *Развој говора код детета*, Завод за уџбенике и наставна средства, Београд;

Koren I. (1989),*Како препознати и идентификовати надареног ученика,* Школске новине, Загреб

Смиљаниќ, В. , Толичиќ И.(1996), *Дечја психологија*, Центар за примењену психологију, Београд.

Internet sources

dvorski-vrt.com/1/d/archives/3

*likovna-kultura.ufzg.unizg.hr/**darovitost**.htm*

www.centar-zdravlja.net › Članci › Majka i dijete

www.logoped.org.rs/info/tekstovi/33-**rani**-**razvoj**-**govora**.html

http://www.roda.hr/tekstovi.php?TekstID=166&Tekst2ID=170&Show=1608

*uklo.academia.edu/**DanielaAndonovska**Trajkovska/.../Fairy-tale-in-the-primary-classroom*

7. *storytellingnotes.blogspot.com/.../**grammar**-**of**-**fantasy**-by-**gianni**-**rodari**.html* - **PriscillaHowe**


УНИВЕРЗИТЕТ
"Св. КЛИМЕНТ ОХРИДСКИ"
БИТОЛА


Универзитет
„Св. Климент Охридски"
Педагошки факултет
Битола