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Foreword

The International Journal Teacher with its new issue number 6 is again present on the pedagogical scene which actualizes new pedagogical instances that are present in our and even wider educational surroundings. The theoretical and empirical papers in the journal present the pedagogical practice in Macedonia, Slovenia, Serbia, Croatia, Albania, and reflect the dynamic pedagogical communication. The papers and their pedagogical insights from the field of pedagogy, psychology, sociology, mathematics, informational sciences, literature, linguistics and other social and natural sciences are just a statement for the interdisciplinary projections that deal with significant pedagogical phenomena. It is to be noted that the interest for publishing papers that origin outside the borders of Macedonia has increased.

The continuous progress in publishing the journal, the Faculty of Education- Bitola aims to note the Macedonian and international pedagogical field and to reach adequate pedagogical legitimacy.

To the users of the journal we wish enjoyment and enrichment of their pedagogical horizons going from page to page of the rich pedagogical mosaic of the theoretical-empirical experiences. The representatives of the students' population will find answers to great number of pedagogical dilemmas that they come across in their professional development.

At the very end, the suggestions and well-mannered critical observations from each and every person who will directly or indirectly be in contact with the journal will be a constant challenge for all of those who contribute in the shaping of this well-known pedagogical product form the Macedonian educational scene.

But also, we would like to thank for their interest and critical observations that are aimed towards improving and reaching European and world-level standards in the field of publishing.

With respect,

The editorial Board

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EMOTIONAL INTELLIGENCE ON THE GIFTED AND TALENTED[1]

Abstract

The concept of EQ appeared in 1990, when the psychologists John Mayer and Peter Salovey published a text called emotional intelligence, and his affirmation of the world became in 1995 when Daniel Goleman published his best seller of the same name. IQ is hardly measured than EQ. Following the scientific-research development of interests of authors in the field of talent we can notice a visible trend, moving from academic interests with the socio-emotional context of the development and functioning of the gifted and talented. Simply said understanding of emotional intelligence as ability to identify women at strengthening the appraisal, they clearly identify, understand, the ability to control and use (learning the expression of thought has become an inescapable landmark completion of the overall status of gifted and talented. One of the most significant ways of measuring EQ was developed by Reuven Bar-On. His conceptual model contains five target factors: intrapersonal: consciousness and self-expression; interpersonal: social awareness and interaction, stress management: emotional management and control; adaptation: change management, general mood: self motivation. Each of these 5 targets factors associated with other academic, emotional, social and other competences of the gifted and talentedThe aim of the research is to give answer to the following question: What are the specific characteristics of the EQ for the gifted and talented students? What are the differences in EQ for the gifted and talented children and other segments in which they are observed and manifested? The results of the research would be in function of the needs of teachers and expert associates build for making and creating institutional strategies and personal understanding and development of emotional intelligence in gifted and other students.

Key words: *emotional intelligence, gifted and talented, model*

Introduction

The promotion of the phenomenon, emotional intelligence has been received with particular interest in science and especially in the wider social circles. The reason for this could be a general statement that the modern man is more successful in solving many technical problems than the area of its socio-emotional functioning. That would mean to achieve agreement between what we think, feel and what we do or how to reconcile emotions with reason. The concept of emotional intelligence in psychology is dating from the early 90s of last century, which was introduced by authors Peter Salovey Yale University and John D. Mayer of New Hempshire universities**.** They first defined emotional intelligence as "the ability to differentiate their own and others' feelings and emotions, and used this information as a guide for reflection and action" (Salovey and Mayer, 1990). These same scientists have revised their original model defining emotional intelligence as the ability of perception, assimilation, understanding and managing emotions (Mayer, Caruso and Salovey 2000).

[1] Revisional scientific paper

They are building the theoretical basis of emotional intelligence and they have taken the sub-species of social intelligence in Gardners theory of multiple intelligence (inter and intra personal intelligence), and Sternbergs triarhichic theory of intelligence (practical intelligence), dating from 80 years of last century.

Through more than a decade of hard lobbying Mayer, Salovey and Caruso have managed to further develop and learn to defend their concept of emotional intelligence. To that end, they created tests with appropriate metric for measuring characteristics of emotional intelligence**.** It seems that this phenomenon is slowly becoming equal family member "with great intelligence and chance to become equal with other accepted models of intelligence (Takšić, 1998; Kulenovic, 2000). It means Mayer et al. (2000)" is no longer possible To the question whether there is emotional intelligence, but is it important in different life areas. I would add at the end in favor of that statement not whether but how it is emotional intelligence are arising and develop the school, family, workplace and areas outside of them.

Theoretical fundamentals of the Emotional Intelligence

Since the 18th century the division of mental processes of cognitive, affective and conative is known with their mental and content sub-structure. According to Mayer and Salovey (1997) Modern psychological studies have confirmed the existence of this classification Scientific.

The construct called emotional intelligence is a combination of intelligence and emotion. It is therefore necessary to first try to explain these two terms. In accordance with the above division of intelligence are considered that it represents the quality of cognitive functioning in the sphere of thinking. Probably the most often quoted definition of intelligence given by Wechsler, that "intelligence is the total global capacity of an individual to act meaningful, think rationally and effectively deals with their environment" (from Mayer and Salovey 1990).

According Andriloviću and Čudina (1994) they also present there is no "single scientific answer to the question as to the emotions. No, there is agreement that this subjective way of response, survival and behavior towards fair reality. But the basic question that arises is, how emotions affect intelligence. According to the traditional perception of emotions they disorganized or hinder success and rationality of our mental activity. Successful and rational mental activity (by Salovey and Mayer 1999). This is in contrast to modern theories (leader 1987; Schwartz, 1990. Takšić of 1998), that emotions can, if properly managed, they manage to improve the efficient functioning of the individual that requires solving a problem that requires rational reasoning (Salovey and Mayer 1990).

Historical retrospect to the origins of emotional-social intelligence (ESI)

Historical retrospect the idea of socio-emotional intelligence has a short theoretical empirical paths. Charles Darwin, since 1872 the fore the question of the importance of emotional behavior in the process of survival and adaptation. Later, many studies focus on describing, analyzing and evaluating the social aspects of human behavior Thorndike, 1920, Moss & Hunt, 1927, Moss et al., 1927;). Dole, 1935; (Chapin, 1942;. Edgar Doll published the first instrument to measure socially intelligent behavior in young children (1935). Perhaps influenced by Thorndike and Doll, David Wechsler includes two subdivisions ("understanding" and "Picture arrangement ") in his well-known intelligence test designed to measure aspects of social intelligence. One year after the first publication of this test in 1939, Wechsler described the influence of non-thinking factors of intelligent behavior (1940). The literature reveals different attempts to combine the emotional and social components of this construction. For example, Howard Gardner (1983) explains that his conceptualization is

based on *intrapersonal* (emotional) and *interpersonal* (social) *intelligence.* In addition, Carolyn Saarni (1990) describes *emotional competence* which includes eight interrelated emotional and social skills.

Contemporary theorists such as Peter Salovey and John Mayer firstly and foremost consider emotional intelligence, as a part of social intelligence (1990:189), which shows that the two concepts are related and can, in all likelihood, can be said that an inter-related components of the same construction. Later Emotional intelligence "is becoming a major topic of interest in scientific circles as in the lay audience. In 1995 the concept of emotional intelligence began to popularize, with distinguished scientific attributes.

Emotional intelligence as a concept is successful, partly due to increasing personal importance of emotion management for individuals in modern society. In fact, researchers have often claimed that emotional intelligence includes other educational and professional performance different from those needed in general intellectual ability (eg Elias & Weissberg, 2000; Fisher & Ashkansy, 2000; Fox & Spector, 2000; Goleman, 1995; Mehrabian, 2000; Saarni, 1999, Scherer, 1997). The main proponents of the emotional intelligence made efforts to understand the nature, components, determinants, effects and ways of modification (Matthews, Zeidner & Roberts, 2001). Scientists have begun to shift their attention to describing and evaluating social intelligence for understanding interpersonal behavior and the role it plays in effective adaptability (Zirkel, 2000). Based on that, the construction "emotional-social intelligence" is accepted instead of "emotional intelligence" or "social intelligence" as some authors suggest.

Conceptual models of emotional intelligence

Studying the literature in this area it can be found an explicit statement (Spielberger, 2004) that can distinguish three major conceptual models, including:

(A) Salovey-Mayer model (Mayer & Salovey, 1997) which defines emotional intelligence as a construct, or the ability to understand, manage and use emotions to facilitate thinking and communicating (Mayer et al., 2002); Model and emotional intelligence Saloveya Mayera (1990) first definition of emotional intelligence was that it is the ability to monitor their own and others' feelings and emotions, and use that information in thinking and behavior (Salovey & Mayer, 1990). Later the same authors complement this definition by adding that "emotional intelligence includes the ability for rapid perception, opinion and expression of emotions, ability to generalize the comprehensive and emotions that facilitate thinking, the ability to understand the emotions and the ability to regulate emotions aimed at promoting emotional and intellectual development "(Mayer & Salovey, 1996).

(B) Goleman model (1998), who sees this build as wide a range of competencies and skills as a set of managerial performance that contribute to successfully living and working in the middle (Boyatzis et al., 2001) and Golemans Research (1995) uses wide range of abilities or attributes that define emotional intelligence. In his view there are five important key components of emotional intelligence: knowledge about emotions, managing emotions, motivating oneself, respecting the emotions of others, and managing relationships.

(C) Bar-On model (1997b, 2000), emotional intelligence, describes as a cross-section of interrelated emotional and social competencies, skills that affect the intelligent behavior (Bar-On & Handley, 2003a, 2003b).

The display the patterns in the function of comparing the personal attribute of personality and subtests that define the three conceptual models.

The theoretical basis and development of Bar-On model of emotional intelligence

Darwin (1837-1872) who speaks of the importance of emotional expression or emotional expression that are aimed at achieving emotionally and socially intelligent behavior and effective and successful adaptation. Additional impact on the development of this model can be traced in the 1920 descriptions of the Thorndike that emphasizes the importance of social intelligence on the total human performance. Furthermore in 1940 Wechsler's observations concerning the impact of non-thinking (non-cognitive) factors to what he called intelligent behavior. Gardners' concept of multiple intelligences in 1983 had a strong influence on the development of interpersonal components of Bar-On model of emotional-social intelligence. Bar-On model can be divided into two main parts. The first part is a *theory*, or conceptualization, of emotional-social intelligence, and the second part is the psychometric aspect of the model is, in essence, the *measure* of emotional-social intelligence, which is based on theory and designed to assess. These two aspects of the model is also called *(a) Bar-On conceptual model of emotional-social intelligence* and *(b) Bar-On psychometric model of emotional-social intelligence, and (c) Bar-On model of emotional-social intelligence* apply to both conceptual and psychometric aspect of this model.

Bar-On conceptual model of emotional-social intelligence provides the theoretical basis for the Bar-On model and psychometric approach to measuring this construct. The most popularly used measure of this concept is the Baron Emotional Quotient Inventory (the EQ-i). EQ-i primary was designed to examine the theory of emotional and social functioning. The central thesis of this model is that its conceptual and psychometric composition should contribute to the overall psychological well-being. The development of the conceptual aspect of the Bar-On model and building on their psychometric component (the EQ-I) are closely related. Consequently, EQ-may be considered "operationalization" of this model, which provides an efficient method to examine the structure of model accuracy and usefulness as a model of the SEI. Compatible theoretical and empirical research in this model can be found are the basic thesis in the research of investigators such as Newsome, Petrides, Salovey, and Van Rooy. The development of Bar-On conceptual and psychometric model of emotional-social intelligence proceed in six stages: 1. identifying and logical and various emotional and social competencies, and skills affect humans efficiency and welfare, 2. definition of individual groups of competencies and skills that have emerged; 3.construction of an experimental instrument to determine the emotional and social competencies; 4. finally down to the inclusion of 15 primary scales and 133 items published version of this tool (the Baron EQ-i) based on a combination of statistical findings and theoretical considerations; **5.** Standardization of the final version of the EQ-3831 adults in North America, too. **6.** Continuous collection of data, norms and validation of this instrument through various socio-cultural areas around the world.

Definition and structure of the Bar of the model of socio-emotional intelligence

According to Bar-On model, *emotional-social intelligence is the intersection of interrelated emotional and social competencies, skills that determine how well you understand and express yourself, how we understand others and are behaving towards them, how we deal with everyday requirements challenges and pressures.* Emotional and social skills and competencies included in this wide definition are based at the 5th tee - factors и 15 sub-factors that comprise the Bar model of socio emotional intelligence. Most

descriptions, definitions and conceptualization of emotional-social intelligence included one or more of the following key components of Bar-On conceptual model: (1) ability to understand emotions as they are, how our feelings and express themselves; (2) ability to understand other's feelings and behavior of other people, (3) ability to manage and control their own emotions, (4) ability to manage change and resolve problems of intra and interpersonal nature, (5) ability to generate a positive mood and self-motivated. This meta-factors of conceptual model of emotional-social intelligence are listed as follows in Bar-On measures for this model: intrapersonal *(self and self-expression);* Interpersonal *(social awareness and interaction):* Stress Management *(emotional Management and);* Adaptability *(management with);* General mood *(self - motivation).* Each of these 5 meta-factors consisting of adequate number of closely related competencies and skills. In accordance with the way this conceptual model is understood, the question what it means to be emotionally and socially intelligent? The answer relates to the already established thesis that emerges from the bar of the model, and it means to be effectively understood and expressed themselves, to understand the behavior of others and to behave properly toward others and to successfully deal with everyday needs, challenges and pressures. This is based, first and foremost on our intrapersonal ability to be aware of them and to understand their own strengths and weaknesses.

At the interpersonal level is to be aware of other emotions, feelings and needs, and establish and maintain cooperation, constructive and mutually satisfying relationships. Ultimately, being emotionally and socially intelligent means to effectively manage personal, social and other changes and realistic and flexible to handle the immediate situations, solve problems and make decisions as needed. To do this, you need to manage emotions so that they work for you, not against you, and you should be sufficiently optimistic, positive and self-motivated.

GARDNERS AND STRENBERGS THEORY AND THE CONCEPT

Basic tenets of socio-emotional intelligence

Gardner (Zarevski, 1999) lists seven basic forms of intelligence: musical, bodily-balanced, logical-mathematical, linguistic, spatial, social intelligence, personal and inter personal intelligence. For the concept of emotional intelligence and intra personal intelligence is also important.

Interpersonal intelligence refers to the ability of recognizing the diversity of emotions of other people, their temperament, mood, motivation and intentions. This kind of intelligence has a special importance for successful functioning in everyday life situations because the individual is able to choose the optimal strategy of action. Another important kind of intelligence for this concept is intrapersonal intelligence as an ability to understand and manage their own thoughts, moods and emotions that are realistic assumption for effective functioning in the middle. Concretely speaking interpersonal intelligence is understood and working with others, and intelligence is working intrapersonal and understanding with you or with one other director and the other directed by himself. What's the similarity between Gardners creation of social intelligence and emotional intelligence of Mayer and Salovey? Some critics argue that emotional intelligence is really just another name for social intelligence и for that purpose devising a new term is unnecessary.

But even though the advocates of this concept consider that the possibility to access their own feelings, good knowledge, controlling and directing the effective own behavior is much more the man than anything else. Sternberg (1999) highlights that contrary to academic intelligence, which can be determined the ability to social adaptation, practical intelligence is based on other personal determinants that are a prerequisite for effectively dealing with

everyday life situations. Sternberg i Wagner (1994, according to Takšić 1998) Exploring the everyday life came to conclusion that practical knowledge, self-maintaining, managing their own emotions and understanding for those who do and why are elements of practical intelligence which supports the Sterberg. The merger of Gardners and Strenbergs and theoretical benchmarks are constructs of the concept of emotional intelligence.

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ENVIRONMENTAL FACTORS FOR MOTIVATION OF CREATIVE WRITING WITH CHILDREN IN ELEMENTARY SCHOOL[2]

Abstract

Creative writing is a process of self-investigation, self-commitment, inner motivation, inspiration and self-dedication. It is a process that may not have transparent start, because the creative thought exists in the conscious of the individualprior to the process of communicating it to the outer world. Knowing this, we pose the question - is it possible to influence creative writing in the elementary school where the pupils have obscurant life experience and knowledge about the process itself? This paper explores the environmental factors that influence creative writing in the elementary school. It also presents the contemporary educational perspective on the creative writing process onthe whole.

Key words: creative writing, motivation, environmental factors

Child’s creative writing: what is it?

Creative writing can be understood as a process and as a product. Creative writing as a process indicates a process of creating a text where the author envisages in an unusual way in order to produce original ideas connected in a logic syntax manner in an attempt to explore specific theme, or a feeling, or someone's ideas and feelings. Nevertheless, this is not sufficient for making a distinction between creative writing and non-creative writing. For instance, we can explore a theme by making analysis of the previously gathered data and think of the usage of the elements in an unusual way. It is critical and creative thinking, but it cannot be recognized as creative writing. Creative writing should imply figurative expressions, vivid descriptions of a place, character or feeling, possibility of recognizing elements or characteristics of fiction or creative non-fiction, the narrator’s voice, point of view etc. in order to be recognized as a text considered almost literary. We say "almost literary", because we may assign our pupils to write a story, meaning that we are trying to integrate creative writing into the curriculum, but the question "Will those stories written by children have all the necessary elements that stories have?” or “Will those creative products be recognized as good stories?" remains without a satisfying answer. This is so because in the elementary classroom we work with children that have very obscure experience in reading books with stories, poetry, or drama. In addition, they have very poor knowledge of literary theory and the structure of literary texts. Moreover, even if we are positive about the fact that our children have had enough contacts with literary texts and have specific knowledge of literary theory we cannot claim that our pupils will be able to produce literary texts.

In addition, producing literary texts requires existence of fantasy, ability to practice divergent way of thinking, ability to produce ideas that are original, ability to imagine things and to become someone else and think from someone else's perspective, ability to make connections to the reader, the text, the time, and many other things. Fluency, flexibility, and

[2] Revisional scientific paper

originality are varieties of divergent type of thinking (Šefer, 2000). Divergent manner of thinking takes place when our thought moves from its starting point onto other points previously or seemingly not connected to the topic or to the object of speaking or thinking. Fluency means ability to produce as many ideas as possible when thinking of a subject; and flexibility is measured according to the number of categories that previously produced ideas can be enlisted in. Originality is ability to produce ideas that are not similar to the ideas of the rest of the pupils, ideas not expected and sometimes even shocking.

There are two types of creativity: primary and secondary (Sorokin, 1987). Primary creativity is something that all children have. Children naturally think in divergent way, mostly because they have lack of information to make conclusions and because they enjoy imagining things and try to make unusual combinations with words that later might be considered as figurative speech, such as the use of the metaphor. For example, a three-year-old might say that the moon looks like rounded cheese(comparison), or the moon is rounded cheese(simile). This is recognized as figurative speech, but it does not come out of the child's inner motivation for creative writing, but out of his/her curiosity and lack of knowledge about the moon. After all, the child feels so amused and has so much fun when making unexpected combinations of words such as those that the moon is cheese, that s/he continues to search for more words, which will amuse him/her and make him/her laugh. The child is not aware that his/her creation contains figurative expressions. Thus, the child does not use figurative language on purpose when creating a poem, for example. What happens next? When children enter the educational system, which imposes on them classifications and the use of logics, and when they are taught that the moon is not cheese, their way of thinking changes and becomes convergent as well. Convergent thinking is when the course of our thinking narrows from many possible solutions to the problem to one solution only i.e. to the solution that feels the right one. At this stage, not all pupils will be able to think in creative manner, meaning that creativity will not be a personality feature of all of the pupils. However, few of them will still be able to perceive the world from the child's perspective in spite of knowing enough facts such as the one that the moon is not cheese. At this stage of creative writing development, the pupil will use figurative speech by following specific purpose related to the inner need to express him/her self in a nonconventional way. This is, so called secondary creativity.

There are three phases of creative writing development: *The Innocent Eye, Ear and Hand; Conventional Eye, Ear and Hand; and Cultivated Eye, Ear and Hand* (Rico, 1983). The first phase is when the child is 2-7 years old. At this stage, the child perceives the world in an innocent way because of lack of experience and insufficient vocabulary, and thus produces combination of words with connotative meaning. When between 8 and 16 years of age, children usually use words with denotative meaning because of the enormous influence of the school over their perception of the world. At the age of 16 and over, the child, approaching the age of an adult person might appear to have his ability to perceive the world through the eyes of the inner child awakened. In addition, not many people have this ability. That is why not many people are able to write in a creative manner. Therefore, we can assume that many of our pupils will not produce a good piece of writing, but this is not very important at this stage of creative writing development. The most important thing is that we, as teachers, must organize many situations in which our children will be able to express themselves in a creative manner. One of these situations would certainly be the creative writing process in elementary classroom.

Motivating creative writing in the classroom

Creative writing in the elementary classroom plays an essential role in the process of child's personality development. Storytelling is an activity in the classroom, which amuses

children and provokes creative thinking. Moreover, *storytelling helps in releasing creativity in the classroom, encourages sharing experiences, helps in the learning and in the teaching process, improves language and comprehension skills, develops high-order thinking skills, improves recall and serves as a bridge and bring closeness between all subjects included in the process of learning.* (Herendeen, 1995).

In order to motivate creative writing in the classroom, Burke (2007) stresses the importance of making special rooms or classrooms intended for pupils' creative writing. In such an environment children feel safe and they are encouraged to write in a creative manner. They are also responsible for the design of the classroom in which they work. Therefore, they have certain power of creation: they participate actively in the arrangement of the classroom and in the process of the creative writing that takes place in the classroom. The teacher also creates positive atmosphere in which pupils are encouraged to contemplate and ponder in a situation of relaxation in order to evoke their creative powers of their unconscious mind. If there is a possibility to decorate a classroom to be used when engaging pupils in creative writing, then the children will feel secure and relaxed as if they are at home. It would be a good start for creative writing engagementto stimulate the unconscious mind of the children i.e. to turn them to their inner self.

In the process of visualization pupils in elementary classroom are encouraged to write short stories by using those pictures and relying upon the unconscious within them before they start their creative writing or storytelling activity. In addition, they may be asked to produce several drawings as part of the story construction without giving verbal support. After creating a story book of drawings, pupils are engaged in story writing activities, starting with only few sentences and continuing with a paragraph related to the said drawings (Welch, 2003 and Goularte, 2002).

Because visualization is very important at this children's age and for the creative writing itself, the teacher should provide visual rich environment full of pictures and photos that are appealing and are capable of provoking creative thought/s. Those pictures/photos should have at least one of these characteristics in order to be provocative:

- to have aesthetic values,
- to include metonymy,
- to create metaphor,
- to be dynamic,
- to be mystic,
- to explore new perspectives of familiar things,
- to present the unexpected and unknown (or less known),
- to initiate divergent thinking,
- to open possibility for asking questions,
- to cause problem situation while watching or discussing about it,
- to expand horizons,
- to say what has never been said,
- to be appealing to emotions…

Metonymy, similarly to metaphor, presupposes substitution of one word (or in this context – thing) and the characteristics of the term that is being substituted are taken into consideration, too, together with the used term. The absence of the first term doesn't really happen, because the reader feels its presence anyway. The words (or – things) are substituted by respecting the logical principle. In the case of the metaphor, the words are being substituted by using the principal of similarity. Therefore, the metonymy is a figure of speech that enables substitution of words that determine things or concepts that are close to each other, or the first thing is part of the second thing (synecdoche), and the metaphor enables

substitution by similarity. Because, similarity does not exclude closeness, we can conclude that *there are no absolute criteria for identification a metaphor over metonymy* (Вангелов, 1986: 171). Previously presented determination of the metonymyreflects the common thought of the theoreticians over the past years. However, there are new views of this term that dislocate metonymy from the general linguistics to cognitive linguistics. According to the new theories, the metonymy is

i) a conceptual phenomenon,

ii) metonymy is acognitive process,

iii) metonymy operates within an idealized cognitive model (Radden, G. and Kovecses, Z., 1999: 17)

We assume that metonymy is not, as has often been taken for granted, merely a matter of substitution of linguistic expressions but a cognitive process that evokes a conceptual frame. The notion of 'conceptual frame' is meanthere as a cover term for what is variously called 'domain', 'idealized cognitive model' (ICM), 'schema', 'scenario', 'script' in the cognitive linguistic literature. (Panther, K-U. and Raden, G. 1999: 9)

Therefore, a photo or a picture in which there is substitution of one element to another in order to create specific meaning and to leave the audience to construct concepts that refer to previously gained knowledge and experience is metonymic. A photo that is taken out of its real context can also be considered as a photo that includes metonymy. Picture 1 is an example for metonymic picture, because the recipient cannot presuppose the context in which the little monkey is nor the reason for the monkey's specific behavior (thumb sucking). It also raises many questions that provoke divergent thinking.



Picture 1.*Monkey*[3]



Picture 2.*Freedom*[4]

The picture or the photo to be used in the creative writing classroom is advised to be dynamic, i.e. to present movement (picture 2) or to create dynamism by ordering some objects in specific order, usually - diagonally (picture 3).

Picture 4 represents mystic picture, because there is something that is untold or hidden (the human or the shadow among the doors – opened and closed). It is symbolic, metaphoric and metonymic as well, because it may represent emptiness, sorrow, grief, loneliness, memory, non-presence, cry, deep pain… It can also be used for motivating divergent thinking, because this photo says something that lies somewhere beneath the surface of conscious mind. Therefore, the pupils may be surprised to find out that there might be several meanings constructed by the recipient him/herself.

[3]Internet source, retrieved from http://www.furrytalk.com/2010/01/the-21-most-adorable-and-cute-baby-monkeys-in-the-world/

[4]Photo taken by Daniela Andonovska-Trajkovska



Picture 3.*Deconstruction*[5]



Picture 4. *Shadow*[6]



Picture 5.*Santorini*[7]



Picture 6.*Sunset*[8]

Picture 5 and 6 are emotionally appealing photos with highly aesthetic function enabled by the combination of colors, contrast, light and freshness. They can also be understood as metonymic (as something that stands for something else by using the logical principle), symbolic or as metaphoric (as something that stands for something else by using the similarity as principle).

Collaborative writing in the classroom might also gain in significance when children are put in specific context in order to discuss their compositions as well as the writing process (Hodges, 2002). This way they also share their life experiences, and while getting familiar with the language, with the characters and with the story writing, they can also explore their own identities (Wiseman, 2003). Collaborative writing creates an atmosphere which makes pupils feel the creative writing as an activity equally important for all of them. Another method of inspiring creative writing is organizing the parents, pupils, and teachers to meet and share their own family stories, motivated by their own personal experiences related to their closest family occasions and events (Buchoff, 1995).

Parents, pupils, and teachers can work together towards developing creative writing even when they tell and write stories about other people or fictional characters(Goethel, 1995). Parents are the first natural teachers to their children, even though they aren't always aware of the particular situations in which the learning happens. Creative writing can also be a context that can be practiced at home, i.e. in a pleasant and friendly setting. Therefore, parents should be aware of the developmental stages of the child's writing, be familiar with the literary elements that constitute literary texts, practice reading and writing in their

[5]Photo taken by Daniela Andonovska-Trajkovska, abandoned house in Brnik (village in Mariovo)
[6]Photo taken by Daniela Andonovska-Trajkovska, abandoned house in Brnik (village in Mariovo)
[7]Photo taken by Toni Andonovski
[8]Photo taken by Toni Andonovski

everyday contexts in order to serve as a role model for their children and be open to the children's need to reconstruct verywell-known story.

Conclusion

At the end, we can conclude that creative writing as a process that needs to be developed in elementary school can be motivated by several environmental factors. Practitioners and theoreticians stress the importance of making specialized rooms or classroomsto be used exclusively for creative writing. It is also important that the children are included in the decoration of that private 'space'. Drawing pictures or taking photos by the pupils are very appealing to the young writers. Sometimes orfrequently the teacher can search for an appropriate photo that could be analyzed and discussed in the classroom. In addition, the teacher should be very particular about the right photo to meet most of the criteria listed above (the photos must have aesthetic values, can be metonymic or metaphoric, mystical, dynamic, new, to be emotionally appealing, to give fresh perspectives on familiar objects, have ability to provoke questions and therefore to create problem situations in the classroom,…)

Collaborative writing is a method that can be used for bringing pupilstogether in the creative writing process in terms ofcreating links and connections among them, but also between teacher – pupils, parents – pupils, teachers – parents, pupils – family, and so on.

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Jovanka Denkova

THE TRAVELOGUE AS A LITERARY GENRE IN CHILDREN`S PROSE WORKS "PISMA OD AFRICA" BY VIDOE PODGOREC[9]

Abstract

This paper reviews the travel book (travelogue) as a literary genre. The research begins by analyzing the many definitions, or at least the attempts to define the genre made by different literary theoreticians. Furthermore, an overview of its topology and classifications along with their features will be presented. All these critically theoretical deductions will be discussed through the travelogue "Pisma od Africa" by Vidoe Podgorec.

Key words: definition, classification, travelogue, prose work, VidoePodgorec.

An attempt to define the term

The comparative, through the sub disciplinary "imagery" at the end of the 20th and the beginning of the next century, returns the dignity and the significance of the already forgotten, nineteenth century literary genre – the travelogue (Stojmenska-Elzeser, 2006: 253-261). When an attempt is made to terminologically determine this genre, one might face some difficulties. Despite the great number of efficient researchers of this particular genre, all the given definitions are very close to each other in meaning. The reason for this occurrence might be the great semantic elasticity of the term (Dragun, 2012: 255).

According to the Oxford dictionary a travelogue is a film or piece of writing that describes travel in a particular country, or a particular person's travels.[10] On the other hand, according to the Digital dictionary of the Macedonian Language, travelogue represents literary traveling impressions.[11]

Dragutin Rosadikj considers that "the travelogue represents a literary-scientific term in which personal imprints and traveling adventures are being presented. Within them art and documentation conjoin. The travelogue consist of descriptions about landscapes, people, reflection of the writer`s emotional well being, history, art, ethnology and geographical facts of the visited places."The definition by Lj. Andreev slightly differs from the Rosadikj`s definition, in terms that it only complements the travelogue`s character. It points out that the descriptions should be truthful, precise and objective, written with interesting and emotional style that triggers the reader and introduces him into a whole new world never known before. Antun Gustav Matosh`s point of view, furthermore complements the travelogue`s definition by adding that it might as well be didactic and humorous, painter and psychologist, dreamer and realist (Spasevski, 2007: 72-73).

An attempt to qualify the travelogue as a genre

From this point of view, a more concise definition about what travelogue represents can be deduced, that leads to distinct works which main theme is traveling (fictional prose forms) from travelogues in narrower sense of the word (nonfictional prose forms). In the past,

[9] Specialized paper
[10] Oxford Dictionaries, *Language matters*, accessed on 01.02.2014 http://www.oxforddictionaries.com/definition/american_english/travelogue
[11] Digital dictionary of the Macedonian language, accessed on 01.02.2014 www.makedonski.info/show/патопис/м

the latter type was not considered as very significant. It was not until the postmodern period that autobiographical genres, such as the travelogue gained in importance (Dragun, 2012: 255). According to some on-line sources, the travelogue, most of the time is kind of a monologue i.e. a prose form accompanied by pictures, presented to the audience.

Still, no one until present day has given a solid, clear and strict definition neither to the genre nor to the term "travelogue," although almost every reader can sense the traveling elements in the literary works or to enjoy reading those in which traces of the traveling phenomena can be sensed. Another proof that the relationship between traveling and writing tends to be polyvalent and complex is a saying by Heinrich Heine that "…the travelogue is a natural form of the novel," or Michelle de Serto`s saying that "every story is a story about journey," along with Michelle Bator's proposition to create a separate field "iterology" which purpose would be to deal with this relationship between the movement and the word (Stojmenska-Elzeser, 2010: 175-178).

The Macedonian travelogue literature covers a corpus of 20 titles, that as hybrid prose works stand out from the strict genre outline. Among them, popular reportage travelogues, adventurous travelogue prose with emphasis on the storyline, travelogue memoirs, travelogue essays and travelogue novels can be found. From literary and historical point of view, the travelogue literature in Macedonia appeared in the 60s and the 70s of the 20th century, as a late response of the strong wave of modern European egotism (Stojmenska-Elzeser, 2006: 253-261).

According to some sources, the travelogues should be analyzed having in consideration their aims, writing styles and writer`s personality involvement. In all cases, a travelogue gives information on a journey or just a simple walk, respectively movement. Mostly written in prose form, travelogues represent literary analysis of some traveling experience and can be classified as: a) fiction presented as facts exposure, b) literary written facts andc) literary artistic presentation of written impressions and feelings during the journey.[12]

Daniel-Henri Pageaux presents a chronology of the development of traveling in literature: pilgrimage, journey and tourism, where by all means the autobiographical element is not excluded, since the traveler in his work encloses comments and critically turns to what he sees. In this way, the reader can discover his political determination, his society position, but also his personal life through comparison of the given elements. Great number of authors wrote about what a travelogue really represents and everyone share the same opinion that it comes to a hybrid genre in literature that carries elements from art, history, geography etc (Kovilovski, 2013: 109-121). According to Pageaux "the travelogue is light and affirmative work that communicates the passenger`s opportunity and willingness to view other people`s time and space and discover the harmony of the human spirit, as well as the diversity of the society and ways of life: the passenger is just one of the expositive keys of the world, along with its history, especially when there is a literary meaning and philosophical spirit. The journey and the traveling literature have their groundings among the great discoveries of the dawn of the new century and among the great colonial achievements of the 19th century: individual`s golden times armed with reason (Pazo, 2002:54-55).

Dragica Dragun points out that there are seven complementary determinants that convey more profound meaning to the travelogue as genre:

1.**Explanation** (outline) is a method by which the author explains the reason for writing the text, his/her own interpretations of how the genre functions and the travelogue`s poetry;

[12]Vadapalli V.B., Dr.Rama Rao. (accessed on 01.02.2014), more on the site, Travelogue as a Literary Genre, http://www.boloji.com/index.cfm?md=Content&sd=Articles&ArticleID=14804#sthash.jejPFUJA.dpuf

2.**Itinerary** is a term connected to the set of information about choice and course of the traveling destinations, time and means of travel;

3.**Subject** of the travelogue`s discourse is the person that writes the travelogue and describes the events. The quality of the entire work (from content to form) depend on his/her efficiency;

4.**Lexicon** (catalogue) is a method used for creating notificationson the geographical-cultural area incorporated in the travelogue. This is connected to shaping the traveler`s knowledge about the world he travels in.

5. **Thematization** is the act or process of upgrading the discourse (both on intellectual and stylistic level) and through this method the literary skills of the writer are being emphasized;

6. The **plot** as a category determines the sequence of events together with the actantial structure of the journey;

7. **Recipient** is a category founded on the communicational characteristic of the travelogue i.e. a category that notifies why and to whom the travelogue was written in the first place and in which way these two factors affected the work (Dragun 2012: 256).

When it comes to the travelogue as a literary genre, there are few other concept subdivisions, depending on the travelogue`s episodes frequency. Therefore, one can distinguish between:

1. Standard shape travelogue (travelogue narration)
2. A travelogue as part of a certain literary work (usually a novel narrative) where the travelogue episodes are part of the culmination storyline, and
3. Travelogue with fragmentary illustrations within the work (Spasevski, 2007:72-73).

According to Sonja Stojmenska-Elzeser, the travelogue prose works can be: scientifically popular, fictional, essays with inclination towards philosophy, painting or some other humane field, psychologically, autobiographically or epistolary emphasized etc (Stojmenska-Elzeser, 2006: 261-269).

Travelogue prose "Pismaod Africa" by VidoePodlorec

In order to successfully explicate all these critically theoretical deductions, a travelogue by VidoePodgorec will be taken in consideration. In the following segment, the travelogue prose work "Pismaod Africa" will serve as a guide for a closer look into the Macedonian travelogue literature.

"Pismaod Africa"[13]("Letters from Africa") starts with a journey to the mystique Africa, the author`s childhood dream. Since the very beginning of the narrative, the author implicitly foreshadows the character of the story: "Africa began since our childhood dream: foggy and distant. And it still lasts in every dawn, unseen and unlived (5)." The author is a poet, he starts writing while still in the plane, inspired from the view on Egypt: "And while in the plane, while gazing at that unusual and strange land, few verses had already bore…(5)."

Even in the introductory chapter (*Na pochetokot*) one of the general features of the travelogue genre is clearly represented-first person narration, thus in the end of this chapter the reader gets information about the book`s character and creation: "These letters, addressed to Antonio, only represent transient encounters with lands and places, people and tribes, animals and birds; they are just small extracts, small details engraved on the enormous picture book named Africa, for still unexplored-the most attractive for the civilized world (6)."

[13]Podgorec, Vidoe. *PismaodAfrika*, Makedonskakniga, Skopje, 1976.

In this book, the journey is represented as a general segment of the narrative structure, in a country that not only awakens deep, unsettled, exciting associations for the unknown, but also a craving for exploring that unknown. That is what makes this genre appealing both to the adults and the children. And ever since the travelogue notes are directed in form of letters to the author`s son-Antonio, in this case it explicitly proves that what we have is a travelogue-epistolary prose work.

The author`s identity is neither explicitly nor implicitly revealed. In one moment, he legitimates himself as the author of the complete works "Pepelicvet" and says: "One of my unnamed heroes from the novel `Pepelicvet`… (76)." Furthermore, his journeys to Africa and Asia are well known from VidoePodgorec`s biography. His identity is also being revealed in the last chapter (*Africa voKoleshino*) where he indicates him being in his home village, which again is known out of his biography. In this particular chapter, certain characters from the book "BelotoCiganche" are being mentioned-Taruno, baba Mulon, Bresko…

The author is also a narrator and part of the events that took place (character/protagonist), thus in this case author=narrator=character. Although this fact is not enough to prove the credibility of the re/told story, in order to keep the realistic code of his storytelling, the author states the time period of his stay in Africa: "In order to confirm the truth that Nairobi was build right in the jungle`s heart, on 10th of December 1971 in the garden, in front of the national Theater, in my presence, the guardians caught an enormous boa! (75)"

One of the travelogue`s main characteristics is chronological, rectilinear scenario. Therefore in this book the author starts his journey from Kenya (Mombasa), travels through the jungle to Nairobi, the dead city Gedi, Sabaki, reports with a letter-travelogue from a hunting lodge in the base of Kilimanjaro, carries on and makes friends with different tribeson the Victorian Lake`s coast, goes on Safari on kaffir buffalo in the savannah, takes the reader-child on a walk through the National Museum introducing him with the prehistory of Africa etc.

In this work, some of the general characteristics of the travelogue as genre are implemented with adaptation to the recipient`s cognitive and psychological abilities. As it is known, the travelogue has double methodological base, narration and description. In children`s literature, a mixture of all three features is made for keeping the audience-the children interested. Therefore, it is highly recommended that in this type of writing narration to dominate over description. This of course, leads us into the field of intertextuality which in this case is achieved with implementation of stories, legends, poems, tales (fantasy element). Throughout the book, there are poems by: the author (5,16,29), some black tribes (43, 61-62) and the boy Masambo (71-72); stories-legends retold by the author as something he had heard before or ideas from some previous knowledge as it is the story about Vasco de Gama`s arrival in Africa, the story about Masai people`s origin, the cosmogonic legend about God`s creation of Earth (retold by Marko Cepenkov), the baobab tree typical for the African continent, the story about the tribal guru, about the eternal life of the late ancestors etc. These metalinguistic texts on the one hand decrease the danger of identifying the storytelling with fact sequencing, while on the other hand represent reflection of the author`s emotional well-being.

Another method used by the author is connection with the children`s experiential knowledge, as it is the story about Tarzan-the jungle`s master, as Earnest Hemingway is compared with Gulliver amongst the Lilliputians, amongst the short Blefuscudians-the children who replace their names with animal ones in order to have the animals` strength etc.

And all that is done in a direct manner, directly addressing the child reader: "Dear Antonio…;" "You remember my Antonio…;" "This time, my Antonio, I`ll tell you something about the lion (23);" "Do you hear, my dear Antonio…;" "Tonight, when I`m

writing you this letter my dear Antonio, I feel so sad (25);" "And that is an interesting story Antonio;" "How can I explain that feeling Antonio, that excitement?" "But let me tell you the legend in short Antonio…;" "Trust me, Antonio…;" "It`s the entire truth Antonio" and so on. Sometimes, the author lets himself to be so carried away in these fictional dialogues: "Maybe that`s some unreal, invented story? You might think. No. That is the whole truth, Antonio. There, those unusual animals you often see in the zoo, they make a lot of devilish tricks… (55);" "Maybe you already grumble: why would they need banana watchers when there are plenty of them? Besides, they have no legs and can`t go anywhere!... Oh, my boy, you are very, very confused (55)."

In the travelogue as a literary genre, the central problem of the author is to find a way of transmitting the visual experience on paper (Stojmenska-Elzeser 2010: 175-178). But, the author of this text is completely aware that he cannot convey in words what he actually sees: "I`ll try to tell you what I`ve seen, what I`ve lived through. But, let`s make it clear from the very beginning: I doubt I can describe Africa as it is (8);" "Of course you`ll remain disappointed by these stuttered stories. But, ever since my first letter from Africa I told you that: this continent is filled with contrasts; those contrasts are very hard to explain (41);" "No, my Antonio, there are no words to describe what I lived through that night in Samba Orinda (47)."

In spite of the fact that throughout the entire travelogue, Podgorec is in constant relationship with the child reader, he offers rich and picturesque description of some tribes, their life in the jungle, their hunting weapon, short lifespan, hut`s appearance, customs and polytheism, the food, the lovely nature, the main tourist attractions, the art of making wooden objects – the typical African maconde, stories and descriptions about animals (lions, monkeys, lizards, parrots, giraffes etc.). The author, through the sad destiny of the "bared tummy blacky with big black eyes" – the orphan-fisher Lulu, the restless seashells seeker, by whose doom the sad fate of the African children is depicted, makes a great connection with his audience-the children.

It seems that the well known reproach addressed to the travelogue writers – their subjectivity when it comes to describing people and places (and the big question: how to get rid of that weakness?), cannot correlate to Podgorec. He addresses an open reproach towards the guests from Europe, their greediness both in the present and in the future: "We, the Europeans, are greedy people, Antonio. We would like to take it all, to have it all (17)," through the verses of the little poet, the kid Bosambo: "…I have felt the entire black continent crying. Africa was crying her purest tears through the verses of one semi-literate boy (70)," along with the prejudices about the cannibalism: "And how can I explain the fear from the unknown, from the belief that in Africa there are still cannibals? (9)." Despite all the information he offers to the child reader, in the end, the author sends a message to Antonio to get back to his history book, that one can sense a slight reproachful-didactic-moral note.

In the travelogues, the home coming of the character/narrator can be shortly mentioned, or as in this case it can be described in entire chapter. The last chapter with the author`s returning to his home village, represents sending of an universal, humane message about binding and unifying of the world. Most often in this kind of books, the protagonist gets back from the journey as completely changed person, enriched with experience and world`s consciousness, as it is the case in this book that after encountering his mighty enemy-the jungle, the author reconsiders his attitude about life, world, people`s goodness…

At the end of this travelogue, the author inserted a short dictionary of unfamiliar words and phrases, and in this way once again he had shown his connection to the child`s world and children`s literature reception.

Closing remarks

To sum up, in this case it is a question of a hybrid genre, a travelogue-epistolary form with scientifically popular contents, standard narration, literary-artistic presentation of the written impressions and feelings during the journey. If we remember the seven features a travelogue should have, by DragicaDragun, we can see that all these were successfully achieved. The letters addressed to Antonio are created on Antonio`s behalf, which according to DragicaDragun represents a explanation (outline) where the author explains the reason for writing the text, while in this case the category recipient is being emphasized. The second category has a great impact on this work`s structure and character, since the recipient is a child with whom the author communicates directly, both informatively and didactically, and of course all that in accordance with the child`s intellectually cognitive abilities. The category *itinerary* is made clear from this work`s title, where we have information about the main visiting place (Africa), while all the other places are described in details as the story goes. This also applies to the time period of the visit. By pointing out the date, one of the characteristics of the travelogue as a literary genre is being indicated, as with highlighting the means of travelling (a plane, a jeep…). The *subject* is the author, the narrator and a character/the protagonist and the one who holds the information about the lexicon and the story, about the customs and habits, folklore, way of life, nature`s descriptions and so on. The category *thematization*is represented throughout the work`s intertextuality, the reflexive-thoughtful-emotional considerations of the author, faced with the greatness and the beauty of the mighty jungle, but also led by the universal humane sense about binding of the world and the people.

Unfortunately, the technical limitations do not allow retrospection of greater number of works from this genre, both from VidoePodgorec`s treasury and other`s children`s literature authors, but it remains as an open door and inspiration for some further research.

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SYSTEMS OF EXERCISES TO IMPROVE THE GEOMETRIC REPRESENTATIONS OF THE STUDENTS IN ELEMENTARY EDUCATION[14]

Abstract

Many researches show that most people face problems in the geometric representation of the three-dimensional space, however the percentage of people who have problems with the two-dimensional representations is not small as well. This results with the need to overcome this issue by devoting more attention as early as elementary education. In this paper we will make an effort to present systems of exercises, which we consider, to be in function of overcoming the mentioned problems.

Key words: *geometric representations, quality of thinking.*

INTRODUCTION

The intentions for application of the process-developing strategy in the programming of the education is for the students, from passive subjects in the process of learning, who need to learn a determined amount of knowledge or to achieve results in the realization of certain goals, to direct their activity towards the process of learning, i.e. the development of their own personality. The main goal is the growing capacity of the children for autonomous behavior. In order to achieve this goal, it is important, from the earliest age, to pay attention to the development of:

- The qualities of thinking,
- The types of making conclusions
- The scientific methods,

all of which develop capacities for acquisition of formal and applicable knowledge and skills and creative activity in the students.

At first glimpse, it seems that it is impossible to achieve these goals in elementary education. But this is only the first impression, since we need to take into account that the educational process is one of the most creative activities of the human beings, and it is clear that the goals can be achieved. The realization of the goals is only possible if the syllabi are prepared according to the process-developing strategy and if the didacticmaterials, especially the textual are in function of realization of the process-developing strategy. Unfortunately, the latter is not the case. For example, almost all authors give only the elementary explanation of the chapters Geometric shapes in a plane and Measurement for IV and V grade, which satisfies only the minimal demands of the syllabi. Clearly, this approach in the preparation of the textual didactic materials cannot even nearly satisfy the demands of the

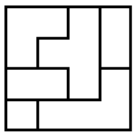
[14] Revisional scientific paper

process-developing strategy, and we can also say that it is not in function of the improvement of the qualities of thinking, such as the: *elasticity, drawing patterns, depth, comprehensiveness, rationality, extent and critical thinking.*

SYSTEMS OF EXERCISES IN FUNCTION OF IMPROVEMENT OF THE GEOMETRIC REPRESENTATIONS OF THE STUDENTS

Many researches show that most people face problems in the geometric representation of the three-dimensional space, however the percentage of people who have problems with the two-dimensional representations is not small either. From this and one of the goals of education, which we must keep in mind and that is for the students to acquire applicable knowledge, arises the need to overcome this issue by devoting more attention as early as elementary education. Namely, when teaching about the Geometric shapes in a plane, it is not possible to develop the quality of thinking by exercises, from which most are just elementary calculations of the perimeter and the area of a square or a rectangle. With this approach, the students at elementary level acquire operational knowledge only about the rectangle and the square, which leads to using patterns in teaching, and which to a certain extent contributesto the development of the rationalization of thinking. However, this approach puts the development of the other qualities of thinking and the problem solving of the two-dimensional representations in the background. This condition could be overcome by creating adequate systems of exercises which need to be appropriate to the requirements of the process-developing strategy for the programming of the education. The following system of exercises, which refers to the geometric shapes in a plane, has the purpose to highlight the types of exercises which we consider as necessary for the development of the qualities of thinking and improvement of the two-dimensional representations of the students.

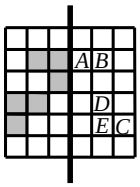
Exercise 1. The square on the right is cut along the marked lines. Which of the following shapes cannot be attained in this way?





A) B) C) D) E)

Exercise 2. The paper shown in the image is folded in half along the marked line. Which letter will not be covered by a dark square?



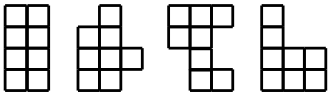
Exercise3. Daniel wants to make a square by using shapes which are just like the image on the right. Which is the least amount of shapes that he must use?



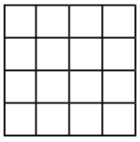
Exercise 4. Ilina has tiles in the form of the letter L, each of them containing 4 squares as shown by the image.



How many of the given four shapes can be made by gluing two of the shapes together.



Exercise 5. Ana has a piece of paper divided into squares as shown by the image on the right.

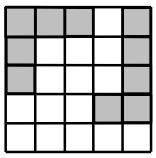


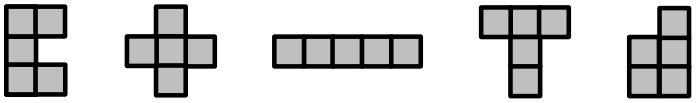
She cuts shapes from the piece of paper in the shape of



How many pieces like that can Ana cut?

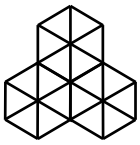
Exercise 6. Ilina has placed two shapes containing five little squares on a square surface (the image on the right). Which of the following five shapes can be placed in the empty squares so as not to leave space for none of the following four shapes?

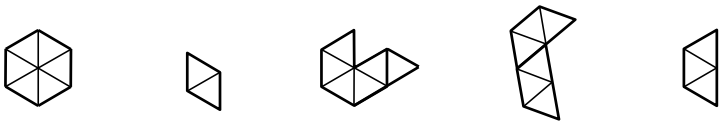




A) *B*) *C*) *D*) *E*)

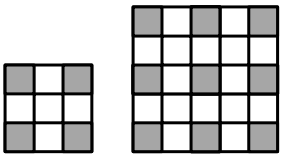
Exercise 7. Jane has made the drawing by using several same pieces. The pieces do not overlap. Which of the following pieces Jane cannot use in order to make the drawing?





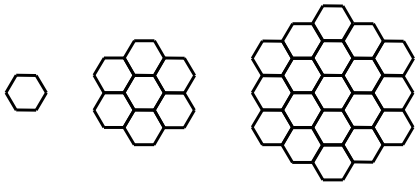
A) *B*) *C*) *D*) *E*)

Exercise 8. The square is covered by white and black tiles. Squares with 4 and 9 black tiles are shown by the image. In each corner there is a black tile, and each black tile is surrounded by white tiles. How many white tiles are needed to cover a square with 25 black tiles?

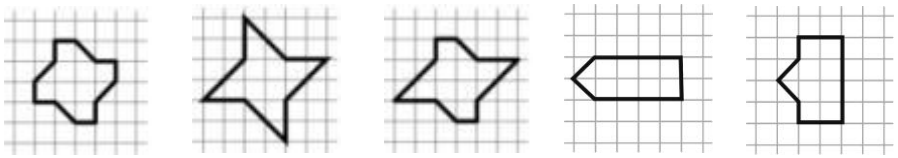


Exercise 9. Mirjana has drawn three shapes made of hexagons, as shown by the image.

She carried on drawing these shapes in the same way. How many hexagons will the fifth shape contain?



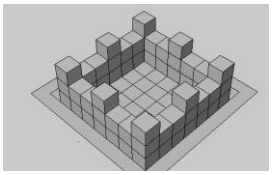
Exercise 10. Which shape covers the largest area??

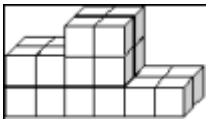


A) *B*) *C*) *D*) *E*)

Regardingthe understanding of the contents related to the cube and the cuboid, we may say that the given notes about the realization of the topic Geometric shapes in plane fully apply in this case as well. Namely, while teaching these contents, there is a complete lack of adequate examples which help to develop the qualities of thinking, as well as examples which help to make better images of the three-dimensional space. We believe that the mentioned flaw could be surpassed by the use of appropriate systemsof exercises, which should meet the requirements of the process – developing strategy and the syllabus. The following system of exercises, referring to the cube and the cuboid, has the purpose to give direction to the types of exercises which we consider as necessary for the development of the qualities of thinking and the improvement of the three-dimensional representations of the students.

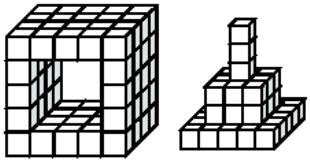
Exercise 11. The image shows a castle made out of small cubes. How many cubes were used to build the castle?



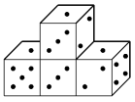


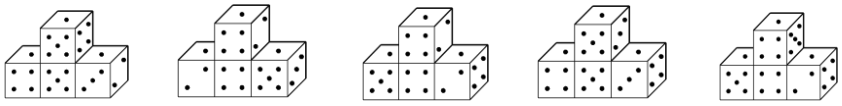
Exercise 12. Peter has made a pedestal, as shown by the image. How many cubes did he need to build the stage?

Exercise 13. Milan made a tunnel using same-sized cubes. Then he rearranged them and he made a pyramid. How many cubes from the tunnel did Milan not use for the pyramid?



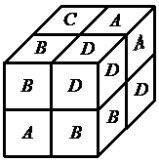
Exercise 14. There are four identical dice in the image. The sum of the numbers of two opposite sides of each die is 7. What does the back side of the dice look like?

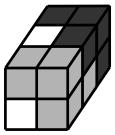




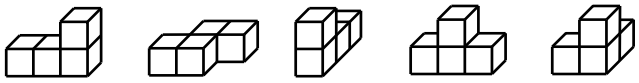
A) *B*) *C*) *D*) *E*)

Exercise 15. Mirjana has 8 same-sized cubes with the letters A, B, C and D. Each cube has the same letter on all sides. Mirjana used the cubes to make a new larger cube (look at the image). Two neighboring cubes do not have the same letter. What letter is the cube which cannot be seen in the image?



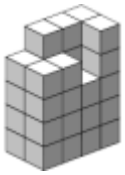


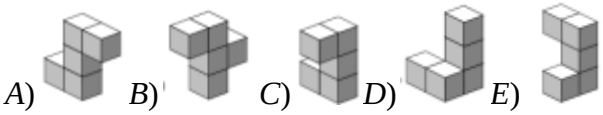
Exercise 16. One parallelepiped is made of three pieces (look at the image). Each piece is made of 4 cubes and colored with the same color. What does the piece, which is colored white,looks like?



A) *B*) *C*) *D*) *E*)

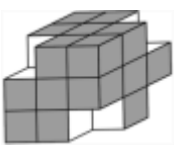
Exercise 17. Which of the following forms completes the cuboid?

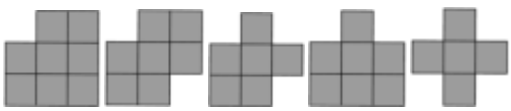




A) *B*) *C*) *D*) *E*)

Exercise 18. Maja has removed one small cube from all four bases of the large cube in the image. She submerged the cube in ink and made stamps on a piece of paper. How many of the following stamps could not have been made by Maja?





As we can see, the basic aim of the two groups of exercises is to improve the geometric images, both plane and spatial. Further on, the solving of exercises 8 and 9, requires finding an adequate algorithm, which means that these exercises have the purpose to develop the so called algorithmic thinking. The latter also applies to exercise 10, since at this age the students cannot calculate the area of the triangle, in order to provide the correct answer they should come up with an algorithm which they will use to make the comparison of the areas of the given shapes.

From the previously stated, these types of systems of exercises have an important role in the improvement of the thinking qualities. The latter especially refers to the elasticity, the comprehensiveness, the width and the importance of thinking. And the development of thinking should be the primary goal in the process of education of the students at this age.

CONCLUSION

Many researches show that most people face problems in the geometric representation of the three-dimensional space. On the other hand, the process-developing strategy in the programming of the education has the goal to transform the students from passive subjects in the process of learning who need to learn a determined amount of knowledge or to achieve results in the realization of certain goals, and to direct their activity towards the process of learning. The latter is only possible through adequate development of the quality of thinking, by which the students will develop abilities for acquisition of formal and applicable knowledge and skills and creative activity. The achievement of these goals in the geometry classes in elementary education is possible if:

- the acquisition of the operational knowledge regarding the square and rectangle in the part of the perimeter and area is complemented by exercises of the types 1-10, while insisting on finding several ways to solve an exercise, with the purpose to develop the quality of thinking of the students,
- the acquisition of the operational knowledge regarding the cube and the cuboid is complemented by exercises of the types 11-18, which will not only improve the geometric knowledge of the students, but will also influence the improvement of the quality of thinking of students.

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Математички натпревар кенгур 2002, 2011, 2012, 2013, Нумерус, 2002-02, 2011-01, 2012-01, 2013-01, Скопје

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TRANSFORMATION DUE TO NEW CONCEPTS OF EDUCATION[15]

Abstract

Education in future implies a transformation in the education system. That basically means the reforms of his whole system, and the development of the concept of permanent education a harmonized with social needs and changes. The presented work here is an integral part of a broader set up and realized preliminary project on „Redefinition of Education Structure of Republic of Serbia", forwarded to the Ministry of Education of the Republic of Serbia in 2010. The preliminary project guided by Ph.D. Miroslav Kuka and Ph.D. Vukosava Zivković was realized in the team work and in coordination of work of the central and regional working groups in Serbia and the surrounding countries having 80 collaborators in total working on the project. Model of our structure of the education system extends the period of compulsory education up to 10 years of age (till the first grade of high school which is the same for all regarding the curriculum) and is based on differentiation of the education levels (from preschool to high school) in cycles, which, on their part, are defined by aims and tasks. Short-term, middle-term and long-term aims have been clearly defined and concise division of competence and the follow-up methods of successfulness of its implementation has been made within the proposal of our model.

Key words: education in the future, transformation of education system, model of our structure, and reform.

Introduction

Education in the future involves the transformation of the education system. That basically means the reforms of his whole system, and the development of the concept of permanent education a harmonized with social needs and changes. Changes in the system of education are important because: general social, economic, cultural and other aspects of the organization of the basic human needs and social functioning. The biggest challenge, in the last years of the twentieth century was the creation of the most suitable conditions for the realization of primary (basic) education which should be available to everyone. In the same period, with more intense were changing social conditions and requirements directed to the education, which led to changes in the scope, perspective and the importance of individual educational goals. In that way, they were redefined objectives of education in Sweden, Denmark, Germany, Czech Republic, Poland, France, Ukraine, Hungary, Slovenia and Slovakia. Their changes were related to: personality development of students, in accordance with their abilities and emotional development, providing of knowledge and skills and preparing for life and work in a multicultural and multilingual society, enabling for respect and tolerance values, such as peace, religious, racial and other kinds of differences, development of the feeling of belonging to the specific culture and traditions of their country. Systematization in the reform tendencies implies and consistency in respecting causality of the phases. In order for the new curriculum, which is the ultimate intention, gradually be

[15] Original scientific paper

introduced into schools, it must be preceded by the appropriate structuring of the educational process. New structure can be supported curricular by the curriculum of the current structure, but the main idea is to match the new structure and a new adequate curriculum. Existing structure of 4 + 4 + 4, which included a period of 8 years of compulsory education, is to be replaced with the new model of education system 4 + 5 + 3. The new structure also implies new goals and functions on the different levels of formal education and the impacts on the preparation of the curriculum. This is consistent with the trends in the various progressive educational systems in the last few decades. We this kind of conceptual changes, with many changes and additions made by us, see as a visible desire for change, but no structural analysis of its socio-social validity, expressed thru the justification of the given gradation grade by grade, cycles, social objectives and tasks (if they are, actually, set), which, for its part, education should achieve with each individual and without exception.

1. Classifications of Education and Learning Structures

The modern science of pedagogy sees education and learning as a kind of structure, like an open - adapting a complex system. It is under the certain conditions able to change, to inovate their structures, by the effects of internal and not only external forces. Its ability to focus the organization provides that it can produce change determined by the external incentives. However, the educational structure is not in advance all that is said about. To be open - adapting a complex system, it is necessary to get around it, i.e. in society as causally causes and within it, to acquire certain conditions. Pedagogical practice confirmed many times that some amendments not only don't lead towards the improvement of success within the education, but also become the source of regression in this area (advocating the so-called general socio-trend directions with the tendency of incorporating them into the educational process as well). Our project with its conceptual approach, the reform within the structure of the education system, implies the strategy of amendments "from the bottom up", that is, the strategy in which the local initiatives of higher education institutions (faculties, institutes, vocational schools…) come to expression. This approach would suit the thesis which believes that less successful strategies of improving the educational process are the ones that operate from higher levels, where the politics is being created, and which are characteristic to rely on consultants that influence externally and have no connection with educational practice except intuitive assumptions. In which category would our redefinition of the education system structure be classified? Depending on the principle of amendments (reforms), we can speak of four types of possible changes in the existing pedagogical practice: adaptive, external, regulatory and structural. Primarily, the structural systemic amendments are directed to economy, rationality, educational liberalization and acquisition of specific knowledge. Essentially, education is, with our structure, directed to results, that is, to defined knowledge, skills, attitudes and values that students should have after finishing a certain education cycle. Our amendments within the already existing structure can be categorized under the model of the so-called controlled expansion. The structure is what enables to sort out and classify unfamiliar impressions and in that way what is learnt gets meaning and through meaning it initiates other motivators in the educational process. What should be emphasized in our approach is the idea that every content of teaching can be taught effectively at any level of student's development, provided that the given ideas and principles are adapted didactically in order for the student to use them. Our starting point in these evaluations, which differ from structural conceptions from 30 - 40 years ago, starts from the point that the development of a child is mostly conditioned by social factors. How far will a child get in the intellectual development and when we ourselves can influence the same, primarily depends on the cultural surrounding, that is, on the impact of the environment. The development of consciousness of every individual, including children aged 7 – 18 years (our sample within

the redefined structure of the education system), has had such a cognitive leap in the last 30 years (perception, reasoning, anticipation, the critical thinking process, the time consistency of attitudes, interests…), that everything that was true in perceptive age gradations of the children at the given age once, has now moved for at least one generation up. Many social psychologists that analyse the mental and manual skills of the children of different age and compare them with earlier similar studies share this view. Hence, in our system of education structure we start with perceptively cognitive and psycho-motor, manual skills of the children at the given age, with aims and tasks that have been placed upon them as well as with the relevance of the process of rationalization and economy of the educational process. Specifically our education structure, the model of controlled liberal education – is oriented towards a child, supports active teaching concretized on the example of the differentiated cycles at given educational levels, as well as the redefined curriculum according to it.

2. Cyclical Type of Educational Levels

In order to overcome those obstacles and eliminate the difficulties, the individual takes investigative steps (or they are often being recommended) until he overcomes the obstacle with those steps, that is, until he eliminates the difficulty towards the objective. The pressures aimed at amendments that would get the educational and learning process in the position in which it would suit better the new needs are increasing with time. A learning process can be concisely described as the process of the confrontation of a motivated or unmotivated individual with certain obstacles which represent a difficulty for achieving his objectives (or educational objectives) and fulfilling his motives. The model of our structure of the education system is based on the differentiation of the educational levels (from pre-school to high school) on cycles, which are determined by the defined aims and tasks for each specific age. Those aims are defined within the reform of the existing education itself which is directed to curriculum and its transfer to education directed to outcomes, that is, defined knowledge, skills, attitudes and values that students should acquire after finishing a certain education cycle. One of the main outcomes of our structure, which is in this segment primarily sociologically determined, is the extension of the period of compulsory education from 8 i.e. 9 years, to 10 years (V cycles) which is in accordance with European and other international tendencies in education. In most countries of the world education begins at the age of 6 or 7 years, and in some countries even earlier. The duration of the compulsory education varies, but in most cases is 9 years and it is finished at the age of 15 - 16 years. From the objectives set within the pre-school education (stands for 0 grade, i.e. I cycle), the same transforms from the current playgrounds into a program defined socio-educational environment. The responsibilities of the educator increase with regard to the demands that are being requested from him. Terminological dichotomy, as in our country so in the world, about defining the notion of primary education *(primary education , elementary education , l´énseignement primaire élémentaire)* in the period from year 1992 – 1996 is defined by means of the new version of the International Standard Classification of Education. According to the new version of the classification of education, primary education includes the first level of education (ISCED level 1) that is the first cycle of basic education. This level generally lasts from 5 – 7 years of regular schooling that includes all levels of education. The second level of education (secondary education) has two levels: the first level or the second cycle of basic education (ISCED level 2) and the second level or the third cycle (ISCED level 3). Unlike the concept of basic education, compulsory education is more easily defined and regardless of the structure of the education system in certain countries, it *(compulsory education, schulpficht, obligatoire, objazatel´noe, etc.)* represents schooling that is obligatory by law for children of certain age. Compulsory education by its essence and purpose makes the basis for the formal structure of the education system. What is in common for almost all countries is

the fact that compulsory education is of general education character. Its duration differs and depends on a school system and prerequisites for mass education. In most countries, besides primary education, compulsory education also includes the first level of secondary education, which is the conception of our structure as well (V cycle). In our conception of education structure, the grade repetition is abolished and replaced with the form of moving students to a higher grade with obligatory re-attendance of subjects that are not acquired properly in terms of knowledge (at least 50% of the anticipated number of classes for that subject at the year level). Starting from III – V cycle (with the transition from class to subject teaching) the student can transfer four or less subjects from one grade to the next. In case that at the end of a school year a student has more than four negative grades, the categorization of subjects is conducted for the level of compulsory education (basic subjects → compulsory subjects). If a student is being moved more than three times during compulsory education, therefore almost every grade, he limits his education in that way to the level of compulsory education (to the end of V cycle). At the end of III cycle, the check of the acquired knowledge is introduced, by means of the test of general knowledge as well as the check of potential advancement within intellectual abilities as compared to the enrolment period. Through these data and information on typifying students' personalities → completed by a class master as well as an educator at the end of I cycle, a new formation of the groups (classes) of given grades is conducted, within the already familiar educational environment (school). This is, in addition to monitoring the rate of acquired knowledge, skills and character traits, a way for the children to be directly exposed to the challenges of social adaptability within the partially familiar social environment, which is also a good preparation for the next redefining of groups that follows in high school and is predominantly determined by the unfamiliar social environment. The first grade of high school is obligatory for everyone and regardless of the type of school has the same curriculum. This structure initiates the idea that through the controlled liberalization of the educational process, the same enhances and develops the interest of children for education even after a cycle of compulsory education.

3. New Structuring of Pre-School Education

Since the school year 2006/07, in Serbia was introduced obligatory pre-school education for children at the age of six, which is in the Statute referred to as an integral part of obligatory education that lasts nine years. However, at the level of pre-school education, and within the integration of our educational system, there is no clearly defined strategy of social objectives that would be predicted by the programme in the objectives of pre-school education. This indicates the artificial nature of pre-school education, which should be redefined in terms of the programme and curriculum. According to proposals given in our project, this objective is achieved by the permanent guidance of the child towards the contact in the communication itself in the line of child-child, child-adult. Starting from the development of the communication contact, it is now significantly easier for the child to study the social skills needed for socially acceptable situations. Development trends for the assessment of ethical values by pre-school children are also undefined in terms of the programme, which abstracts the development of the emotional feeling and the involvement in joint activities with other children related to the same task and objective. Therefore, the experience of the collective success (the success is individually determined) is abstracted by the programme, as well as the need to help and support another child (ethical values). If they are observed at the level of pre-school education, objectives should be divided into cognitive, affective and psychomotor. In the context of social objectives, children should be exposed to experiences of the basic norms of social coexistence and experiential situations in which the freedom of an individual should be balanced by the individual and collective rules and

discipline. According to proposals in our project, at the end of the pre-school cycle, educator is supposed to fill out the questionnaire for each child which would be defined in terms of the content by the pedagogical-psychological department. That questionnaire should be unique at the national level and should provide answers to questions thus completing the impression on the cognitive, character, affective, psychomotor and socially adaptive trait, and the achievement of the perfect pre-school child. This questionnaire with already given answers (multiple choice answers or alternative character answers) requires that the educator on the basis of his/her experience and immediate perception of each individual pre-school child circles the answer which is the closest to his/her impression and professional assessment. The questionnaire defined in such a way must include the assessment of the character and temperament of the pre-school child, which will as independent variables be primary gradients in forming the more uniform classes at the beginning of the elementary school process, in addition to the testing in elementary school.

Conclusion

This approach to reforms is the most appropriate for education systems which don't need radical changes, but the interventions of limited proportions – alterations, repairs, amendments, that is, the implementation of new details into the existing system, i.e. structure. Amendments of this kind have a character of conceptual modernization aimed towards better achievements of students in school. In the educational process, the main attention should be paid to knowledge structure, to the development of one idea from another, and to what age level can given algorithm (with its structural concretization) be applied. Our reform in this general setting refers to the structural type of modification, which is aimed towards changes in the organizational structure of the education system, but it doesn't affect the realization of the educational process.

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CAN LIVED EXPERIENCE CONSTITUTE A RELIABLE SOURCE OF HISTORY?[16]

Abstract

Historians have at times expressed doubts concerning the credibility of memory itself, the psychology of the relationship between the interviewer and the narrator during the interview, and generally the relationship between memory and history. There is a complex relationship between narration, time and memory. Narration is a lived experience of the past while, at the same time, it provides ways so that people can perceive the present.

Oral history has also been described as "the interview of witnesses who participated in the events of the past, with the aim of reconstructing the past". For many and various reasons, historiography has suppressed or forgotten or neglected or deliberately avoided historical facts which can be retrieved through oral history.

The research of oral history does not aim at collecting information about certain events but rather looks for the subjective experience of the event that took place. He is not only interested in what happened, but also in how narrators experienced it. Historians are reserved towards oral accounts as the narration itself is a product of memory. The historian, as a subject of the historical speech, respects the objective existence of historical events.

Memories are living history. According to an African saying, "Each elderly person dying is one library getting burnt". As researchers converse with their sources, they transform the practice of history in many ways. Apart from recalling memories of the past, a narrator also shares his personal perception of the past. However, historians have at times expressed doubts concerning the credibility of this source of history. They are concerned about the credibility of memory itself, the psychology of the relationship between the interviewer and the narrator during the interview, and generally the relationship between memory and history, the present and the past (Perks & Thomson 2006: 8-11).

In many countries of Europe, such as Greece, oral history started becoming accepted in the framework of historiography during the last decade. Namely, it became accepted as a credible source of history and as a new conception of history through lived experience of everyday people(Thomson 2008: 23). There is a complex relationship between narration, time and memory because we reconsider and produce the part we have remembered in order to get square with our identity in the present. Narration is a lived experience of the past while, at the same time, it provides ways so that people can perceive the present (Riessman 2008: 23).

Researchers of oral history examine events of the past that vary from an extended issue to a more specific one. A researcher requires the possibility and ability to reconstruct the history of the past, as he connects the pieces from the stories of people that have taken part in a discussion. From the interviewers of oral history, some focus on eminent people, while others are interested in everyday people and their experiences. Life stories are very similar to oral history. However, the difference between them is distinct: in life narrations, people are asked

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to account the various phases of their lives, while in oral history, interest is focused on the participation in and experience of a particular historical moment(Rubin & Rubin 2005: 7-8).

Although lived situations took place in the past, they arrive to the present as a narration, viewed through a context consisting of later changes which affected values and behaviour patterns. As the subject has later acquired new experiences and perceptions and has been affected by them in the meantime separating the historical event from the narration, he reconstructs the past through a new context(Thomson 2008: 168). At the level of lived history, a historical concurrence may affect the reminiscence of events while it is even possible that the initial feeling is later transformed into its opposite: boredom or cowardice into heroism, pride into shame, self-confidence into guilt. Life narrations that are recorded sometimes enhance an official myth, while other times they vitiate it, they sometimes make painful confessions, while other times they are entrenched in silence(Van Boeschoten 2002: 135-155).

Considering that the narrator knows the story he accounts and this story is real, we should consider the narrator both as an expert and as an authority on his personal life(Atkinson 1998: 59). However, it is true that in the narration of life stories, disbelief is also implied, because everyone has their own explanation for the events and each one of them has its own value(Clandinin&Connelly 2000: 85). The historical truth is not the purpose in the narration. A narration of a story also involves a specific, and maybe unique, view of the events of history. Two people saying the same story express it in a different way. What we are looking for in the life stories is actually the subjective truth(Atkinson 1998: 60). Oral narrations, however unreal they may seem, are the subjective truth of the narrator, and this truth is part of the historical reality of the period. However, when a personal narration concerns events which happened decades ago, it is hard for the researcher to distinguish what really happened, what the subject of the narration wants to remember or even what the subject would wish to have happened. Although an oral narration involves subjectivity, this does not make it inferior compared with written narration, as it is also subject to subjective opinions and references(Van Boeschoten 2002: 136).

In oral narrations, as they take the form of life narrations, the personal life of the narrator is also the vehicle of the historical experience. Of course, a single life narration presents not only the life of one person, but also integrates experiences of other people(Thomson 2008: 326).

In life narrations, the narrator represents an image of himself through the narrations and reference of specific events of his life. This image of himself is a combination of old experiences and those later lived, of the old explanatory framework and the new one. The self-representation through personal narrations creates a complex image which, according to the narrated events, changes. The personal choices of the narrator or his personal responsibility towards the events he narrates often turn him into a hero or on the contrary, a victim. In other cases, the narrator presents himself as an involuntary viewer who was involved in the tumult of the period's events against his will. However, while in the case of a hero, the subject has freedom of decisions and action, and in the case of a victim, the subject has no choice, in the case of an involuntary viewer, the subject is affected both by external factors, and by the social group to which he belongs(Boeschoten 2002: 143).

In contrast to other quality frameworks, narrative research does not offer automatic start and end points. Since the definition of the term "narration" is still discussed, there are no self-evident categories on which someone can be based, as there are in the thematic approaches based on a text or the analysis of particular elements of the language. Moreover, in contrast to other perspectives of quality research, narrative analysis does not offer general rules regarding the appropriate materials or models of research, or the best level at which someone can study the stories. We do not know if we must look for stories in everyday speech, in interviews, diaries or newspaper articles. We do not know if someone must analysethestoriesasindividual

or integrated in a general context, or what scientific value one must give narrations(Squire et al. 2009: 1).

Oral history may be presented with the form of re-composition. Oral accounts offer the raw materials to support a hypothesis regarding events of the past, as the accounts themselves are subject to comparative analysis. Moreover, oral accounts may be used for quantity calculations(Thomson 2008: 327-328). During the comparative analysis, a comparison between the facts arising among interviews is made, and these are then compared to evidence from other sources. In case the oral evidence does not agree with the written one, this does not mean that the one source is more credible than the other, or on the contrary, less credible. An interview may discover the truth that may hide behind an official document. Many accounts that source from personal experience provide facts of unique value, because there is no other way one can collect this information(Thomson 2008: 330). Social scientists in narrative research have suggested that narrations should be considered as an organisation of a sequence of events within a whole, so that the importance of each event can be understood through the relationship of this event with the whole. The triangle sequence-importance-representation creates a framework within which narrative research has been placed(Tampoukou 2008:284).

Although oral accounts are a source of history, if one takes account of the fact that interviews refer to older times, one understands that the speech of narrators may involve a falsification of events. Although lived situations happened in the past, they arrive to the present as a narration, viewed through a context consisting of later changes which affected values and behaviour patterns. The past is reconstructed through modern narrations, affected by the experiences and conceptions the subject acquired in the meantime separating the historical event from the narration(Thomson 2008: 168).

Regarding research focusing on narrations of people, the issue of credibility and validity arises. While credibility is generally defined as stability of the findings of research, validity refers to the ability of a research to depict an external reality. Moreover, there is a difference between internal and external validity: internal validity refers to the ability to produce results which are not just a product of the research planning, and external validity is the index of the extent to which the findings of research relating to a particular sample can be generalisedsothattheycanbeappliedtoawiderpopulation(Elliott 2009: 22). Regarding, oral accounts, credibility can be checked with the following ways: firstly, by checking the internal cohesion of speech, secondly, by detecting the frequency of suppression and avoidance of answering the questions of the researcher, and thirdly, by comparing the information with other sources(Thomson 2008: 329-330).However, the research of oral history does not aim at collecting information about certain events, namely at discovering the historical "truth". The researcher looks for the subjective experience of the event. He is not interested in what happened, but in how narrators experienced it. Historians are reserved towards oral accounts as the narration itself is a product of memory. However, in humanities, description is not made in such a way that the object is separated from the subject, as in science. In humanities, "subjective" facts are integrated in "objective" ones, within the framework of a narration, without this meaning that the difference between false and true description is covered(Kiriakidou-Nestoros 1987: 177-188).

In oral history research, there has often been an identification of the concept of subjectivity with the concept of identity. As a historical concept, identity is defined as the depiction of values and behaviours which are fixed at a certain moment. However, this approach of the concept of identity does not take into account that each identity is not firmly detected in a single empirical fact, but on the contrary, moves from the one content to the other (Passerini 1198: 32). Considering that oral sources have a subjective aspect, they cannot lead to reconstruction of the past, but they connect the past with the present in a relationship with a symbolic meaning (Passerinni 1998: 101). Initially, subjectivity was considered as the

transition from externality to internality. However, this transition is not from the object to the subject, but a transition from a situation where subjectivity and objectivity are clearly separated to a new one where boundaries are unstable. In this situation, even subjectivity can become a source of scientific procedures (Passerinni 1998: 37). Although the historical source which arrives to the research with the mediation of the human perception is subjective, it allows us to converse with this subjectivity. However, it is doubtful if, in the end, a narrative interview can be completely subjective. All necessary information the interviewer gives at the beginning of the interview (aim, social framework, use of interview) create expectations which affect what narrators shall say(Thomson 2008: 280).

During the procedure of collection of oral accounts, a series of relationships is created between the researcher and the subject, as two different worlds meet, the researcher's world and the narrator's world. This meeting creates obstacles itself, as inequalities sourcing from educational or other qualifications impinge on it. In detail, the researcher acts from a power position, as he specifies the main directions of the conversation, and also directs its progress. However, in a society, there are various exclusion procedures, most obvious of which is prohibition. In an organised and structured society, where there is a pattern of values, attitudes, moral constraints and taboos, it is known that we cannot talk about everything; we have no right to tell everything. In other words, there are prohibitions in speech relating to and imposed by the authority. Thus, under this pattern, the narrator also exercises a form of power. The rescue of accounts initially goes through the pre-choice of the subjects themselves regarding to what they shall say, and the subjects talk only if they want to or deem it necessary, avoid pressures by the researcher and lastly often try to impress(Petronoti 2002: 73-77).

Oral history has also been described as "the interview of witnesses who participated in the events of the past, with the aim of reconstructing the past". Oral history supplements historical facts, and also often creates new that did not exist until then. For many and various reasons, historiography has suppressed or forgotten or neglected or deliberately avoided historical facts which can be retrieved through oral history. As oral history gives the right of expression to groups considered as excluded from historical reality due to economic, political or social reasons, it may also be considered as a power of democratisation(Del Giuidice 2009: 6).

Moreover, the historiographical speech is dominated by objectivity, since, if the historical events and their objective effects feeding the historiographical speech did not exist, it itself would not exist. The historian, as a subject of the historical speech, respects the objective existence of historical events. However, this does not mean that the historiographical speech is not subjective, also taking into account that the subject of the historical speech, as the subject of any speech, is characterised by an ideology (Doksiadis 2008: 172).

Conclusion

Researchers who use oral history are not interested in what actually happened in the past. They do not look for the objectivityof an event and they do not judge whether the narrator is truthful or not. The researchers are interested in what the narrators wanted to do, what they believed they were doing and what they now think they did. Oral history has the power to record the memories and life experiences of those whose stories might otherwise have been lost andgives us the opportunity to apprehend events, feelings, attitudes and ways of life which have been hidden from history. In a way, oral history helps us to create a more vivid picture of our past and gives us the chance to question history as known.

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ACADEMIC WRITING FOR ESP STUDENTS AT FACULTY OF TOURISM AND HOSPITALITY[17]

INTRODUCTION

The objective of this paper is to offer an overview of the current language needs of students in universities, particularly Faculty of Tourism and Hospitality, especially in the area of writing skills.According to recent statistical references, the Macedonian tourism market is changing, the clientele has changed and so has the need for English language as, it is evident that English is the lingua-franca of most of the jobs offered today, especially in technology, science, business and hotel industry. With a fast advancement of e-knowledge, students today are faced with high competition and workplace demands that need to be upgraded constantly. This contemporary state forces many students to be aware of what they want tolearn and achieve in a language classroom.

We found our language policy should be re-examined, innovated and based on research results in order to adapt to requirements for students' greater language competence in a global international context, and especially in the fast –changing job market.

Developing writing skills is among the most challenging situation at tertiary level. According to Raimes, "…research in the writing of college ESL students, however, is still at the beginning stage and researches in ESL writing has not provided us universally accepted theoretical and practical answer" (1985:16). So the need for research in the area of writing skills for tertiary level students especially, is more than encouraging. They need to develop certain level of writing skill as it becomes crucial due to the rapid change and development of the job market.

At the Faculty of Tourism and Hospitality, there are no separate ESL writing courses offered. Instead, within the ESP courses there are writing activities included. However, recent research (Petrovska, 2005, 2006), concerning foreign language policy at the FTH, showed that there are students in the ESP courses that had problems writing enquiry, confirmation letters, and even memos and notices. Given to this in view, it is felt that written communication activities offered at the FTH should aim on skills related to job needs and job functions. In this way learners will be equipped with the required job related writing skills that will enable them to perform successfully at the assigned workplaces.

LITERATURE REVIEW – ENGLISH FOR SPECIFIC/OCUPATIONAL PURPOSES

Teaching English for students of tourism and hospitality means teaching specific terminology, and communication which enters the field of English for Specific Purposes (ESP). Dudley –Evans and St. John (1998,74) point out that teaching ESP does not exclude teaching grammar.

Hutchinson and Waters (1987:6) point out to two key historical periods in the development of ESP. First, the end of the Second World War, which brought 'age of

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enormous and unprecedented expansion in scientific, technical and economic activity on an international scale, most notably the economic power of the United State in the post –war world, the role of international language fell to English. The general effect of all this development was to exert pressure on the language teaching profession and to satisfy the needs and demands of people other than language teachers. The second key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication.

English for Specific Purposes is a young and developing branch of EFL in the Republic of Macedonia. For many years ESP instructor was limited to training special lexicon and translating numerous texts. With the introduction of the student-centered, globalization and an increase of international contacts in various spheres, much attention has been paid to the design of ESP courses, that can prepare students for professional settings.

According to Anthony, English for Occupational Purposes (EOP) can be defined as "the portion of the curriculum which prepares students for gainful employment in occupations ranging from low-skilled to sophisticated jobs in technical fields" (1997:56). Most EOP courses expose students to sufficient training in reading, writing, speaking and listening. From their trainings students explore to their specific job functions that are required and necessary in their future professional career.

EOP is more general compared to ESP because it does not focus on the specific job disciplines but it is more on general basic skills required by students in order to prepare for their future profession.

According to Martinez (2001, in Stappa, 2013), "most (EOP) programmes incorporate basic job readiness skills such as job search, interviewing, preparing resumes, letters and filling out work-related forms" (p.5). This also accounts for ESP courses, where instructors are more interested to expose students to job-related skills, which are needed to enter, maintain and advance in their future tourism and hospitality career.

WRITING AND ENGLISH FOR SPECIFIC PURPOSES

Whereas academic writing in EAP concentrates on sentences to short paragraphs to essays and even research papers, writing in ESP is more concerned with the content and format.According to Baynham (in Stappa, 2013), in an EOP context emphasizing the difference in writing purposes and the resultant text structure are crucial in order to match the needs of the workplace skills. Furthermore, "… to characterize the knowledge and skills of a fluent writer, the need to emphasize the dimension of the required metalinguistic must exist. For example, the awareness of the different types of texts as well as pragmatics is an important dimension". (p.3). In ESP context, the pragmatics and types of texts have to be explicit and narrowed.

A number of surveys conducted in this field (Sidy, 1999,Phillips and Powers, 1999 in Stappa, 2013) point out the significance of writing skills employers expected. Summarized, the results indicated that all participants felt that effective workplace writing must be job-related, concise and clear; all participants have negative attitudes towards the writing classes they had because there is a vast mismatch with the job expectation. The findings from Philips and Powers survey indicated that writers improve their text from time to time; they write better for work-related writings, and they show evidence of becoming good and better writers through the end product quality.

(Da dopolnam from my teaching experience about writing exercises in my ESP classes).

QUESTIONNAIRE

The aim of the paper is to investigate the needs and expectations of the Tourism and Hospitality students with regards to the writing activities within ESP courses offered at the Faculty of Tourism and Hospitality Ohrid in the Republic of Macedonia. The paper attempts to reveal whether the ESP courses offered, reflect the specific writing needs needed for the workplace in the hospitality industry.

The paper attempts to answer the following research questions:

- What are the needs and expectations of the students with regards to their writing abilities to perform efficiently in their hospitality industry workplace in the future?
- Do current ESP courses at the FTH reflect the specific writing needs required at their future job?

For the purpose of the survey, fifty students from different undergraduate ESP courses, and departments at the FTH were selected, namely Department of Tourism (20), Department of Hotel and Restaurant Management (15) and Department of Gastronomy, Food and Dietetics (15). Their age group ranges from 22-26 years old. Students from these departments have completed two levels of ESP courses, in the first semester as an obligatory course and in the fifth semester as a selective course. In both cases they were introduced to the writing skills, needed for the workplace. All students who enroll at the FTH are supposed to have acquired intermediate level of General English thought at secondary level. As they take obligatory secondary state exam, part of which is an English language test, it is presumed that future TH students enroll at the FTH with satisfactory knowledge of English and they can be able to undertake higher level of the chosen ESP course.

The students involved in this survey are those who have undergone their practical training (Туристичка пракса)at several hotels in Ohrid tourist region. The significance of having those students is that they come back to the FTH after completing the training and they will be in a position to point out and compare the writing skills needed to function successfully at their workplace.

The instrument used for this survey is a set of questionnaire designed to gather data about the needs and to find out the gap of the students' needs to match with the workplace. The questionnaire covered questions regarding students' personal details, current ESP course and English writing needs.

THE RESULTS

At the FTH the current ESP courses offer the following types of writing activities taught and their relevance to the workplace and also the importance of learning English as a preparation to enter workforce.

Writing skills/Type of writing activity	**Percentage**
CV (Curriculum Vitae, Resume)	92%
Essay	36%
Letter	68%
Memo	78%
Notice	89%
Report	67%
Sentence	85%
Summary	70%

Table 1. Writing skills offered by present syllabus at FTH

The distribution of the types of writing skills learned in the three departments shows that 92% is devoted to CV writing, 36% writing essays, 68% writing letters, 78% writing

memos, 89% writing notices, 67% writing reports, 85% writing sentences, and 70% writing letters. According to this, the most frequent type of writing skills that is exercised at ESP courses are the composing of a CV, writing notices and composing sentences.

In general, all students agree that English is important in their field of work. They were required to use English most of the time during their practical training. For the question as to how relevant is their English course in preparing them for their future workplace writing skills, 81% (…. out of 50 students)said that the English course is inadequate to prepare them for the workplace especially in writing. According to the students they were not exposed very much on the types of writing genres used in the workplace functions., that is the structure and the format of the written texts taught were very rigid. For example, when they were taught how to write a letter, the accent is put too much on the format of the text, rather than the main idea that needed to be expressed. Consequently, the students could not apply what was taught when they performed their practical training because then only they found that the formats vary and the important criteria in writing letters is the message and idea to be conveyed.

Still, 15 respondents from the Department of Hospitality and restaurant Management were satisfied with the ESP course they took, as it proved to be very helpful and useful in their job functions. While doing this course the accent was on different writing activities such as writing summaries, reports and letters.

NEEDS ANALYSES OF THE STUDENTS

The interest and needs of the students are necessary for them to realize the significance in acquiring the skill of writing within the ESP courses. In many ESP courses and modules, the needs analysis leads to a wellstructured and organized program. As a criterion in ESP, a needs analysis is considered important in this paper. In order to compare between skills in learning and working the students were asked the following questions:

- Which writing skills are required most in the workplace?
- What are students' expectations from their writing class (writing activities within ESP class)?

Writing skills	**Percentage**
Letters of booking	97%
Report writing	93%
Memos	91%
Summaries	76%
Composing lists of dishes, wine lists	65%

Table 2. Writing skills needed for hotel and tourism industry

Based on the findings, the two highest skills required in performing the jobs in the hospitality industry are the need to write letters of reservation (confirmation, rejection, dealing with complaints) (97%) as well as writing reports (93%). The next two important writing skills writing memos (91%) and summaries (76%). Most of the students stated that writing summary is also an important skill, as well as composing different types of menus.
Based on the findings, most respondents indicated that generally, they are satisfied with the present syllabus offered in their departments, but still had remarks and suggestions how to be improved. 75% of the students suggested a revision and updating of the syllabus, 14% said that there is no need for a change and 11% said that they are not sure.

The students also responded on the reasons for the need to revise the syllabus. They felt that it is not related to workplace functions (75%); the courses are repeated from previous semesters (95%); the courses are focused too much on grammar(96%), and the courses are difficult (35%).

The findings also offer comparison of what writing courses offered at the FTH with the real needs of writing in the tourism and hotel industry.

Job-related writing skills for hospitality industry	Department of Tourism	Department of Hotel and Restaurant Management	Department of Gastronomy, Food and Dietetics
Letter	Yes	Yes	Yes
Report	Yes	Yes	Yes
Memo	Yes	Yes	Yes
Itinerary	Yes	Not required	No
List of dishes	Not required	Yes	Yes
Wine list	Not required	Yes	Yes
Not required	Essay	Essay	Essay
Promotional text/paragraph	Yes	Not required	Not required
CV	Yes	Yes	Yes
Summary	Yes	Yes	Yes

Table 3. Writing Skills offered at the FTH (adapted from Stappa, 2013)

IMPLICATION OF THE FINDINGS

Based on the analysis it can be noticed that there is a mismatch between the writing activities offered and the actual job-related needs. Even though most general writing skills such as essays are implemented in the present writing activities within the ESP courses at the FTH, the responses reflect that students need to practice more specific job writing tasks. There are insufficient writing activities that are more job-related. There is a need for a review of current writing syllabus, as current ESP courses are insufficient in preparing the students to perform tasks at the workplace.

CONCLUSION

In order to produce professional and capable students ESP courses at the FTH need to be revised and re-examined. The final goal of an ESP course is to satisfy the needs of students so they can become more competent as employees in the hotel and tourism industry. The survey clearly states that there are specific needs and objectives in learning writing in English. Students will be more motivated and confident if they are offered to learn and practice job-related tasks, such as letters, memos, CVs, lists of dishes, etc.

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EDUCATIONAL PROBLEMS OF STUDENTS RETURNED FROM EMIGRATION IN THE DISTRICT OF ELBASAN (ALBANIA), CHALLENGES FOR THE FUTURE[18]

Abstract

The socio-economic problems that Abania has faced and continue to face are numerous. After the 90-s, the free movement of population directed both inside and outside the country increased at rapid rates in association with such problems.

Today it is noticed a change in the direction of migration as a result of the crisis that has involved the Balkans and beyond. According to this frame, during the last two years has increased the number of people returned from emigration because of economic reasons. This reversion is associated with problems in the education of children of returned families. Such a situation has caught unprepared all the actors who are affected by this phenomenon.

This paper will give a clear view of the educational problems faced by students returned to Elbasan district. Will be identified the number of these students, the countries from where they return and the measures taken by educational institutions. Based on MAS (Ministry of Education and Sport) strategy "Integration of emigrants returned in 2010-2015" in the future should be increased the efforts for their integration.

Keywords: Students returned from emigration, free movement of people, educational problems, integration, strategy etc.

Introduction

The general development of Albania has passed in different stages. During these stages have happened fundamental social and economic transformations. After the 1990s problems that population faced were a lot such as unemployment, poverty, instability and not to forget educational problems. Faced with such problems a part of the population will leave emigrating.

About 750 000 Albanians have emigrated toward Europe and beyond from 1990 till 2005. (Dh. Doka 2005). The majority of Albanians emigrated toward Greece, Italy and Germany. Not missing the movement of population outside the Europe especially in America and Canada otherwise called "mind emigration".

The main motives of emigration were:

a. to provide a better life;
b. for better conditions of employment ;
c. better conditions of educations.

[18] Revisional scientific paper

This movement was accompanied by positive and negative consequences in social and economic life of Albanian's that emigrated.

Positive consequences:

1. The improvement of economic situation of the Albanian's that emigrated and their families in Albania;
2. Solution of unemployment's problems;
3. The profit of numerous professions in countries where emigrated;
4. Education and increasing level of education of children in immigrant families.

Among negative consequences are mentioned:

1. Loss of life of Albanians that emigrated illegally;
2. Problems in their integration in countries where emigrated.

The above mentioned problems are evident for the period of time 1990-2010. From 2010 till today is being noticed a new phenomenon in the movement of population (migration). *Is changing the direction of motion*. Has been registered a massive return of the population that migrated to Europe before. This came as a result of the crisis that has involved Balkans, Europe and beyond. In these conditions emigration brought increase in the educational level of children, today their return has brought major problems in this area.

The phenomenon of the population's return from emigration has involved the whole Albania. It is visible in big towns like Tirana, Durres, Fier, Vlora, Shkodra and Elbasan. The report will show educational problems which encounter the returned children in the district of Elbasan. Will be evidenced the number of returned students in Elbasan, the countries from which return and the measures taken by educational institutes for their support. Based on the strategy of MAS "For reintegration of the Albanian's emigrants that have returned 2010-2015", in the future is necessary to increase the efforts for the support and integration of children in school.

Methodology

They are several problems related with the integration of children returned in Albanian's school and in those of Elbasan. The identification and finding the most efficient routes for minimization is realized through:

1. Monitoring the movements of students in elementary schools and high schools in district of Elbasan;
2. Statistical analysis in DAR[19] in Elbasan on number of students returned during 2010-2014;
3. Monitoring the undertaken activities in schools that expect the largest number of returned students;
4. Monitoring the work of the psychological consultants of these students;
5. MAS[20] statistic analysis on number of returned students, nationally by districts;
6. Interview with returned students, parents, teachers.

A big help in evidence of problems of these group of children (students) was given by MAS, DAR Elbasan, hosted schools and the psychological consultants. Today the phenomenon of returned students from emigration in Albanian's schools is now always more present. Negative consequences of it are numerous and request solution.

[19] Regional Educational Directory
[20] Ministry of Education and Sport

Actual situation of returned students from emigration in district of Elbasan

The process of monitoring and analysis of the available information for period 2010-2013 gave these results:

1. Number of returned children in Elbasan during the period 2010-2013

During the school year 2010-2011 The Ministry of Education and Science involved in its instructions besides others strategies the strategy "For integration of Albanian's emigrant returned in 2010-2015 (MASH, 2010). Resulted that a part of the emigrants were coming back in Albania and for their children was needed the support of integration in Albanian's schools. Firstly the number of returned students wasn't alarming. From DAR's statistic for the academic year 2010-2011 and 2011-2012 (DAR, SKC, 2010, 2011) the number of returned students appears as follow:

Table 1. Returned students in district of Elbasan for academic year 2010-2011 (DAR, SKC[21], 2011)

No	The country they come from	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	I-XII
1	Greece	6	19	2	22	16	19	14	6	7	9	0	9	129
2	Italy	2	3	-	-	-	-	-	-	-	-	-	-	5
3	**Total**	**8**	**22**	**2**	**22**	**16**	**19**	**14**	**6**	**7**	**9**	**0**	**9**	**134**

Table 2. Returned students in district of Elbasan for academic year 2011-2012 (DAR, SKC, 2012)

No.	The country they come from	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	I-XII
1	Greece	26	26	38	43	42	35	28	21	17	21	7	2	306
2	Italy	-	-	-	2	-	3	2	1	-	-	-	1	9
3	**Total**	**27**	**26**	**38**	**45**	**42**	**38**	**30**	**22**	**17**	**21**	**7**	**3**	**315**

During academic year 2011-2012 (MAS, 2012, Udhëzim Nr.16, datë 24.07.2012) number of retuned students from emigration came increasing. During this academic year number of returned children reached 315 children from these 145 females. The largest flow of returned children was registered in months September- October and January - February. These periods coincide with the start of academic year and with the closure of the first three-semester in countries like Greece (Dispozitat normative, Neni 90, 2013).

Table 3. Returned students in district of Elbasan for academic year 2012-2013 (DAR, SKC,2013)

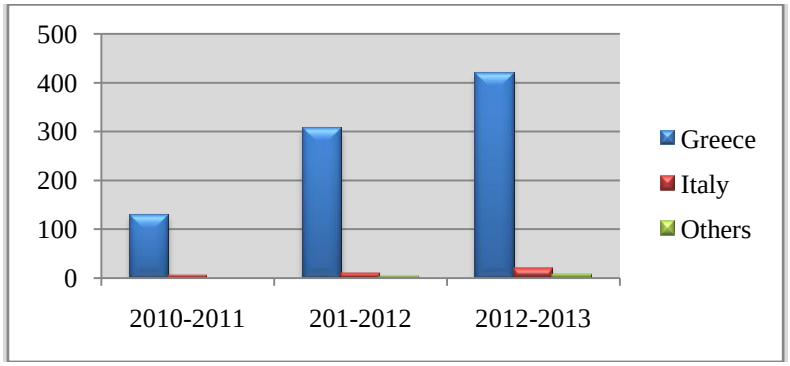
No.	The country they come from	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	I-XII
1	Greece	34	31	48	51	47	41	53	22	21	18	16	12	394
2	Italy		2		3	2	4	4		1	1	2	1	18
3	England				1				1					2
4	USA			1										1
5	Turkey								1					1

[21] Sector of Curricula and Quality

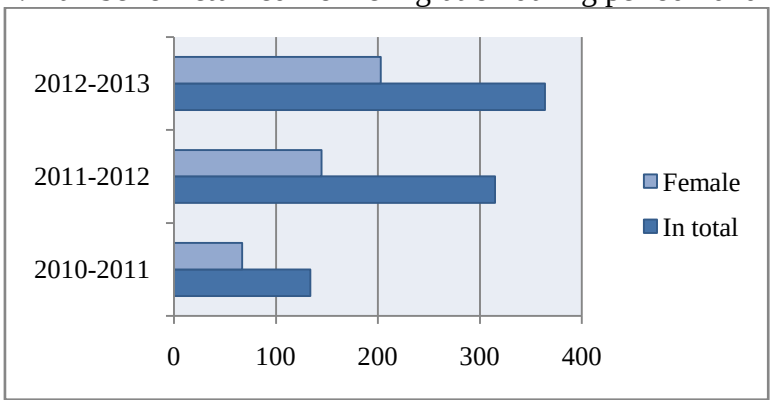
6	Tunisia			1		1								2
7	**Total**	**34**	**32**	**50**	**55**	**50**	**45**	**55**	**24**	**22**	**19**	**18**	**13**	**418**

The crisis that included the states brought an increase in returns which was reflected with a bigger number of returned students during academic year 2012-2013. In this academic year (MAS, 2013, Udhëzimi Nr 46. datë 23.08.2013) the number of returned students from emigration is 418 students from these 226 females. The largest number of returned is from Greece and Italy. The following graphics reflect the number of returned students by countries for the period 2010-2011, 2011-2012 and 2012-2013 grouped by gender.

Graphic 1. Number of returned students from emigration by countries[22]



Graphic 2. Number of returned from emigration during period 2010-2013



The data shows that the largest number of returned students come from neighboring countries like Italy and Greece, meanwhile there are students that return from countries like Turkey, England etc. At the national level (MASH, Sector of monitoring quality evaluation, Department of Pre-university education, 2013) for academic year 2012-2013 the situation appears as below:

1. Number of returned (that were born outside the country and have been registered for the first time in Albanian education system (Pre-university) is 2009;
2. Are numbered around 3773 children which have started the studies outside Albania and have interrupted them to continue them in our education system;
3. Number of summer schools for returned children is 4 (four) and the children involved in these schools are 142;

In district of Elbasan for academic year 2012-2013 the situation appears like below:

[22] Sector of Curricula and Quality

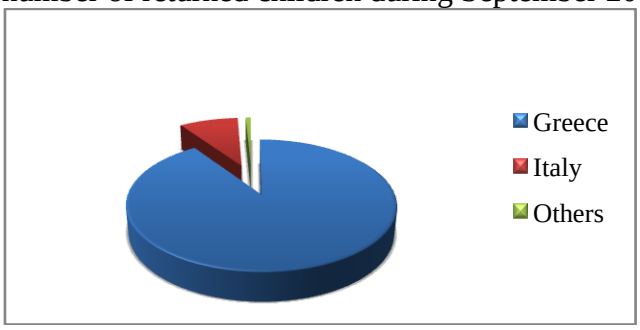
1. Have been registered for the first time in our education system 138 children;
2. The largest number of children registered is in elementary education where for the district of Elbasan is 367 and 50 in secondary education;
3. From monitoring in Elbasan's schools appeared that haven't been taken actions for organization of summer schools to receive the returned children;

For academic year 2013-2014 in period September 2013- March 2014, the situation for the returned students from emigration is appeared like below:

Table 4. The retuned students in district of Elbasan for period September 2013- March 2014.

No.	The country they come from	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	I-XII
1	Greece	23	17	28	20	23	18	33	21	9	24	16	7	239
2	Italy	3	2	2	3	2	2	1	3		2	1	2	23
3	Turkey		1							1				2
4	**Total**	**26**	**20**	**30**	**23**	**25**	**20**	**34**	**24**	**10**	**26**	**17**	**9**	**264**

Graphic 3. The number of returned children during September 2013- march 2014



2. The educational problems that students who have returned from emigration deal in the city of Elbasan.

According to the strategy of MAS there are taken the right actions to support them. The first difficulties were related with the equivalence of the subjects and marks that pupils had taken during studying in Balkan and Europe schools. Some of the subjects that Albanian pupils learn in their schools do not correspond with the subjects and programs that the returned children have learned in the foreign schools. Deep educational difficulties that we had to confront with, were:

a. Difficulties in speaking and writing Albanian language;
b. Difficulties in the process of socialization with the new classmates. These difficulties are reflected in their behavior. There are almost 1278 children that take psychological treatment in Albania, while in Elbasan there are 50;
c. Problems with the equivalence of the subjects, especially in high-schools, where the curriculum system is so different compared to the one in other countries. Most of the students are obliged to do up to 6 exams to adapt with the curriculum system that is practiced here (MAS, 2013, Udhëzimi Nr 44 date 21.08.2013). DAR has taken

action so these subjects could be done during the whole year without any tight deadlines;

d. There are deeper problems with the children that are registered for the first time in an Albanian school.

3. The activities that are planned to be done to fix the situation

In these conditions our schools have taken action to solve the situation. Among them we can mention:

1. The creation of new working plans in each school for the hospitality and support that we have to give to the returned pupils;
2. The creation of a special graphic where will be shown the extra classes that these children will have to follow to improve their skills in Albanian language;
3. Several meetings with psychologist where they can express the difficulties that they confront day by day;
4. The organization of comprehensive activities for a better integration of the returned children;
5. The creation of summer camps , in collaboration with OJF (ONP), for their integration;
6. The help given to provide scholar texts to the pupils that are returned during the year.

Table 5. Action plan in schools, implementing the strategy "Integration of emigrants returned in 2010-2015" (DAR, 2010-2014)

Nr	Objectives	Activities	Time	Persons responsible	Collaborators
1	To make the teachers take their responsibilities in the contribution they should give for the registration in school of the returned pupils.	Knowing with the national strategy " For the registration of the returned Albanians during 2010-2015"	September 2013	Directorate of School	Teachers, psychological council, community
2	To support re registration of the returned pupils.	The registration of the returned children in collaboration with DAR.	During the academic year	Directorate of School, DAR	Parents, head-teachers
3	To create a social map for those children.	Providing the information needed for the social condition of the returned children.	September 2013 and more	Directorate of School	Parents, head-teachers
4	To provide free texts for them.	Providing free texts to these pupils in collaboration with DAR and MAS.	September -October 2013	Directorate of School	Parents, head-teachers DAR
5	To have a better quality in the process of teaching and learning.	Creating a special graphic where will be shown the extra classes that they will have to follow to improve their skills in Albanian language.	During the academic year	Directorate of School and teachers of Albanian language	Parents, teachers
6	To eliminate the	Creating a database	Every	Head-teachers	Directorate of

	abandonment of school from the returned pupils.	for each class where will be shown their improvement.	month		School, teachers, parents, Psychological council
7	To make the Albanian students help the returned ones I their social integration.	Doing comprehensive activities where they can show their skills in: picture, art, music, TIK, sport etc.	During the academic year	Students government.	Directorate of School and teachers
8	To provide an easier integration for them.	Talking with psychologists for different problems that they might face.	During the academic year	Psychological council	Directorate of School, head-teachers, parents
9	To make possible an intercultural education where they could tell their experiences in the schools where they come from.	Having several activities for the European integration and the best European experiences in the educational system.	During the academic year	Directorate of School, students government	Teachers and parents.

Results and suggestions

The return of the Albanians in the cities of birth is closely related with the deep economical crisis that has not only touched Balkans but even so many other places. This return causes negative consequences in the education of these children.

Even though MAS and DAR are doing their best to make them this reversionary easier the situation is still difficult and complicated. This huge number of the returned people have found all institutions unprepared. In these conditions, to have a better confrontment with the situation, we suggest:

1. To open social curses after school for the children returned from emigration;
2. To create summer camps that could be able to work with this huge number of children;
3. To create graphics for the consults that they have to follow to have better knowledge in Albanian language;
4. To make the lessons easier for them;
5. To intensify the work of the psychologists on them;
6. To intensify the collaboration between school-community and family.

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PARTICIPATION OF ESP STUDENTS IN TEACHING MATERIALS DESIGN AS A FACTOR OF MOTIVATION[23]

Abstract

Transforming the role of ESP students from passive users of teaching materials into active and interested ESP teaching materials designers was anticipated as a possibility for increasing students' motivation in the learning process. As adult learners, students are primarily focused on meeting their own language needs and goals. Besides, they have a wealth of skills and knowledge, a potential which can substantially contribute to broadening the scope of creative activities which can be employed in designing authentic and appropriate language teaching materials.

This paper will look into the interdependence between allowing students to use their varied skills and potentials in designing ESP teaching materials and the increasing of their motivation to devotedly participate in the teaching process primarily employing relevant, content –based teaching materials.

Key words: motivation ,teaching process, teaching materials, adult learners, creative activities

Introduction

Academic ESP courses are taught to adult learners. These courses should be content-specific and needs-oriented because students are expected to obtain sufficient EL knowledge which will enable them accurate and fluid EL performance at their work places. Previous needs analysis is therefore pertinent to achieving the course goals as is the selection of an appropriate course-book. Having in mind that adult learners are usually fully aware of their needs and are capable of analyzing the requirements of the work place, approaching the needs analysis for ESP courses more flexibly, by allowing some space for the acceptance of students' opinions and viewpoints may prove practical and rewarding.

This approach may also prove productive in selecting the most suitable course-book. But, it must be borne in mind that ESP course-books, being content-specific, are not as easily adaptable to the course needs for any subject field as general EL textbooks are. This is why ESP teachers often venture upon tailoring their own, alternative teaching materials. In the present day situation, however, when information technology is readily available in most ELT classrooms, this challenging and painstaking task of ESP teachers can be successfully supported by students themselves. It is precisely this possibility that the author has been contemplating around for quite some time and which is now being analyzed in this paper.

Needs analysis

Macedonian universities have lately been faced up to the requirements of the ECTS on the one hand, and on the other, the job market, the rapid higher education competition growth as well as the need for varied up to date study programs compatible to the above mentioned requirement . To equip students with the required skills and knowledge necessary

[23] Specialized paper

to respond successfully to these requirements is a challenging task which primarily affects curricula design and teacher training.

When it comes to ESP, materials selection is one of the most significant aspects and it requires substantial knowledge and awareness on the part of the teachers. Teachers should try to enhance their own needs analysis by gaining insights into the students' opinion regarding the language aspects of greatest relevance to their field of majoring.

In most cases when such an analysis was conducted by this author, students mentioned grammar as most problematic. They also stressed the need to develop spoken and written skills, with the latter mainly comprising business communication.

Students-tailored ESP teaching materials

The strategy of involving students in designing ESP materials has several advantages, but the most rewarding one seems to be the fact that their role is transformed from language learners into language users. Having in mind the uniqueness of EFL teaching reflected in the fact that the subject taught and the medium of teaching are the same, students are placed in genuine communicative situations.

Another advantage of the application of this strategy is the close collaboration teacher-student and the common exchange of linguistic and technical knowledge between them which creates relaxed and trusting relations and specific teaching circumstances, rather unusual for teaching of other subjects.

The wealth of skills and knowledge on the side of the students is a potential which should neither be doubted nor neglected, particularly because it can substantially contribute to broadening the scope of creative activities which can be employed in designing authentic and appropriate language teaching materials.

The following steps were taken in order to meet students' needs while at the same time incorporating all the above mentioned factors:

- students were asked to make a list of content-based web-pages they considered relevant to their subject area;
- texts were analyzed with regard to the grammar material they contained;
- discussions concerning the suitability of texts were held in order to improve selection criteria;
- material from these pages was compiled and arranged according to content similarities;
- students composed exercises connected to the grammar material;
- once the final compilation was determined, various activities such as role-playing, debates and alike were used to enable students becoming more comfortable with the use of grammar structures and lexical material present in the texts;
- written business communication was then practiced through writing business letters, and, whenever possible, students were encouraged to initiate and maintain communication with native speakers (by writing e-mails, applying for jobs etc);
- business communication was further enhanced by group work in which, for example, one group of students prepared a job advertisement, another group of students applied for the job, whereas the third group of students, following the requirements of the ad, made the final decision about the most successful candidate;
- the final step was to include students in the preparation of the final test.

As this paper focuses on students' inclusion in ESP material design as a factor of motivation, let us now consider aspects of learning motivation and the possible influence this approach has on its increase.

Defining motivation

The simplest term that defines motivation is *why* a person does something, or *what* causes our acts. Broadly speaking, it may be defined as the process that initiates, guides and maintains goal-oriented behaviors activated by biological, emotional, and cognitive forces. The three major components of motivation are: activation (initiation of behavior), persistence (continued effort toward a goal) and intensity (concentration and vigor put in pursuing a goal). All three components need to be present in order to fulfill the goals; failure to persist or decrease of intensity may jeopardize the results even in cases in which there is successful initiation during the activation stage.

Motivation arising from outside the individual is defined as extrinsic and motivation arising from within the individual is defined as intrinsic. The former usually involves material rewards such as trophies, money etc. or non-material rewards such as praise, social recognition, whereas the latter involves personal gratification and fulfillment.

Learning motivation

Learning is a process which, among other factors, requires conscious effort on the part of the student to encounter, master and retain knowledge. Since it is a conscious process, both intrinsic and extrinsic motivation are pertinent to it. Students need individual, internal forces that enhance their desire to learn, as well as outside, external recognition for the effort they are putting into accomplishing a certain goal. In general, Huitt (2005) points out that during the teaching process, teachers can influence both categories of motivation through a variety of specific actions:

Intrinsic

- Explain or show why learning a particular content or skill is important
- Allow students some opportunities to select learning goals and tasks
- Create and/or maintain curiosity
- Provide a variety of activities and sensory stimulations
- Provide games and simulations
- Set goals for learning
- Relate learning to student needs
- Help student develop plan of action

Extrinsic

- Provide clear expectations
- Give corrective feedback
- Provide valuable rewards for simple learning tasks
- Make rewards available
- Allow opportunities for students to observe more correct exemplars
- Allow for opportunities to engage in social learning activities
- Provide for scaffolding of corrective feedback

When learning a foreign language, both sets of motivation categories are at play. It must be remembered that the desired behavior provoked by the extrinsic categories might cease if the learner is outside that influence and the learner might begin to operate following the internal, or other external factors.

However, for the purposes of this paper, let us now consider the significance of each set of categories to the participation of students in designing ESP materials. As with all other courses, ESP courses should clearly define needs, goals and expectations and should offer opportunities for students to observe correct exemplars. Courses begin with the students' analysis of their needs and goals which can be placed in simple lists. This activity raises students' awareness of the expectations they have for the course as well as of the expectations

they have for themselves. It can make them aware of the expected achievements on their side and can clarify to the teacher what they expect from her/him.

In ESP teaching, it is also important that students get opportunities to participate in social learning activities. These types of activities may range from pair and group work, role-playing and debates in the classroom to real communication in the field of interest, such as making interviews, participating in surveys and research projects and alike.

Teachers should see to it that their students always receive corrective feedback for their participation in the course. Successful students should always be rewarded and these rewards can range from giving them points for the final grade to ensuring interim positions when/if the institution has such opportunities.

Intrinsic categories appeared even more applicable to the situation we are researching. Not only that goals are explicitly defined, learning narrowly related to students' needs and the importance of learning each skill explained in detail, students' curiosity is created and maintained by allowing them to participate in selecting goals and tasks as well as activities, games and simulations through which they may be accomplished. Besides catering for the above stated teaching aspects, students develop plans for the design of their own teaching materials which are compiled during the process and later used as material for testing.

Participation of students in designing tests not only liberates them from the pre-testing stress and anxiety usually appearing when taking tests, but also improves the testing results because students are familiar with the testing material and hence their expectations for the test are realistic and, in cases of failure, far less disappointing.

We can conclude that involving students in tailoring their own, needs-oriented, content-specific ESP teaching materials, corresponds to the requirements of both intrinsic and extrinsic motivation categories.

Outcomes

The application of this strategy i.e. the inclusion of students in designing ESP teaching materials has had several positive outcomes. It certainly brought about positive changes with regard to classroom working atmosphere, employment of students' creativity and inventiveness, addressing students' needs and creating valuable opportunities for real communicative situations. Most of the students were actively engaged during all classroom activities and their participation in exchange of knowledge and experience increased both their self-confidence and motivation. This, in turn, resulted in transforming students from language learners into active language users and is considered as one of the greatest benefits of this approach.

At the end of the course, there was a sufficient corpus of teaching material which covered the greatest part of the syllabus and presented a solid basis for the preparation of the exam. Having spent a substantial amount of time in designing these materials, students were already familiar with the material, could easily detect and define their own weaknesses and put more effort in coping with them. An analysis of the exam results is yet to follow this research because the reports haven't been completed by the time this article was written. However, an overall impression is that the results of the mid-term exams speak in favor of this approach.

Finally, let us mention the shortcomings which are far less obvious but, nevertheless, present and should therefore be subject to further consideration. Namely, regular presence in class of all students is crucial to the use of this approach and failing to attend causes setbacks in the overall accomplishment of class activities and students' individual progress because the entire conception is based on mutual interaction, cooperation and trust.

Coordination of classroom activities pertinent to the overall outcome of this approach is very time consuming and painstaking particularly during the initial material selection phase

and accounts for the minor time shortage in the subsequent stages of presentation and practice. Teacher's experience and expertise is therefore central to the level of accomplishment and should hence not be neglected.

Conclusion

This paper proposes a somewhat modified approach to academic ESP teaching materialsl design. It aims at improving them through the use of students' skills and professional knowledge in tailoring ESP teaching materials to primarily respond to their needs and be relevant to the subject area they are majoring in.

This strategy seems to be in close correspondence with both the intrinsic and extrinsic categories of motivation and therefore its application contributes towards an increase of motivation so very significant to the ESP teaching/learning process.

However, the narrow time span between the pilot use of this strategy and the time of publishing of this paper accounts for the apparently superficial result analysis and remains open for future research.

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THEORETICAL AND PRACTICAL INSIGHTS OF MUSIC EDUCATION[24]

Abstract

Any modification of the curriculum, and especially one that aspires to be called reform, there is need to actualize the question of the need for individual subjects, and thus of any such amendment preceding analysis by experts, the goals and tasks, thereby creates preconditions for conception placement for each subject. Suggestions and discussions based on facts theories, supplemented with implementation, thus contributing to the concretization of goals, tasks for each subject and the subject of music education.

Confirmed suggestions for goals, objectives and concept of each subject in elementary school, you need to accept and many other interrelated factors: actual - objective conditions (number of hours per week, technically equipped classrooms, teaching aids and technical aids); appropriate education of the teacher - Faculty of Education (didactic readiness); extracurricular influences - the surrounding environment, the media, and cognitive abilities of students and others.

Teaching music education cannot be an exception, it is subject to specific status in the educational process in general, in which specific musical education as a subject has a special educational approach. It mostly depends on whether taught within primary education as a school subject, or special professional music schools.

Music pedagogical theory in the past has no resolved an important issue for music instruction, starting from the conceptual structure of the subject of music. As for the curriculum, in the past decades these areas with several recent changes are transmitted from different programs with modified irrelevant content, as something dumb and need further analysis. Besides these changes, remain undetected and unclear facts such conception. The implementation of the activities of all educational topics on the subject of music education has the opportunity to apply the models practiced by communities with major music - pedagogical experience.

Key words: education, education, goals, objectives, expertise.

Before a specific and clear answer is given to the question what are the goals and objectives of music education in primary schools, there is a need of a general conceptual - didactic structure. That means the current model is good, or it may be another? The answer for poor teaching in music education subjects primarily depend on many factors, some of which directly or indirectly involved in the teaching process. However, to make specific conclusions, necessary to analyze the factors involved in the implementation so that the educational process of teaching music teaching.

The failure to deliver music education in primary schools is obvious, and it's not just here. Years ago Korchar will say "each justification is meaningless" (Korcar, 1969: 116). It builds and Eliot "... some students do not learn how to love music" (Elliot, 1982: 34). The same is happening today. Bad results in music education, often locate different arguments:

[24] Revisional scientific paper

insufficient number of hours to deliver the prescribed curriculum, inadequate education of teachers; unsatisfactory status of the subject, lack of textbooks, teaching load program on other items...

Active musicianship

This model implies reproductive and productive Children's activities with music in teaching topics: *singing, playing the CMI, musical expression and creation.*In children musicianship it is important representation of all study subjects, some of them more or less covered. Learning of musical alphabet and musical language in his action model as a form of active musicianship implemented with minor variations vein of withdrawals.

Musicianship is one of the oldest activities and has a longer history in the music history, and it's the only conceptual model of music teaching. Thematic Activity *singing after hearing* or singing songs, teaching was the only subject to the XIX century and to some extent in the XX century.

The *playing* topic *appears* at the beginning of the XX century in Europe and America. In European music pedagogy a crucial role is the one of K. Orff (1895-19820). Orf's conception active musicianship, which are represented in all thematic areas: *singing, musical literacy, and musical playing.* Orf's model was not accepted everywhere equally "suffered a lot of criticism as a model that does not fit our time" (Keller, 1969: 485).

After World War II model of active musicianship appears in Europe, always as a model with more activities, some more some less representation. Lime Ian is a special model of Kodalj (Z. Kodalj, 1882-1967), with emphasis of acquiring the musical language and writing music, singing, and casually creativity while playing doesn't pay greater attention.This model is applied in Hungary, especially in school with hardened musical instruction that could only function. While the "ordinary" schools musical literacy was inefficient, which is a clear proof of unaccomplishment in normal teaching conditions? But also in schools with hardened musical instruction (Music Education), there has been an experiencing of sharp criticism from Hungarian music educators. "... It has been shown that music literacy is not used for nothing ...", (Palotai, 1978: 4045).

The pattern of active musicianship is supported in a number of music educators, somewhat often leads to overestimation. Such overestimation of his own musical activities, conscious or unconscious reflex state of reform movements in pedagogy, grown or turned into a stereotype which forgets the basic level of such activities. Instead of being at the service of the music culture, primitive and deliverers e every level of musicianship it earmarked only for them.

Reception model

Reception model of music education developed as a model entitled *"Orientation of art"* (Orientierung am Kunstwerk) (Rojko, 2012: 43). His action model occurs in Germany; due to strict credible reviews as a model for active musicianship we have suggested T.W.Adorno and M. Alt. The criticism of Adorno and Alt referred equally to the content of music education. It acts as the first public, school, children, and colored, course for students and distant songs you like and learn playing which is underneath every artistic level. "... This showed an unnecessary and dangerous arbitrariness of the general trend of spiritual regression." (Zimmerschied, 1981: 130). Special K is Adorno said: "threatens to exhaust early in a realistic, but enough practice " (Adorno, 1972: 108). Warning gap between teaching music and culture so that the inability of students prior art music, especially contemporary but, Adorno and Alt require students to mediate rights, artistic music. Their coming and the "l expert listener" (Adorno, 1972: 108), which is capable of the simplest way to listen to and

understand music. Such a request is formulated in several ways: "understanding and experiencing the musical piece", "Introduction to the values and order," "spiritual adoption of the works of the great masters," "approaches to art", "establishing measures of value."(Zimmerschied: 1981: 128). Criticism of the concept of active musicianship, the two authors (Adorn o and Alt), was so aggressive, that somehow the singing was called in to question. The sixties and seventies, in Germany were years of musical pedagogy, that period definitely break with the model of musicianship, "... which proved that it can be a response to the growing power that show mass medium ". (Zimmerschied: 1981: 1 36).

Responding to the influence of mass media, as well as various types of functional music, and then under the influence of modern pedagogical theory, especially the theory of curricula, reception model gets a new form, but remains reception.

Emancipation approach represents a meaningful wider model for all kinds of music, contact with all kinds of music: film, entertainment, advertising and more., Where listening to music includes music analysis, ethnomusicology broader approach, such as music social, musical aesthetic, musical and psychological approach. The spotlight in such a model is *mature listener,* critical attitude towards music. Discovering the mechanism of action of functional music and awakening to their own socially conditioned responses to that music, which means reliability personal musical taste unmusical influence, emancipation approach aims to expand students' musical maturity.

An advanced variant of this reception model presents a model known as the educating of auditory observation. This means, in case of the music teaching would have to be present all kinds of music. This model as emancipation presents special accent of new music (avant-garde). complies with the new definition of music, the subject of teaching it "overall environmental sound " (Zimmerschied: 19 81 1 65).

The idea of cultural maturity, versus the orientation of the artwork theorist enabled Hartmut von Henting, considered the purpose of music instruction, primarily appropriate aesthetic education 'ability to enjoy, to criticize and change the observation and formation of their own accord, "or" the way of sensibility and perception strengthens self" (Mastnak, 1991: 63). A VA is because culture is subject to constant change, or "that man exercise and confirmed in survival versus dictated things in the unknown and improvisation in free versus travail hypotheses ..." "The culture that nurtures and retains what transfers, arise creative process of creative change." (Mastnak, 1991: 63).

Such a model, understandably, had particular success with followers of new music. Unlike previous models described here are somewhat rehabilitee individual student and actions, but not in the tradition.

Educational auditory observations are not clear reception, but also a combined model of music teaching. Acknowledging that traditional models of active musicianship today absolutely fleeting, music teachers in new models recognized the opportunity to reintroduce some form of active musicianship, which could without notes, and all seemed so called musical experts and mixing music, characteristic of traditional active musicianship, which actually "... no technical skills, but through the game you want to develop musical and artistic potentials, leading the student to musical maturity" (Zimmerschied, 1981: 140).

Conceptual Model

As in other European countries, and in our model of active musicianship, in its simplest version - *after singing Hearing* was used model in the past you teaching music. Schools in Macedonia, within Yugoslavia, subject in primary schools function - singing *while hearing* in high school programs declared *musical literacy.* What does these levels, however there was a model of active musicianship?

The first years after the Second World War, was teaching music thread - like *singing,* and later, gradually, with a few changes to the program, and join other activities: *playing musical,* and later *musical literacy*. sight was a clear pattern of active musician, which until 1972, has overcome the musical language and music literacy. This direction in our C applies. Guide, T. Prokopiev f. Smokvarski.

Since 1972, initial programs that actualize integrative conceptual model, the model of the previous activities of active musicianship of previous programs, added *listening music* and ethnomusicology some content. While the programs then tend of any musical literacy, now align all activities so that they can be considered relatively independent curriculum.

Later, the two programs in 1984. and 1991/92 year., also a kind of integrative model, being different from the previous lot more listening to music, i.e. visible movement towards reception model. However it is moving towards the reception pattern of learning only in programs, but not in practice. The practice is commonly practiced on the old model, with an emphasis on music literacy; it is dye to methodical education caught the older teachers of music, and also due to lack of funds and inadequate teaching aids.

Open model

The open model of teaching music education enables independent shape pendent the teaching process, the independent choice of curriculum areas such subject matter. was during this model, the areas must be given *to listening* and *learning about music,* while areas *singing, playing musical literacy, musical* and left the choice enabled the teacher who can be conceived in the curriculum or to put out. This conceptual model his action relates solely to teaching in primary schools.

Teaching music is represented in the past period and secondary schools, high schools, vocational schools, directed schools with small number of classes. In all these secondary institutions, the term music conceived as a history of music.

What is conception today

Before switching to the conceptualization of the case should determine the premises, or to answer questions whether to enter into the curriculum, and what will be the content. The decision to list the subject in the curriculum is socially necessary and to apply in tune with the social goal of upbringing and education. Contents will also be conditioned by society, but mostly dictated by the logical structure of expertise. It applies to every subject, also for music instruction. Teaching of music in group of primary school is a subject matter, because it is consistent with the aim of upbringing, while the content determines the profession. From the first view is wrong, but the problem is that said logic - is justified in all other cases, while the subject of music and it is missing a few so called reasons. For the realization of the conception based on this logic, the case may not have sufficient number of hours and the second, in our school system that applies specialized music schools. In primary schools the subject should satisfy sociality and individualized pointing to student needs for music, and this requirement is not identical with the music as a profession. The consequences of the implementation of the subject as a profession not as a goal are to present the students what is taught in music schools. Although it is not mentioned anywhere this leads to the impression that the purpose of teaching is conceived that each student learns from: singing, playing, little listening to music, to learn about and deal with work. It shows the end of primary education in musical activities listed students acquire knowledge relative, or very weak. Everything falls under the professional music instruction in elementary schools with drastically shortened lead to failure. The subject also drafted vain illusion that condition and has the ability to

improve with larger number of classes. Specifically, it would be possible if the teaching hours are increased than the current.

Setting the requirements for an increased number of teaching hours would be unreal. No solution to the problem should be located in beginning music instruction from second grade (professional) music instruction, or by increasing the number of hours, but the solution should be sought in the changing conception of the teaching of music. The musical social living conditions in which today's students live, the task of primary schools can be pointless or just assumptions musical culture, but it can be brought up in the spirit of - creating music lovers. Listening and familiarity with the music contained in all the tenets of another conception of music instruction. "Primary schools aimed at introducing students to music culture." (Rojko, 2012: 46). He wants professional musical education, their desire to be able to accomplish in professional music schools, with a special concept of professional musical approach, because elementary schools that do not want to enable it, but because it is impossible.

In medium musical environment where listening to music is a fundamental way of musical perception, and mass production of the musical "scene" is an unprecedented musical kitsch and low standards, and bringing the listener imposes a prime problem of musical culture.

In the end we can summarize the previous model *integrative concept* should be abandoned in favor of the combined model listening to music as music activity.

The new model should be in two parts: a constant and variable. The constant need to include "listening, learning and ethnomusicology elaboration of all kinds of music." (Rojko, 2012: 4 7).

Rojko grouped into several groups:

- "Active musicianship in class", (Rojko, 2012: 4 7), the main attention is on what can be argued village and psychological power, not music - art.

- "Music literature - unnecessary, but still as elusive concept ", (Rojko, 2012: 4 7), the activity students that not like very much and regarded as the most difficult.

- "Special attention to dedicate ensembles: choir and orchestra and R", (Rojko, 2012: 4 7), it is the right place for active musicianship. "Only in the ensembles is possible to achieve such a level of musicianship that can be worn to attribute artistic".

- "Not just elementary school, but senior local offices, and high schools together build a natural conceptual framework for a unique musical instruction ". (Rojko, 2012: 4 7). It involves elementary school should stay out of that frame and should represent free *singing, playing musical games, listening to music* etc..

Music classes today can be conceived only as clearing model, in which the reception to be a leading model, variables and other activities. In some schools specifically practiced is singing, some playing in another musical, dance, music, etc. dramatizations. "Such variability, such freedom, pluralism in the selection of activities will make teaching music to stop being erased and incomplete." (Rojko, 2012: 4 7).

Academic Staff

In the interest of full and complete implementation of the teaching of music, of great importance is the teaching staff. Teaching music education taught I to IX grade. The primary level of education (elementary school from Grade I to V), the subject is studied music for two hours a week or 72 hours per year.

I to III class, the subject of music education in the curriculum laid down the following thematic areas: “singing, *music and movement, listening to music, playing musical instruments for children, basic music literacy, basic children's musical expression and creation* . " In Grade IV, “singing, *music literacy, listening to music, playing musical*

instruments for children, musical grammar, folk art muses. " In Grade V: "singing, *music literacy, listening to music, playing musical instruments for children, musical grammar, folk musical, musical expression and creation* . " (Curriculum from Grade I to V, the nine-year basic education - Skopje: Bureau for Development of Education 2007).

The realization of teaching in Grade I, is prescribed a teaching normative "Educational - educational work in first grade can take a person who has completed:

-Faculty of Education - Professor of preschool education;

-Faculty of Education - professor of elementary education;

-Faculty of Philosophy - Institute of Pedagogy - graduate pedagogy".

The realization of teaching Grade II to V, the normative stated: "Teaching musical education can be delivered by a person who has completed:

-Faculty of Education - professor of elementary education;

-Faculty of Philosophy - Institute of Pedagogy - graduate pedagogue. " (Curriculum from Grade II to V, the nine-year basic education - Skopje: Bureau for Development of Education 2007).

Regulatory normative for us and deliver instruction in first grade: Faculty of Education - Professor of preschool education and Faculty of Philosophy - Institute of Pedagogy - graduate pedagogue, not in accordance with professional and didactic principles, namely the Faculty of Education - Professor of preschool education, it a staff that is trained to deliver pre-schools, while the Faculty of Philosophy - Institute of Pedagogy - graduate pedagogue does not meet the basic conditions for realization of any educational topic.

Standing in the prescribed yield should read: Educational - educational work from first to fifth grade to take a person who ended TT - professor teaching class.

Only e graduated professors are teaching professional and didactic-methodical realization outbound to teaching from first to fifth grade. The four-year study at pedagogical faculties, students study more subjects within the music education: foundations of music education, music education methodology / education, choir and orchestra; creative music workshop. Their education is complete (professional - methodical), as such meets the requirements for responding to the goals and objectives of the subject of music education.

Conclusion:

In the previously stated, we conclude that the subject of music education in elementary school within the primary education is an organized and managed process with all the other items that are included within the elementary school. The realization of the subject of music in the past long period of time is an experience and base upon which we can make some adjustments - for removing or amending such musical-pedagogical approach. And also is presented by an analysis of musical nature and analysis of psychological nature, which is heavily influenced by the events of social change in general. Offered various patterns (a reception, conceptually, open model ...), represent specific guidelines - experience the possibility of new views and interest progression in implementation. The main or basic paradigm in realizing the course of music (but also in art and physical objects), it is the enforcer (the teacher) to have adequate education, it means completed studies of pedagogical faculties, where you can answer all applicable requirements for the implementation of teaching.

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HOW DO THE ALBANIAN FOREIGN LANGUAGE TEACHERS DEAL WITH THE ORTHOGRAPHICAL ERRORS[25]

Abstract

The process of writing, especially in a foreign language, is one of the most difficult and complex ones. During this process one has to coordinate several skills at the same time: psychomotor skills, cognitive skills, linguistic skills and organizable ones. Due to its complexity, correction and assessment of writing is one of the biggest commitments for the teachers. During the correction of a text in a written form, the teacher has to evaluate simultaneously the quality and the quantity of the information given, the logical structure used by the pupil and linguistic errors as well. The latter can be of different types, such as: morpho-syntaxical, lexical and orthographical.

In the Albanian reality, the identification of the orthographic errors is the most frequent one. Teachers somehow like it, because it seems very objective (and in fact it is) and they can avoid very easily any further discussion with the pupils.

In this paper we would like to address the following questions, regarding the teachers behavior and attitude towards orthographical errors done by the pupils:

- Are they indifferent and tolerant or demanding and punitive?
- What percentage of them take a step back and analyze the origin of these errors or mistakes?
- According to the teacher's opinion, how do the pupils react on such a correction?

The data provided by a lot of interviews, questionnaires and surveys are compared to each other. This helps in creating a clear overview concerning the correction of the orthographical errors. This is the basis for further discussions on proper techniques and the impact they have in the process of correcting the writing.

Keywords: orthographic, error, mistake, correction, techniques.

Introduction

The correction of a written work by the teacher is one of the most difficult and complex process of his work. The teacher has to look very carefully at the quantity and the quality of the work. At the same time he has to pay a great deal of attention to the linguistic and cultural correctness and to the pragmatic and referential ones as well. So the student's work is often covered with red ink or other kind of marks [Harmer, 2007]. However, marking everything all the time can be extremely demotivating for both teachers and students. The process is also time consuming and a lot of concentration is needed. It is often accompanied by anxiety and stress because the outcome of the correction may not match any of teacher's and/or student's expectations. Another difficulty is related to the fact that due to the complexity of the language, the teacher is unclear and sometimes uncertain how to categorize errors, which ones are to be tolerated and which is the best criteria for their evaluation.

[25] Revisional scientific paper

Concerning the process of teaching foreign languages, there have been numerous studies and a great progress has been done in providing guidelines used to describe achievements of learners of foreign languages across Europe. Such a document is the Common European Framework of Reference for Languages (CEFR) [Valico, 2007: 107]. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. Although it can be used as a general guideline by the teachers, regarding the correction process (being out of the scope of such a document) a great deal of autonomy is left to teachers. In this point of view, this document is not very helpful. Sometimes it can be misleading to the teacher giving a wrong impression about the importance of the correction process.

Being aware of this, different institutions that certificate linguistic knowledge based on specified reference levels (CILS, CELI, ELE-IT, ESOL etc) do pay a great attention to the correction process. They offer a unified categorization of the errors – grammar, lexical and orthographic errors – and one can find specified evaluation forms regarding them [Cattana A., Nesci M.T., 2004]. This approach is very helpful for orienting the teachers in the right way, avoiding somehow the subjectivity that is generally involved in this complex process.

The Motivation

In this paper I would like to discuss some issues concerning orthographical errors. Compared to the other types of errors, the identification and the correction of orthographical errors is the easiest one and in Albanian reality (and not only) teachers somehow like it, because it is very objective and it can avoid any further discussion with the students.

Our objective is to go further in discussing the teachers behavior and attitude towards orthographical errors done by the students. Concerning this, we present the following questions:

- Should they treat orthographical errors as *breaking rules* or should they consider them as a part of a normal language development [S.P.Corder, cit. Cattana & Nesci: 2004]?
- How important is the correction process of orthographical errors and how is it affected by the different techniques used?
- Is it necessary and does it help to have students involved in the correction process of such errors or should it be left to the teachers alone?
- Should the teachers be indifferent or tolerant or should they be demanding and punitive?
- How many of them take a step back and analyze the origin of these errors?
- Should they be prepared in dealing with the student's reaction on such correction?

Different Types of Orthographical Errors

Making errors is normal and preventing them is a success. Analyzing the errors means to verify the familiarity of the students with the grammar rules, in the sense that the followed methodology was the right one or not. On the other hand, it means to explain the errors in a detailed way and make the students understand them, by offering at the same time, the possibility to reflect and to develop a sense of auto correction.

During my very long experience as a teacher of Italian phonetic and phonology, I have had the opportunity to make a lot of observation in schools of different levels in Elbasan, Albania, where the Italian language (English and French as well) is introduced starting from the third class of elementary school. I have organized a lot of discussion panels with the colleagues who teach Italian (and other languages) in different levels, aiming to collect their experience and attitude towards the correction of orthographical errors. After such an experience, I have noticed that orthographical errors – mainly spelling, but punctuation as well - are identified almost in every work given to the students.

What is missing is an analyzing process following the correction one. This situation is made clear by frequent statements such as "it is impossible for the students to have an overall knowledge of all the grammar rules". (One can find the same attitude even among the teachers of foreign languages of non Albanian nationality.) This kind of approach is more pronounced in English and French language teachers. It seems those of Italian language are a bit lucky due to an apparent similarity between spelling and pronunciation – a special feature of the Albanian language as well. The idea is more reinforced when nearly all teachers of the Italian language end up their correction process by identifying as common errors only the following three incorrect use of: double letters (*ll*, *mm*, …), the *h* letter and the graphic accent. In fact, this are the errors which emerge from the differences between Italian and Albanian language. In the following table[26] we will present some typical errors of this type:

Table 1. *Some errors that come from the language differences*

As they are written	The correct form	The error
dotore/andatto	dottore/andato	t/tt - tt/t
amice	amiche	c/ch
lagi	laghi	g/gh
ando	andò	o/ò
filia	figlia	li/gl

However, a lot of errors come from the above mentioned similarity between spelling and pronunciation both in Albanian and Italian language. Although this can be helpful, at the same time, the errors coming from such a similarity, are the most difficult ones to be avoided by the students. It seems it is hard for them to develop a sense of auto correction in dealing with such errors.

Concerning the last argument, I will present some typical errors done by the Albanian students learning Italian as a foreign language.

Table 2. *Some errors that come from the language similarities*

As they are written	The correct form	The error
kapitolo	capitolo	k/c
roza	rosa	z/s
pjuma	piuma	j/i
çentro	centro	ç/ci,ce
stacioncina	stazioncina	c/z

Some of the errors which are also found in high levels of language teaching, are those connected with the difficulties of the Italian language itself.

Table 3. *Some errors that come from the language difficulties*

As they are written	The correct form	The error
guadagnamo	guadagniamo	gn/gni
valigie	valige	gie/ge
bilancie	bilance	cie/ce
scenza	scienza	sce/scie
licuore	liquore	c/q

[26] The given data of all the following tables are collected from a systematic surveillance of different students works, corrected by their teachers.

Another problem which is directly connected to the orthography due to the pronunciation of some words is the writing of them separately or as a whole, when this is not the case. This type of error is mostly found in the beginners, but concerning some groups of words, it can be found in higher levels as well.

Table 4. *Some errors that come from the pronunciation*

As they are written	The correct form	The error
sta volta	stavolta	questa volta/stavolta
cera	c'era	ci/c'era
ascendere	a scendere	-
imbasso	in basso	im/in + basso
arruote	a ruote	rr/r + a ruote

A less frequent type of errors comes from the student's engagement in learning other foreign languages at the same time. This process is often accompanied by the so called linguistic interference and it presents an additional difficulty in developing the sense of auto correction.

Table 5. *Some errors that come from the linguistic interference*

As they are written	The correct form	The error
construire	costruire	n/-
transporto	trasporto	n/-
pacto	patto	ct/tt

Regarding the student's communication skills, in modern methods of recent years, the content has taken advantage over the form. However, if the teacher will not put his attention in correcting orthographical errors at an early stage of a foreign language study (being focused at the content all the time), such errors will be carried out, affecting negatively the quality of writing and reading and therefore the quality of the content. The following example is taken from the work of a first year student. It can easily be seen that some apparent simple orthographical errors can lead to a complete damage of the content:

Cera un boon veccjo ... erano mortii fili. Viveva ... sua mogle ancessa veccia. ... andava afare lenna nel bosko e vendeva la gima per comperare il pane ... non mangava.

C'era un buon vecchio ... erano morti i figli. Viveva ... sua moglie anch'essa vecchia. ... andava a fare legna nel bosco e vendeva ... per comperare il pane ... non mangiava.

Dealing with the above mentioned type of errors in early stages of a foreign language study course, will help students to reduce and minimize those in the years to come. If the teachers are convinced that the students are well aware of the nature and the origin of such errors, they can treat them simply as random or spelling errors (mothers/mother's, valigie/valige, ouvert/ouvert , etc). This kind of approach is proposed by Oller [cit. in Porcelli, 1998: 118], who suggests that spelling errors can be neglected or tolerated.

As the students progress into higher level of knowledge, teachers attitude towards the errors should respond to this new reality. Somehow the students should be relieved from the stress of doing spelling errors all the time, while teacher's attention should be transferred to more complicated type of errors, let us say to those that leads to misunderstanding.

As an first example we can refer to homophones (words of same pronunciation, but different spelling): English (sick/seek), French (mer/mèer/maier), Italian (hanno/anno, l'ira/lira, l'una/luna) etc.

Secondly, unlike some other languages (French, English, and Albanian), the Italian language comes with some special features that are reflected in spelling as well. For example, the distinctive character of consonant length which leads to the *coppie minime*: sono/sonno, bela/ bella, pala/palla etc. This is one of the major difficulties the students have to face with and it is related to the lack of perception by hearing. This difficulty is present not only in such a pair of words, where only one of them is of frequent use (bela/*bella*), but also in pairs of very familiar words (*sono*/*sonno*, *caro*/*carro*). This apparent orthographical mistake, is a lexical error too.

Thirdly, Italian language differs from other Indo-European languages, by the so called mobile accent (*accento mobile*). There are many pair of words, with the same spelling but a different meaning. This different meaning is carried out by the graphical accent and its incorrect use is no more a simple orthographical error, but in fact it is a grammar one of great importance (io porto/lui portò, lui teme/lui temè, tu apri/lui aprì).

Dealing With Orthographical Errors

Teacher's record on the students should include detailed data concerning orthographical errors, which can specify their frequency and their gravity. Rather than simply saying to the students that they are wrong, the detailed information on orthographical errors can be used to provide more feedback. So it can help in shaping new strategies or techniques, which will result in a future improvement and progress [Harmer, 2007: 138].

The process of correcting orthographical errors can be combined with various activities based on the *play*. These are called *ludic activities* and they can include crosswords, *impiccato*, the train of syllables (*il treno delle sillabe*), rhyme errors (*filastrocca degli errori*). The use of such activities can include single words or stand alone sentences. Regarding a written text as a whole, their use is limited. So we propose that these techniques can be very well combined with the dictation. The dictation as a correcting technique can be very useful. It can help the teacher to identify very easily the presence of an orthographical error and further more to have a clear understanding of its nature; it can be used regarding the punctuations as well (which are often neglected by the teachers and the students).

If the teachers can use the dictation in a moderate way, it can provide them with a comprehensive and clear view on phonological, grammatical and lexical problems of the students [Harris, 1996]. Regarding to the modern methods, it seems the dictation does not fulfill their requirements *only* on what is called *affective filter*. In spite of the success the standard dictation has had during the 90-s, many of us (being students at that time) can remember it as a difficult and a boring test. Sometimes it used to cause fear and stress to the students and these feelings of student's anxiety were mainly connected to the attitude of the teachers towards orthographical errors: all types of orthographical errors were treated equally in an intolerant way, putting the student under the pressure of a bad result. (It's worth mentioning that children are more sensitive towards orthographical errors.)

Nowadays this attitude has changed. Many teachers feel more flexible and tolerant to the orthographical errors and – as they report – this can help in creating a friendly environment for the students. On the other side, the students themselves have reacted very positively to such a change in their teacher's attitude, regarding orthographical errors.

One of the greatest concerns of the teachers relates to grading the students. Grades serve to many purposes. It can be seen as an evaluation of student work, as a source of their motivation and even as a means of communication to the students, their parents or even to the future employers. In spite of such an importance of grading, there are no clear directives. A lot of efforts have been made, but the criteria used for such a process are far from being standard. They are mostly subjective and vary from teacher to teacher and from one language to the other. Unfortunately, in every day practice, grading is often seen as a simple

mathematical process where each error (the wrong graphemic transcription of the word) is punished with an equal amount of points, despite of its gravity. It is an widely accepted fact that the numerical data provided by counting each misspelled word (any graphemic unit bounded by two spaces) is not a pure indicator not only in diagnostic terms, but in evaluation terms as well [Porcelli, 1998: 117].

In our opinion, every teacher should prepare a detailed evaluation form. In doing so, the teacher should consider what's he is aiming for and to which linguistic level he is addressing to. The different evaluations forms should reflect the psycho-affective characteristics of the students as well. These evaluation forms should not (necessarily) be converted into a grading scheme. Grading should not be used as a form of punishment, but as we have already stressed, it can be seen as a moment of reflection, which will help in further improvements of the students skills.

The combination of the different forms of dictation enables the teacher to be more objective. Also it can add more diversity in the evaluation criteria. Leaving aside the traditional forms of dictations, where the teacher is the one who gives the dictation, we propose the following combinations: *partial dictations* – the students have to fill empty spaces with words or groups of words; *dicto-comp* – the students have to write a short text after they have already heard it from the teacher.

An interesting question we put ahead of the teachers, was: *who does the correction of the dictations?* Almost all of the interviewed teacher answered in the same way: *we do*! This is somehow in contrary with the new modern methods of teaching and learning in general, where the student (and not the teacher) does play a key role. In fact, the correction of dictation (and the other types of evaluation) cannot be necessarily performed by the teacher alone. When the student has made an error, the most efficient way to teach him the correct form is not by simply giving it to him, but by letting him discover it and test different hypothesis. As suggested by Carroll, the learners should find the correct linguistic form by searching for it [Carroll: 1995, cited in Carra M., 2006]. In my own experience I regularly involve the students in this process. Being aware of the problematic that may result, I think it can help the students to verify their knowledge, identify the difficulties they face up, widen their collaboration with each other and make them feel less anxious. A very important step in this process is the reporting of their findings by both the students and the teacher. After they have reached an agreement, the teacher may draw student's attention to some of their errors, by inviting the students to write them down for further remedial work.

Conclusions

The correction of orthographical errors in written works should be neither underestimated nor overestimated. Beside the communication objectives, every lesson plan of each level, should aim spelling correctness as well. The teachers should clarify the nature of each error. This means, the students must understand if it is an orthographical error, an orthographical grammar or an orthographical lexical one. The teachers should be very careful in explaining to the students, the damage they cause to their content, by doing such errors. Aiming an objective evaluation, during the correction process teacher should encourage the student's autonomy.

Although in our days there are a lot of computer programs that can be used to check the spelling, hand writing remains important, being unique and fascinating at the same time.

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ACCESS AND INTERPRETATIONS OF JUNE'S REVOLUTION IN TEXTBOOKS[27]

Abstract

June's Revolution was interpreted as one of the most important efforts nationally to introduce Albania in the road of progress and democratization. The Democratic Movement of 1924 was part of the same movement with same content and purpose in other countries of the European continent.

The main figure who led the June's Revolution was Fan Noli who became the prime minister of Albania. He held this post for six months, during this time he faced many challenges that led the new government to the failure.

There are different approaches and interpretations for the June Revolution, mainly about the way it comes in power, was it democratically or not? What were the achievements and failures of the government that came out of the Revolution? Which where the reasons for the failure of this government? What were the international policy towards Albania and Albania's new government etc.

June's Revolution and its significance can be explained within the historical context of the time. This Revolution even in the point of view of today's historians is a movement that definitely left distinct mark in the history of Albania as a symbol of radical change in the conception of the principles of government on the basis of which was supported.

Keywords: Revolution, Democratic, Government, Historical

Fan Noli's figure is one of the most diverse figures from the viewpoint of activities in Albania's history. All his activity was devoted to national interests and the building of democracy of new Albanian state. In his book "Surrounded Democracy," The author Arben Puto says: Noli is defined as the main protagonist of an important historical enterprise that warned the bankruptcy of an old medieval order. In his career as a politician one of his main moments is the period when he was Prime Minister of Albania.

The June Movement occupies a very important place in the history of the Albanian people because the program of the government which came out of this movement was a serious attempt to build democracy in Albania. For this event the views of the Albanian historians of the period of communism consider revolution as a bourgeois-democratic revolution that sought to eradicate the Albanian feudal system, this movement was interpreted as a broad popular movement. In school texts after year 1990, the movement of June does not appear as a result of any mass movement of peasants and workers class. Regarding the character of the movement that brought to power the Noli government have been expressed different opinions. In various interior and exterior historical works, this movement is simply called "rebellion", "insurgent movement", even a kind of "coup". However, these events entered in history as "The Revolution of June 1924 ", although in historiography are given ideas that it was simply a military coup or an uprising.

[27] Specialized paper

When Noli became prime minister, Albania's economic situation was very difficult because of suffering from a pronounced retardation. There was no industrial development, the main branch of the economy was agriculture. In the village there was a big difference between peasants and the ruling class, Beys. Much of the land was owned by a small number of families landlords who wielded economic violence on the poor peasantry.

Austin, describes in this way the political situation: "The political culture was not developed and few of those political parties, personalities and groups that appeared in their demands were not able to go outside the province's borders and religious affiliations. There was not a general agreement on what direction would the state take: to the East, while maintaining 500 years Inheritance of Ottoman rule, to a parliamentary government of Western Europeans or somewhere in between them. Basically Albania remained not integrated, ruled by a class of politicians who had personal interests in maintaining the social and economic status quo established under the Ottoman Empire.

On 19 June 1924 the coalition government, headed by Noli would announce its program involving deep social and political reforms demanding the return of Albanian state towards West to become as the other civilized nations. This program was designed to create a modern state, according to Western-style. American Consul in Florence, Joseph Hejvn, was convinced that the Noli's government consisted of liberal and democratic elements, that it was the government of the people and not the Bolshevik as some persons wanted to present. He also did not hesitate to present Nolin as sincere admirer of America.

According to the History of Albania, school text, the government emerged from the revolution, aimed at " uprooting feudalism and establishing democracy. According to this text Noli's government did not only thought about the improvement of the tax system and the condition of the farmer but also in the development of education, health, tax etc.. Once performed the envisaged reforms, the government stated that it would hold the Parliamentary elections. People enthusiastically received the program submitted by the government in the hope that it would drive the country out of the deep economic backwardness. " The government took some measures. It guaranteed freedoms of citizens, there were put young people in state administration, it was made the disarmament of the population, balanced the budget, made some changes in the tax system and tried to develop education. It was prepared the law project of for agrarian reform that would affect only state lands. "

Among the 20 points of program it is important to highlight particularly those which predicted " general disarmament and exclusion "(item 1) ;

"Eradication of feudalism, the liberation of the people and the definitive establishment of democracy in Albania "(item 5) ;

"Radical reform in all administrative branches, civil and military"(item 6):

"Improving the economic condition of the farmer.(item 12) ;

"Facilitating the entry of foreign capital and protection and organization of the country capital(13 points) ;

"Friendly relations with all countries, and especially with the neighbors"(item 20).

Of all the content of the program it is seen that the government put itself as the main problem to liberate Albania from feudal rule and put it on the path of democracy, progress and social justice. Part of the program, a first -rate importance, in terms of the time, was agrarian reform.

A major challenge that would face the Noli's government was foreign policy. This government tried to develop an active foreign policy, inviting European governments and neighboring states to establish good diplomatic relationship. What can be noticed, was the tendency of an independent foreign policy, unlike previous governments.

According to today's historiography, foreign countries' attitude towards Noli government was determined not so much by way of its coming into power, rather than their

political and economic interests which would be infringed by the democratic government, which would protect national interests of Albania and Albanians within the country and internationally. The biggest challenge for Nolin was obviously ensuring international recognition. It became one of the main foreign policy of his government. Here were focused all its efforts. Noli's government undertook diplomatic recognition initially at neighboring countries.

However, his government was found 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.

International isolation which the government faced in its diplomatic relations with the foreign world, the Noli government tried to balance by seeking the support of the League of Nations. It focused major efforts on this point. On 22 August 1924, Fan Noli along with Louis Gurakuqi left for Geneva to take part in the Fifth session of the League of Nations Assembly. The main issue that the Albanian delegation defended in the League of Nations was borders with neighbors. Thus, Yugoslavia claimed to take St. Naum and Vermosh. In the League of Nations Noli rejected the government's claim of Yugoslavia and Greece.

Noli considered as a great importance the League of Nations' role in resolving the problems of Albania and this can be noticed in all the exterior activity of his government because the League of Nations occupies a special place. Being under an international isolation the League of Nations was seen as a breakthrough. Believing in it he asked for a loan of 100 million francs, but received a negative response.. It was a terrible error that Noli's government overestimated League seeing it almost as a primary factor in international relations of the time, as completely detached from the politics of the Great Powers. This error was fatal because excessive faith in the organization's Geneva was one of the reasons that the government was carelessl towards the preparations that were made especially in Yugoslav territory.

Seeing the necessity and emergency of international recognition of Albania, Noli tried to link diplomatic relations with the Soviet Union. This action was justified by the circumstances, Albania found itself opposite an international isolation and on the other side it was the Soviet Union itself that kept a positive attitude and was willing to establishing diplomatic relations. This action had a negative echoe in the international arena, and has even been called a Bolshevik action. Being in front of the large international pressure the government refused to welcome the Soviet delegation in Albania.

Ahmet Zogu exploited to his interests The political situation in Albania and the international non acceptance of Noli government. When Fan Noli went to Geneva to participate in the League of Nations where would be discussed the question of the borders of Albania, other members of the government were thrown out against the revolutionary movement. On the other hand, supporters of the reform were considered as Bolshevik and as dangerous. Besides the fight against revolutionary movement the government took a number of decisions that directly protect the interests of landowners. It was put again the tax on grain brought from outside and this brought on one hand the increasing cost of bread and on the other hand the increase of income of the landowners who had large deposits of grain. Government allowed the fugitives that lived abroad to return to Albania. It took other measures against the interests of poor people. The Weapon of "Bolshevism" as a propaganda tool to combat fragile democracy, was trumpeted by the representatives of foreign powers, especially the British representative Aires. For his role Fan Noli would later declare: " Mr Aires managed to convince everyone around me that the agrarian reforms were a dangerous Bolshevik innovation ".

Being in these unfavorable conditions in which the government of Noli was, opponents of the revolution were thrown open against the democratic movement and

organized armed groups who launched terror against revolutionary elements. They also demanded from the government to resign. Opponents of the revolution who joined other elements, insistently demanded that parliamentary elections must be held. Fan Noli objected, insisting that elections must be done after the agrarian reform, because he thought that this would ensure Democrats the support of the peasantry. Under constant pressure, he accepted and the election campaign was opened, elections that were not realised. For this and other reasons the European and Balkan governments did not recognize the government of Noli, which remained isolated.

What were the problems of the Government which came out of the June Revolution?

Noli's government had major economic and political problems. Clash of the various members that had participated in the revolution with a single aim of dissmissing Zog and his followers from power and alarming situation in which even a figure like Louis Gurakuqi in the post of Minister of Finance could not solve the problems, would bring lack of cohesion within the government. As Joseph Rothscild stated, Noli regime that consisted of progressive reformers and feudal elements that shared the same values with Zog, but that felt themselves without properly reward by concrete distribution of favors from him, lacked unity.Noli 's efforts for a national economic policy excluding the Great Powers by Albanian real concessions which were very interested, would bring problems to the League of Nations . In September League of Nations would deny the financial aid to Noli's government.

Noli's attempts to implement agrarian reform would put him against his Bey supporters. The attempt to establish diplomatic relations with the Soviet Union would encourage his opponents to qualify Noli as Bolshevik . This situation would please the Great Powers and hostile neighbors.

There are different views of researchers regarding the figure of Fan Noli or specifically for his program, so:

Valentina Duke says: " The program aimed at creating a modern state in western style. This program demonstrated liberalism, but also his political naivety"(Duke, 2007, p. 149)

Seir, writes in his book: "It was an admirable program, designed by people who really intended to realize and that were pushed by higher motives "(Seir, 2005, p. 344)

Grant Smith(American representative in Albania) calls " a real step on the path of political and social progress "(Austin, 2003, p. 180)

Sejfi Vllamasi contemporary political opponent of Noli said: " I bow with respect before his services. But I do not want to speak about literary giant and creator of the autocephalous church which buried the Greek dreams for robbery of Southern Albania. I want to talk about Noli as a politician, who in politics harmed the issue. "

Albanian prominent researcher Alex Buddha would express the utmost appreciation for Noli figure, giving him the right to be credited for extraordinary merits for the separation process Albanian Orthodox from Patriarchy. This act, according to prof. Buddha, " was the first major step that would appear before the Greek policy of annexation of Southern Albania on the basis of religion." Meanwhile he would call Noli as a statesman, politician and political leader, prof. Buddha would see in this figure also some disadvantages that in his concept "can be regarded... as an aspect that is because of the reality of time, dialectic relativity of history."

U.S. researcher BJ Fisher writes: "Noli was generally judged as a loyal and patriot man of principles, but politically it was somewhat out of line,he was unable to work in unusual political structure of Albania. Loyal to his principles, as soon as he entered entered in

Tirana and formed The new government, Noli presented his ambitious program, which if it was able to be realized, it could have created a modern Western state."

Conclusion

In conclusion I can say that in the textbooks The June revolution is treated with its unfolding achievements as well as his failures away from politicization or stressed biassed . Regardless in any text The June uprising was treated as an armed rebellion of conservative of democratic forces against conservatory forces , in its entirety, it is treated as a revolution that had great importance, since the extension was a nationwide effort to eradicate feudalism and implementation of a developed democratic state.

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ON THE CROSSROAD: KNOWLEDGE ORIENTED PRACTITIONER, OR PUPIL-NEEDS ORIENTED ONE[28]

Abstract

Teacher preparation policy is always in the centre of interest in every educational system. There are a lot of changes in teacher preparation practice which depends of educational targets, objectives and aims. From the one side there are educational outcomes and from the other there are different approaches in teacher preparation. The new steps and opinions about learning outcomes bring new ways in teacher education, both in initial training and life- long strategies. The recent international initiatives offer model of pupil-needs oriented one. This could implicit that two of them are totally opposite one, but is it possible to make mix in practice?

Introduction

The history of teacher preparation policy makes different choices. There are many approaches depending of what is in the moment main topic and depends of what society believes important for this matter. Sometimes society believes teacher need more knowledge and skills in motivating pupils, sometimes it is a question of teaching strategies, from time to time the concern is about teachers practical preparation, one the one hand we talk about academic level of content knowledge, on the other hand we talk about behavior management skills.

There are many models of teacher preparation programs: Academic one, Personal, Developmental Teacher Education Program (DTE), The Advisement Program, Critical Orientation, Technological Orientation, Competency-Based Teacher Education, Teacher as Rational Decision Maker, Practical Orientation. The main idea of offering concepts of teacher preparation is quality of teachers work. Teachers are one of the most important factors of pupil's success, so it is important how well they are prepared for challenges of teacher work. Policies of teacher preparation and concepts that exist have common ground in educational legislative and that is how they become part of reality. That is how teacher preparatory curricula are shaped and implemented*: Ideally, a conceptual orientation reflects a coherent perspective on teaching, learning, and learning to teach that gives direction to the practical activities of educating teachers. In reality, conceptual orientations in teacher education do not have uniform or explicit positions or well-developed practices. Still it is possible to summarize what supporters have to say about the teacher's role, teaching and learning, knowledge for teaching and learning to teach and to illustrate how these ideas have been expressed in programs and components. Although most of the descriptions reflect the espoused rather than the enacted curriculum, they reveal some of the variations within and among the various orientations.*

Still, now day we have one actual question, and probably in the future the same question will arise once again. Understanding of what we ask from our pupils is directly connected with question what we need from our teachers. In our paper we will try to give an answer on the question: do we need knowledge oriented practitioner, or pupil- needs oriented

[28] Revisional scientific paper

one? We will discuss about the first impression which we get if we don't know enough about those two tracks: they are totally opposite prepositions and the situation could not be different.

The main questions

Teacher preparation always challenged educational policy makers. Shaping of teacher preparation programs through history depend of many open questions such as: *Over the past decades (since the 80s of the 20th to the first decade of the 21st century) we have witnessed a strong move towards considering education principally as a technical issue, probably also inspired by the technological revolution during these decades. "How to teach?" became more a question of "How to structure the learning process?" than providing an answer to the more fundamental questions like "What shall the society look like for which we are educating?" or "How does effective learning take place?" Efficiency, benchmarks and a close to obsession addiction to evaluation have taken up the main space in public debate and in practice.*

What should be the main sharpener of teacher role? We use to give him many different roles and responsibilities. Sometimes he was a person who will provide a lot of knowledge for his pupils from many different areas of science; sometimes he was responsible for deep content knowledge of one area. There were period of time when we consider teacher to be responsible about pupils character development, their way of acting, their behavior and moral development. Those roles were given according what society wants from school to be delivered as educational goal and educational outcomes.

The main questions which influence teacher role: *"…the first question certainly is the one about direction where do we want to go?" The second question will definitely be "How do we best get there?"* It is obvious that teacher role depends of many changes that society made and teacher preparation should follow constant society changes. Changes are normal phases of society evolution. And changes of teacher role are normal phases of teacher preparation. Changes of directions in society directly influence teacher's role and responsibilities. Throughout history we put teacher in a local or regional environment. Today we put him in an international one. This means that there is international dimension in teacher role and we prepare teachers to work in a different social and cultural context. Process of technological revolution and globalization changes foundation of society and the way that society function. That is why is important to make a decision: should we prepare pupils to became competent to live now, in the near, or in the distant future? Skills, values for living now days we can easily predict. But it is not the same situation with the skills and values for the future.

Throughout history

History of education and schooling is offering us many valuable messages. People's knowledge was growing very fast, that means societies were occupied with problems such as: how to make a transfer quantity of that knowledge to future generations. Those were the periods when teachers used to know much information from various areas. Teacher was successful in his work if he manages to make a transfer of different kind of knowledge to as many as possible pupils. This practice was very important for society and its development. Questions like: what pupils really need; what are their real interests; strengths and weakness; what kind of relationship with their teachers they need; are they different between each other were not in the focus of attention. In the same time teacher was the only one medium that provides knowledge. He made a decision what, when and how pupils need in their education. Only he was responsible to make estimation about pupil's level of progress.

In the era of turning pupils in the centre of interests questions become very different. Teacher was no longer the most important person. The main concern was questions about new teaching methods, strategies that will provide pupils centered schooling. Many new conclusions from psychology research initiatives provide scientific conclusions about importance of adaptation of teaching to child needs. Now how to prepare teachers to implement new approach in teaching was burden for the education politic institutions. Teacher preparation models and programs were undergoing transformation.

Now day

At the international level countries establish educational goal: "*The Council of Europe will enhance all opportunities for the training of educators, in the fields of education for democratic citizenship, human rights, history and intercultural education*". International institutions ;*adopts and advocates an approach to teaching and training based first and foremost on the conviction that education must mirror the principles and values of the society we want to live in today and we want our children to live in tomorrow.* This means that pupils should become active citizens, with intercultural values, attitudes and skills. In order to accomplish that goal: *the vital and crucial role of education of professionals in this process of change and builds on the convergence of competences: specialist and subject-specific competences need to be complemented by transversal knowledge, skills and attitudes if we want them to bear their fruit for politically, socially, economically and environmentally sustainable, democratic societies in the Europe of today, and above all, tomorrow.* This directly implicates that we must: *focus on developing learning methodologies which have a lasting effect and which place the individual's needs at the heart of the learning process. If we want to meet the challenges*

Our global world faces today, the education offered needs to develop the full potential of every citizen in our diverse democracies so that they can contribute with all their experience and expertise to the way forward. This has moved beyond a humanistic wish, it has become a necessity for the survival of our democracies.

Establishing bodies for accreditation and evaluation of teacher preparation programs means that educational policy adopted serious approach over teacher preparation. Such a wider educational goal directed mostly on humanity and society values implicit that teacher should be well prepared in those areas. Also good assessment of individual need of pupils is most valued teacher skill according to standards of teacher evaluation criteria and procedures. But does this implicit means that we do underestimate teacher knowledge orientation at the expense of how much and how qualitative teacher is dedicated to pupils needs? Are those two things opposite one, or are they two sides of one single process. Could be teacher at the same time well prepared for deep content knowledge accusation in some subject area as he is in knowing different educational needs of pupils, their level of expectations, strategies of motivating them, strategies for effective communication with them, strategies of managing pupils behavior, strategies for making plans and choices instead of pupils, strategies of evaluation of pupils level of achievement. Could be a balance reached in teacher preparation programs when we talk about scientific knowledge of mathematics, science, language…? Pedagogical methodology of individual work in general is different from pedagogical methodology dedicated to acquiring scientific knowledge or preparing teaching materials for pupils. Does pupils- need centered teaching approach means less participation of teacher, or more involvement of teacher during teaching process? Does knowledge oriented practitioner means that automatically he is not paying an attention to different pupil's educational needs?

If we decide one way for general educational goal we have to establish educational preparation program for teachers with common core subjects, with similar depth and a space for cultural background differences. This means that a serious research over teacher

preparation content should be taken. Also comparing of different programs should show where are we now and how to get to the point.

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COMPLEX MULTIPLICATIVE FIRST LEVEL SEMANTEMES FROM THE SECOND CLASS OF COMPLEXITY WITH PREFIXES IN THEIR STRUCTURE IN THE MACEDONIAN LANGUAGE[29]

Abstract

Depending on the semantic complexity of the verbs regarding the complex first level multiplicative semantemes from the first class of complexity multiplicative aspect configuration shows complexity of two classes: complexity from the first class and complexity from the second class.

In the paper the complex multiplicative first level semantemes from the second class of complexity are presented. The formal indicators of these prefixed structures for expressing the multiplicative aspect configuration, grouped according their structural and semantical complexity are determined.

Keywords: multiplicative semantemes, second class, prefixes

1. Introduction. Depending on the semantic complexity of the verb, regarding the complex first level multiplicative semantemes, multiplicative aspect configuration[30] shows complexity of two classes: a first class complexity and a second class complexity. The first class complexity refers to a semantically simple moment, which is presented as a single action that multiplies within the time continuum, (s. Januševa, 2011: 101-114). The second class complexity refers to multiplication of a semantically complex moment, i.e. the moment in configurations with a moment dominant. The two aspect values of the configuration with a moment dominant are presented through one-morphemic indicator which together with the continuative suffix *-uva*/*-va*/*-a* forms a complex multiplicative first level semanteme from the second class of complexity, (s. Januševa, 2013). The notions event/situation are used for the complex moment. When an event/situation are comprehended as a moment, an abstraction of single moments in the event/situation, i.e. in the 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, 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, (s. Januševa, 2013).

The paper presents models of complex multiplicative semantemes from the second class of complexity which have one or more prefixes in their structure, grouped according to their structural and semantic complexity.

[29] Original scientific paper

[30] According to the semantic theory of the verb aspect in the Macedonian language, (s. Karolak, 2005, Spasov, 2005, Panovska-Dimkova, 2003, Tofoska, 2005, Januševa, 2009) the multiplicative aspect configuration shows multiplication of the moment in the action or of the event/situation comprehended as a moment. The superior aspect value, the continuum within the multiplication of the moment takes place, is presented through the part *something is happening*, and the part *many times*, which denotes the moment which is multiplied within the time continuum, presents the subordinated moment aspect. The concept moment is accepted with the meaning: very short duration of the verb action presented with the verb semanteme, instantaneous action without determining its duration

2. Method of analysis. The starting point in the analysis is the semantic theory of verb aspect, the semantic status of the grammatical morphemes, (s. Karolak, 1997: 54) and the semantically complex moment, i.e. the comprehension of the event/situation as a moment. The prefixes reflect the aspect value of the root morpheme moment dominant, so they are understood as a semantically empty prefixes which only structurally enlarges the number of morphemes the semanteme consist of without changing the semanteme aspect value (the prefixed multiplicative semanteme has the same concept complexity – two autonomic aspect values, for example, the prefixed semanteme *dokup*- is a semanteme with one aspect value – resultative aspect configuration which carries the inferior moment aspect, and with the continuative suffix *-uva*, which carries the continuative aspect value, (*dokupuva* – to finish buying) it builds a complex first level semanteme from the second class of complexity and as prefixes which besides reflecting the root morpheme moment dominant, enter a new additional lexical meaning, mostly adverbial (the prefixed multiplicative semanteme has the same concept complexity, a first level semanteme from the second class of complexity, (s. Januševa, 2012: 269-280). The analysis does not take into consideration the interpretation of the prefixes as semantically empty or the additional meaning that is entered by the prefixes (modifying or mutational, s. Spasov, 2005: 40-41).

3. Analysis and discussion. Semantic complexity – models of complex multiplicative first level semantemes with prefixes in their structure – complexity of second class. The complex multiplicative first level semanteme which shows complexity of second class, derived from a root morpheme which belongs to some of the configurations with a moment dominant (resultative, inchoative, terminative, limitative configuration[31]) and continuative suffix *-uva*/*-va*/*-a*, can have one or more prefixes in their structure (for the derivation of complex first level multiplicative semantemes from the second class of complexity, s. Januševa, 2013). So, the concept value of the semanteme does not change, the semanteme still remains semantically a complex first level semanteme from the second class of complexity. What changes is the structure of the semantemes, i.e. the number of the morphemes semanteme consist of is enlarged, so the semanteme can be three-morphemic, four-morphemic, five-morphemic etc. The dominant moment aspect of the configuration with a moment dominant represents the moment inferior aspect of the complex first level multiplicative semantemes from the second class of complexity, whereas the continuative suffix *-uva*/*-va*/*-a*, the superior continuative aspect within the multiplication is realized.

3.1. Complex multiplicative semantemes from the second class of complexity < resultative root (Rr) and continuative suffix -uva/-va/-a (Cs): **three-morphemic > prefix + (Rr + Cs)**: The complex multiplicative semantemes from this type are derived from two-morphemic semanteme built from Rr + Cs to which one prefix is added. The prefix only structurally enlarges the semanteme, but it semantically remains a complex first level semanteme from the second class of complexity. These semantemes contain two aspect values > the resultative aspect configuration (the two values of the resultative aspect configuration are presented with one-morphemic indicator) and a continuative suffix *-uva*/*-va*/*-a* – the prefixed resultative root carries the moment aspect value of the multiplicative aspect configuration, whereas the suffix carries the continuative aspect value: **Do**[32]**-**: *dovrzuva* (to finish tying), *dodava* (to give some more), *dozema* (to take some more),

[31] The distributive and the transformative aspect configuration have not been researched yet, so they are not considered in the analysis

[32] In the English language there are no word for word translational equivalents tor this type of Macedonian verbs, thus we offer paraphrases which cover the first and/or the second meaning/interpretation given for these verbs in the Tolkoven rečnik na makedonskiot jazik (Monolingual Macedonian dictionary) and Rečnik na makedonskiot jazik so srpskohrvatski tolkuvanja (The Dictionary of Macedonian language with Serbo-Croatian interpretations)

dokažuva (to finish telling) *dokačuva* (to climb till the end), *dokupuva* (to finish buying), *doobrabotuva* (to cultivate till the end), *doplatuva* (to pay additionally), *doprakja* (to see smb. off to a certain place), *dosoblekuva* (to undress completely), *dofakja* (to catch), *dofrla* (to give smth. with a throw); **Za-**: *zavrzuva* (to tie), *zadava* (to give a task/start giving), *zazema* (to conquer smth.), *zakažuva* (to make an appointment/start talking), *zakačuva* (to put together one thing with another/to hang on the wall), *zakupuva* (to rent), *zaobikoluva* (to circle), *zaokružuva* (to make a circle round smth.), *zafakja* (to start an action), *zafrla* (to start throwing): … panika gi *zafakjaše* zatvornicite. (Pu, 53), (…prisoners were panic stricken); **Iz-**: *izdava* (to give completely), *iznajduva* (to make out, invent), *izoblekuva* (to dress smb.well), *iskažuva* (to express an idea), *iskačuva* (to take to a higher point), *isplatuva*/*isplakja* (to pay off), *ispratuva*/*isprakja* (to send smth. to smb.), *isturkuva* (move smb. by pushing), *isfrla*: (throw away smth.): Po mene sleguvaat i ženite, me *isprakjaat* so deteto. (NT, 98) (Women followed down to see the child and me off.); … od sobite se *isfrlaat* kantite za izmet. (NT, 243) (… the cells were emptied from the pissing buckets.); Novi primeri *iskažuvaše*, po vtor, po tret pat … (GV, 135) (He presented new examples for the second time and for the third …); **Na-**: *navrakja* (to stop by for a while), *navrzuva* (to tie one with another), *nadava* (to add), *nakažuva* (to tell a lot of things), *nakačuva* (to climb to a certain degree), *nakreva* (to lift a lttle), *nakupuva* (to buy a lot of things), *naoblekuva* (to dress too much), *naplatuva*/*naplakja* (to pay), *nasložuva* (to put together one after another), *naturkuva* (to push a great deal of smth.), *nafrla* (to throw in a great degree): Grobarite vekje ja rinea zemjata … ja *nafrlaa* so lopatite na sandakot. (P, 13) (The undertakers were digging the soil with shovels and throwing down onto the coffin.); Lugjeto … se *nafrluvaat*, kubat od mesoto. (P, 229) (People … swarmed around the meat, tearing pieces from it.); Jas zbiram slivi … a toj si sedi i go *nakreva* šišeto. (P, 229) (I pick plums … whereas he sits emptying the bottle.); **Nad-**: *naddava* (to give more than needed), *nadzema* (to take more than needed), *natkažuva* (to tell more than needed), *natplatuva* (to pay more), *natfrla*: (to throw higher than); O-: *okažuva* (to betray smb.), *omagjosuva* (to put a spell on smb.), *ostava* (to put smth. in a certain place); **Ob-**: *obzema* (to encompass); **Od-**: *odvrzuva* (to untie smth.), *oddava* (to give credit), *odzema* (to reduce), *otkažuva* (to cancel), *otplakja* (to pay completely), *otfakja* (opposite of catch), *otfrla* (to throw away): Decata gi *odvrzuvaat* šamivčinjata od krstovite što gi nosea … (P, 11) (The children untie the handkerchieves from the cross that they were tied around); **Po-**: *povrzuva* (to connect, to link), *podava* (to serve, to hand), *pooblekuva* (to dress a little, in some degree), *pozastanuva* (to stop for a while, in some degree), *pozema* (to take a little), *pokažuva* (to show), *pokačuva* (to raise, to increase price), *pokreva* (to lift a bit), *ponavaluva* (to bend a bit), *ponareduva* (to line up a bit, to settle in some degree), *poobikoluva* (to circle a bit, in some degree), *poobjasnuva* (to clarify a bit, in some degree), *pooblekuva* (to dress a little, in some degree), *poobrabotuva* (to cultivate a bit, in some degree), *poobrazložuva* (to elaborate, to explain a bit, in some degree), *pooslobodуva* (to liberate a bit, in some degree), *pootvora* (to open a bit), *poprakja* (to accompany smb.), *porazjasnuva* (to clarify a bit), *poubeduva* (to convince a bit, in some degree), *pouveruva* (to convince a bit, in some degree), *poureduva* (to arrange a bit, in some degree), *pofakja* (to catch): … i gi *pofakjam* po kosata, obravčinjata … (P, 56) (... I feel their hair and cheeks with my fingers ...); Gi *podavaa* glavite nadvor od šatorite … (CS, 70) (Their heads popped out of the tents ...); Mrmoreše nešto i im gi *pozemaše* racete … (R, 256) (He was murmuring and taking them by their hands ...); **Pod-**: *podvrzuva* (to underbind, to tie a bit), *poddava* (to give a bit), *podzatvora* (to close a bit, in some degree), *podzastanuva* (to stop for a while), *podzema* (to take e bit), *podzinuva* (to open mouth a bit), *podobjasnuva* (to clarify a bit), *podoblekuva* (to dress a little, in some degree), *podosloboduva* (to liberate a bit, in some degree), *podotvora* (to open a bit, in some degree), *potkažuva* (to snitch, to whisper), *potkačuva* (to climb a bit), *potkreva* (to raise a bit), *potkupuva* (to bribe, to buy a bit),

potplakja (to pay a bit), *potstava* (to add a bit), *potfakja* (to catch from below, to catch a bit), *potfrla* (to throw something close, to give a bit): … *potkupuvaše* i noseše v selo. (P, 94) (… he did some shopping and took the groceries to the village); … ja *podvrzuvaat* mušamata so krajovite … (P, 120) (… they fix the edges of the plastic table cloth …); Gi trgam racete i se *pofakjam* za nekoi krajčinja od bluzata, od remenot, od ramenata. (NT, 149) (I pull my hands backwards feeling for the edges of my blouse, the belt, the sleeves); Gi *potkreva* vesnicite … (NT, 193) (He lifts up the newspapers …); Gi *potfrluvaat* glavite i odat kon nadvor … (NT, 247) (With their heads backwards they walk outward …); Nasobranite lugje samo *podzinuvaat* so ustite … (P, 41) (The crowd get speechless in dismay …); **Pre-**: *prevospituva* (to educate in a different way), *prevrzuva* (to tie), *predava* (to give), *prezema* (to undertake, to take much, to conquer), *prekažuva* (to tell with own words, to gossip), *preoblekuva* (to dress, to change clothes, to disquise), *preobuva* (to change footwear), *preocenuva* (to assess again), *preplakja* (to overpay), *preprodava* (to sell something bought earlier), *prerešava* (to decide again, in a different way), *preslekuva* (to change clothes, sheets), *presložuva* (to sort in a different way), *presozdava* (to reproduce), *preureduva* (to arrange, to set in a different way, again), *prefakja* (to contain, to catch, to dislocate), *prefrla* (to throw again): … toj reče deka Vladata *prezema* jasni čekori vo dobra nasoka (Š, 249) (… he said the Government was undertaking transparent measures in the right direction); … i samo gi *prefakja* vogjite od maskite. (P, 143) (… and she keeps displacing the mules' leashes here and there); … ni davaat nekoi lekovi nè *prevrzuvaat*. (P, 185) (… they give us some pills and cover us with some bandages); Gi *prefakjaat* taka i mrmorat nešto nad niv. (NT, 59) (They keep moving them around here and there all the time murmuring something above them); … potoa … se *prefrlaše* od karpa na karpa … (GV, 18) (… then he skipped from one rock onto another ..; **Pred-**: *predzema* (to undertake), *prednaznačuva* (to intend in advance), *predrešava* (to decide before), *pretkažuva* (to predict), *pretplakja* (to subscribe); **Pri-**: *privrzuva* (to attach), *pridava* (to add to something), *prizema* (to take additionally), *prikažuva* (to tell, to say in a large degree), *prikačuva* (to climb a bit), *prikupuva* (to buy a bit), *prinajduva* (to find, to serve), *prinareduva* (to set a bit, to set somehow, to arrange a bit), *prioblekuva* (to dress in a hurry), *prifakja* (to catch, to accept): Drugite ja *prifakjaa* … (The others joined …); **Pro-**: *prokažuva* (to tell), *pronajduva*/*pronaogja* (to find, to discover); **Raz-**: *razvenčava* (to divorce), *razvrzuva* (to untie, to start telling something extensively), *razdava* (to hand around to many), *razzema* (to snatch), *razzinuva* (to open mouth widely), *razotvora* (to open something well closed), *razrešava* (to resolve, to release something), *razubeduva* (to talk smb. out of smth.), *razuveruva* (to talk smb. out of smth.), *razurnuva* (to devastate), *raskažuva* (to tell orally, to announce), *raskreva* (to put away, to dislocate), *rasoblekuva* (to undress, to strip a part of clothes), *rasobuva* (to take off footwear), *rasprakja* (to send to different places, to delegate, to see off), *rasprodava* (to sell out, to sell everything), *rasfrla* (to throw to a different places, to neglect): Majka e na Leništa … jabolka *razdava*. (R, 66) (Mother is at Leništa … giving apples away); Bojan *raskažuvaše* za svoite patuvanja po svetot … (R, 453) (Bojan was telling us about his travels around the world …); **S-**/**so-**: *svrzuva* (to tie, to bind), *skačuva* (to climb all of a sudden), *snajduva* (to get by), *sobuva* (to take off footwear), *soblekuva* (to take off dress from something), *sozema* (to revive, to take everything), *sureduva* (to put in order, to fit, to fix), *sfakja* (to comprehend); **Four-morphemic > prefix + prefix + (Rr + Cs)**: Complex multiplicative semantemes of this type are derived from a two-morphemic semanteme built from Rr and Cs to which two prefixes are added. The role of the prefixes is elaborated in p. 3.1: **Do-** + **Iz-**: *doiskažuva* (to articulate everything, all over); **Za-** + **raz-**: *zarazvrzuva* (to start untying), *zaraskažuva* (to start telling); **Za-** + **pri-**: *zaprikažuva* (to start telling a bit); **Iz-** + **pre-**: *isprevrzuva* (to tie up completely); **Iz-**: + **na-**: *iznakažuva* (to tell, to narrate in a large extent); **Na** + **do-**: *nadovrzuva* (to tell, to narrate in a large extent), *nadodava* (to add in a large extent); **Na-** + **pri-**: *naprikažuva* (to tell, to narrate in a large

extent); **Po**- + **za**-: *pozavrzuva* (to tie up a bit), *pozaobikoluva* (to circle a bit), *pozafakja* (to start conversation a bit), *pozafrla* (to throw a bit, in some degree, or for a short time); **Po**-: + **iz**-: *poisprakja* (to deliver a bit, in some degree), *poiskačuva* (to climb a bit, in some degree), *poistava* (to move a bit); **Po**- + **na**-: ponavrakja (to stop by a bit), *ponakačuva* (to climb a bit, in some degree); **Po**- + **od**-: *poodvrzuva* (to untie a bit), *pootplakja* (to pay off a bit or well enough); **Po**- + **pod**-: *popotkažuva* (to give away smth. a little), *popotkreva* (to lift a bit); **Po**- + **pri**-: *poprikažuva* (to tell smth. a bit); **Po**- + **raz**-: *porazvrzuva* (to untie a bit), *porasfrla* (to throw a bit); **Pod**- + **za**-: *podzavrakja*/*podzavratuva* (to roll sleeves a bit), *podzavrzuva* (to tie a bit), *podzaobikoluva* (to circle a bit), *podzafakja* (to start talking a bit), *podzafrla* (to throw smth. from time to time); **Pod**- + **iz**-: *podiskažuva* (to express smth. a bit), *podiskačuva* (to climb a bit), *podisprakja* (to accompany smb. for a while to a certain place); **Pod**- + **na**-: *podnakačuva* (to climb a little to a certain point), *podnareduva* (to put in order), *podnavrakja* (to stop by for a while); **Pod**- + **od**-: *pododvrzuva* (to untie smth. a bit), *podotplakja* (to pay a little or a certain amount); **Pod**- + **raz**-: *podraskažuva* (to narrate a little); **Pod**- + **s**-: *potskažuva* (to whisper to a classmate what to answer); **Pre**- + **za**-: *prezakažuva* (to make an appointment again); **Pre**- + **iz**-: *preizdava* (to reissue); **Pre**- + **po**-: *prepodava* (to teach a subject); **Pre**- + **raz**-: *preraskažuva* (to tell smth. in his own words): Jas potskoknuvam i si go *preraskažuvam* sonot … (P, 26) (I hop and tell myself the dream I had ...); **Pred** - + **s**-: *pretskažuva* (to predict); **Raz**- + **pri**-: *rasprikažuva* (to make smb. start telling smth.); **Raz**- + **od**: *razodvrzuva*; **Five-morphemic > prefix + prefix + prefix + (Rr + Cs)**: **C**omplex multiplicative semanteme of this type are derived from two-morphemic sementeme built from Rr and Cs to which three prefixes are added: **Po**- + **za**- + **pri**-> *pozaprikažuva* (to start telling smth. gradually).

3.2. Complex multiplicative semantemes form the second class of complexity < inchoative root (Ir) and continuative suffix -uva/-va/-a (Cs): **three-morphemic > prefix + (Ir + Cs)**: Complex multiplicative semantemes from this type are derived from two-morphemic semanteme built from Ir + Cs to which one prefix is added. The prefix only structurally enlarges the semanteme, but it semantically remains a complex first level semanteme from the second class of complexity. These semantemes contain two aspect values > the inchoative aspect configuration (the two values of the inchoative aspect configuration are presented with one-morphemic indicator) and a continuative suffix *-uva*/*-va*/*-a* – the prefixed inchoative root carries the moment aspect value of the multiplicative aspect configuration, whereas the suffix carries the continuative aspect value: **Do**-: *dovleguva* (to enter somewhere completely), *dorazviva* (to develop completely); **Za**-: *zavleguva* (to start entering somewhere), *zaizleguva* (to start leaving a place one after another), *zajavuva* (to announce); **Iz**-: *izjavuva* (to give a statement), *izniknuva* (to emerge); **Na**-: *navleguva* (to get in deeply), *najavuva* (to announce in advance), *nastapuva* (to come), *nastasuva* (to catch up); **O**-: *ostanuva* (to remain); **Od**-: *odjavuva* (to sign out), *otstapuva* (to step backwards): … i nie *otstapuvame* nazad … od pukanjeto. (NT, 73) (… we retreat … urged by the shooting); **Po**-: *pozinuva* (to open the mouth a bit), *poizleguva* (to get out in some degree), *pojavuva* (to appear), *poizgreva* (to rise a little), *poniknuva* (to emerge everywhere), *porazviva* (to develop a little), *poupatuva* (to give directions a little), *pousvituva* (to make smth. hotter a little); **Pod**-: *podzinuva* (to open the mouth a little), *podizleguva* (to get out a little), *podizgreva* (to rise a little), *podniknuva* (to emerge a little), *potstanuva* (to stand up a little); **Pri**-: *pridobiva* (to achieve), *prijavuva* (to report), *pristanuva* (to recover a little), *pristapuva* (to approach); **Pro**-: *proniknuva* (to go into smth. or through smth./emerge); **Raz**-: *razzinuva* (to open a mouth wide); **Four-morphemic > prefix + prefix + (Ir + Cs)**: Complex multiplicative semantemes of this type are derived from a two-morphemic semanteme built from Ir and Cs to which two prefixes are added. The role of the prefixes is elaborated in p. 3.1: **Po**- + **za**-: *pozavelguva* (to

penetrate deeper), *pozastanuva* (to stop for a while); **Pod-** + **za-**: *podzavleguva* (to penetrate a little deeper), *podzastanuva* (to stop for a while).

3.3. Complex multiplicative semantemes from the second class of complexity < terminative root (Tr) and continuative suffix -uva/-va/-a (Cs): **three-morphemic > prefix + (Tr + Cs)**: Complex multiplicative semantemes from this type are derived from two-morphemic semanteme built from Tr + Cs to which one prefix is added. The prefix only structurally enlarges the semanteme, but it semantically remains a complex first level semanteme from the second class of complexity. These semantemes contain two aspect values > the terminative aspect configuration (the two values of the terminative aspect configuration are presented with one-morphemic indicator) and a continuative suffix *-uva*/*-va*/*-a* – the prefixed terminative root carries the moment aspect value of the multiplicative aspect configuration, whereas the suffix carries the continuative aspect value: **Do-**: *dozavršuva* (to come to the end), *dorazočaruva* (to let smb. down completely); **Iz-**: *izvršuva* (to fulfil), *izotkažuva* (to give up completely); **Pod-**: *podzavršuva* (to finish a little), *potprestanuva* (to stop a little);

3.4. Complex multiplicative semantemes from the second class of complexity < limitative root (Lr) and continuative suffix -uva/-va/-a (Cs): **three-morphemic > prefix + (Lr + Cs)**: Complex multiplicative semantemes from this type are derived from two-morphemic semanteme built from Tr + Cs to which one prefix is added. The prefix only structurally enlarges the semanteme, but it semantically remains a complex first level semanteme from the second class of complexity. These semantemes contain two aspect values > the limitative aspect configuration (the two values of the terminative aspect configuration are presented with one-morphemic indicator) and a continuative suffix *-uva*/*-va*/*-a* – the prefixed limitative root carries the moment aspect value of the multiplicative aspect configuration, whereas the suffix carries the continuative aspect value: **Pod-**: *podzavenuva* (to drowse), *podzadržuva* (to stay somewhere for a while), *podostanuva* (to stay somewhere for a while);

4. Conclusion

The second class complexity refers to multiplication of a semantically complex moment, i.e. the moment in configurations with a moment dominant. The two aspect values of the configuration with a moment dominant are presented through one-morphemic indicator which together with the continuative suffix *-uva*/*-va*/*-a* forms a complex multiplicative first level semanteme from the second class of complexity.

When an event/situation are comprehended as a moment, an abstraction of single moments in the event/situation, i.e. in the 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. The dominant moment aspect of the configuration with a moment dominant represents the moment inferior aspect of the complex first level multiplicative semantemes from the second class of complexity, whereas the continuative suffix *-uva*/*-va*/*-a*, the superior continuative aspect within the multiplication is realized.

The prefixes reflect the aspect value of the root morpheme moment dominant, so they are understood as a semantically empty prefixes which only structurally enlarges the number of morphemes the semanteme consist of without changing the semanteme aspect value and as prefixes which besides reflecting the root morpheme moment dominant, enter a new additional lexical meaning, mostly adverbial (the prefixed multiplicative semanteme has the same concept complexity, a first level semanteme from the second class of complexity).

The analysis shows models of semantemes which express multiplicative aspect configuration with prefixes in their structure in the Macedonian language. According to their

structure they are multi-morphemic, and according to their semantic complexity they are complex multiplicative first level semantemes from the second class of complexity. There are no special formal indicators for these semantemes. The moment aspect is located in the root morpheme moment dominant and in the prefixes.

Though the role of the prefixes as modifying or mutational are not considered in the interpretation, in this sense, the analysis proscribes further researches. The analysis also indicates further examination for the context role, i.e. when depending on the context a double interpretation of the second or the third prefix is possible as well as for the limitation of other meanings at the second prefix. The excerpted literature and the mentioned dictionaries show that the number of prefixed multiplicative semantemes derived from resultative and inchoative roots is very big, whereas the number of prefixed multiplicative semantemes derived from terminative and limitative roots is smaller. Also, there are complex prefixed multiplicative semantemes that are not registered in the Monolingual dictionary, but are present in the Dictionary of the Macedonian language, and also, semantemes of this type which are used in the everyday communication, but are not registered in the two dictionaries, for ex., *iznastinuva* (to catch a cold) etc. This also requires further researches.

It is more probable that these semantemes will be used primarily in non-temporal context, but the examples, the comprehension of the event/situation as a moment and the relevant feature of the multiplicative aspect configuration – mono-temporality indicate that these semantemes can be used in actual context and show the multiplicative aspect configuration. From the examples it is obvious that the role of the plural form of the subject and of the direct object is very important for comprehension of these semantemes as multiplicative. So, further examinations of realization of these semantemes in certain context especially regarding the temporal or non-temporal context are required. The possibilities for combining the root morphemes with different prefixes are still open, it could be the impact of the standard language norm which does not demand more serious limitations.

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EDUCATION OFFICERS AND NONCOMMISSIONED OFFICERS IN THE ARMY OF REPUBLIC OF MACEDONIA IN FUNCTION DEFENSIVE SOVEREIGNTY AND INTEGRITY OF THE REPUBLIC OF MACEDONIA[33]

Abstract

Human resources are the most important resource in the organization. Human resources is part of the overall management of the organization that contributes to the competency of human resources. Education of human resources is one of the functions of the management of human resources. Education of human resources including: training and career development.

Macedonian Army (ARM) is specially organized force in the country defending the sovereignty and territorial integrity of the state. Human resources ARM comprise: officers, NCOs, soldiers and civilians. Officers and NCOs in the management of Army. Although they are still quantitatively at least qualitatively they are the core leadership in the Army, that the most important segment of HR. Proper education of the officer and NCO cadre will result in more effective defense of the sovereignty and territorial integrity of the state.

The subject of this paper is to give an overview of how education and level of education of the officer and NCOs corps in the Army and their compliance with the same.

Key words: Officers, NCOs, ARM, education.

Introduction

Human resources education implies external changes among employees who provide effectively and efficiently meeting customer requirements and internal changes that occur spontaneously as experiential learning for each individual and increase employment and creative capacity of the individual.[34]

Education usually equated with education and training. Concept education has multi-faceted meaning. Under the education means the process, content and result of random or organized learning in order to develop cognitive skills and acquisition of diverse knowledge, skills, habits and skills, or general knowledge about the natural and social environment.[35]

Training is a learning process thus tends to transfer the knowledge to improve the skills and abilities to perform certain work and to change the attitude and behavior of an individual or group.[36]

Officers in the Army have most sophisticated systems of education in the Republic of Macedonia, koristekji them in an effective and efficient way of state educational facilities, and NATO structures.

In term of 2012 year conducted research on human resource development (officers, NCOs and soldiers) in the Army.[37]

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[33] Specialized paper
[34] Солунчевски, М., Организација и менаџмент на ПЕО, ОРОРМ, Скопје, 2010,стр.107.
[35] https://hr.wikipedia.org/wiki/Edukacija
[36] Солунчевски, М., Менаџмент на човечки ресурси во системот за заштита и спасување, Микена, Битола, 2008, стр.117.

In addition to paper represented a part of this research relates to the development of officers and NCOs within the educational system of the Republic of Macedonia and NATO and compliance officers and NCOs with educational delivery thereof.

EDUCATION OFFICERS AND NONCOMMISSIONED OFFICERS IN THE ARMY OF REPUBLIC OF MACEDONIA

General education

The education process starts from the Armed Forces secondary education, higher education, postgraduate and specialist studies, command staff schools and other forms of education.

To be successful in combat, the Army must constantly be trained to be able to prepare and keep ready soldiers, officers, units, staffs, who will be able to perform the given tasks according to certain norms. The need for training is continued even during the war (especially in the combat zone). The training builds confidence, teamwork preferred, common morality and increases professionalism.[38]

Key components that characterize and constitute the basis for a systematic approach to training following:

- Mission of the unit;
- List of mission essential tasks;
- Standards for collective training (mission);
- Individual training standards;
- Training programs (individual and collective training).[39]

These features of education and training officers and NCOs in Republic of Macedonia to receive in institutions for education and training in the Republic of Macedonia in NATO structures.

Education in Republic of Macedonia

The officers and NCOs in the Army educate through the educational system in the Republic of Macedonia, the system of education and career development at the Ministry of Defence etc.

Through education system Republic of Macedonia, NCOs acquire secondary education.[40] Through education system RM officers can gain higher education, master's degree and doctorate.[41]

Through the educational system Ministry of Defence (MoD), ARM employees can gain NCO and officer ranks. From professional ARM soldiers through an internal selection to indicate the appropriate number of course for NCOs. NCOs courses are implemented in the training center of the ARM.[42]

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[37] The research includes officers, NCOs and soldiers of all kinds and species of ARM and all organizational units of the Army. (A total of 140 questionnaires were sent and returned 89 or 64%). 17 of them or 19% were officers, 28 NCOs or 32% and 49 or 44% soldiers)

[38] Armed Forces of the United States, "FM 25-101" Handbook for management training , p.9.

[39] Guidelines for management training in the Army of Republic of Macedonia. Skopje, 2010, p.19.

[40] Civilian persons with secondary education arise from the competition MoD for NCOs. Competitions NCOs may be announced for specific professions.

[41] Civilian persons with higher education arise from the competition mod for officers. Competitions officers may be called for specific professions. Master's degree and doctorate in higher education institutions in civilian organizations in Republic of Macedonia, officers acquire within their personal development.

[42] No exact timeframe for production NCOs. When you evaluate the need for ARM, NCOs then MoD announces an internal competition and perform, a selection of interested professional soldiers. The specific duties NCO be announced competitions that can compete civilians.

The Military Academy (MA) cadets are training for officers. The MA officers educate cadets for many types of psychics and services in accordance with the following degree programs:

- Manage resources for gender (infantry, artillery, armored mechanized units-OME);
- Telecommunications race links;
- Nuclear Biological Chemical (NHB) for species protection for nuclear, biological, chemical weapons (ABHO);
- Pilot of gender aviation;
- Control of air forgive the genus air monitoring, call and guidance (VNJIN).[43]

The MoD officers are trained for Command Staff School. The MoD officers are trained to postgraduate studies.[44] The procedure for accreditation of doctoral studies that officers will have the opportunity to continue their personal and career development within the MOD.

The officers and NCOs within the MoD train to perform specific tasks in accordance jobs within the Centre for Education, Training in defense, Dzhozev Kruzel barracks in Gotse Delchev in Skopje, at the training center in Veles and other units.

Education in NATO

The officers and NCOs are trained the institutions and bodies of the NATO, partners and through other institutions, agencies and their programs. NATO is a military political alliance. The main goals of NATO to protect the freedom and security of its members by political and military means.

NATO member countries comprise 28 members from Europe and North America. Partners NATO: Euro-Atlantic Partnership Council (EAPC)-23, NATO, s Mediterranean dajaloque-7, Istanbul Cooperation Iniciative ICI-4, member States of international organizations (UN, EU, OSCE).[45]

Republic of Macedonia is an aspirant for NATO and member of EAPC. Republic of Macedonia uses the capacity of the educational system of NATO. The educational system of NATO offers a multitude of programs in the field of education: multicultural affairs, expertise and exposure to decision makers at the highest level of political- military dialogue. NATO recruit professionals who demonstrate the core values of integrity, objectivity, loyalty, responsibility and professionalism.

Among the many institutions that are committed to the education section of our most important aspect as you mention:

- NATO Agencies and Commands;
- NATO Internship Programme;
- NATO Defence College;
- The Supreme Headquarters Allied Powers Europe;
- Headquarters Allied Land Command Izmir;
- Internship Programme Specialty AreasHQ SACT in Norfolk, Virginia;
- Joint Analysis Lessons Learned Centre (JALLC) in Monsanto, Portugal;
- Other.[46]

[43] Elaborate on the harmonization of curricula for the first cycle of studies at the Military Academy, Skopje, 2012.
[44] Curriculum for the second cycle (master's degree and specialization), Military Academy, Skopje, 2009.
[45] http://www.nato.int/cps/en/natolive/51288.htm
[46]The page presents 33 schools and agencies where ARM may be educated and realize development (http://www.nato.int/structur/recruit/nato-bodies.html)

Exercises

Whether the training of officers and NCOs are made in educational facilities of RM or NATO structures , is very significant practical segment or exercise activities . Exercises with units and staffs are conducted under conditions that approximate the battle. Parties are trained real show, with full respect for the fighting capabilities of the means of combat technique, principles and modes of action of certain units. Performed according to the principles of combat actions of our units, and the units that mimic the opponent act according to his doctrine and principles of combat use.[47]

Besides exercise training units for combat use, ARM exercises taking part in the removal of consequences of emergency, participation in support of members of the Ministry of Interior in the event of a crisis situation, participation in support of the bodies of state authority and other governmental organizations, local governments and citizens in dealing with natural disasters, epidemics and other disasters, participation in exercises and humanitarian or peacekeeping operations outside of the territory in the spirit of NATO / PfP.

Accordingly that exercise activities can be categorized according to several criteria: The target, exercises can be divided into: staff exercises and tactical exercises. Headquarters' exercises are divided: on the map, place the command and field exercise commands. Tactical exercises are divided into: tactical exercises without units of land, with live - firing and mobilization exercises. According to participants, the exercises can be divided into: cognate exercises, more cognate exercises, joint exercises and combined exercises.[48]

The officers and NCOs of the ARM their theoretical and practical knowledge they trainered numerous exercises. Our interactions will mention the most important:

- Macedonian Flash
- Light
- Medical Exercise
- Summer Camp
- Cooperative Longbow
- Joint resistance
- Other exercises.[49]

RESEARCH AND RESULTS

How effective and efficient officers and NCOs exploit educational facilities in the country and abroad can be seen from the results of research conducted within the Army. The results of the survey are presented in several tables.

Statements and answers to Army Officers

Table 1 Statements for education officers

Ordinal number	STATEMENT	Officers										TOTAL	
		Disagree		Partial disagree		Do not know		Agree		Fully agree			
		б	%	б	%	б	%	б	%	б	%	б	%
1	Regularly conducts training in	**0**	*0*	**4**	*23*	**4**	*23*	**6**	*36*	**3**	***18***	**17**	***10***

[47] Guidelines for exercise in the Macedonian Army, General Staff, Skopje, 2007, p.8;

[48] Спасеноски, И., Менаџмент на обука на вработените во современата штабна организација, СР, ВА, Скопје, 2012, стр.21.

[49] www.morm.gov.mk

	my military unit (MU)												***0***
2	The training you attended correspond to tasks	**0**	*0*	**4**	*23*	**0**	*0*	**11**	*65*	**2**	*12*	**17**	***100***
3	Regular drills are conducted in my military unit	**0**	*0*	**4**	*23*	**4**	*23*	**6**	*36*	**3**	*18*	**17**	***100***
4	Exercises in which I participated correspond to actual needs	**0**	*0*	**4**	*23*	**4**	*23*	**6**	*36*	**3**	*18*	**17**	***100***
5	The personal development of the employees in the ARM stimulate	**2**	*12*	**0**	*0*	**0**	*0*	**12**	*70*	**3**	*18*	**17**	***100***

All participants officers have participated in some form of training and exercising. The majority or 54 % of the officers agree that the conclusion that regularly conducts training exercises in military unit which work, versus fraction or 23 % partly disagree .

Training and exercise activities corresponding to the actual tasks and needs . This positive conclusion reported 77% for training and 54% for exercise, compared to 23% who disagree partly for training and exercises .

Only 88% believe that the personal development of the employees are in the Army stimulate minimal versus 12% who disagree with this statement.

Despite the statements of the respondents were asked the following questions:[50]

1. If you participated, what part of the training you makes a positive impression?

- Plans.
- Lecturers.
- Organization of training.
- Other, specify that _____.

2. If you participated, what part of the training you makes a negative impression?

- Plans.
- Lecturers.
- Organization of training.
- Other, specify that _____.

3.If you have participated in workouts that you makes a positive impression?

- Plans.
- Organization of the exercise.
- Execution of tasks.
- Management and commanding.
- The mode of decision making.
- Other, specify that _____.

4.If you have participated in exercises, that you makes a positive impression?

- Plans.
- Organization of the exercise.
- Execution of tasks.
- Management and commanding.

[50] Because of the length of the text will mention only the results without being presented tables of the survey.

- The mode of decision making.
- Other, specify that _____.

5.How often find that you need to attend a training and exercise effective execution of tasks?

- One to three days a year
- A week in a year
- One to two weeks a year
- One month of the year
- More, specify that _____

6.Where you attended training and exercises?

- Republic of Macedonia
- Abroad

The officers most positive impression leaves the organization of training 35% and 29% of lecturers, but also the second question the organization of training with 41% and 29% of lecturers have left a negative impression. As for exercise activities most positive impression to leave plans with 47% and the organization and exercise 29%, versus 41% management and method of making decisions with23% as the elements that made the biggest negative impression. As the time dimension of training and exercises even 76% think that one or two weeks during the year is the most optimal time. All officers participated in training exercises in Republic of Macedonia, while only 82 % of officers participated in training and exercises abroad.

Statements and answers to NCOs in Army

Table 2 Statements for educating NCOs

Ordinal number	STATEMENT	NCOs										TOTAL	
		Disagree		Partial disagree		Do not know		Agree		Fully agree			
		б	%	б	%	б	%	б	%	б	%	б	%
1	Regularly conducts training in my military unit (MU)	**0**	*0*	**0**	*0*	**0**	*0*	**6**	*21*	**22**	*79*	**28**	***100***
2	The training you attended correspond to tasks	**0**	*0*	**0**	*0*	**0**	*0*	**10**	*36*	**18**	*64*	**28**	***100***
3	Regular drills are conducted in my military unit	**2**	*8*	**0**	*0*	**0**	*0*	**12**	*43*	**12**	*43*	**26**	***94***
4	Exercises in which I participated correspond to actual needs	**0**	*0*	**2**	*8*	**0**	*0*	**10**	*36*	**14**	*50*	**26**	***94***
5	The personal development of the employees in the ARM stimulate	**2**	*8*	**4**	*14*	**6**	*21*	**6**	*21*	**10**	*36*	**28**	***100***

All respondents NCOs have participated in some form of training, and 94% in the exercises. All NCOs 100% answered positively to the proposition that regularly conducts

training. Only 86% said they regularly perform exercises to military unit where you work, or fraction versus 8% partially disagreed and 8% did not participate and are not reported.

An even greater percentage of NCOs who believe that training and exercise activities corresponding to the actual tasks and needs. This fully agree and agree 100% for training, or 86% of the exercises, versus 8% partially disagree about the reality of the exercises. Two or 8% of respondents have not yet participated in the exercises.

NCOs from 57% believe that the personal development of the employees are in the ARM stimulate. NCOs from 22% believe that personal development is not stimulating. About 21% did not know whether to stimulate or not to stimulate.

The NCOs despite statements to the same set of questions as well as officers. The NCOs most positive impression to leave plans 38% and the training organization and 32 % , but also the second question plans with 21% and the organization of training with 25 % to leave a negative impression. As for exercise activities most positive impression they leave the organization exercises with 43% and the method of decision -making by 28%, compared to execution of the tasks of the perpetrators in 21% of the organization and exercise of 14% as elements that have left the most negative impression. As the time dinenzija training and exercises opinions to coincide with the officers. Only 64% think that one or two weeks during the year is the most optimal time. As to participation in training and exercises, 57% of NCOs participated in training exercises in the country while 43% abroad.

CONCLUSION

ARM has the most effective and efficient educational system in the country. Education officers and NCOs in the Army and have developed a high level. Education is accomplished primarily through the educational system of the Republic of Macedonia, but also within NATO structures. Education in the educational system of the Republic of Macedonia is exercised at all levels of education. Education in NATO structures predominantly accomplished in the area of training and exercise activities, and less in the area of school system. The officers and NCOs regularly conduct training and exercises. Training and exercise activities corresponding to the real needs and objectives. Training and exercise activities are of different types.

As positive findings in training and exercise activities outlined: plans, organization and trainers. The views of respondents are confronted in terms of trainers and training organization that are detected as weaknesses. In terms of exercise activities management and decision-making are also weaknesses. In the future it is these vulnerabilities to give more attention to how they would resolve. Also in the future, in the year one to two weeks is the optimal time for conducting training and exercises.

The quality and quantity of education as well as the intensity of conducting training and exercise activities create real assumptions for effective and efficient realization of the basic functions of the ARM, defense of the sovereignty and territorial integrity of the Republic.

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AUTONOMY AND OPERATION IN AN ETHNIC COMMUNITY[51]

Abstract

The curriculum stipulates the responsibilities for implementing the contents, and states the principle of openness of the curriculum, autonomy and professional responsibility of the pedagogical institutions and professionals in education. When including marginalized groups of children in educational process, such as children of ethnic groups – Roma children – the relationship towards autonomy reflects in the adjustment to diversity. Harmonizing mechanisms, which emphasise responsibility, limit the autonomy. Previous experiences have proved it necessary for adjustment and better cooperation with the parents. The contents, implemented in the institutions, do not present any obstacles. The autonomy of decision-making becomes problematic when confronted with learning outside of known environments. Due to the over-protective attitude of the parents it is impossible to implement some of the contents, which would contribute to a faster integration of the Roma population. Experience shows that the attitude and the views of education are gradually changing. A highly professional work and knowledge of multiculturalism contribute to better cooperation and realization of the curriculum.

Each of us who favour a free society take for granted the fact that academic freedom of the educators and the children that they work with should be supported. The continuing development of democracy demands a further expansion of academic freedom in educational institutions for the educational workers and the students alike.

The comparison of school autonomy in Slovenia and Russia, Moscow, where my granddaughters (twins) attend a third grade class in a Russian-German primary school, calls for a reflection on the process-development model of the moral education of Slovenian children from kindergarten to university. Social system, autonomy of the institutions as well as the role and attitude of parents is a key for either development or inhibition of the learning and education of their children.

Key words: professional views of autonomy, experience of working with Roma population, responsibilities with competencies, comparison of autonomy in Slovenia and in Russia.

Introduction

Modern education takes into account the full development of each child, and the acceptance and understanding of their needs, interests, abilities and desires. By observing life in the culture of differences, I want to focus on the work with the Roma population. The rational assessment of choosing the programmes and contents opens up the issue of responsible realisation. Autonomy requires a lot of responsibility for realisation. Being autonomous means a high ability to plan and perform in an innovative and impressive way. However, ethnical responsibility and professional competence cannot be ignored.

According to Peters, an autonomous person is capable of rational judgment and is inclined to accept rules rationally out of habit or due to the subjection to authority.

[51] Revisional scientific paper

Autonomy and the implemented curriculum

"Is it legitimate to educate young people in public schools just for them to be able to understand the dilemmas of life (by providing credible information) and to autonomously select goods, or are schools also responsible to advocate a dedicated involvement of children/adolescents in joint activities and commitment for the principles of co-existence (solidarity and justice) in the democratic community, since only a personal involvement in social practices ensures each individual to develop appropriate values, learn about diversity and the development of authentic identity. " (Kroflič , 2005)

One of the objectives, stated in the national document (Curriculum for Kindergartens, 1999), is the autonomy of the profession, as well as the conformation to various changes. The implemented activities contribute to a sense of freedom and ability for autonomous path selection, and at the same time impose certain responsibilities. Working with young children is not about testing their knowledge and achievements, our responsibility as pedagogical workers is limited to the moral responsibility to provide basic knowledge on which a prospective student will understand the school subjects and identify themselves with their non-Roma peers.

Adapting to diversity in Roma kindergarten

Family education significantly contributes to optimal child development. Parents have to be a role model and an example to their child. Culture and the way of life of the majority of the population require consideration of any diversity. Problems that occur at the presentation of the autonomy of educational institutions are reflected in the parents' rejection of certain activities aimed at learning outside of the institution. Parents often oppose their children's participation in cultural centres, going for trips and visiting other institutions. Those barriers interfere with the autonomy of the implemented curriculum. Such activities have to be performed in an environment that parents see as safe, confident and physically close. The importance of community and values lies within the search for speaking a common language. Autonomous position, characterized by an active attitude towards life and education, can be realised with patience and taking into account the expectations of parents. Such gaps are compensated by organizing activities that are carried out in the kindergarten.

Autonomy of implementation of the programs did not encounter parents' opposition or disapproval. Advantages that occur when working with the Roma population reflect in the fact that they empathically join and participate in the activities that represent learning strategies and social gatherings.

Learning challenges with early learning

Autonomy of professional work implemented in the early learning of Roma children does not represent opposition or misunderstanding. Parents are proud of the achievements of their children and especially look forward to their early literacy. Individual interviews are conducted regarding the progress made by children, and their areas of weakness and strength. Implementation of a multicultural curriculum, in which we discuss Slovenian and Roma themes and heroes, build bridges between other Slovenian and Roma children. Since the Roma kindergarten is situated in the middle of the Roma settlement, the internal autonomy of the implementation of the programme allows the selection of the contents to be linked to the principle of proximity. Professionalism as a priority offers challenges for working with children with special needs. Besides the deficits that some individuals might have, there are also children who have and show real talent. Working with gifted children represents a special chapter, since their fate regarding the entry into a non-Roma society is questionable, because too few Roma children finish primary school. Rare exceptions achieve results which enable them to be recognised in society and achieve higher social status.

"In order for gifted students to learn how to become tolerant and compassionate towards students of lower ability, it is necessary that they are satisfied with their status. Only then can they develop empathy for the feeling of inferiority and failure of the majority of average and below average students."(Ferbežer, 2006)

In addition to the above argument, I would like to state that there is more empathy and tolerance among Roma children. They love to play the role of explainers and translators. Status is no obstacle among peers, but when integrated into an environment where they feel like a minority, social problems and cultural differences do occur. As a result they skip classes, develop inferiority complexes, and the gap of knowledge between peers is increased ... Withdrawal into their local autonomy is the easiest way to survive. In their environment they act autonomously and are equal among equals. Pressures of authority are rare, since conflicts that arise among the Roma population are not treated as the key to the isolation from society and there are no serious sanctions, respectively. Freedom to act and freedom to live are the two values from which it is difficult to part from. Responsibility for their actions is transferred to someone or something.

By integrating the Roma population in educational projects we develop their accelerated integration in the environment. The Comenius project - Bridge to Roma - has enabled us an intercultural and intergenerational dialogue through which we learn about the diversity of cultures and languages (Roma, Slovenian, German). Other forms of cooperative relationship and active learning are shown in photos below.



Figure 1: Meeting with parents of Roma children



Figure 2: Participation in the Comenius project



Figure 3: Learning strategies



Figure 4: Children's Performance at the International Roma Day



Figure 5: Policeman's advice about pyrotechnics



Figure 6: Visiting children from The Jana Kindergarten, Novo mesto

Autonomy, its responsibility, decisions, competences and consequences

»The necessary conditions of institutional autonomy are clear and the objective criteria regarding their operation and control of the public, as well as taking responsibility. The autonomy of schools and kindergartens encourages monitoring and ensuring the quality of school work. Public education has to have autonomy in relation to the state and government structures, and in relation to everyday values and beliefs. The requirement of autonomy in the public school or kindergarten as an institution is associated with the separation of the state and religious communities.

Secularity of public education and ideological neutrality of public schools and kindergartens should be provided with legal and other regulations, and operation of the school system must be subjected to analysis and reflection of ideological mechanisms in schools and kindergartens. "(National Expert Group for preparation of The White Paper on Education in the Republic of Slovenia, 2011)

The kindergarten I wish to present has a certain autonomy, which can be mainly implemented in the design of programmes. It is necessary to know children's prior experiences and knowledge. Thus, we take responsibility for children who live in a non-stimulating learning environment to get useful experience that will contribute to their success at school. This particularly sensitive ethnic community is under the scrutiny of the state, local authorities and other institutions. Parallel to teaching young children is also the formulation of personal qualities and communication skills, development of practical intelligence and faster problem solving.

Setting up the necessary rules for children and parents is a constant in the upbringing and education of children. Warnings about inconsideration of a kindergarten's autonomy have to be reported with a high degree of skilful communication, because the sensitivity of the population to criticism is highly expressed and occasionally reinforced by reacting too aggressively. Consideration of a kindergarten's autonomy is not a rule, but mostly an exception.

The implementation of autonomy contributes to the improvement of professional staff on a professional level and imposes responsibility to fulfill duties and tasks for which they are competent. On the other hand, autonomy is reflected in children's attitudes to professional staff, respecting the arrangements, instructions and the completion of tasks.

Autonomy at home and abroad

The good points of autonomy are mainly in the design of programmes, participation in projects, and in the choice and scope of content. The disadvantages of the system, which

destroy autonomy, are parental interventions in the operation of institutions and displacement of responsibility by parents onto public education, as well as putting rights before responsibilities.

I would like to mention the educational system in Russia, Moscow, where my granddaughters (twins) attend third grade of a Russian primary school.

They started attending the school on 1st September 2011 with Russian-speaking classmates. Immediately the school showed its autonomy in terms of setting the rules. Children wear dark blue uniforms, hair tied back, girls wear skirts regardless of the low temperatures. In the case of violation of the rules there are penalties. Parents are responsible for taking action in the event of pupils' unacceptable behaviour. Learning strategies are more complex, there is a lot of memorizing and the emphasis given on neat handwriting, which is something that we have forgotten about in Slovenian schools.

Regardless of the fact that they had previously finished first grade in Slovenia and have re-entered the first grade in Russia (where they still have 8-year primary school), the twins do not seem to have any problems, despite the fact that in Slovenia children are allowed much more freedom and, therefore, indiscipline, while in Russia the rules are much stricter. The comparison, noticeable after a few months, confirms the fact that the lack of autonomy may be less effective for the progress and development of children. Developing talent of children in Russia is reflected in several areas. I hope they will be able to develop their talents and that the school's autonomy will prepare them for quality life, which requires learning, work and discipline.

Conclusion

Perhaps the title of the text will get an epilogue in the conclusion and open the dilemma about the amount of autonomy in our country. The question is whether we can be satisfied with the competencies that are available to us. The system and values from the primary family onwards have not been progressing to the well-being of children and society.

Roma children should from early childhood be integrated into the majority population and regularly and responsibly fulfill their obligations.

All parents should educate their children for peer play and learning. By doing this they might run out of time to manage and interfere in the work of the public institutions. I exclude the cases where there is an obvious abuse of children's rights. Assessment of teachers by the public would affect the responsibility of the autonomous decision-making.

The Roma are autonomous in the sense of non-compliance with the norms and rules set by institutions.

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National expert group to prepare a White Paper on Education in the Republic of Slovenia

Sectorial expert group on principles in education

Principles, general objectives, challenges and strategic directions. Downloaded on 13/1/2012 at: http://www.belaknjiga2011.si/pdf/resitve % 20pss % 20in % 20nacela.pdf .

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THE ASPECT OF GENDER DISCRIMINATION IN ILLUSTRATIONS IN THE FIFTH GRADE ENGLISH LANGUAGE TEXTBOOK WELCOME 2[52]

Abstract

Modern societies don't seem to be affected by the constraints of the past in terms of human rights and freedoms and all people seem to be equal in all spheres of social life. But are these assumptions really true? Every society cherishes traditionalism to a greater or lesser extent. Traditional attitudes regarding gender equality vary depending on the democratic development of a particular country, which means the more developed the country, the higher the awareness among people about equality between males and females. As an aspect of modern living, gender equality is implemented in every sector of society, which includes the education process as well. In Macedonian education system, learning foreign (English) language starts in the first grade of primary school, which means that the proper approach to gender equality among students begins at an early age.

This paper deals with gender presentation, gender equality and gender discrimination present in the illustrative material in the English language textbook Welcome 2 designed for fifth grade primary school students and the influence of this textbook segment upon the creation of students' gender discrimination awareness.

Keywords : gender equality, gender discrimination, English language textbook, illustrations

Introduction

The presence of gender discrimination in a modern world, in the 21st century , when the evolution of society and social consciousness among people is highly developed, is a controversial topic that causes different opinions in the scientific community and in some societies. Gender division or unequal treatment of male and female subjects in one society represents a serious sociological factor that can lead to stereotypes, traditionalism and prejudices about the value of human beings.

Aspects of discriminative behavior

Every society is governed by certain values and norms of conformity imposed upon members of that social community. The cultivated traditionalism actually represents a cultural basis of the community and its members. From an early age, children are taught about subtle gender roles, concerning the first attitudes for the dichotomy of the male and female gender, which constantly accompanies their further intellectual and emotional development. Traditional attitudes regarding gender equality vary depending on the democratic development of a particular country, which means the more developed the country, the higher the awareness among people about equality between males and females.

It is believed that the roots of discriminative behavior are found in the stereotypes and prejudices that we all carry inside ourselves. This means that stereotypes and prejudices as

[52] Specialized paper

beliefs about the value of human beings, become forms of gender discrimination that has found its place in many fields of social reality. So, discriminative behavior can also be found in education as a process of knowledge, learning skills, values and social norms among students.

Researches for gender equality in textbooks

Gender equality in textbooks instigated numerous studies both globally and in our country on whose conclusions, opinions and analysis the study of the textbook Welcome 2 is based.

Most globally conducted studies of textbooks commonly find that the representatives of the female gender are shown in traditional gender roles related to the household, while male gender representatives typically provide financial security for the home. In terms of illustrations depicting occupations, global studies show that female characters are displayed stereotypically, generally as housewives, nurses and teachers, while male characters are pilots, doctors and so on.

In our country there are a number of legislative measures for prevention of gender discrimination in all social sectors, including education. It means that this negative phenomenon is not supposed to appear in the textbook material , or that " …all (explicitly or implicitly) encouraged gender stereotypes should be avoided, the traditional division of male- female roles in the society should be overcome, and the presence of both male and female characters should be ensured to the greatest possible extent (in illustrations and text analysis) ".[53]

The importance of visual features

This paper focuses on the visual features or the illustrations depicting gender roles and gender equality of the characters in the English language textbook Welcome 2. For this purpose we will clarify what exactly are textbook illustrations and then we will approach their analysis.

Visual features of textbooks explain each piece of content (or its contents), and certain items, concepts and aspects. Visual stories in textbooks should, revive the text or dialogue, which instigate students attention, given that, visualization makes it easier to remember. "When choosing visual items, it is important to consider their educational function, which means that students would gain interest in the content of the material being taught, and, at the same time, promote civil, ethnic, racial and gender equality ".[54]

One of the key elements of textbooks in general are gender presentations represented by characters that are used in texts, dialogues, exercises and illustrations because they carry a small story. The presented characters should possess the skills, roles and attributes which are important for several reasons: different characters are represented differently through words than through illustrations; texts, dialogues and illustrations do not show the male and female characters in the same way, and illustrations occupy more space on the page and they are easier visually perceived.

Results of the research

According to the curriculum of learning English language for the fifth grade in the Republic of Macedonia, Welcome 2 English textbook is to be used in fifth grade of primary education. The authors are Elizabeth Gray and Virginia Evans for the publisher Express Publishing, released in 2000, and the sixth edition was in 2009. Welcome 2 is a modern

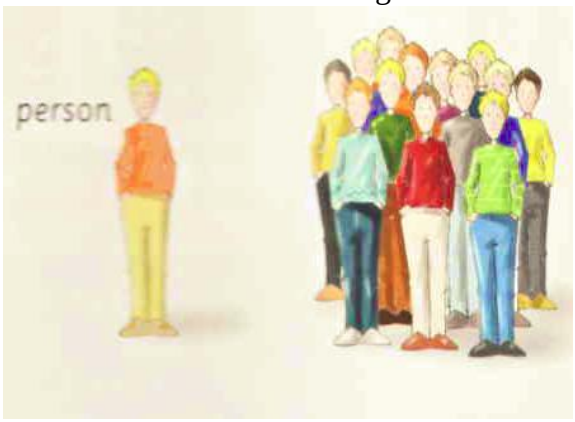
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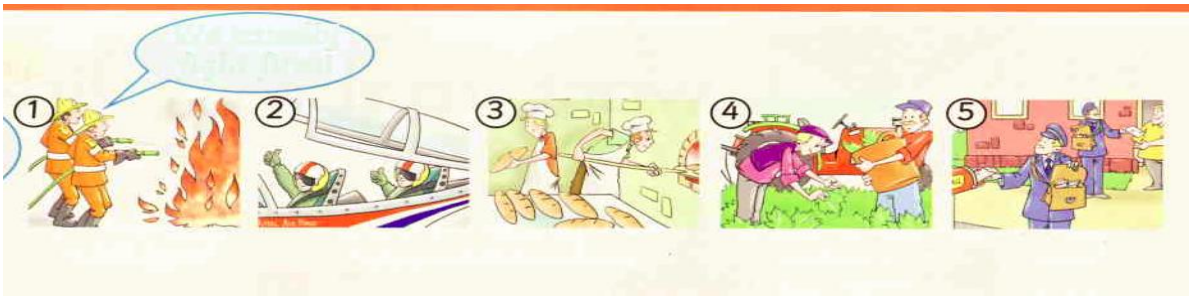
multimedia English textbook. The content component is presented through 14 modules, on 110 pages, and it includes songs, tongue twisters, games and projects.

It is said that the illustrations are worth a thousand words. Welcome 2 contains numerous illustrations that support the dialogues and the exercises. But, there are illustrations in which the males prevail. The same illustrations portray stereotypical behavior both in the sports activities and in the professional roles.

On p. 32, exercise No. 1 (listen and repeat) shows an illustration of a man and the collective noun - people, where the person is male, and all the people represented in the illustration are also male. Does this mean that females are not included in the collective noun people, or the illustrator has simply overlooked it? In any case, the illustration tends to indicate discriminative behavior towards the female gender .



Exercise No.4 (Look and say), on p.45, gives an illustrations of the professional activities of the characters represented only by persons of male sex, like fire fighting, flying plane, baking bread, planting vegetables, delivering mail.



Exercise No. 1 on page 44 shows male characters , with different professional pursuits such as: bus driver, pilot, baker, disc jockey, farmer, firefighter and post deliverer. In real terms, any of the activities shown, could be performed by women, which means that women should not be treated as less valuable.

Sporting activities are shown in exercise No. 4 (Look and say) on page 47, but there are no girls in any of the pictures. Also, the illustrationthes on p.91 exercises 4 and 5 show characters dealing with sports, but again, there are no girls . The textbook illustrates girls who read, watch TV, etc. . , so it can be argued whether sports activities like fishing, swimming, boating, playing baseball and football are intended solely for the males, given that nowadays there is a women's football league, many famous female swimmers etc.





Conclusion

The analysis of the illustrations of the English language textbook Welcome 2 for the fifth grade detained on the aspect of gender equality in male and female depicted characters, noted discriminative behavior towards the female gender.

The stereotyped behavior which has been visible only deepens the gender gap and encourages traditional gender roles and gender subordination of women in professional and in all other spheres of social and family life and imposes the viewpoint that the entire system of knowledge, skills, values and norms that are placed on students should be in accordance with the international trends in which human rights and freedoms are respected. Discriminative and stereotypical behavior could provoke negative models of self presentation in the young minds of the students.

This means that if there is willingness to change traditionalism, if there is a desire to exclude all forms of discriminative behavior in the educational system, then there is a need to make a serious effort with frequent reviews of textbooks, organizing additional training for teachers to deal with discrimination, most of which will primarily benefit the students.

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COMMON HIGH SCHOOL STUDENTS' ERRORS IN SOLVING MATHEMATICAL PROBLEMS[55]

Abstract

We examined the typical errors made by students when solving mathematical problems for high school courses in Macedonia.

Keywords: errors, creative thinking, logical laws.

Introduction

In this paper we present a short analysis of the errors that high school students make only when solving the problems, as there are many more in regular classes as well.

Our goal is to perceive the errors which most often occur and to help in their elimination, so that the students can show their potentials and knowledge in their true colors. Here, the question that arises is how to enable the students to overcome the material and at the same time to permanently adopt the mathematical terms and claims, to apply them successfully, and what is most important, to help them acquire the positive benefits from mathematics and its studying: development of creative thinking, development of logic and logical laws and the capability of discerning the problem and finding its solution, in which lies the beauty of this science as a school subject.

Of course, there is no perfect method for studying mathematics, but it is good that we are still trying and doing our best to arouse the students' interest, to help them overcome the regular lessons, to widen and extend the knowledge of those who show a special interest and talent and ability to discover and to learn .

In our analysis we tried to locate the errors, to understand their roots, to systematize them, and finally to illustrate examples of the identified types. What we can do in practice is use the obtained data in our efforts to eliminate the errors and improve the quality of students' knowledge.

In accordance with the discovered errors we have listed the following types:

- Unfamiliarity with concepts and poor spatial visualization
- Abuse of notation
- Difficulties with special cases solving in algebraic problems and faulty generalization
- Difficulties with special cases solving in geometrical problems and coming up with incorrect conclusions due to the incorrect part of the drawing in the process of reasoning
- Use of formal logic and laws
- Mistakes when applying analogy, particularly when applying the students' universal distributive law $f(x+y)=f(x)+f(y)$.

1. Unfamiliarity with concepts and poor spatial visualization

[55] Revisional scientific paper

This type of errors occurs when concepts and definitions have not been adopted insufficiently well, and when concepts and features have been adopted formally only. Examples of these are confusing the tetrahedron with the triangular prism, as well as confusing the circular segment with the circular sector.

A serious problem occurs in the spatial visualization of bodies and especially in obtaining the full picture of the intersections of bodies and space diagonals. In such a case it would be good if schools and faculties had the mathematics class teaching facilities for the use of some of the program applications which enable spatial visualizations, that is to say, to elaborate projects for use of computers in geometry teaching and learning.

2. Abuse of notation

When this type of error occurs, the set to which the term refers is usually is confused with a subset or a superset, i.e. the width of the term narrows or expands, thereby forgetting about possible values or taking into consideration impossible scenarios.
Abuse of notation occurs in the problem:

Problem: The product of a root in a quadratic equation $ax^2 + bx + b = 0$ with one root in the quadratic equation $ax^2 + ax + b = 0$ is 1. Find the roots of the equations.

The students limit themselves to solutions within the set of whole numbers, which can be seen in inferences such as

- "From the condition $x_1 y_1 = 1$ follows that $x_1 = 1,\ y_1 = 1$ or $x_1 = -1,\ y_1 = -1$".

3. Special cases in algebraic problems solving and faulty generalization

Maybe one of the most common errors is the faulty generalization which students draw from obtained results not noticing that they are special cases, not a comprehensively view of the problem. Here is an example in a problem:

Problem: The lengths of the sides of a triangle are simple numbers. Prove that its area cannot be a natural number.
We come across this consideration

- "*Without straying away from generality, let us say that the sides of the triangle are 3,5 and 7. They do not consider the area of this triangle a natural number because of relying on the inference that if the sides of a triangle are prime numbers, its area is not a natural number*".

It is a general conclusion drawn from the view on one particular case, which makes us conclude that mathematical logic has not been used when processing the given information prior to working on the solution of the problem.

4. Special cases in geometry problems solving and incorrect conclusions due to incorrect sketches in the process of reasoning

A very interesting situation is when drawing conclusion from a sketch which hardly represents the real situation which corresponds to the conditions posed in the problem. Thus, everything coming up with the particular sketch is considered correct. Namely

Problem. Prove that for each point P from the side AB of the triangle ABC is valid $\overline{PC} \cdot \overline{AB} < \overline{PA} \cdot \overline{BC} + \overline{PB} \cdot \overline{AC}$.
The students in accordance with the sketches they make use the additional information coming up with the sketch only; failing to take into consideration the conditions posed in the task, their conclusions are such as

- "*It is obvious that* $\overline{PC} < \overline{PA} + \overline{PB}$"

- " *From the sketch it is clear that* $\overline{BC} > \overline{PC}$ *u* $\overline{AC} > \overline{PC}$ " *or*
- " *Let* $PC \perp AB$ "

5. Use of formal logic and laws

Numerous discrepancies also appear when basic mathematical logic laws need to be applied only now directly in the reasoning.

Problem: The length of the triangle sides is expressed in prime numbers. Prove that the triangle area cannot be expressed in prime numbers.

When applying the Heron's formula, the discussion is referred to:

- "*When multiplicands are fractional numbers, the result is also a fractional number and the square root is a fractional number as well*."

Therefore, the sequence of the conclusions drawn is not in accordance with the properties of the numbers.

6. Mistakes when applying analogy, particularly when applying the students' universal distributive law $f(x+y) = f(x) + f(y)$

However, the most interesting errors are the so-called "*new rules*" obtained with the application of the universal distributive law, namely:

- $(x+y)^2 = x^2 + y^2$ deducted analogically from $(x \cdot y)^2 = x^2 \cdot y^2$
- $|z_1 + z_2| = |z_1| + |z_2|$ for complex numbers deducted analogically from $|z_1 \cdot z_2| = |z_1| \cdot |z_2|$

What should we do?

The poor adoption of concepts and properties results into gaps in the knowledge and further development, as well as in the application of knowledge when dealing with everyday issues. It is true that we cannot intervene whenever a situation calls for an intervention; however, we can pin point and stress learning and understanding thus preventing learning mathematics from becoming a mere technical operations solving subject; we have to motivate students to think, discover, and learn how to properly reason and deduct.

Furthermore, we have to find a way how to get students interested and how to keep them interested - a difficult task these days, regardless whether by using mathematical games and strategies, real problem associations, asking student to make their own associations with real-life issues. It is of the utmost importance that we make an effort to eradicate the impression that this science is dull, unavailable to all and unnecessary; we must eradicate the attitude that for most people fraction addition is quite enough and they will never need another type of math.

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THE ROLE OF CEFR (COMMON EUROPEAN FRAMEWORK) IN FOREIGN LANGUAGE TEACHING[56]

Abstract

The fall of the dictatorial system and the orientation of Albania toward an open and democratic society are followed by many different changes in all the fields of life. Teaching/ learning had to suit not only to our dynamics but to the international one as well. In the context of a higher mobility the assessment of the language and cultural competencies gets a primary importance and it should be combined with all the assessors in the country and abroad. The publication of the Common European Framework (CEF) in 2001 represents an event which will make a better combination of all the best practices of assessment. Some results of a broad research on the research of written work have shown that the adoption of the CEF of languages and its contribution in the assessment of the written products is very fruitful.

Keywords: framework, assessment, harmonizing, unification, integration

In Albania, during the reign of the communist rule (1945-1990) and as a result of the closet relationship with the ex-Soviet Union, the Russian language put an important role and was learned in all the schools. It was learned even the French and English but with a reduced number of the students. The other languages: Italian,German and Spanish were learned only in Tirana (the capital of the country) in the foreign language school.The English and the French started to spread after the breaking up of the relationship with theSoviet Union in the years of 60.

The books that were used in those times were concentrated in the understanding of the writing. The main goal of the learning of a foreign language was understanding and translating of the written texts.As Albania was isolated from the rest of the world (mainly after the breaking of the relationship with the union soviet) the spoken communication was completely impossible for the most part of the pupils in a foreign language .A big importance was dedicated to the grammatical and lexical points and the final evaluation was concentrated on these two elements. The cultural component of the teaching of a foreign language not only was neglected but also was deformed and to the pupils was taught a false reality that didn't correspond to the cultural, social and economicreality. The foreign language was learned from the books which were published in Albania often political, could be used few authentic materials if they would be selected very carefully. In most cases the texts were from classical literature.

[56] Revisional scientific paper

In this section we can speak about a “damaged language”that doesn’t play a communicative role. Many Albanians has proved this factafter the collapse of the communist rule when the foreign language was needed to communicate in a foreign country.

The collapse of the communist rule and the orientation of the country in an open and democratic society are followed by fast changes in all the fields of the life. The process of the teaching and the learning that in those times suffered from an extreme politic and rude method it is needed to adjust not only with the inner dynamic of the country but also that international too. The teaching and the learning is adjusted to the needs of the pupils that used the language in different context. During the following years after the collapse of the communist rule are emphasized the evaluated practices of language and cultural competences from those traditional inherited from classical methodology mainly from the soviet union (Vishkurti, Ben-Nacer, 2009) to those moderns inspired in a special way from the communicative methologies.some teachers oriented to the future and profiting from their lexical competences have had evaluated experiences that are applied in the western countries of Europe and have practiced them in their teaching. The others have continued to use their profession according to the tradition.

We want to insist in the fact that thanks to the capacity as teachers of foreign languages these teachers are always found in the approach of these evaluations. Another factor that has influenced in the improvement of the evaluation have been the daily courses and the exams of knowing the foreign languages organized by different organs such as embassies or the institutions in the country. Thepresence of the French Embassy or the Italian Cultural Institute has given an importance to the teachers that worked in these institutions. However we have to say that the number of the teachers that worked in these institutions is few with the number of the teachers that worked in this country. In such situation when the teachers didn’t have the same information and the same experience and where the institutional instructions and the research in the field of the evaluation was incompletely, the process of the evaluation and the teaching and learning was very chaotic .the problem was made so much chaotic that after many years of isolation the number of the Albanian younger that aimed to study and live in a foreign country was increased.

Before that the exams of the certificate of a foreign language like DELF-DALF and CELI would be taken in Albania the students who wanted to attend the studies aboard were taken on the exams near to the universities they wanted to attend .the students were directed to their teachers to verify if they owned a high capacity to attend their studies in these universities but often the teachers hesitated to answer their questions. Such answers like: it was easy, it was difficult, there wasn’t a grammatical point, the spoken test it was easy but that written form it was difficult didn’t permit teachers to define the appropriate critters to evaluate the capacity that was requested by these universities. Exactly in this confused moment the publication of the Common European framework has been a very important event.

What can we say about the role of the section after many years of its publication? The question: has the section improved the process of teaching and learning of the foreign languages? We can answer surely “yes!” and the question if they are used all the possibilities of the section we answer definitely “no!”. In nowadays learning a foreign language doesn’t mean as in the communist rule unused treasure but a necessary mean in an open and multicultural world.

A foreign language serves in everyday life in different contexts in Albania and aboard. In these conditions a great number of students needed the necessity of a certificate of the degree of a foreign language. In most of the cases their interest is directed to the certificates known as DELF- DALF and CELI and not those national that are not included in

the *framework*. If the teaching needs to be adjusted to the needs we have to consider the certificates comfort the *framework*.

The common European*framework* has played an important role, but we are focused more in the influence of the *framework* the evaluation.

We have chosen only this aspect of the teaching because for us the reform of the evaluation is primary.

For many times in fact the moment of the evaluation has been very delicate and full of tension.From one side there were the powerful teachers that evaluated with the marks and the other sides there were the students who needed explanations for their marks. The teachers were the tanks of the knowledge and the only one who can evaluate the capacity of their students. The brave students who dared to ask for the explanations were given not the clear answers.

In this process the teachers believed to be objective but at the same time felt that didn't have the necessary means to be persuasive. Who has the faults for that? We think that the fault is not to the teachers who aren't able to give to the students the explanations for their evaluations even to the students who didn't agree with their results. Both of them belong to a defective e valuated system that needs to be improved.

A big help has come from the *framework* and from the critters of the evaluation.

All the actors: political institutions, specialized in did active points, the teachers and the students seem to agree with the application of the principles of the *framework* in teaching and learning a foreign language. The publication of the *framework* and the certificates of DALF-DELF and CELI should orient better the teaching and learning of the foreign languages. For this, Albanian authorities are ready to approach the Europeanideas andworried to respect the euro documents have done a media tic campaign of the *framework*.It was spoken everywhere. For that are organized daily courses and also are translated a lot of documents of European council.All these to transmit the principles of the teaching and learning of a foreign language.But which is the real application of the *framework* in teaching of the languages? In the field of the evaluation of skills in writing (through the observations done in the class, the interviews and the questionnaires) we have noticed in what point the *framework* is integrated in the Albanian educative system and which is its approach that it gives to the evaluation. We have done this research because in the results of the students in written form in the certificates of DALF-DELF and CELI weren't pleased.

In the research we have considered the evaluation in teaching not as a sanction but as diagnostic component toimprove the system itself.

The observations the interviews, the experiments, the analyses of the programs gave us the opportunity to consist that the degree of knowing of the *framework* and as the result of the application of the principles has been very different. Some teachers have justified that with that formation and knowledge the others have said that the adjustment with the books and the programs hasn't been in conform with the *framework*. In these conditions we can say about the presence and the absence of the *framework* in the foreign languages.

The*framework* is presence to the teachers who have a good knowledge and preparation motivated to enter in the *framework* and its principles and to fulfill the emptiness that came from the books that were proposed from the institutional programs. Though he was missed even when the teachers were worried to please the requests of the institutions. According to the observations that are done in the expressing in written form we have consisted that when the request was very clear and were defined clearly he critters of the evaluation and the correction even the result was more objective and the students were convinced for the evaluation (weak and strong points) and were aware to be improved in the future. From the other side the teachers could evaluate better and had a good base for their teaching.

To verify the importance of the evaluation based on the critters and the positive impact that he takes in the process of teaching and learning we have compared the two written works of the students.

The conditions and the time were the same for both the students and the teachers. The thing we differed was the clearness of the request of the written work and the critters of the evaluation. We have consisted that in most of the cases the mark was different but for the work evaluated with the critters the students seemed happier and the result of the work was lower compared with the first work.

We have noticed that in the class where the teachers organized cooperative evaluated activities the results were better.

The teachers inspired from the Section gave everyday topics and as result more motivated, thee others gave the topics in general.

This presence and absence of the Section in the classes of the foreign languages .even the confusion inherited by years have played an important role .from one side has permitted to verify the advantages of the use of The *framework* and the other side has put positive pressure to national educative ministry and to the institute of the development of the curricula to work on the programs and manuals comfort the Section. This absence and the presence have prepared the ground for the integration of the *framework*in the classes of the foreign languages naturally.

The section is seen as a need not as a directed order from the institutions. In fact starting from the previous year the programs have been planned based to the *framework.* At least to cite the first sentences to the programs of the class XI "the program of the French and Italian language of the class XI is an official document and has as an objective the reach and the succeeds of the standards of the teaching and the learning and the evaluation of the students in the degree B1,B2 according to the *framework* making possible that the students of the degree base (B1 of X class) to become the independent use" to verify that we have done a big step in the future. These programs pay a special attention an objective evaluation. This way of evaluation inspired from the *framework and European portfolio* not only include all the process of teaching and learning but also play an important role in his improvement. In this program are given some recommendations that emphasize the types of the evaluations based on the well-defined objectives and the participations of the students in evaluations. The evaluation is considered in this way as a communicative process. The learning process must join the teacher and the student in a continuous corporation (Veltcheff, Hilton, 2003).

The*framework* is integrated in the courses of the languages through the institutional documents. Eventually all the teachers based in official programs we can take from this document important and unconstative profits. However, it is important the role of the teacher. Infact such a proper document is not descriptive and can't replace the independent role of the teacher.It is on the hands of the teachers to profit from these documents and to put in use from the students that now without visas hope to become with the foreign languages citizens of the world.

Conclusions

The years after the publication of the *framework* have presented an important moment for the Albanian teachers eager for the new ideas. A proper document has given a big treasure of principles to be used and to put the teaching and the learning in the needs of the students.

The pass of Albania from an isolated country from the rest of the world in an open world is accompanied from the desire of many people to study and live aboard .this new reality has brought a big change of the objective of the lessons, transforming from a mean through which could have access in few fields of the knowledge in a communicative mean in an open and multicultural world.

The needs of the students for the official certificates has recognized the inappropriate process of the teaching and learning of a foreign language in the national educative system where were missed the comparative certificates with the standards of the *framework*.

However the positive pressure put by the well formed teachers together with the increase of the movement of the students has made possible that within 2 years the ministry of the education and the agency of the development of the curricula to work programs in the harmony with the *framework*and to put in scholar teaching. However it is important the role of the teacher to put In practice the flexible methods to fulfill the needs of the students.

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Milena Avukatova

SOCIAL BEHAVIOR OF JUVENILES AND THE EDUCATIONAL SISITEM[57]

Abstract

We live in a time in which antisocial behavior of juveniles is increasingly rising. We are experiencing a great deal of information that daily we hear and see from the mass media, and primarily related to such delinquent behavior of juveniles. This phenomenon was a challenge for me to direct my interest towards the emergence of antisocial behavior by minors. This paper is primarily aimed at determining the term antisocial behavior among juveniles, which actually represents antisocial behavior, and also before all the connection of antisocial behavior among students with the educational institution, or rather the school that the student attends. The relationship of the teacher to all students in general, and the relationship that the teacher has to the students exhibiting antisocial behavior is certainly related to maintaining and deepening the emergence of social behavior of juveniles.

Key words: antisocial behavior, students, teachers, schools.

Anti-social behavior

The anti-social behavior is primarily a behavior which is contrary to the norms and regulations that are generally accepted in the society, or behavior which does not correspond to the commonly accepted behavior of the society in which we live and work.

The anti-social behavior in the time in which we live seems to be a behavior that becomes more and more accepted by the minors. When we talk about what is anti-social behavior, we should primarily mention what is a social behavior, because the behavior about which we discuss in this paper primarily represents behavior that is opposed to social behavior. Actually generally accepted theory of social behavior is a theory which states that this behavior is consistent with the generally accepted norms and attitudes of behavior which are correlated with the social environment in which we live.Because of the fact that social behavior is closely related to the process of socialization, we could say that the person who cannot accept the norms of social behavior and generally be socialized as such, later begins with the manifestation of the anti-social behavior.

The minors who show antisocial behavior in the primary school period, according to the data of the surveys that have been conducted on this issue, demonstrate further and a far-reaching negative consequences. So children who exhibit antisocial behavior further on manifest delinquent activity , poor results at school and early leaving of the educational process , various types of substance abuse , juvenile pregnancy , partner violence and family relationships , maladjustment on the workplace . (Farrington, 1994 ; Haapsalo I sur., 2000 .; Hauesmann I sur., 1984 ; Parker i Asher, 1987 .; Stattin I Magnnuson, 1989 .; Tremblay I sur., In 1992. According to Kerestes G., 2005).

In our social life we are increasingly faced with the anti-social behavior of juveniles expressed in all spheres of their lives, which behavior is expressed first in the family to the minors, and later in the school, where anti-social behavior is directed toward peers as well and the teachers. We're seeing more of this behavior expressed by minors which resembles as a trend in the behavior of the young people.

[57] Revisional scientific paper

Data from individual studies show that under the scope of school anti-social behavior of juveniles, Macedonia is located in the top of the European countries.

Because of the fact that this negative behavior by the young people negatively influences as their attitude toward school, teachers and peers, the countries of the world have long before begun to deal with the exploration of the reasons for this behavior among minors and to prevent it. Because this behavior is always associated with bad behavior, which is often expressed through repulsion to school, it causes a negative impact on both mental and physical health of children, which further leads to difficulties in both the social and emotional life the minor, until perhaps the cruelest forms of anti-social behavior that we are actually witnessing following the daily print and electronic media.

The anti-social behavior of the students in school

One of the most important sources of social behavior represents the school. Pedagogically educational institution in which children are learning and passing the most of the day, actually represents a significant and important source of socialization of children, where they acquire the norms and rules of behavior that are socially accepted, and are transferred by the teachers. Actually the school or more accurate the teachers are those that should convey to the child or student the basic pro-social norms of behavior, through which is considered that the incorrect attitude of teachers towards students, as well as ignoring of the teacher to suggests to their students these pro-social norms of behavior actually can greatly contribute to the deepening of the anti-social behavior of students, the minors.

We could easily make a parallel between the dysfunctional families and dysfunctional schools. Specifically these two categories are in related, so as we are dealing with dysfunctional families, we can easily run across dysfunctional schools. These schools actually greatly overlooked the educational function that they should possess, such schools are often very large and these children or students are hard to find their place. In these schools is difficult to develop a close and good relationship between teacher and student, and thus the school as a source of socialization cannot achieve the goals of successful designing of pro-social behavior of students. On the other hand it also easy and involuntary causes in some of the students opportunities for the emergence of appearing of anti-social behavior. The school for the child is a new environment that requires accomplishment of certain tasks. In fact with the start of the student with the school assignments and requirements, the child is facing a new situation in which it has no previous family roles. Actually here the child or student is facing a new situation where it is faced with a new world in which there is no privileged position which he held until starting school.

Here the students are required to adapt to the new environment, to the realization of demands and tasks which are set before them. With the departure of the child in school in general accomplishing these tasks and requirements as well as the establishment of new relationships with peers goes simple, yet appears a number of students which show resistance to both peers and the school, school activities and the teachers. This resistance that appears at the beginning of starting school later in the further education deepens and grows into delinquent and criminal behavior.

As we said earlier because of the fact that students spend in school most of the day, here they meet with many of their peers, and face a new environment from which they learn new forms of behavior, gain self-image, trying to fit into a new environment and so on.

Because of this often the inability of students to fit into a new environment, meet new demands presented to them, cause a version to school and to teachers, and thus the appearance of anti-social behavior. According Bujanovic basic individual risk factors in school environments are comprised of:

- The school failure
- Disciplinary problems
- Early antisocial behavior
- Low self-esteem
- Bad relationship with peers
- Aggressive behavior.

In fact it is a teacher with whom students spend more hours during the working day, so from here we could say that he is a person and that should keep in mind the risk factors which are manifested by students exhibiting antisocial behavior. The responsibility of the teacher's task is to detect the behavior of the student, to start working with the student as well as with the other students in the class, primarily with parents of the student who exhibits such behavior, thus contributing to correction thereof.

When we talk about the emergence of anti-social behavior of students it is characteristic that students who show antisocial behavior are predominantly male. This predominance of males in the manifestation of antisocial behavior in school, expressed primarily through negative attitude of the students towards teachers, aggressive behavior towards teachers as well as to the peers with whom he studies.

Numerous studies are made (Svare, 1983, EaglyandSteffen, 1986, Bates, 1987, etc..Vasto,1998,546-550: Zlokovic) associated with socially unacceptable, violent and aggressive behavior, in which the causes of these phenomena is important to discuss very carefully.

Gender differences in terms of the behavior of the children are shown as very important. Among the other, guys show more antisocial behavior in preschool which continues some what later1. (Crowell,1987; Eaglyi Steffen, 1986, u: Vasta, 1998, 546: Zlokovic). Girls showed less antisocial behavior and their aggression is usually from social nature and is designed to the same sex. (Zlokovic)

The anti-social behavior in schools and the relationship with the teacher

Despite the fact that the manifestation of anti-social behavior by students should not be caused by the school, teachers and in general pedagogically-educational institution, however such unacceptable behavior can easily and quickly be detected and regulated in some way by the teacher. In fact the detection of anti-social behavior of students by teachers depends on the personality of the teacher itself on the one hand, and the organizational structure and placement of the school on the other side.

A great number of teachers actually somewhat can cause behavior by students which can be repaired or students to be have pro-social one hand, and to show antisocial behavior on the other. The relationship that is created between students and teachers about the preventing or creating of conditions for the emergence or intensification of already shown antisocial behavior and it is very important. If the atmosphere that is created between teacher and students is monotonous, and the teacher is not interested in the problems of the students, and the atmosphere in the classroom and creating conditions for the development of anti-social behavior of students is larger. If students are not interested in teaching content as well as for the monotonous manner in which the teacher presents content with teaching students gets created a feeling of fatigue and boredom, and thus becomes unable to successfully master the learning content that can lead to antisocial behavior by students which is visible with truancy, not school attend once for a few days and so on. In fact the internal school influences on student behavior are often included the fatigue and boredom of the student. Often in the school and in school environment students are familiar with the rules and norms of behavior, and they know for sure what it is you should not do, but rarely or not at all are

familiar with what we must do, with which such treatment often allows creating discipline problems in the classroom.

Very common are the events in which the teacher in the classroom does not care about the relationship between students in the same, and to solve problems that arise between students in the class. In such circumstances teachers are mostly directed towards the educational process, with little or no attention to the problems like anti-social behavior of students, and solve the conflicting relationship between the students in the class.

The results of research related to the reaction of teachers to students who have experienced particular violence in school made on the territory of 161 respondents in Croatia shows that more prevalent are the responses of students in the sixth and seventh gradate a cher for inaction (36.5%) or the rear reaction (14.9%) and this reaction by the teacher is much more common when the children are older. Although there is only one year difference between the respondents, this despite the others may direct and ma unrecognizing some situations of violence, but it is also possible that the opinion of the teacher in the seventh grade students are "old enough" to defend themselves or ignore problem or the teacher is afraid to "intervene in other problems."

As the data on the prevalence of violence among children in the school are similar, as well as the working indifference and lack of response by the teacher (more than 70% of teachers do not respond) data received from a much larger sample of 5000 student (Buljan-Flander , 2003, 4: Zlokovic) is inevitably seriously to do research on what happens in the relationship between teachers and students who are exposed to violence.

Inaction of the issue, his minimizing and ignoring can represent and shape of tacitly supporting violence as a phenomenon that can be considered equally dangerous as direct participation in violence. The inappropriate response or lack of expected response may be due to the lack of recognition of the problem due to lack of teacher education. (Zlokovic)

Within the above mentioned we could say that the education required for teachers for anti-social behavior of students need to be in a group, not individually, as well as the formation of the programs that make up its composition techniques with which teachers could gain and be able to successfully face and deal with these problems during class. Actually preventive programs are composed of primarily complex activities, with activities directed primarily toward anti-social behavior of students which is often expressed through violence; involve proceedings during the entire learning activity in class.

Usually the assessment of the student realized by the teacher based on how the student responded to the demands posed by the teacher and based on the student's behavior in class. We could say that the teacher often causes a certain atmosphere in the classroom that they often encourage negative behavior by students.

In fact it is the teachers who like spending a few hours in the day with the students, besides having the basic task to monitor academic success and achievement of students; it also has the responsibility to continuously monitor the behavior of students in school.

This task is assigned to a teacher not only because of the educational function that is part of the pedagogically-educational process of the students, but also for the fact that if the teacher cannot control and follow the working environment in class, causes disturbance of the positive working environment. Hallami Rogers (2008: Vidic, 2010) believe that classrooms are complex workplaces where teachers are often involved in more than a thousand daily interactions.

Student experiences are multi dimensional: they include individuals with different goals, interests and experiences that are occurring simultaneously. So teachers must learn to monitor multiple situations at once. The rare use of rewards, the non-emphasizing of individual responsibility and social competence, can lead to impaired and aggressive behavior in the classroom, and thus to lower academic achievement.

Proper management with the class reduces these behaviors, there by increases social and academic achievements. Objectives, tasks, social structure, time and determining the pace of work and teaching resources, are key elements in the creation of good conduct of students. These elements must be planned and targeted to the desired behavior.

Excessive pressure on teachers and their work leads to constantly control of children and the development of student autonomy, which could potentially adversely affect the behavior of the student. (Hallam& Rogers,2008: Vidic, 2010). The following characteristics associated with teachers and students in schools on one hand, as well as anti-social behavior of students on the other hand, are certainly related to directed attention to the students in class. So it is thought that the teacher expects the student always to pay attention to classes and to follow the class with attention. Usually the teachers to those students who do not fit into this so called scheme reject or insult, and thus create conditions for the emergence of anti-social behavior by students. It is not small the number of teachers who believe that students who are bored in class, that do not attend classes, they are considered the students with behavioral problems, etc. But this claim does not have always to be right, because as by students who need to carefully attend classes, so as teachers should create an atmosphere of looms in which all students would have an interest in what the teacher teaches.

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THE ROLE OF EDUCATIONAL LINGUISTICS IN ACQUIRING L1 AND L2[58]

Abstract

Human beings have the capacity for learning their mother tongue, and often one or more other languages as well. Since ancient times, philosophers and scholars, such as Aristotle, Saint Augustine, or Rousseau, among others, have been interested in second language acquisition. The main aim of this paper is to see the role of educational linguistics in acquiring L1 and L2.

Key terms: Education, educational linguistics, mother tongue, L1, L2

Education and linguistics

Introduction

Much human activity could be described as educational, for human beings are distinguished by their capacity to learn, and learning is usually co-operative. "Education "can refer both to formal activity within controlled and planned educational institutions, and to the more informal upbringing of children or helping adults who wish to benefit from others' experience. Language is of course the most distinctive means of human communication and therefore for transmission of cultural understanding, skills and value systems. The disciplines that have developed for the study of this phenomenon are known in higher education as "Linguistics " and " Education " , but their histories as the sources of professional and scholarly understanding have taken different routes. Linguistics tended to move towards idealization and formalization of data, while Education has tended to resist calls for a formal science of learning. But areas in which Linguistics typically contributes to work on language pedagogy include the following:

1. Basic descriptive and analytical work to establish the skills necessary for (e.g.) describing target models and styles, learner errors or literary sources;
2. Sociolinguistic studies, geared to the understanding of language variation and change;
3. Institutional sociolinguistic work aimed at national and educational language policy decision-making ;
4. Language acquisition and learning ;
5. Categories for the structure of language curricula: formal, functional, situational, etc.

Educational Linguistics

Educational linguistics is an area of study that integrates the research tools of linguistics and other related disciplines of the social sciences in order to investigate holistically the broad range of issues related to language and education.[59] As an area of inquiry, educational linguistics is young. It occurred in the early 1970s with the work of Bernard Spolsky. The history of educational linguistics is linked to applied linguistics, with which it continues to have a symbiotic relationship. At the same time, educational linguistics

[58] Revisional scientific paper
[59] Hornberger, 2001; Spolsky, 1977

is focused on language and education. Educational Linguistics is dedicated to innovative studies of language use and language learning in educational settings worldwide. It crosses traditional boundaries between theory and practice, between micro and macro, and between native, second and foreign language education. First named as a field 30 years ago (Spolsky, 1974) and defined in two introductory books (Spolsky, 1978 ; Stubbs, 1986), educational linguistics has rapidly expanded and has become widely recognized in reference texts (Corson, 1997 ; Spolsky, 1999) and in university programs and courses. With the growing significance of language education as a result of decolonization and globalization, more and more educational systems are appreciating the need to train teachers in those aspects of linguistics that are relevant to education and in the various subfields that have grown up within educational linguistics itself.

The nature and composition of educational linguistics

According to Spolsky (2008) language teaching takes place in a school and is closely tied to sociological, economic, political, and psychological factors. Therefore, a good language education policy or effective methods of implementation will not ignore linguistics and the other related fields but will represent much more than an application of linguistics. Spolsky insistently emphasizes that educational linguistics "should not be, as it often seems, the application of the latest linguistic theory to any available problem ", but rather a problem-oriented discipline focused on the needs of practice.[60]

Educational linguistic and language teacher education

At the beginning of the 20th century, the predominant assumption was that teachers were born and not made, or if they were made, they were "self-made." Therefore little attention was paid to the idea of foreign language teacher education. By the 1960s, teachers were expected to demonstrate both subject matter and professional competence. They were required to take courses that focused on the language itself. When linguistic courses were taught, for example, linguists in general had serious problems making linguistics relevant to teaching. Despite the field's best efforts, there was a low level of language proficiency among future teachers. This great lack in language teacher education became booming in mid 1970s and drew special attention to educational linguistics. After that they proposed that language teachers are not-and should not be- pure linguists, thus they should learn linguistics as it is required by language education. Furthermore, educational linguistics also emphasizes that as well as language learners, teachers trainees should also be educated in a holistic and humanistic way which will enable them to teach foreign languages in the same manner, and all practices in teachers education process should aim at revealing trainees full potential in communicative competence.

Educational Linguistics and L1 and L2 acquisition

Educational linguistics is the one responsible for L1 and L2 acquisition, not applied linguistics. As an independent field of inquiry with its own departments, journals, conferences and scholars specialized in the field, educational linguistic is the one that conducts researches and studies specifically on L1 and L2 learning, and thus seeks ways for improving opportunities in language learning contexts.

Acquisition of L1

One of the first things that should strike even the half-observant parent is the speed and apparent accuracy in which a child proceeds to learn his or her own language. This

[60] B. Spolsky, *Language testing- the problem of validation, 1975*

remarkably rapid development seems to fly in the face of many known facts about the nature of language-so much so that it has become widely accepted in the scientific community to think of language and its acquisition as one of many utterly unexplainable mysteries that encompasses our daily lives. Even the cleverest of scientists today do not know where to begin with trying to unravel the range of complexities that are being brought upon by language. Even so, the child moves onward, seemingly with little deference to this so-called mystery and proceeds with little effort to crack the sacred code nonetheless. How could this be?

First and foremost, parents provide very little in the way of language instruction to the child-contrary to what might be believed, parents do not teach their children to speak. Most parents wouldn't even have the means in which to explain language appropriately to a child even if they wanted. In fact, parents spend the majority of time correcting falsehoods (those little "white lies") rather than correcting grammatical errors. On the mere faces of it, one would think children grow-up being little lawyers seeking out truths rather than little linguistics seeking out correct hypotheses to their language. Thankfully, the latter need prevails. Children will continue to lie in order to take-on an advantage, while, without exception, by-and-by acquiring their mother language. By the time a child enters pre-school, she or he has more-or-less mastered much of her or his target language.

However, in light of these remarkable achievements, children do seem to go through varying degrees of stages along the way to their full mastery. It is this notion of stages of acquisition that has interested the developmental linguists most.

The role of L1 in the acquisition of a second language

Understanding how humans acquire their first language (L1) is of great importance in teaching a second language. A second language refers to any language acquired after L1 or the native language and is referred to as L2. The most successful language learners are very young children, although learning a new language is not limited to this age group, however, different ages affects the target learning capacity of the L2.

For example, the L2 acquisition of a four- year-old would be limited to the context of that age of understanding, whereas an adult would desire to be fully communicative in the L2 to the same maturity of their L1. Understanding how children acquired language helps in the formulation of teaching methods for secondary languages.

Second language learning

We can find documented in the literature cases of super-polyglots such as the British explorer Sir Richard Burton who was attributed to have known a total of forty different languages and dialects. For the majority of people, however, the acquisition of a second language is a much less spectacular affair, proving to be a slow and sometimes difficult task, in which the learner will really attain native-like competence.

During the last one hundred years, researches has centered on the teaching of languages and the methods and materials used. With changing theories in the field of applied linguistics, the focus will be switched to the learner and the processes involved in the acquisition of a foreign language. While Larsen-Freeman & Long[61] have noted that there are no less than forty different theories, models, perspectives and hypotheses related to SLA, as regards their relation to language learning/teaching, this theories should not lead exclusively to one method or other, for as Spolsky (1989) comments:

"*If you look at the complexity of circumstances under which second languages are learned, or fail to be learned, you immediately see that a theory must not only be equally complex, but*

[61] Diane Larsen- Freeman & Michael H. Long, *An Introduction to second language acquisition theory and research*, Longman, 1991

must also be able to account for the success and the famous failures of the many different methods that have been, and are used throughout the language teaching world."[62]

Comparison of L1 and L2 acquisition

The first knowledge a foreign language teacher should have is about the similarities and differences between L1 and L2 acquisition, for transferability of L1 is usually an important factor for the success or failure L2 learning. First, in terms of motivation, L1 is for survival, while L2 is not. Thus the job is on the teacher: how to motivate students firstly by making the language a tool of communication and then by setting an authentic situation in which they can learn by actual use of the language. Secondly, the developmental processes are similar in L1 and L2 acquisition.[63]

Educational linguistics' relations to ELT

Even though it is considered as young field, educational linguistics has been very active since 1970s in the sense that it has strong arguments related to the teaching of English as a second or foreign language. Its emphasis on "classroom interaction" is one of them. Educational linguists think that as well as it is the core of educational linguistics research, classroom interaction is a significant part of language teaching methodology. It is also important since it is closely associated with power and control in classroom and schools. Since the main objective of ELT practices is to be able to make students equipped with necessary knowledge of language so that they can communicate well in real world, educational linguistics' focus on classroom interaction is quite reasonable. Educational linguistics provides teachers with the knowledge of language itself and how to teach it, so this, in turn, helps educators tackle with English language education problems such as the teaching off vocabulary, reading and writing.[64]

The role of the teacher

Teacher's role is very important. As well as being a good source of knowledge for the learners, s/he should also act like a psychologist so as to determine proper applications on accordance with learners 'mood, perceptions, backgrounds, etc. Namely, s/he should be a professional need analyst. According to educational linguistics, ELT practitioners are required to create and autonomous, interactive and meaningful language learning environment for the learners while making necessary decisions in accordance with the school and the state policies because classroom applications are thought together with its hierarchical structure in educational linguistics. Similarly, learners are regarded as the centre of all classroom practices and thus educational objectives of the school and the state.

Pedagogical effects

Efforts have been made to systematically measure or evaluate the effectiveness of language teaching practices in promoting second language acquisition. Such studies have been undertaken for every level of language, from phonetics to pragmatics, and for almost every current teaching methodology. Research has indicated that many traditional language-teaching techniques are extremely inefficient.[65] One issue is the effectiveness of explicit teaching: can language teaching have a constructive effect *beyond* providing learners with enhanced input? Research on this at different levels of language has produced quite different results. Traditional areas of explicit teaching, such as phonology, grammar and vocabulary

[62] Bernard Spolsky, *Conditions for Second Language Learning,* OUP, 1989
[63] David Wilkins, *Linguistics in Language Teaching,* 1972
[64] Michael Stubbs, *Educational Linguistics,* 1986
[65] Rod Ellis, *The Study of Second Language Acquisition, 1994*

have had decidedly mixed results. It is generally agreed that pedagogy restricted to teaching grammar rules and vocabulary lists those not give students the ability to use the L2 with accuracy and fluency. Rather, to become proficient in the L2, the learner must be given opportunities to use the L2 for communicative purposes, learning (as for example, through a teacher's corrective feedback) to attend to both meaning and formal accuracy.[66]

Contrastive Analysis (CA) and Error Analysis (EA)

The first attempt to study learners' errors was by contrastive analysis (CA), which enables a linguist to accurately describe L1 and the target language, and to help the learner overcome the differences between the two. The concept of "interference" has important implications for the teaching of languages. Linguists have found that L1 always tends to interfere with the subsequent learning, in the sense that the well-established habits of L1 tend to carry over into the new system. For example, in the field of pronunciation, this is seen as an accent; in syntax and grammar, ordering is always a problem. The error analysis (EA) supplements CA with objective statistics. CA provides a prediction of possible error sources so that teachers can avoid their occurrence; EA carefully identifies students' errors and tries to find the systematics in them. Through the study of errors, learners' developmental processes are revealed; meanwhile, English teachers have found that there are many aspect of the structure of English which are almost universally difficult for EFL/ESL learners,[67] in spite that there is sometimes "little" interference from L1, this phenomenon is described as "L2 complexity".

Discourse analysis (DA)

Another way to look into learner language is by discourse analysis (DA), a study of the relation between the language and the context in which it is used. Hymes [68] reminded educators that language is not just a private "in the head" affair, but rather a socially constructed phenomenon, so linguistic forms are best understood not as a contextual structures, but rather as meaning resources used in specific social situation. CA and EA can help student generate numerous grammatically correct sentences, but they are insufficient to help them use those sentences in socially appropriate situation. Therefore, discourse competence is another aspect of linguistic competence crucial to ELT teachers.

Instead of conclusion

Wilkins concludes his book "Linguistics Language Teaching" by saying, "Results of research on teaching methods in all subjects generally show that the methods were less important than the teacher's competence-which in turn depended very much on the teacher's belief and confidence in what he was doing." It can be believed that without linguistics (especially educational linguistics), it will be hard for a teacher to describe what he or she is doing. This does not mean that linguistics counts more than empirical work, more are linguistics arguments conclusive; simply it's the linguistic notions that would increase a teacher's understanding of the nature of language and language learning. For example, linguistic contrast between L1 and L2 can predict learning difficulties; errors in phonetics, phonology, morphology and syntax serve as good evidences to trace learners' developmental processes; semantic characteristics are useful to describe form/meaning distinction. In a word, educational linguistics is an essential part of a teacher's competence.

[66] Rod Ellis, *Second Language Acquisition*, 2002
[67] David Wilkins, *Linguistics in Language Testing, 1972*
[68] Dell Hymes, *On communicative competence,1971*

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STRUCTURE AND FUNCTIONS OF PARTICULAR HELPING AND OPPOSING CHARACTERS IN THE MACEDONIAN HEROIC EPOS FOR KING MARKO[69]

Abstract

The particular interest about the topic of this paper appeared first and foremost completely naturally because it deals with a field of research which still offers a completely sufficient space for new and different challenges and investments, as well as because this investment is quite honorable, because it is an additional contribution towards the illumination of the cultural and literary heritage in the rich treasury of the Macedonian people.

What I attempted to put in the focus of my research were the variations of the poems that provide space for the character of King Marko, on one hand, with his physical strength and bravery, to become enlightened by means of portraying the group of opponent characters, and, with their epic greatness, to measure the glory and honor of this epic hero.

It's not an unknown fact that the folklore is not gathered specifically from one single literary genre. Having this as a starting point, further on in the text, I will attempt to specify the possible relations between most of the heroic motifs that belong to the genre of the heroic epos that differ in the chronology of creation, but also between the epos and other literary genres from which the heroic epos originates, and on the basis of the historically-genetic kinship of motifs, such as, for example, the fairytale, at the same time, I will constantly consult with "Historical Roots of the Fairytale" by Vladimir Yakovlevich Propp.

Keywords: heroic epos, fairytale, epic plot, portrayal, character function

1.

> Many epic heroes, even those who have historical prototypes, are, in particular manner, in a relation with individual gods and their functions; hence, some plots or plot fragments reproduce traditional mythemes, which, in fact, do not prove in any manner that the epic monument has been fully created from myths and ritual text (Eleazar Meletinsky, *The Poetics of Myth*).

As a source of the texts, on whose basis many theoretically-scientific facts have been verified, determined by the requirements that this scientific paper poses, I used mostly the poems and legends that provide variations of the popular motif of *King Marko*, published in *King Marko – A Legend and Reality* (Кирил Пенушлиски, 1983). There are exactly one hundred and seven poems published in this book that provide variations of the popular motif of King Marko and additional forty-one legends and sayings that the author collected from various sources including the Miladinov brothers, Cepenkov, Verković, Kuzman Šapkarev,

[69] Revisional scientific paper

Mihailov, Ikonomov, the Molerov brothers, Draganov, Stoilov or noted down from individual singers. In an illustrative manner, this paper often will often refer to the above-mentioned poems or citations taken from the poems. Taking into consideration that a separate example of the function of the helping or opposing character, represents more or less a widespread phenomenon, during the analysis of a separate function, not all existing examples are referenced as illustrations, therefore, in this text, out of purely practical reasons, what will be analyzed are the functions of several helping and opposing characters, which are among the most typical in the heroic epos related with the character of King Marko.

Similar to the fairytale, in many of the texts of the heroic epos, the main character plays a passive role, and his function, either independently or with the help of magic means (more seldom in the heroic epos than in the fairytale) is carried out by his helper. For example, the helping character overcomes the distance in the name of the hero, he helps the hero salvage the tsar's daughter from the fierce enemy, he solves difficult and unknown problems for his master – the epic hero, he foretells the hero's destiny, he cures him from a terrible disease or the great suffering in which the hero has fallen into, he helps him slaughter the dragon who takes young and beautiful women as a tax from the local population, he helps the hero measure swords with the Black Arab or other enemy etc. In addition, the people (mother, sister, wife, son, renown queens and kings, accidental acquaintances, young shepherds and cattlemen, people with magical power) and mythological creatures (fairies and prophets, rarely the dragon as a helper) and Christian religious creatures (God, Christian male and female saints), animals (the horse and sometimes other forest animals), birds (the eagle and the raven) on one hand, as well as some astral, solar and lunar elements, on the other hand, but also King Marko's accessory objects (the weapon) and various objects with magical power (with independent or personified power) are also important in particular situations when the hero needs to be rescued. For example, both the bird (the eagle, the raven etc.) and the fairy possess the potential to conceal the hero at the moment of danger and provide him with some advantages in comparison to his enemy.

Concerning the opposing characters in the Macedonian heroic epos about King Marko, the epic hero is fighting with his opponents (real or fictional characters) that need to introduce some tension right after the primary exposition of the epic poetic text in order to initiate the drama by means of introducing already initiated activities or activities that will follow but will be directed towards destroying and compromising the land, the family or the elementary existence of the ordinary man who is never threatened as an individual in these texts, but always as a part of the collective. And while the enemies of the epic hero are different in their kind and classification on the one hand, the reasons for compromising are also of different nature, while, on the other hand, the unwavering mission of the epic hero is constant from one plot to another and it is reduced to long-term destruction of the above-mentioned enemies or glorification of the reasons of their actions, i.e. their vanity during the actions which very often end in complete destruction. Within the category of supernatural creatures that are found in the epic plots about King Marko with a fictionally-historical thematic basis, what I found to be particularly interesting for observation and analysis were the characters of the fairies, dragons, wyverns, and the characters that are typical for the plots that deal with the motif of the miraculous birth, the motif of receiving and losing the power of the epic hero etc. On the other hand, within the real enemies' category in the plots with historically-realistic content, I related my elaboration with the characters that appear in the role of thugs that terrorize the local population, those who are the main antagonists in the plots about getting free from slavery, in the plots about heroic glorifications, heroic deeds, heroic battles etc. However, sometimes, there are antagonistic heroes that are part of the immediate family (the father, the wife of the hero, other relatives, dukes, noblemen) and they

are typical for the epic plots that deal with motifs from the family life of King Marko, the hero.

Regarding the opposing characters, at the centre of my attention stands the figure of the Black Arab, an epic character that is quite appealing for analysis. On one hand, he is a typical epic character that represents the enemy, and on the other hand, he includes traits typical for monsters and thugs. In the plots encompassing King Marko, the Black Arab is a stereotypically portrayed character by means of hyperbolized descriptions or, a *hyperbole-character;* even though there isn't a direct portrayal of this character and he functions as a formula-character, with a stereotypical role, program and service (he is a tyrant, a thug that collects taxes and imposes additional charges), and, nevertheless, the clear legibility of this character as a black ugliness, black monstrosity for the city or the populated area, a black cloud that has overshadowed the people – this is what the folk imagination managed to provide by bonding the fictional with the real.

The black color is a symbol in the folk conscience and it is connected with the primordial darkness, with the original undifferentiated state, with the chaos, the nothingness, the dark skies, evil and violence, hardship, sorrow, unconsciousness and death. These folk presentations display real feelings, they have completely real basis in the fear triggered by different happenings and events in life. Supernatural powers, shadows and spirits, thugs that abduct children, the naïve consciousness that is easily recognized is formed on absolutely concrete poetical images that function with real names; for example, in the poems about King Marko, besides the Black Arab, King Marko also fights with Musa the Outlaw, Gino the Arnaout, Philip Madžarina, Bele from Kostur, the King of Latina, the Yellow Jew, and in few plots he also fights with the children-heroes.

It's not an unknown fact that the folklore is not gathered specifically from one single literary genre. The Russian folklorist, Vladimir Yakovlevich Propp (*Russian: Владимир Яковлевич Пропп*), recognizing folkloristics as a historical discipline and the method of its study as comparative in its broader sense, strongly believes that the task of the comparatively-historical research of the folk works is one of the most fundamental tasks of the folkloristic science (Propp, 1995). In his extraordinary work *Historical Roots of the Fairytale*, studying the fairytale (by putting the Russian fairytale at the centre of his research) on the basis of its historically-genetic kinship of similar motifs, he, among the rest, recognizes the relations between the fairytale and the pre-fairytale works (the ritual, the myth) as well as those folkloristic works that can be explained with the help of the fairytale because they originate from it and share a wide range of similar plots and motifs (the heroic epos being on the first place, after which come the traditions, the legends etc.).

2.

> At any given time, the central themes of the epic poetry remain the same; those are the key points in the career of the warrior realized in the span between the human weakness and divine power (Loma, 2002, p.112)

The uniqueness of the heroic epos as a genre is supplemented by the characters that are basically formed according to the good-evil formula. The essential thematic basis is the battle between the good and the evil. In the epic poems about King Marko, there are different characters that play the role of helpers: people, animals but also supernatural creatures – dragons, wyverns, fairies, prophets. One of the most frequent functions which are typical for the helping characters in the plots of the King Marko's cycle is the function of *removing an obstacle, danger or drawback*. In the poem Marko, *The Three Prophets and Volkašin* (Пенушлиски,1983), the danger for Marko has been created right after his birth. Marko has

been born in uncommon circumstances, but the poem does not state that the hero has spoken right after the birth and asked for the weapon that he will use to "break his father's bones" (Пенушлиски, 1983, p.117) when he grows up. This detail is emphasized by the oracle of the prophets in the spirit of the old folk belief that *one cannot escape their destiny*: "…on the third night with sweet dinner,/people came to dine,/after the supper they all laid down,/all laid down and fell asleep,/all but Volkašin./It was exactly midnight,/midnight at the dark hour,/when the three prophets came,/to tell the child's destiny./Two of them prophesied luck,/the third said Marko would be hero,/when he grows up,/to break his father's bones"(Пенушлиски, 1983, p.117). The prophet fairies, all three of them, took the laces from the spindle of the newborn life, rolled it up in order to cut it with scissors when the time will come. The three-part rhythm that expresses their action is the rhythm of life: youth, adulthood and old age or birth, life and death.

King Volkašin overhears the three-part prophesy according to which once Marko grows up "he will break his father's bones", so his affection turns into anger and envy as he wants to escape from the prophecy, so he sents his child down the river Vardar "in a basket smeared with resin" (Пенушлиски, 1983, p.117) believing the child would drown. In the heroic plot of the Macedonian folk region, Volkašin cannot avoid the three-part prophecy. It is a reflection of the deep folk belief in fatalism. Usually, right after this action, follows the rescue and nurture of the child by an unknown benefactor, most often a shepherd, monk or an accidental passer-by. A shepherd hears Marko's crying, picks him up from the water and brings him to his parents. Marko stays with them until he becomes a young boy capable of work. The noble origin of the child is temporary left out; living in the current conditions of his social status, Marko needs to earn money. Therefore, they "make Marko a cattleman" and send him with the calves.

However, the ruler instinct does not die in the difficult conditions in the village but, on the contrast, it grows even bigger within the boy. Marko spends three days with the calves, and slaughters them all on the fourth day. The consequence of this action is Marko's second banishment from home: "Get away, you bastard child/…had you been a lucky child/they wouldn't throw you in the river/your father and mother". This epic act is justified in the structure of the epic poem, because it allows for the conflict to be produced, a conflict which is necessary for the further development of the epic act. Marko returns back to the bank of the Vardar River, up until his encounter with child Gruica who has been sent by Relio Sixthwing to invite the first person he meets to be "the younger brother-in-law". Thus, thanks to the helping character, Marko stands among the distinguished people at Relio Sixthwing's wedding.

In the Macedonian folk works, the character of the dragon is present in the epic heroic poetry, in legends and in stories. Most of the poems that deal with themes related to the battle between the man and the dragon belong to the older epic poetry. There are many plots in the South Slavic linguistic region that refer to the King Marko's epic cycle, in which the character of the dragon is related to the wedding ritual and thus takes a role that has ambivalent meaning. On the one hand, in many examples, the dragon plays the role of a mediator that allows a successful overcoming of the most dangerous and most compromised area, the one that is located between the home of the groom and the bride, and in fewer examples, the dragon is the giver of fertility, most often giving a birth to a boy, and, on the other hand, apart from these positive functions of the dragon, the dragon also appears in the role of a character-robber, the one who tends to interrupt the wedding ceremony by seizing the bride, molesting her in the castle and sowing the seeds in her womb that will turn into a demonic fetus. This ambivalence of the dragon is conditioned by the specific syncretism which consists of the many layers of mutually contradictory older and newer representations of this supernatural creature. Propp himself, focusing on the representation of the dragon in

the fairytale as well as his nature, role and functions, has concluded that the ambivalent dragon (giver and taker) "are not two different dragons, but two different levels of his development" (Propp, 1990, p.353). In the South Slavic tradition, there is a division based on another principle: the negative *female* party represented by the "wyvern" and the positive *male* party represented by the "dragon". The wyvern acquires the characteristic that results from the relation between "the dragon and the land, which symbolizes the female reproductive power, the water", while the dragon acquires his characteristics from his connection to "his home hearth, the fire (especially the heavenly fire) as well as to the male reproductive principle" (Ivanov, 1987, p.83-86). Out of the plots where the dragon appears as a mediator, protector and carrier of the girl, the bride or her dowry, a bridge between the father's home and the groom's home, the most popular in the Macedonian heroic epos is the *A Dragon Flew Over the Black Sea* plot from the *Folk Songs* by the Miladinov Brothers (Пенушлиски, 1983) and the variants of this poem are recorded as wedding poems. In this epic plot, I analyzed the example of the function that refers to the removal of the drawback on the part of the helping character i.e. the dragon. The action in the plot has the following course: the dragon, instigated by the girl's thirst, lands "in the green valley" and sends the girl to find water, where she encounters the janissaries that want to molest her, but the potential threat disappears when she introduces herself: "King Marko is my father,/Jankula the Duke is my uncle,/child Sekula is my brother,/the highlander Dragon is my master" (Пенушлиски, 1983, p.287). Although this emphasis of the high status of the girl resulting from her relatives (the names and social functions of the above-mentioned heroes) speak about the specific historically-epic experience, yet, the very act of encountering the girl at the well, is interpreted as a king of reflex of the wedding ritual (Karanović, 199, p.20). The sea, on the other hand, the well, the river, the lake in the valley or in the mountain, functioning as a borderline between this and that world, is usually a haven, retreat, safe shelter that keeps the dragon away. The sea is quite suitable, symbolical space that captures the complexity of the relations between the characters and the phenomena that keep balance on the borderline between this and that world, between this and that home (quantifier for the distance of the girl from her family and her fiancéé's family), a specific kind of a borderline that is characterized by one-directional permeability – the borderline that is activated only on the road with the girl (Lašek, 2005, p.179-252).

In the *Marko Seizes Angelina* poem (Пенушлиски, 1983) which deals with the popular epic motif about the heroic deed that consists of seizing the beloved girl (the bride), I analyzed the example of the function recognized as aid, as saving the hero from pursuit. In contrast to the other heroic plots that deal with the topic of *seizing a woman*, in this plot, Marko, the hero, does not carry out the deed for a higher purpose (the home, the honor, the male's dignity), but out of vanity. Marko seizes Angelina who is already engaged to another and is the daughter of Volkašin's best man, Jano the Goldsmith, because she made fun of his lust for red wine. A characteristic moment is the intrigue that Marko uses in order to seize the girl: he asks the girl to kiss his hand, and then "Marko grabbed her by the hand/ and threw her behind him on the horse" (Пенушлиски, 1983, p.315). The conflict is getting more serious with the commitment of the girl's fiancé who, in the newly-developed conditions, should show his bravery, masculinity, heroism, resourcefulness: "The hero has risen from the honorable feast, where he trod, he pushed the land below,/he saddled the horse/ he put nine girths on the horse;/when he fastened his horse,/he rose him three hand-breaths above the ground" (Пенушлиски, 1983, p.316). Marko's concern before the pursuit can also be felt (he has a dignified opponent who is motivated by the drive to defend his honor and dignity), but he is also concerned about another thing (the naturalistic elements): "the river was flowing badly,/carrying trees and stones" (Пенушлиски, 1983, p.316). Marko's wish about his helper, the horse, is still the first priority. The helper acts on the basis of experience; however,

it is an embodiment of the power and ability of the hero. The helper teaches Marko how to use a spear (an object – part of the weapon) which acquires the characteristics of an object with supernatural power in the hands of the hero: thrown by the hand of the hero, the spear suspends the flow of the river, after which the primary helper i.e. the horse, crosses the river carrying the hero and thus physically taking the hero far from the pursuit. Propp states that the analysis of the helpers cannot (always) be divided from the analysis of the objects that belong to the hero, as there are situations when they act united and together. In the example of this epic plot, both the horse and the spear overcome the danger that threatens the hero by saving him from the pursuit.

The mother, functioning as a helping character that shows the hero the right way to reach the desired goal is quite frequent in the epic plots which are the topic of my analysis, and among them, the most interesting is the plot called *Marko and Bele from Kostur* (Пенушлиски, 1983). Marko receives "a white book" by Evrosim that contains the sorrow and loneliness of the old mother after the depart of the young bride, Angelina, from their home, who re-marries Bele from Kostur and takes the newborn son from Marko with her. The counseling motif by the mother to Marko can be easily recognized in the poem and the many variants of the same poem – she advises him to go to "honorable Mount Athos" and turn into a monk and afterwards, to use cunningness in order to enter the home of Bele, his opponent and kill him. Contrary to the fairytale where the heroes possess demiurgic characteristics that move along a vertical relation (the living - the underground world), the hero in the epic poem moves along a horizontal line (Prilep – Marko's courtyard – Mount Athos - Kostur), and the mother as a helping character acts in a world that carries an archaic symbolism that recognizes the direction in which the hero moves, Mount Athos as a sacral place where Marko's stay will possess a unique symbolic tension. In the traditional cultural code, the mother insists on a kind of a ritualistic preparation and spiritual cleansing, which is s necessary pre-condition for success in any field. Marko's visit to Mount Athos receives appropriate motivation; the mother knows that without the preaching within the silence of the monastery, one cannot simply put on religious garments.

In the *Seven Heroes and the Arab* poem of Folk Poems by the Miladinov Brothers (143) (Пенушлиски, 1983), I analyzed the function of transformation of the opponent that should serve him to overpower and kill the hero. The Arab is treacherous, greedy and uses deceits in the verbal and physical duel with Marko as a hero. The transformation of the Arab into a monk is necessary on the scale of the conflict in order to introduce a particular drama in the climax of the epic act. The Arab comes to the gates of the monastery with a prayer book in one hand and a hidden chain in the other in order to preach a sermon to Marko. At first, Marko, the hero, has suspicions about the man whose transformation, even though it seems realistic, yet, cannot be perfect: he can transform into a monk, but being an Arab, he still possesses the natural physical attribute "black" which remains primary even in the new form. "When Marko turned his head, he saw: - What on Earth do you want from me,/what do you want, you black Arab, you?" (Пенушлиски, 1983, p.356)

This has led me to the following conclusion made by Propp: "Sometimes, during the transformation of the pursuer (the dragon, the witch etc.) he kills the persecuted (the princess, the prince etc.) in order to turn them into an object or a creature in which, most often, the persecuted turns into, - for example, an apple, a well with a pail of water etc. If the hero eats the apple or drinks the water, he dies. In these cases, the church is not present in the shape of a transformation, which is completely understandable, taking into consideration that the dragon, the witch are related to the devil and cannot transform into a church" (Propp, 1990, p.211).

In our case of the folk poem, there is a form of transformation which is related to the church symbol and it actually emanates from it (monk, monastic, religious person) and

therefore, a full and perfect transformation in this shape is impossible in comparison to the primary shape. During the transformation of the Arab into a monk, the general line remains unchanged, the line which is the carrier of the essential characteristics (a Black Arab – a black devil – a black monk).

Nevertheless, the readiness with which Marko allows the Arab to trick him, even after the warning from his inner instinct: "I beg you, father, forgive me,/forgive me, but I know you not!" (Пенушлиски, 1983, p.357) leads to the fact that the temptation that the Arab places in Marko's way is very close to Marko's inner desires. As a result, Marko is compromised by the Arab so that, in the end, the helping character (child Sekula) can kill the Arab and release the hero. He cuts the Arab's head off and brings it to the sultan – a scene that we can encounter in many epic plots, but, contrary to this plot, it's Marko who is doing the action.

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