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

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FOREWORD

The International Journal TEACHER at the Faculty of Education in Bitola, with its international dimensions presents a fresh wave at the pedagogical setting in the Republic of Macedonia. It delivers, analyses, affirms and elaborates serious interdisciplinary themes, occurrences and areas that with its existence mark the present educational field. The papers in the journal present significant pedagogical phenomena and occurrences that are in context with the Balkan and South-East European geographical area. A dominant characteristic, beside the internationality of the papers, is its interdisciplinary belonging which gives them special attention to the reader from all kinds of fields to enjoy in the implementation of the theoretical and empirical experiences of the authors.

In this instance, as always, we would like to express our gratitude to our editors and reviewers, who, with their dedication give maximal input in the improving of the quality of the journal as for forming a stand-point in the international library fond.

As always, a very personal gratitude to the authors who with their theoretical and empirical experiences contributed to the enrichment of the professional and scientific knowledge of the readers, i.e. the users of this renowned international journal.

To those who will come in contact with the pedagogical traces of the journal, we wish them enjoyment and uncovering of the secrets of their profession, as for a critical overview of the separate professional and scientific work, elaborations and attitudes.

A very sincere thank you note to all those who will project good-intended remarks and suggestions that will be in the sense of improving the quality of the pedagogical and other standards of the journal. In fact, that is what the crucial point of the Editor-in-Chief and the Editorial Board is in the upcoming 2015.

Let the new 2015 serve as a challenge in the search of new pedagogical creations.

With respect,

The Editorial Board

EFFECTIVE COMMUNICATION IMPERATIVE NEED IN EDUCATION[1]

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

Abstract

Man has always been inevitably set to communicate with others around them, using different communication forms. Education is an exceptional complex, dynamic and interactive printing systems of communication relationships between entities that seek to achieve goals. A major problem that is being addressed in the paper is that the quality of communication as their communication messages can be as successful with others and with himself. The main inspiration of the paper presents the genesis of human communication which began the pre period, so-called physiological communication, communication through behavior and emphatic communication. The aim of the paper is to highlight the importance and need for quality communication relations in education need to develop, innovate, transform and enrich the everyday professional and personal relationships. For this reason all of us there is the imperative need for reflection on the quality of the entire communication process or whether our established style and practice of communication is relaxing communication composite, in which respect the primary communication rules and principles.

Keywords: communication, quality, interaction, communication relations

Introduction

Unconcealed desire and need for each of us is to improve their own communication style and to be successful in everyday communication with yourself and others, regardless of what kind of social, professional and other organizational work environment. That is, how to find or discover the secrets of successful communication. It may be small individual specific recipes that enhance or ruin our psychological balance. But in each of us there is the dilemma and the problem: how and in what way can we do it? / How and in what way it can be done? With other and with each of us to make the desired STOP to failure and problems in communication. But before we ask the desired secret recipes communicative relaxation will first list the most common communicative mistakes: ill-design of what you say before you start the conversation, overload message with unnecessary information, message contains insufficient information does not take account of how one you communicate is familiar with the issue that concerns the message, the message content is not aligned with the views of those who receive the information, insufficient attention to the recipients of the message, before you hear the message to the end, think of an answer, linger too long to detail with what we lose the whole message before you listen to the message we bring an end to whether or not it is right interlocutor. The previous examples where we can find our personality usually disorient our behaviors and functioning and makes the relationship with the social environment problematic.

[1] Specialized paper

In such circumstances our personality loses the ability to function effectively in the family or work environment.

How to an efficient and quality communication?

Why do we need it? There are many reasons but one uniting all, it is instinctive human need to maintain biological and psychological balance or maintenance etc. homeostasis. In other words, in a state of impaired biological and psychological balance of the body, the body is a need to return to the previous state, a state of normalization or return of imbalance. In such conditions the entire psycho-physical potential in a person is placed in the function of removing the causes that led to the disruption of daily functioning. The basic biological and social needs of the person coming state of reduction of tension, allowing the attention and energy of the body to concentrate on other activities. What are the characteristics of the person in the efficient daily operation in intracommunicational and interpersonal sense and what we mean by these two terms? Effective functioning intracommunicational terms mean relative alignment of the endocrine system, body composition and psychological constitution. In such circumstances the person has good or better control of the changes arising from its neuro-physiological functioning, relative balance and control of psychological processes and conditions and of course real and rational observation of their own physical constitution. These people who have better intraphysical and intracommunicational ability for self-control problems in communication, do not call, do not address, but usually avoid, circumvent and prevent. It mainly allows their internal organization and knowledge etc. presignal clues that may arise potential communication problems or any other field. Efficient functioning in this respect can be seen in two ways and one shows its internal harmony and the other is remarkable in more effective way in interpersonal communication with others.

First we will explain the point and the possibilities for restoring psychic communication is << meeting of meanings.>> Our goal is not only to pack information to the interlocutor, but it should be understandable for him and even more to cause a particular action. Information that leaves you in the dark room for misunderstanding, wandering, frustration, conflict and a waste of time. Good communication is an <<two-way street>> in which the exchange and diverge nonverbal and verbal signals balance intracommunicational sense. Impaired mental balance intracommunicational sense means primarily simply put themselves in conflict with himself. Examples range examples that we simply can prevent or overcome by our knowledge, skills, willingness, motivation.

The secret to effective communication in education lies in the integrity of the content that contains all relevant information that is cleared of any tendency, insinuation and discrepancy between verbal and non-verbal signals and messages. But how do you get to it? The issue that lies and is in every man and every person. But, above all, to devote more attention to the meaning of the term –secrets in communication. Effective communication is based on the following key factors consistency of verbal and non-verbal communication, listening and asking questions. Try not to be present in your professional and everyday practice.

Consistency of verbal and non-verbal communication

Consistency of verbal and non-verbal communication refers to the contradiction between verbal and non-verbal communication. Wise and experienced communicator sends complementary messages, in which there is no obvious difference between non-verbal and verbal manifestation. Non-verbal communication is described as genuine by the verbal discourse of reasons, it is difficult to conceal and manipulate (facial expressions, posture, strength and tone of voice, etc.).

Listening: I do not have a great ability to communicate, but for listening yes.

First rule for effective communication is to learn to listen to each other, as they often do not listen to others or superficially we do while others speak, which is a huge handicap for us. While others talk, we are preoccupied with thinking for ourselves (rather than follow the tennis ball, we think the result) of what we say, what will happen to us. Sometimes we listen carefully, but we fail to understand nonverbal messages that other people have sent to us. It is also sending a message that we are interested in, that we understand and have empathy (F. Fisher & others, 1996). Listening is a two-way process and it is strenuous activity if not loan process and practice. Finding an answer to a question can make are better listeners (F. Fisher DW Tees, 1996).) Careful listening to the interlocutor is one of the nicest compliments you can and give the other person (Chokrevski, T., and Zoglev, H., 2003:174). No review of the effects of verbal and non-verbal feedback. Listening with empathy (the ability to understand and accept others with all the feelings, thoughts and beliefs, to look at things from the perspective of others (their skin) their corner, without immediately to try to fix things and solve problems is time to successful communication. As listeners we have a flow of about 500 words per minute, while a normal pace of speaking is about 150 words per minute. It really leaves a huge space to disrupt communication or listener to fly with you. Good communication does not realize the speed. Effective communication means better environment without discouraging and irritating stimulus. Follow your (no) listening, it is an indicator of your success in communication. The basis of every communication is respect.

Good and true listener sends verbal and non-verbal signals that facilitates communication. This process is called active listening. People do not listen during communication when they have a negative attitude towards the interlocutor when considering what to answer, when compared to other boring etc. The literature cited this following ways of not hearing: false listening, selective listening, stealing words, sharing tips interrogation. These examples are typical in situations where a party has no desire, purpose, intention and the capacity to establish and maintain communication with the other side. Always avoid them even when you have too many arguments for it because it is an introduction to your bad habit. Be a good listener and urge others to talk about themselves (Chokrevski, T., and Zoglev, H., 2003:174).

(Listening is wisdom acquired from the smallest feet).

Asking questions: This type of activity in communication leads to building trust in the other party. It is particularly important to raise the question that everyone will hear and answer given without authoritative connotation. In asking the questions in the communication process should be noted empathy that will enhance communication confidence. It is important in this sense in setting and expectation of response that can be given accurate and specific answer. In setting out the issues to be genuinely interested in other people agreeing with the opinion of the interlocutors, people want to see that right incurred manifest the way feminist, savvy in the service of the heart. The danger of evoluation replication can avoid paraphrasing-acting sedative psychological, reduces anxiety and give the impression that we can trust.

A few tips for improving communication:

1. Ask your, kids, husband, superiors, subordinates opinion about your way of communication. If you have any suggestion enriched their work persistently to enter in your daily repertoire of communication. Do not be satisfied if you get any suggestions about your request as a single communication is not perfect.

2. Listen more than talk or think you can answer. Successful communicators hear 60%. Spoken by 40% open space and the opportunity to be more cautious ahead of time.

3. Think about what you say because reprise of it is painful situation for both communication directions.

4. If your interlocutor did not understand your communication message, first try to assess whether you have been sufficiently clear, precise, well-meaning, honest and skillful.

5. If you are the parent, you are already "head", it already would guarantee a certain authority, but not happy to see.

6. Always humble, why increased aggressiveness is good training for the other side in the same or similar situations.

7. If you have a "crisis" in communication and recognition of the time you collect the sympathy of your family, work process and other situations.

The secret of successful communication will ask if before submitting the communicative message. Suppose the expected viewing angle of the individual. Upon receipt of the communicative message, think about the real intentions of the sender. Learn to accept other people's opinions and solutions, suggestions, as always you cannot be always right. The compromise in many situations saves nerves, emotions, time, space ... it will usually put you in a privileged situation. Do not wait for an occasion to learn from other failure in communication. Do not let stress to orchestrate your communication. Because he just can dissolve, reorganize your order. Stress from either side distorts even makes communication impossible. Believe and your intuition. If you feel that something is wrong, probably not.

Monologue is communicating, at least not true. Believe that good communication is possible as well as all that and just for you. Psychologists say three rules or three secrets for successful communication concerning relations with children, but can be generalized to other communication relations: The child must be allowed to express their emotions without interruption, corrections, comments and disagreement. Any communication of this kind can have a negative impact on communication skills. The statements do not start it with you, but talk about their feelings. Do not talk, you hurt me, but-confidence offended Avoid using two words that interrupt or choking each communication: always and never.

Conclusion

Ask your, kids, husband, superiors, subordinates opinion about your way of communication. If you have any suggestion enriched their work persistently to enter in your daily repertoire of communication. Do not be satisfied if you get any suggestions about your request as a single communication is not perfect. A few tips for improving communication:

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WRITTEN EXPRESSION REPRESENTED BY RETELLING A FAIRY[2]

Irena Kitanova
Faculty of Educational Sciences, University "Goce Delcev", Stip,

Abstract

There is no oral and written speech without good thinking. The written speech is more abstract than the oral speech and it is speech without an interlocutor, speech-monologue, conversation with a blank sheet of paper, with an invented or only imagined interlocutor.

Oral and written expressions are mutually related. Speech is a kind of preparation for writing, and writing prompts speech. In addition, certain rules should be taken into account during oral and written expression. For example, it is important to realize that, in order to understand the content, you need to talk / write gradually, according to a specific order and by the so-called established methodology of exposing facts and arguments.

It is especially good to realize this with examples of written expression in a fairy tale. The main goal we want to achieve is to enable the child / student to write a narrative text respecting the internal logic of the narration, giving equal narrative structures that are easily detectable and learnable and which can be used again.

Key words: written speech, expression, fairy tale, experiencing the content, retelling.

There is no oral and written speech without good thinking. The written speech is more abstract than the oral speech and it is speech without an interlocutor, speech-monologue, conversation with a blank sheet of paper, with an invented or only imagined interlocutor.

Oral and written expressions are mutually related. Speech is a kind of preparation for writing, and writing prompts speech. In addition, certain rules should be taken into account during oral and written expression. For example, it is important to realize that, in order to understand the content, you need to talk / write gradually, according to a specific order and by the so-called established methodology of exposing facts and arguments. It is impossible and wrong if a particular incident, event, content entirety, or experience is expressed all at once, in one breath, not gradually, chronologically, and line by line. It shows that in oral and written expression the following requirements should be fulfilled:

- clear and unambiguous choice of topic,
- order of presenting thoughts and facts,
- adjustment of linguistic means to subject matter,
- systematicity in exposing the matter,
- plausibility in speech,
- personal stand during speech,
- confidence and power of self-control.

The theory of literacy is directly related to the style and method of written expression. Stylistics deals with the theoretical norms of literacy, with the stylish expression of a written

[2] Specialized paper

text, and *methodology is trying to help in enabling students to write and to understand what is written*. The introduction of students into literacy is a long and painstaking work. It requires, above all, systematic and persistent work of the teacher on one hand, and great efforts, patience, and constant activity of students, on the other hand.

Practice has shown that some are great speakers, but poor writers and vice versa. It does not mean that someone is predisposed to oral and someone else to written expression. Through hard and patient work anyone can master basic literacy. Oral and written expressions are interconnected - oral expression prompts written expression and the other way round. But written expression is preceded by oral expression. It is good for exercises for oral expression to be followed by a written exercise.

The class teacher must be familiar with new findings in stylistics, theory of literacy, and methods of written expression, and students should gradually learn grammar, spelling rules and the techniques of written expression.

It is especially good to realize it with examples of written expression of the tale. The main goal we want to achieve is how to enable a child / student to write a narrative text respecting the internal logic of the narrative, giving it equal narrative structure, easily visible and adoptable and which can be used again. We remind - the power of the story is in a good action sequence with characters' and heroes' speech. But whenever a story is read / interpreted, it needs to be in its original version (Red Riding Hood, Cinderella, Puss in Boots, Beauty and the Beast, etc.)

To achieve the goal we have set we propose the so-called flexible pedagogical approach that consists of three axes:

A) Making,
B) Analysis
C) Creating.

Making

Making is performed through traditional, popular, modern and other types of stories. Significantly, this genre offers a free space to the imagination of the storyteller and the listener. Stories have a universal value because each story/tale can be experienced in a different way, another way, depending on the age of the interpreter and the recipient. Gradually the child becomes mature and it enriches his/her experience, and thus the story gets its significance. While listening to the story about Cinderella, in her imagination a little girl can enjoy in beautiful clothes, jewelry worn by the heroine during the ball, her admiration for the miracle that turns mice into horses and the splendor of the ball. Later the same girl can direct her interest towards Cinderella's relationship with her sisters, with the mother who loves her daughters more than the beautiful daughter and the fairy who takes the place of the mother to protect the child. A year or two later, the same child can completely disregard the share of magic in the story and think about Cinderella's good feature, which is awarded by the Prince who admires her beauty and humanity.

From here comes the need for long creating. When we read stories in school there is a part of a story to which we have free access. Therefore it is very important that the teacher chooses good books to buy – stories in their original versions.

How could one understand stories?

Red Riding Hood

Pedagogical objectives

- Discover the structure of the story
- Discover common elements in making stories
- Compare different version of Red Riding Hood
- Optionally, create another version

Development:

1. Reading a story by students

The story is again read out loud by students - one student reads the storyteller, and other five students read the remaining characters (mother, wolf, Red Riding Hood, grandmother, hunter);

- Discover the structure of the story,

Ask students in what situation Red Riding Hood is at the beginning:

Does Red Riding Hood have some problem?

Does she need or want something? (is she asking for charity).

Enter the idea of the story and the declared prohibition in the story.

Be reasonable and do not turn off the road.

Ask who the hero of the story is. Initiate a discussion in order to get to the idea that the hero is the one who is punished in the story. In some stories, such as “Beauty and the beast”, the hero is the one being punished, not the person making the mistake.

The story often ends with marriage between the hero and the girl he saved. It can be shown as follows:

Initial situation - stable state

Main activity: Beginning - creating prohibitions

Instability - access to prohibition

Result - punishment

Final action: the hero is saved - stable state

This pattern of analysis can be displayed on a large poster and always be written out by the teacher if he/she deems it necessary. This means that the structure of the story looks clear. But to illustrate the structure of the story you need to read “Beauty and the Beast" and “Snow White".

When we analyze the idea of the story and the punishment, we adhere to the form of the story, the structure of the narrative, not to the psychoanalytical and ideological aspects. So, together with students we should discover and analyze the elements of the story so that they/students can participate in its creation.

If we want to encourage the analysis that can be very interesting we need to read the above mentioned parts aloud, in an artistic manner.

Students should understand that the stories do not show unpleasant events, but punishment is expected, and then the story continues. This element can be found in the story “Beauty and the Beast" where condemnation to death turns into a condemnation to deep sleep lasting five years.

Furthermore, while comparing the two versions of Red Riding Hood by Perrault and the Brothers Grimm, our attention should focus on the idea of the story and the rescuer. In fact, in Perrault’s version the prohibition is determined, there are no flaws, there is just naivety. There is no savior, Red Riding Hood is eaten, and the sad end allows Perrault to move away from the story and to introduce a moral intended for young girls as a warning. This version is the opposite of the Grimm version where the story does not end with death, but with resurrection, which is much better for children.

Here is a possible way of interpreting a popular story

Cinderella

Pedagogical objectives

- Analyze story structure through forms of requesting charity (heroic, Christian, popular),
- Identify temptations,
- Discover who the supporters and enemies are,
- Analyze the type of charity (Christian charity)

Development

- Students read the story. As the text is slightly long, the teacher should read it again aloud so that all students understand the story well. The teacher then starts with students' interpretation of the story.

Analysis should no longer be a problem for students.

- Ask the question: What enables the transition from the initial negative state into the final positive state? Give a short answer. The following questions will make it possible to encourage the development of the analysis.
- The notion of **temptation**: Students should have no problem recognizing the temptations.

To meet the prince she needs to go to the ball and there are three requirements mentioned:

- first requirement – first temptation: to pick a pot of lentils,
- second requirement – second temptation: to pick two pots of lentils,
- third requirement - Rejection.

In order for the prince to like her, Cinderella needs to be the most beautiful girl.

Three requirements

- first requirement – first intervention of the hazelnut,
- second requirement - second intervention of the hazelnut,
- third requirement – third intervention of the hazelnut.

Three attempts

- Three attempts to meet the prince
- First attempt-with the older sister (failed)
- Second attempt-with the other sister (failed)
- Third attempt-successful (Cinderella is recognized).

Supporters and enemies

Supporters are those who help the hero. We can call them his friends. Enemies are those who are opposed to the hero and who wish for his failure and loss. We can call them adversaries. In stories similar to Little Red Riding Hood the supporter is the savior. Enemies are often monsters (evil men, wolf) or evil women (witches, stepmothers). They are usually punished at the end of the story. Of course, they retain interest. To illustrate supporters and enemies we can read other stories and ask students to identify the persons who assist or oppose the hero. We can make a list that would be completed later.

Students should understand Cinderella's virtues that will enable her to deserve the help of supporters and also to get what she wishes for, Prince's love. These good qualities are not the same in the story "Puss in Boots". Students need to understand that there would be no story if the hero stays at home, if he does not miss anything, or if there is nothing to wish for in order to be happy.

It is love and marriage in “Beauty and the Beast" and “Cinderella" and power and wealth in “Goldfish” and “Puss in Boots". While we seek supporters and enemies, we can ask students to find the purpose of alms, what the hero lacks and what he wants.

Possible sequels

Often enemies are monsters, bad king, captain of pirates, powerful wizard, giant, evil man, a dragon, wolf, one-eyed mythological beast, evil spirit, mad scientist, etc. We can make a gallery of portraits - adversaries by using painting, markers, collage - story. Current illustrations for stories can be a good indicator for making a collage of photocopies.

Instead of a conclusion

Once a week or more often the teacher should read or interpret a story or suggest students to do so on their own. This will also create a habit that, beside giving the satisfaction that one or the other can show, will enable not only the development of imagination of children/students, but will also direct them towards the accomplishment of a full analysis of the structure of the story, its functioning and the moment when its ideological content is evoked. Which teacher does not complain of a lack of imagination in his/her students? That is why reading or listening to stories/tales give us an infinite amount of information and images that are very different and richer than those students/children get from television, film or the Internet.

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INSTRUMENTS FOR EVALUATION OF THE TESTS OF KNOWLEDGE[3]

Gordana Gjorgjievska - Nedelkovski

Abstract

This paper aims to present instruments with which every teacher can easily and quickly evaluate their tests of knowledge and to correct them if necessary, before putting them to use.

Tests of knowledge are one of most used instruments with which teachers measure students' knowledge. But their creation requires the teacher to possess certain skills for their preparation, as well as obtaining tests of knowledge that will satisfy all metric features.

The instruments for evaluation of tests of knowledge should help teachers to assemble tests of knowledge following all the features, including the thinking level and help the teacher formulate the items in tests of knowledge to attain the highest level of Bloom's taxonomy.

The irregularities in tests of knowledge, leave room for manipulation of the student's knowledge, making the teacher able to manage student achievement, meaning they can give a false picture of the true values of the students' knowledge.

Keywords: tests of knowledge, evaluation, Bloom's taxonomy

Introduction to tests of knowledge

There are various types of instruments that can be used to measure the students' knowledge (essays, written exercises, tests, etc.), But in education used as most-objective instruments for measuring knowledge are the tests of knowledge. A.Ward and M. Murray-Ward (1999: 392) define tests as "set of tasks that are scored to measure achievement, capabilities, or other variables. Another author, in his book for tests says "test is a formal, systematic procedure often performed with paper and pencil, which is used to collect information on the performance of students. (Peter W. Airasian, 2005: 9)

Our literature on tests of knowledge says that they "are such measuring instruments that cannot determine what the individual can do, but what they were able to master during the proccess of learning. Specifically, with the tests is being examined and measured the quantity and quality of knowledge acquired during the learning. (Popovski, K. And Stojanovski, Z. 1995: 7)

The main function of the tests of knowledge, according to Petroska-Beshka V. is: "... to help determine to what extent and at what level each student was able to master the material, in order to assess their knowledge of the area subject to the test." (Petroska-Beshka,V., 1993: 1)

"Depending on what we want to measure in the education, the tests of knowledge can still be found as: teaching test, pedagogical test, didactic test, school test, test of school success, a series of tasks of the objective kind, trail of knowledge, etc. ."(Popovski, K. and Stojanovski, Z. 1995: 8)

Thus defined tests of knowledge can be further reviewed down to the smallest elements they contain, meaning the elements from which they are constructed. According to Bukvich A. tests of knowledge are mainly composed of two main parts. He says: "... if we look at **the parts**

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that make up the test, we will notice one part is the exercise with which the respondent gets an explanation on how to fill in the test and this part may also contain examples. The other part of the test comes right after the exercise and is used to provide the answers. (Aleksandar, B.1982: 68) Further more, he said: "... the smallest segments (parts) that make up the test are defined differently in different languages. In the English language are used *items*, in the Serbian language the used terms are *rate, particle* or *unit*. Items in tests of intellectual activities and other types of skills are called *tasks*, and in tests of knowledge the used terms are *questions* or *claims*, depending on whether it will be placed in the form of a question, or in the form of a statement. (also: 68)

According to the type that's most used, the items can be:

- multiple-choice items,
- double-choise items,
- items with collating and comparing (items with connecting, identifying and arranging),
- items with additions,
- items with short answers and
- items with long answers.

It depends on the teacher which of these types of items will compile the test of knowledge and how they will be formulated. Composition of the items requires the teachers to have special skills, knowledge and abilities if we do not want the tests to contain a lot of mistakes, to be able to use them to measure the true knowledge of the students, and also not to give the teacher the opportunity to be able to manipulate the results obtained from the tests of knowledge.

Therefore the aim of this paper is to present tools for evaluation of tests of knowledge that would help the teacher to prepare them according to all the metric characteristics, following the rules that each test needs to be made according to, if we want it to present the true picture of the students' knowledge.

The making of tests of knowledge by the teachers

Producing good test takes careful planning by the teacher. The instrument should be designed to measure the intentions set forth in the special section of the material. Intentions are:

- Individual skills we want students to show
- Knowledge that the teacher pointed out in class
- The level of knowledge that the teacher wants students to achieve
- The attitude or value that we want students to gain

James McMillan (McMillan H., James) said that: "The process of making a test of knowledge is very complex and requires high professional competence of the teachers. At every start of construction of the tests teachers should shortly focus on (2007: 185):

- The goal
- The time given to solve the test
- The grounds for answering
- Procedures for recording answers
- What to do about guessing
- How the constructed questions will be answered

Group of authors as basic steps for preparation of valid, reliable and useful classroom test presented the following: (Linn L., Robert. Et. All. 2005: 135)

- determination of the purpose of measuring
- developing specifications
- selecting appropriate tasks to assess
- preparing relevant assessment tasks
- making the assessment
- managing the assessment
- evaluating the assessment
- using the results

In their book "Assessment in classroom", Anna Ward and Mildred Murray-Ward (A.Ward and M. Murray-Ward) have developed a model for developing assessment that includes the following elements (1999: 84) :

- Plan
  - Define the purpose of the evaluation
  - Define the scope of assessment
    - define the content domain
    - define the area of skills
  - Select the method of evaluation
- Prepare draft test and specifications of the items
- Write down the items
- Check the items and evaluate them
- Score them
- Create scoring key (interpret scores)

One of the most important parts of the process of making an instrument to measure students' knowledge is certainly a compilation of questions by the teacher. Compiling the questions requires a lot of time, knowledge and skill of the teacher. Although at first glance it sounds very simple, compiling questions is a lengthy and difficult process, and can be one of the biggest reason why teachers make most of the mistakes. Violeta Petroska-Beshka in her manual "Development and application of objective tests of knowledge," points out ten general guidelines for making items for the teachers:

1. follow the table of specification
2. adjust the queastions to the age and ability level of the students
3. ensure each question refers to an important aspect of the training content and not a trivial detail
4. ensure every question has a clearly defined correct answer
5. formulate questions so they are clear and unambiguous
6. don't borrow sentences from the textbook
7. avoid trick questions
8. avoid negative questions whenever possible
9. ensure the independence of the questions
10. do not indicate the correct answer through irrelevant indicators (1993: 28-31)

According to her, common mistakes when developing tests are: Inappropriate wording of the questions (not clear enough, unambiguous and over-comprehensive questions), neglect of the basic principles of understanding and application of knowledge, exaggerated representation of some of the thematic areas over others, overstating the irrelevant details, inadequate

assessment on the basis of test results (Petroska-Beshka, V.1993: 3-6). To avoid mistakes, she considers that expert question assembler should possess the following qualities:

- has excellent knowledge of their teaching material
- knows the students the test is intended for
- has developed ability for verbal expression
- is thoroughly familiar with the various types of questions
- is presistent
- is creative. (Also, 1993.20-21)

Bloom's taxonomy of questions

The beginnings of Bloom's taxonomy date back to 1956, when Benjamin Bloom along with a group of educational psychologists developed classification of levels of intellectual behavior that is very important for learning. This classification is motivated by the knowledge which came to B.Blum that 95% of the test questions require students to think only at the lowest possible level. (http://www.officeport.com/edu/blooms.htm).

In the manual "With reading and writing to critical thinking" (2004: 14) has emphasized Bloom's taxonomy for questions from 1956 with which he and his associates: "allow teachers to distinguish between questions that encourage lower and higher levels of thinking among students, between questions that require memory of facts and those that seek application of ideas, data analysis, synthesis of ideas to come to a new decision and evaluation of arguments." B.Bloom assembled the following six categories of questions with which teachers would require higher "brain activity" of students:

- **Knowledge:** remembering, memorizing, recognizing,recalling identification, recalling information; who, what, when, where, how ...?
- **Comprehension:** interpreting, translating from one medium to another, describing in one's own words, organization and selection of facts and ideas, retell...
- **Application**: problem solving, applying information to produce some result, use of facts, rules and principles; how is ... an example of ...?; how is ... related to ...? ; why is ... significant?
- **Analysis**: subdividing something to show how it is put together, finding the underlying structure of a communication , identifying motives, separation of a whole into component parts, what are the parts or features of ...?, classify ... according to ... ;outline/diagram ... ; how does ... compare/contrast with ...?; what evidence can you list for ...?
- **Syntesis**: creating a unique, original product that may be in verbal form or may be a physical object; combination of ideas to form a new whole ;what would you predict/infer from ...? ;what ideas can you add to ...?; how would you create/design a new ...?; what might happen if you combined ...?; what solutions would you suggest for ...?
- **Evaluation:** making value decisions about issues; resolving controversies or differences of opinion; development of opinions, judgements or decisions; do you agree that ...?; what do you think about ...?; what is the most important ...?; place the following in order of priority ...; how would you decide about ...?; what criteria would you use to assess ...?

Questions that arouse different levels of knowledge are the following:

- **Knowledge:** who, what, when, where, why, how..? Describe...?
- **Comprehension:** retell...
- **Application:** How is...an example of...?; how is...related to...?; why is...significant?
- **Analysis:** What are the parts or features of...? Classify...according to...;

➢ **Synthesis:** What would you infer from...? What ideas can you add to...? How would you design a new..? What would happen if you combined...? What solutions would you suggest for...?

➢ **Evaluation:** Do you agree that...? What do you think about...? What is the most important..? Place the following in order of priority...? How would you decide about...? What criteria would you use to assess...?

(http://en.wikipedia.org/wiki/Question#Bloom.27s_Taxonomy_of_Educational_Objectives_.28Categories_of_questions.29)

According to other authors, the types of questions based on Bloom's taxonomy would define:

Knowledge - These types of questions test the students' ability to memorize and to recall terms, facts and details without necessarily understanding the concept. Key Words: Memorize, Define, Identify, Repeat, Recall, State, Write, List & Name

Comprehension - These questions test the students' ability to summarize and describe in their own words without necessarily relating it to anything. Key Words: Describe, Distinguish, Explain, Interpret, Predict, Recognize & Summarize

Application - Application questions encourage students to apply or transfer learning to their own life or to a context different than one in which it was learned. Key Words: Apply, Compare, Contrast, Demonstrate, Examine, Relate, Solve & Use

Analysis - These questions encourage students to break material into parts, describe patterns and relationships among parts, to subdivide information and to show how it is put together. Key Words: Analyze, Differentiate, Distinguish, Explain, Infer, Relate, Research & Separate

Synthesis - These questions encourage students create something new by using a combination of ideas from different sources to form a new whole. **Key Words:** Arrange, Combine, Create, Design, Develop Formulate, Integrate & Organize

Evaluation - Evaluation questions encourage students to develop opinions and make value decisions about issues based on specific criteria.

Key Words: Assess, Critique, Determine, Evaluate, Judge, Justify, Measure & Recommend

Metric characteristics of the tests of knowledge

Lazarovski J. talks about the metric characteristics of a tests in his book "Fundamentals of pedagogical psychology," where he says, "like any measuring instrument the test of knowledge should include some metric features as a guarantee that they will get reliable and useful data. (Lazarovski, J.1980 : 267). Furthermore, he gives us a clear picture of each metric feature that should be included in every test.

- As a first metric feature of each test is listed **validity (value)**. "The tasks contained in the test should guarantee that it will examine what we really want to examine. Therefore we say that a valid test of knowledge is the one which really tests knowledge, especially the specific knowledge what we want to check whether the student possesses.

- A second important metric feature that any test of knowledge must satisfy is **credibility (reliability)**. According to James L. credible or reliable is the test with which whenever we probe equal or similar occurrences we get the same or similar results.

- **Objectivity** is the third condition tests must meet, and that consists of the need to get the same results, from different assessors, when assessing the same answer.

- As a fourth metric characateristic that should get great attention is **discrimination (sensitivity)**. The sensitivity of the test can be achieved only if it can be used to examine the smallest differences in the success of the students' responses, or to identify small differences in knowledge. For this purpose it is necessary to carefully select the questions (among them in sufficient numbers to have easy and hard), meaning the tasks in the test may not be too easy (to be solved by all the students) nor too hard (to be solved be only a small number of students).

- For the **practicality** of the test, Jacob says that "... it is secured if the test is applied simply and quickly and it saves time in relation to other methods of examination. While for the **economy** of the test as a last metric feature that should be fulfilled, he says: "Economics of the test is achieved if with its implementation in the school practice we save time and money, through all its phases (construction, application, evaluation and treatment). "(also, 1980: 267-269).

Tools for evaluating the tests of knowledge

For the purposes of this matter was conducted research in ten primary schools throughout Macedonia, the obtained results gave two types of instruments with which every teacher can quickly and easily evaluate their tests of knowledge.

The first instrument is used to checked the errors in the compiling of the items, the dominance of one kind of item in terms of the presence of other types of items, as well as the technical view of the test of knowledge.

Mistakes in the preparation of the tests of knowledge by the teacher	Test
	f
The text in the items is unclear	
No weight placement of the items	
Not enough space for the answer	
Not enough time to solve the items	
No written instructions for solving the items	
The points do not correspond with the answers	
No written points	
Improper criterium placement of points value in the key	
There is no scoring key	
The number of items does not fit with the time given to solve the test	
Inadequate technical formation of the test	
Domination of one kind of item in the test	
Tasks with two answers	
Tasks with multiple answers	
Tasks with addition	
Tasks by connecting and arranging	
Tasks with short answers	
Tasks with long answers	

Tools for evaluating the tests of knowledge

The second type of instrument aims to classify the items in tests of knowledge developed by the teacher using the Bloom's taxonomy of questions, using the easiest way to quickly and easily with the correct formulation and reformulation of the items ask the student to show higher levels of taxonomy.

Level of tasks in the test	*f*
	Items in a test of knowledge
Knowledge- who, what, when, where, why, how? Describe?	
Understanding – describe, difference, explain, recount.	
Application - apply, compare, contrast, demonstrate, examine, connect, solve and use	
Analysis - analyze, differentiate, differ, explain, conclude, connect, examine and divide.	
Synthesis - organize, combine, desing, developed a formula, integrate and organize	
Evaluation - evaluate, criticize, determine, evaluate, judge, fortify, measure and recommend ...	

Evaluation of the tests of knowledge according to the Bloom's taxonomy

The purpose of the evaluation tools is evaluation of the intentions which are set by the teacher, meaning we need to measure how well students have acquired a set of facts, concepts, principles and generalization according to the material that is presented. The source of this information should be curriculum that's been followed, the textbook that is used or the material that the teacher compiled.

Conclusion

If the teacher conducts a self-evaluation of each instrument they make before it can be put into use, will not only facilitate the timely discovery of errors and their timely removal, but will allow the teachers to progress in their skills as developers of tests.

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LEARNING TROUGH GAME[4]

Gorica Popovska Nalevska
Faculty of Philosophy, Institute of Pedagogy - Skopje
Filip Popovski
Faculty of Tehnical sciences - Bitola

Abstract

The main goal of this paper is to help teachers in the modern conditions to choose the most appropriate, most approachable and the most interesting learning model, which will also contribute to acquiring knowledge, developing personal and social skills, and also developing values by the students.

In the first part it is highlighted the importance of the game in the learning process as an opportunity to create positive interdependence and cooperation and active participation in solving the problem that is presented by a game.

In the second part it is shown an example of a micro-methodical model in which a didactic game is part of the learning process.

Keywords: didactic game, teaching, learning.

"The reason most kids do not like the school, is not that school activities are very difficult, but because they are boring."

Learning through game is an innovative model through which students realize educational tasks by a game that contains a perception of freedom and free will. The game is a basic activity for the children in which children get to know the outside world, the environment and the human activities. Through the game students develop senses and create a learning foundation. Contemporary teaching, which goal is developing a versatile personality, sees the game as an opportunity to make children active. Through the game students can easily learn the subject. Didactic teaching games contribute to a more diverse and interesting teaching, and it strengthens the motivation for learning. Teaching through game should not be filled only with fun activities and games, the game should be designed so that the fun, the recreation and the relaxation time are leading to learning. The activities through the game and the learning activities and their mutual connection should have clearly defined educational goal. That educational goal should be materialized in a pedagogical result that will be in accordance with established pedagogical standards. The meaning of learning through game is the pedagogical benefit of it i.e. the acquired knowledge, skills and habits.

Learning through game has the following advantages:

- increased concentration and attention from the students;
- positive attitudes among students for this type of teaching;
- greater activity among students in the relationship to other forms of learning;
- less tiredness among students;
- greater motivation among students;
- increased interest for the lessons;

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- greater inclusion of students with disabilities in the classroom.

Unlike the game itself, learning through game has clearly set goals of teaching and pedagogical results. Creating games for learning in the class is encouraging and stimulating the learning process. In the contemporary teaching the game is used as an activation and intensification of the teaching process. It may be used in an entire lesson or part of the lesson; it can be used in regular classes, and also in extracurricular activities.

Learning through game is enabling an entire personal development. One of the characteristics of teaching through game is active attitude of the student towards the content of the teaching, the student has the importance of a subject in the teaching process.

Pedagogical significance of learning through game is:

- development and expression of fantasy;
- development of thinking;
- development of ability to plan;
- developing organizational skills;
- developing skills;
- developing Initiative;
- developing a culture of behavior in social groups;
- gives an opportunity for showing individual characteristics;
- outlines the characteristics of the collective;
- contributes to the development of all types'of education: intellectual, physical, aesthetic, moral and work.

The use of games in teaching requires properpreparation by the teacher. First, the teachers must determine the goal that they want to achieve by applying a particular game in the classroom. Then they need to familiarize students with the purpose and rules of the game. The game should beadjusted to the age, abilities, interests and needs of the students. The teacher should take care of the dynamics of the game (the tasks should notbe too long), the time period (the game should not become boring), teaching aids and resources (those that are available or prepared by the teacher, or with the students and their parents). Teachers should be careful to remain the content of the game dominant all the time without having to replace the rules, the goalsor the technical details. The game should not turn into a competitionwith a goal of a victory only by some students.

The teacher should prepare and coordinate the game in which his pedagogical-educational role is hidden. He is no longer an authoritarian entity for the class. For successful implementation of teaching through game the teacher should fulfill the following tasks:

- appropriate selection of games depending on the age, the composition of the players, their interests and the actual conditions;
- the suggestion and selection of games can be done through questions, through a notice, call for audition and so on. The rules of the game are also made through a suggestion;
- the usual appearance of the classroom should be changed for the game ;
- division of roles can be done by drawing lots or it can be voluntarily;
- the development of the situation involves support of the players and coordination of the activities;
- publication of the results is mandatory after the game.

Our teaching practice shows that the representation of activities through game is insufficient and often represented in the first two grades. The possibility of their application is limited because of "the seriousness" of the tasks that students need to realize or because of the "intellectual" learning techniques that exclude the game form as a way and form for acquiring knowledge.

Didactic design of a micro-methodical model for teaching through game

Didactic design of micro-methodical models in our study supports the learning through game, which gives optimal results in learning in the early age.

The design of each micro-methodical model separately starts from setting goals that are consistent with the objectives stated in the existing curriculum. The idea of designing every micro-methodical model is the ability to correlate the contents of different subjects, and also the possibility of their implementation in different subjects.

Implementation of micro-methodical models in teaching contributes to understanding of the learning as an active process, in which there is two-way communication, teaching with poly-methodic and polymorph, in which the central part is learning through game.

The choice of planned activities are appropriate to the developmental level of students, respecting the principle of individual differences in terms of the potential for learning. Activities are classified as: introductory activities, activities for preparing and figuratively speaking, the main activities. The function of the first and the second type of activities, can be defined for mutual introduction of the participants, for motivation to work and to create social and emotional climate easy for work (introductory activities) or warm-up activities (relaxation, creating good mood, raising energy). The activities which are emphasized are those through which participants are introduced to the theme and objectives of teaching, in which personal goals and work rules are established, which because of its focus on the work itself can be separated as separate activities. They somehow represent a direct introduction to the implementation of the so-called central activities that fulfill basic educational goals such as: activities of acquiring knowledge, application activities, activities for checking knowledge and repetition and planning activities.

The model of learning through game sees the lesson as a workshop in which for the realization of the activities are used diverse didactic instruments, which means there is diversity in terms of teaching methods and forms, planned activities and course content that are adapted to the age and abilities of students. The workshops begin with an introductory didactic game that has a main goal to create a positive emotional atmosphere and experience necessary for successful realization of the workshop. The opening games can be applied and combined with different teaching contents. This category contains didactic games for presentation and introduction, warm-up games and relaxation, games that encourage self-affirmation and games that are used to distribute students into small groups. These didactic games increase self-awareness and awareness of the others and of the relationships with others, so that the mutual trust that is built through these games helps with developing a positive atmosphere and opportunity for cooperative activities.

The main goal of the games for presenting and introducing is to imagine the class as a workshop in which through interesting tasks the students are encouraged to learn something new about their classmates. These games give students opportunities to constantly experience each other on a new, different way.

Didactic games for warming-up and relaxation, as well as games that encourage self-affirmation are enabling students to make the transition from the previous activities to those that follow, helping to overcome boredom and to direct attention to the next activity. The purpose of these games is to make students relaxed, and thus to increase the positive experience of the teaching content.

Didactic games that primarily serve to divide the students into small groups are aimed to avoid same students always working together, allowing groups to be formed on easy and fun way. These games are enhancing the activity of the students and are especially good if they are applied after a long verbal activity, which particularly is in frontal teaching form.

The game is also applied in the final part of the workshop which allows students to have fun and leave the workshop in a good mood, but also helps students to summarize and to arrange knowledge acquired during the workshop. The basic function of all games in the final part is having fun, leaving the workshop in a good mood, but also helping students to summarize and to arrange knowledge acquired during the workshop.

A special type of final games are the games of evaluation. The purpose of these games is that the teacher can obtain information on how the students liked the implemented activities, or how they valuated the activities.

The main goals and contents which actually represent central activities are implemented by using various interactive methods, exchange of experience, freedom of expression, learning through exploration and problem solving situations that allow students to develop their expression, imagination and intellect on a fun way.

All micro-method models are using an interactive techniques and strategies that create positive interdependence, create positive social attitudes, interpersonal and team abilities. Many of the activities respect the model of learning through game, putting the game as an important part of the learning process, especially in the opening and the closing activities.

We will show an example of a micro-method model of teaching that is used on a Introduction to the Environment class.

Protocol for micro-methodical model - Friendship and cooperation

Grade: III

Teaching subject of realization: Introduction to the Environment

Correlation and application in other subjects: Macedonian language, Life skills, Art, Physical education and health.

Time of completion: 45 min. (a lesson).

Objectives (goals):

Students:

- to understand that people who live and work together share certain relations (respect, friendship, trust, cooperation);
- to gain knowledge about the characteristics of close friends;
- to understand the meaning of friendship;
- to understand the need for friendship as an important part of the life.

Types of activities:

Didactic game “What I like about you ... “ , making wall passport, educational game "A friend is ..." technique "Five rows", and game for relaxation "Handshake".

Resources for teacher: board, colored chalk, white poster board, adhesive, markers, card with pictures.

Materials for the teacher: Worksheet for realization of the didactic game "A friend is ...”

Resources for student: personal photos, notebook, pencil, colored pencils, card with pictures.

Realization of the micro-methodical model:

Students sit in a circle and this kind of distribution demonstrates a model that contributes to developing a positive atmosphere, creating unity of the group, possibility of cooperative activities and effective listening. The lesson is designed as a workshop where the teaching contents are realized through didactic games, through application of poly-methodic and polymorphic approach.

Lesson begins with an introductory didactic game "What I like about you ..." which has the context and function of the main goal of the class. All students sit in a circle. Every student should try to present the student sitting by his right in a positive manner, telling his name and something that he likes about that student. For example: "This is Anna, I like her because she is cheerful." Main goal of the game is encouraging students to learn something new about their classmates on a fun way and also it is giving an opportunity for the students to experience each other on a new different way.

After that the teacher puts the white poster board in the classroom with the Wall passport on which are glued personal photographs of the students and below them are written the positive comments that are said in the game "What I like about you ..."On that way the students will meet daily with the positive comments that encourage mutual support and acceptance.

For the following didactic game "A friend is ..." it is prepared a worksheet on which is presented a list of situations and features that students need to evaluate as friendly or not. Each student gets one card on which is represented a symbol of a smiling face and another card on which is represented a symbol of a sad face. The teacher reads a variety of sentence completion "A friend is ...". After each sentence the students agree with lifting the card which symbolizes smiling face and do not agree with lifting the card which symbolizes the sad face. Than a discussion is made about which characteristics are acceptable as positive, and which are not and why.

Conclusion: Friendship means having friends. Good friends like each other, are helping each other, are keeping each others` secrets, have respect, and they stay together in the good and the bad. Many friendships last for a lifetime.

The five rows techniqueis a technique whose application performs synthesizing information into concise terms, which describes the realization of the content and thus represents its reflection. The purpose of the application of this technique is to encourage students to critical thinking. By applying this technique the teacher is usingshort, clear and concise presentation of the contents, showing the essence of them, by connecting the two basic concepts that students should adopt: the friendship and the cooperation. The five rows technique is planned by the teacher together with the students and it is written on the board, and the students write it in their school notebooks. The presentation of this technique looks like this:

Title, one basic term	friendship
Description of the term with two words (adjectives)	_____ _____
Three actions (verbs)	_____ _____ _____
Caused feelings (four words)	_____ _____ _____ _____
Link with the basic term	cooperation

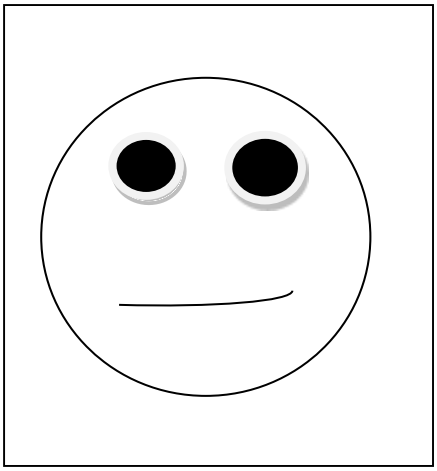
At the end it is advisable for the teacher to plan a short final game for relaxation. The purpose of this game is to relax students, and thus increase the positive experience of the teaching content. Relaxation game "Handshake" is a short simple game, which takes few minutes. The task for the students is to handshake each classmate from the classroom, but without talking. Students move freely around the classroom and when they meet someone, they

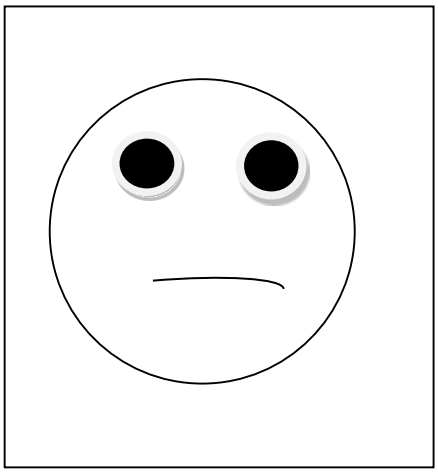
have to imagine it's their dear friend whom they have not seen in a long time and they have to greet warmly. Once all of the students handshake each other, they all return to their seats.

Worksheet for the teacher: "A friend is ..."

1. A friend is someone with whom I share my secrets.
2. A friend is someone who listens to me while I'm talking.
3. A friend is someone who hits me.
4. A friend is someone who offends me.
5. A friend is someone with whom I am always laughing.
6. A friend is someone who is always helpful.
7. A friend is someone who is always slandering me.
8. A friend is someone with whom I spend leisure time.
9. A friend is someone who shares nothing with me.
10. A friend is someone who cares for me.
11. A friend is someone who is honest.
12. A friend is someone who is not mocking me.

Card with picture - working material for the student





Conclusion

Contemporary education has features of polymorphous, both in terms of the forms and the methods, and also in terms of creating teaching situations which have active participation by the student, collaborative role of the teacher, integrating teachingcontents, the process of the activities performed by the student, intensive interactive relationships between entities in the teaching and so on. The positive interdependence that develops in the game, simultaneously encourages individual responsibility for students own learning and active participation in solving the problem that is presented by the game.

The working atmosphere which is accomplished through the activities by the game is putting students in a position to build positive, tolerant and friendly relationships with their classmates, and also to form positive opinions about themselves and their own capabilities.

Didactic teaching games contribute to a more diverse and interesting teaching, and they booststudents' motivation and interest in the activities that are realized.

The selection and the choice of the activities where the game is aimed for learning require greater involvement by the teachers, more motivation and creativity, more time, energy and labor and preparation of the materials.

In informal conversation teachers usually believe that their success in their profession is performing transmission of knowledge which is scheduled to be adopted.

But they must recognize that the success of the work is far beyond a simple measure of the amount of the accepted facts and it is important that they have serious responsibilities over many other things. The sooner they open interest in the wide field of activities that are intertwined and mutually complemented, the sooner they raise the level of efficiency of educational work, and thus they can achieve more efficient and better learning.

THE BROTHERS GRIMM'S FAIRY TALES IN MACEDONIAN LANGUAGE TEACHING IN PRIMARY EDUCATION[5]

Jovanka Denkova
Faculty of Philology, UGD, Štip, Makedonija
Valentina Ilieva
Faculty of Education, Bitola, Macedonia

Abstract

This paper pays attention to the involvement of the Brothers Grimms' fairytales in the lectures of Macedonian language in three primary schools in Shtip, Republic of Macedonia. The overviewed textbook corpus shows that only a small number of Brothers Grimms' fairytales is included in the elementary school education. Moreover, the paper shall indicate the methodological approach of teachers when interpreting a Brothers Grimms' fairytale, the methods and techniques used, i.e. teaching strategies etc. Hence, the fairytale, as a literary genre, which develops the child's intellect and fantasy, shall be reviewed.

Key words: fairytale, Brothers Grimm, teaching interpretation

1. Introduction

A fairy tale is a literary genre that children encounter in the earliest years, even in the family surroundings, then in preschool and for this reason it has the biggest impact on their intellectual and emotional development. They are the first contact the child makes with literature. With beautiful sentences and constant moral lessons, they bring the child into a world in which kindness and positive values are constantly emphasized (Vrnjković, 2011: 194).

2. Subject of analysis

When we examine the corpus of fairy tales that introduce children to the world of literature, we cannot disagree with the Jadranka Vladova's viewpoint that it is a lucky choice if "the reading" begins with "Snow White and the Seven Dwarfs" by the brothers Jacob and Wilhelm Grimm (Vladova, 2001: 35). Therefore, in this paper, the subject of analysis are the fairy tales by the Brothers Grimm used in primary school teaching in Stip, R. of Macedonia (PS "Vanco Prke", PS "Toso Arsov", PS "Dimitar Vlahov" and PS "Goce Delchev"). After the analysis of the literature used in Macedonian language teaching in these schools, it was found that in all schools the situation is almost identical.[6]

3. Methodological aspects in the analysis of Brothers Grimm stories in the textbooks of Macedonian language in elementary education

Namely, in all four schools, Macedonian language teaching in the first grade uses the textbook "Makedonski jazik".[7] On p.69 of the mentioned textbook, a task is set for the pupils "Retell the "Little Red Riding Hood" using the images. This is understandable given the age of

[5] Revisional scientific paper

[6] In textbooks for higher grades the fairy tales by the Brothers Grimm are not included. Accordingly, our analysis was focused only on the textbooks which included the fairy tales by the Brothers Grimm.

[7] Makedonski jazik, Textbook for the first grade in the nine-year educational system by the authors Eleonora Strezovska, Jadranka Simitkovska, Tatjana Necevska and Aleksandra Mitrovska, Toper, Skopje, 2008.

the child-recipient and his understanding of the world. Since the attitude of the child towards the fairy tale is characterized by enjoyment in the rhythm and splendor of the words, in the contents and ways of presenting those contents and because the tale presents the world as a child of that age conceives it (Stojanović, 2010: 385) it makes sense that teachers in primary education, first by presenting the eight images/illustrations or slides will try through observation and conversation to arouse interest in the pupils. The latest pedagogical-didactic considerations show that creative teaching should be applied, which would allow pupils to create and be creative. Specifically, because the core of creativity constitutes the triad: child-surroundings/background-teacher the main purpose of the common activities between the teacher and pupils in the classroom should be discovering the creative possibilities of each pupil and their creative awakening, finding creativity both in the teacher and in the pupil (Stanojević, 2010: 410). The same author points out to how to achieve it: "There is neither a correct and unique, nor wrong way to acquire creativity. Children should be left to go after their own paths to find their own way of creation and to turn their mind into an artistic, creative and holistic one. Such component possess literary texts in the teaching process, educational and creative, because literature is a fertile ground for the aesthetic education of the pupils - to enable them to consistently identify, understand, evaluate, experience aesthetic values (Stanojević, 2010: 411). In this sense, the fairy tale Little Red Riding Hood that pupils encounter in first grade (although they are familiar with it!), is an excellent choice. The ***Little Red Riding Hood*** fairy tale contains the old story of a bloodthirsty wolf that swallowed the grandmother and the little girl, as well as the timeless message about the all seeing eye of justice that does not allow evil to go unpunished. Little Red Riding Hood is the epitome of childhood innocence and naivety. Her behavior is dominated by love and curiosity, driven by the primitive human instinct for understanding the world. The hedonistic disposition for the beautiful and unknown brings the little heroine in a state of ecstatic oblivion, when the dangers and many temptations are not noticeable. The wolf is the epitome of evil which will eventually suffer the chains of his own hypocrisy. The popular *Little Red Riding Hood* is a fairy tale of novelistic type, it intertwines the real and miraculous in a way that recognizes the reality of human life and the cost of human existence (Milinković, 2006: 120-123). By showing the pupils illustrations from the fairy tale in mixed order and asking them to sort them in the right order regarding the storyline, several goals are achieved: first, they refer to their prior knowledge of the fairy tales heard in the family circle, thus improving their memory, then they are getting accustomed to think logically while putting the illustrations in order, and given the fact that the pupils are also required to tell the fairy tale according to the illustrations, their speech and expression develops ... In this sense, in his book *The Meaning and Importance of Fairy Tales* Bruno Bettelheim says: “In order to really keep the attention of a child, a fairy tale has to entertain it and encourage its curiosity, but in order to enrich its life, it must boost its imagination; it must help to develop its intellect and to express its emotions; it must be in accordance with its fears and aspirations ..." (Betelhajm, 1976”18). Here we also remind of Lihachov’s viewpoints regarding the fairy tales: "The theme in fairy tales is a fight for overcoming a crisis, poverty or a natural disadvantage, a struggle for personal affirmation, and this in a fairytale is wealth, personal happiness, or the hand of a beautiful girl or boy ... The multitude of difficulties and temptations through which it must pass, the main hero is provided assistance by a typified assistant. The assistance is direct or indirect via the means of a magical object ... The conflicts in the fairy tale are caused by “spiritual" forces. Lihacov points out that the fairy tale contains a battle of wit, a fight of various intentions and the magical forces of nature. The intentions do not encounter resistance at the middle, but collide with other intentions, often unmotivated. Therefore, the obstacles in the story cannot be predicted. They are unexpected, sudden" (Lihačov, 1978: 63-64).

On p.78 from the textbook for first grade the task "Characters from famous fairy tales" can be found. Firstly, the teacher reads the description of three well-known fairy tales and the pupils recognize and name them. Excerpts from the fairy *tales Snow White, Little Red Riding Hood* and *Cinderella* are given, after which, based on images from the abovementioned stories: " Guess and name the characters in question?", the pupils have a specific task to name the characters from the abovementioned fairy tales. During the interpretation of the fairy tales, the characters as carriers of the storyline are primary, and their analysis on the lessons is inevitable. Often, after noticing the major and minor characters, their features are discussed and they are separated and classified as either protagonist or antagonists. The pupils often characterize them, without pointing the specific parts of the fairy tale in which this characteristic is "seen". The teachers elaborate the procedure, so that they ask the pupils to point out the places where the features of the characters can be seen and to support their answers with excerpts from the text (Stojanović, 2012:120).

Cinderella is a folk tale not only according to the basic steps, but also in every detail. The basic motive of the evil stepmother and the difficult life of the stepdaughter is very common, the story flows smoothly without interruptions of the descriptions, it includes the King and the Prince who gets married, in it, with the help of the birds the dead mother helps her child in trouble and it does not lack the typical iteration from the folk tale (the verses Cinderella sings to the tree, the calling of the birds, the song of the dove for the right fiancée); the story has a happy ending, harsh punishments are given (to the stepmother's daughters, the "delicate" doves take their eyes out), the good and beautiful uncompromisingly wins. But, the true value of the spirit of the folk tale should be searched in the details, in the atmosphere of the life shown, in the overall behavior of the heroes. And that is revealed at every step and turn. Before her death, the mother simply advises her daughter: "Dear child, be a kind and good, in that way you will always be fine ... ". A simple emotionality is also present in the sequence: "When winter came, a white snow blanket covered her mother's grave, and when at spring the sun uncovered it, the father married." Also, when Cinderella begs the father: "Tear it father, the first branch that will touch your hat ... bring her to me," she actually wants him to remember her. When the author talks about the stepmother's daughters that "they were beautiful and fair skinned to the eye, but ugly and black in the heart", he then thinks like a man of the people who considered the white complexion as a code for beauty. The housework that Cinderella had to do is a description of everyday village activities: to rise early, to carry water, to light the fire, to cook and do the laundry. The clothes are generally described as gold or silver. Cinderella hides in the pigeonry or climbs a tree which the folk storyteller does not mind as he does not mind the description of the stepdaughters cutting their thumb or foot, after which the bleeding starts: "Cut a part of the heel; when you are queen you will not have to go on foot" (Crnković, 1987: 59-60).

On page 79 the task: "Recognize the story" is located. The teacher read excerpts from three fairy tales by the Brothers Grimm: "... She ran through the forest. She was scared and tired. She came across a meadow with a cottage" (A question by teacher: Do you remember which story is this?) Then text is read again: "... She opened the door and saw a table with seven chairs arranged around it, seven bowls, seven forks, seven teaspoons." The teacher interrupts again: "Which story is that?" Then the teacher reads the story until the pupils recognize it. At the end of the lesson, the teacher gives guidance to the pupils for the next lesson, to describe the characters of the fairy tales that they like. On the same page, an instructive - fun game called "Find the pair" is shown, where eight illustrations from four fairy tales are given, and the pupils have a task to connect the illustrations that belong to the same fairy tale. The fairy tales included are*: Little Red Riding Hood, Snow White and The Seven Dwarfs, Cinderella and The Wolf and the Seven Little Goats.*

In the textbook for the second grade there is not a single fairy tale by the Brothers Grimm. Except, in the second grade as a reading assignment is interpreted the fairy tale "Snow White and the Seven Dwarfs." The heroes in the fairy tale are built on the principle good - evil, without any psychological reasoning. In both good and evil there are some variations: good - naive, good - clever, good - cunning, good – stupid, good – skillful; evil- wicked , evil- a desire to physically eliminate the rival, evil - sly, evil- skillful, evil - strong, evil - supernatural (with magical abilities) (Prop, 1978:10). So, the characters in the fairy tale "Snow White" are polarized: they are good (the Queen - mother, Snezana, the huntsman, the dwarfs, the Prince) and evil (the Queen-stepmother). This kind of division actually helps the child in understanding the behavior of each character and, as psychology indicates, it allows the child to organize the chaos of its ambivalent (mixed) feelings, to determine its own feelings that torment him/her. Therefore, instead insisting on the question why Snow White after coming into the dwarfs' house, takes the same amount from each to stop the hunger, the teacher aiming at developing the children's reasoning is better to ask the question "Why do we think that Snow White is good?" (Vladova, 2001: 41-42) and to illustrate it with examples from the fairy tale. In this fairy tale, the Brothers Grimm gave a strong condemnation of human's self-centeredness and woman's narcissism. The fairy tale can be defined as an apology of goodness manifested in the natural behavior and simplicity of an unprotected girl. In the fight against the bad and evil queen, Snow White gets help from the supernatural creatures-dwarfs, who symbolize exemplary patterns of human behavior, and on the side of the arrogant queen are the magical mirror, the comb and apple. The properties and actions of the magic objects, emphasize the illusions of physical beauty if deprived of spiritual charm and warmth, while the dwarfs, with their actions demonstrate labor and order as a criterion and measure for human values (Milinković, 2006: 120-123). In fact, these fairy tales unobtrusively offer many life lessons or the pupils come to a realization about them by themselves. *Little Red Riding Hood* emphasizes the importance of listening to the parents' advice and this fairy tale is very useful because it warns children of the dangers of talking with strangers and the risk of wandering without parental supervision (Vrnjković, 2011: 195), and the message from *The Wolf and the Seven Little Goats* is also similar.

The magical objects that the pupils will encounter in these fairy tales (the magical mirror belonging to the Snow White's evil stepmother, Cinderella's wonderful assistants, etc.) are an opportunity to emphasize that the mirror is a so called magical object, one of those various magical objects with whose help impossible things happen in fairy tales. The children can recall the other wonderful objects from the fairy tales (the lamps, flying carpets, invisible hats, dancing shoes, shoes of seven miles, golden apples, magical tables, etc.) (Vladova, 2001: 43-44).

Very useful for qualitative teaching interpretation of the fairy tales are some of the strategies used in primary school teaching: *branching, brainstorming, star of the story, skeletal display, a five row strategy*, where the creativity of each pupil is particularly evident. The strategy *star of the story*, gives the pupils the opportunity to make an illustration of everything they understood by reading and talking about the fairy tale: the characters, the place of unfolding of the action, the subject of the story, and so on. The *branching* strategy allows pupils to put on paper all the emotions, associations, thoughts, ideas, etc. which the fairy tale awakens in them. The result is an image both of the mental and emotional world of each pupil.

The thing that makes the fairy tales by the Brothers Grimm recognizable, and which is generally characteristic for the fairy tale, is their epilogue in which everyone gets what they deserved: good triumph over evil, justice over injustice; the poor deserve wealth, the Princes conquer the hearts of their chosen ones, and the evil stepmother and the other heroes as the embodiment of evil are properly punished. Everything ends in such a way that the main hero

after a series of obstacles created by supernatural beings triumphantly achieves his goals (Milinković, 2006: 120-123). This is consistent with the position of V. J. Prop: ...” the fairytale gives a man the opportunity to make his constant desire to escape from reality come true, and thus still to remain within its borders. Freed from the confines of reality and striving for a higher artistic truth, the fairy tale has always been an inseparable part of the literary creation. All those works in which the main hero goes through numerous life temptations, falls in dead-end situations, so that eventually and quite unexpectedly, with the help of God or some other miracle, on an totally amazing way, solves all of its troubles, are very similar to a fairy tale ..." (Prop, 1978:5). According to Prop, a fairy tale is a folk tale whose plot intertwines the real and unreal. Unlike legends and myths, it does not have pretentions towards the truth. Its purpose is to entertainment the listeners who accept it as something invented, something that never really happened.

In the textbook for the third grade, "Makedonski jazik",[8] on p.145 there is the fairytale "The Magic Porridge Pot" and on the same page a definition is given about what are fairy tales or stories, what are the most prevalent characters in fairy tales, most famous authors of fairy tales... This is a teacher’s guide for the way of organizing the lesson, the lesson usually beginning with questions like: Do you know what is a fairytale? What fairytales do you know? etc. Because the pupils are third-graders, it is likely that solid and various responses will be given. This fairy tale is particularly susceptible to incorporation/correlation to the contents of the subject Macedonian language with the subject Arts and Crafts, where the students have the opportunity to illustrate insights, feelings, experiences, opinions and associations from the fairy tale. In this way, teachers encourage pupils to artistically present the character or some situations from the fairy tale that left the biggest impression.

In the fourth grade textbook "Makedonski jazik"[9] on p.58 there is the fairy tale "The Golden Key", and on p.86 is the fairy tale-fable "The Wolf and The Fox." In the case of the fairytale "The Golden Key" which does not have an ending, the teacher leaves the pupils the possibility to finish the fairy tale and hence to see the responses of the pupils about what is hidden in the small treasure chest, more precisely what each of them would prefer to be hidden. This is indicative, because the wishes of children-pupils who do not often comply with reality. Rade Prelevic recognizes the cathartic function of fantasy in children's literature: "... the child is a being who rarely admits defeat and in every situation one finds the safety thread that draws it from the well prepared traps created by life. Sensing what life has to offer, the child rejects such a life, refusing to grow up, choosing an imaginary place where all wishes can come true... So, it is the place of the eternal cycle dictated by the child's desire. And that place with all its constant and wonderful cycles is the place of fantasy" (Prelević, 1978: 96-97). Another strategy that teachers use while working with this fairy tale is when pupils ask and answer questions asked by the pupils themselves. Asking questions before, during and after reading it, allows pupils more actively and deeply to engage in the process of reading. In addition, they will be able to identify gaps in understanding which should be further clarified (Moss, 10). When older, the pupils are asked to provide information about the place described in the fairy tale, the descriptions of nature and landscape, to quote interesting thoughts, to give their opinion on the story, its message etc. When pupils discuss about the place, the questions with which they will come to recognize the progress of the hero in the storyline, for example, leaving Snow White in the woods, and so on. Besides giving a description of the environment, pupils are trained to

[8] “ Makedonski jazik” Textbook for the third grade in the nine-year educational system, by the authors Mito Spasevski, Lidija Grkova and Biljana Lalcevska, Prosvetno delo, Skopje, 2013.

[9] “ Makedonski jazik” Textbook for the fourth grade in the nine-year educational system, by the author Ljiljana Atanasova, Ministry of Education and Science, Republic of Macedonia, Skopje, 2009.

perceive details, they can gain knowledge about the progress of the hero through the fairy tale and how it affects the storyline in it. The place from the journey has a generative, but also a connecting function, not only in the structure of the story, but also regarding the plot. Namely, the journey as a road on which the hero in the fairy tale goes through space and time is a possibility of multiple intersections (meetings, partings, confirmed or betrayed expectations and realizations), and that treasury of possibilities that stands before the traveler also sets the different outcomes of his journey... The long road straight ahead leads to the goal, the side road leads to uncertainty, the road on the left leads to death, the road on the right ensures success ... This action contributes to maintaining the suspense in the reader and the anticipation of a happy outcome. Good will win, but only after it resists the numerous temptations. Even if the hero dies, in the final part the characters –assistants will revive him/her and will ensure a successful return to the initial position (Stanković-Šošo, 2005:119-131). This shows that the question of death or the theme of death is often entailed. In the abovementioned fairy tales the theme of death is present in many places: the death of Snow White's mother, the order given by the evil stepmother to kill Snow White, the attempts by the evil stepmother to murder Snow White, the apparent death of Snow White from the poisonous apple etc. The answers to the questions like: What does Snow White look like? Why does she look like that? What happened to her mother?, will reveal the character of Snow White's mother, whose premature death will encourage the child associations in two ways: in terms of the text, to define Snow White as an orphan, and from the psychological aspect to "naturally" and painlessly (as psychologists claim) introduce death (Vladova, 2001:43-44). Although it is quite as probable as birth, and thus the encounter of the child with it (through death of close family members or persons from the surroundings), often seen as a taboo, explanations regarding it are mostly mystical than explanatory.

4. Conclusion

All these fairy tales by the Brothers Grimm which are learned in primary school can serve as a good example of how children come to intermediate knowledge of death as a life phenomenon. In the fairy tales by the Brothers Grimm the danger to life of the carriers of positive social behavior, are caused by beings similar to humans, their personifications, whether in animal or human form, aided by supernatural powers. Their action brings the positive character to the brink of death, but after a "miracle" it has been delayed, which provides an opportunity for salvation. In the Brothers Grimm's fairytale, usually there is not a direct, immediate murder that causes death. The carriers of positive behavior, as a rule are spared from death, until the carriers of negative either self-destruct or disappear from the fairy tale. The hunter in *Snow White* should commit murder at the behest of the Queen, but as barrier appears his conscience, the punishment for the stepmother-Queen is such that she self-destructs before the fact of her own failure, although the wolf in Little Red Riding Hood has the opportunity to eat her in the woods, which he does not do it there, but in the house of her grandmother, the execution of the sentence over the Wolf is left to the hunter, the forest keeper, guardian of the human social order and morality, therefore, he is given the task by society that he must execute without remorse, and it can even be said with a social blessing (Konstantinović, 2006: 91-104).

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THE DISCUSSION AS PART OF THE DEMOCRATIC CLASSROOM[10]

Jasminka Kocoska, Biljana Gramatkovski
University "St. Kliment Ohridski", Faculty of Education, Bitola, Macedonia

Abstract

The basic premise of democracy refers to development of the ability to deliberately and responsible participation in the political, economic, social and cultural life, based on knowledge and understanding, skills and competencies, personal qualities and preferences expressed by creative and challenging approaches to the issues and problems. In this paper we will focus on the discussion as one of the many strategies for the realization of the educational process, as an integral part of the democratic classroom. The discussion is an inseparable part of democracy because both have the same goal of fostering human development. They are based on the idea that only through cooperation with others we may be exposed to new perspectives indicating understanding and motivation in learning. The discussion strategy is one of the learning ways in which learning can explore specific issues already determined where the human experience and knowledge come to expression. It actually is an inspiring mean for detecting various opinions regarding a specific subject. All the conflicting perspectives of the participants, the unexpected multitude of opinions and views are a very good example of the democratic process in the classroom.

Keywords: discussion, democracy, classroom, education, students

THE DISCUSSION AS PART OF THE DEMOCRATIC CLASSROOM

By following the world's movements and the need for challenges' identification set in front of the Republic of Macedonia, the existence and the practice of the democracy in the educational process appears as a result of the citizenship's needs.

Our educational programs should encourage the young Europeans to see themselves not only as citizens of their own country but as citizens of Europe and citizens of a modern world. We should help them gain responsibility and ability to keep and promote the democracy, the human rights and freedom.

The basic premise of democracy refers to development of the ability to deliberately and responsible participation in the political, economic, social and cultural life, based on knowledge and understanding, skills and competencies, personal qualities and preferences expressed by creative and challenging approaches to the issues and problems. Through careful and purposeful training of students in the knowledge and skills they need to function in a democracy as adults, teachers and parents, shape the future of a democratic society. That means supporting the relationship that contributes to the art,, common opinion "which is the heart of the democratic ethos and that is quite the opposite of discrimination and injustice ... The whole school system should strive to educate the democratic initiative living - acceptance of responsibility, the challenge for active participation, the connection between rights and duties, knowledge and interest.

[10] Specialized paper

In order to preserve the democratic principles in the realization of the educational process, it is necessary to use different strategies to master the content. They are used to intensify the interaction between entities and their cooperation in the educational process as a basis for developing the skills of civic activity and responsibility.

In this paper we will focus on the discussion as one of the many strategies for the realization of the educational process, as an integral part of the democratic classroom.

The discussion is an inseparable part of democracy because both have the same goal of fostering human development. They are based on the idea that only through cooperation with others we may be exposed to new perspectives indicating understanding and motivation in learning. This process only confirms the democratic principles where everyone has the right to speak his word, to expand their horizons and to nourish their development through giving and taking speaking and listening and describing and testimony.

The discussion strategy is one of the learning ways in which learning can explore specific issues already determined where the human experience and knowledge come to expression. It actually is an inspiring mean for detecting various opinions regarding a specific subject. All the conflicting perspectives of the participants, the unexpected multitude of opinions and views are a very good example of the democratic process in the classroom.

The discussion is more serious that a conversation and differs from it in the approach and the ultimate goal. The discussion is concerned about the development of knowledge and understanding among the participants who should provide answers to different views expressed open to influence of the opinions of others.

The strategy for group discussion strives to encourage and strengthen communication skills among students in the class. It promotes thinking skills and decision-making, as well as stimulation of different views and opinions of the students. When students have an opportunity to brainstorm without criticizing, discussing various considerations, debating controversial topics and answering questions, we can prove thinking of students to a higher level. This strategy can be used in all areas of learning, but its realization depends on the climate in the classroom. It may be limited and inadequate for students in lower grades, because the extent of their thinking is lower. The main purpose of the group discussion consists of the following:

- stimulating students to think, explanation, reflection and repetition
- The ability of students to clear and to develop their own and others' ideas
- Promote positive group discussion and conversation
- Demonstrate different techniques of setting questions and leading a discussion on a specific topic in class are very useful tool for learning. However, it should be properly implemented, and for that purpose to be achieved the following principles should be esteemed:

1. The teacher first has to have a plan to lead the discussion so he can encourage higher level of thinking among the students. He should make changes spontaneously in accordance with the discussion, rather than stick rigidly to previously completed plan for the intended discussion with students. It is recommended to ask open questions, questions that do not have the correct answer (for example: How do you think the further action in the story will go?, What do you feel when talking about this character ?, What is your position on ...?) etc.

2. The teacher should also encourage interaction among students. The common practice for the teacher, as a central figure is to ask questions, and direct students to turn to him and then expect that teacher feedback confirms their answer or not. However, as long as they support this model to work, students will not learn to discuss with each other. Instead, the teacher can ask a question, then to talk about that with a student, and then with another, and with the third and so on, ofcourse, with occasional involvement of the teacher when he deems it necessary, in order to improve the quality of group discussion .

3. When it comes to the accuracy of the answer to the previously asked question, the teacher should not be instantaneous assessors, or to confirm or deny the accuracy of the response of the student, but it would be desirable to encourage discussion about the question where he will leave students to comment on it. In this way of work the students gain more confidence, discuss freely, without fear that they'll be laughed at for their mistakes.

4. When the teacher ask question, he should be aware that students need time to think before they give a thorough answer, because by increasing the time for thinking, that significantly increases the level of opinion among students, which includes reporting on as number of students for group discussion.

5. When the teacher opens the group discussion, he should make an effort to include all students in it. In certain cases he should ignore dominant students who think they need to answer the question, and invite withdrawn students to discuss. Open discussion represent a great asset to encourage critical thinking in students who are less open, because in the discussion there are no right or wrong answers, all ideas are respected and considered important.

The way we implement this strategy includes the following steps:

• Group organization

• Set up task (The students ask questions that have multiple possible answers.)

• Discussion

• Presentation of the results (also made on earlier observation of group discussions, noting whether students of the groups ask questions, noting the position, themes, concepts or objects that stimulate group discussion among students).

The reflective discussion encourages students to think and talk about what they observed, heard or read it. The teacher is the one who initiates the discussion by asking questions, requiring from the students to reflect their thoughts and feelings after an interpreted movie, read or recorded stories, illustrations, and their connection with various experiences of students' life and other stories.

The reflective discussion can start with:

- Setting a quoestion to encourage a discussion;
- The question should contain more than one answer;
- The question should encourage the students to interpret what they have seen, heard or read and
- The first question should reveal the theme, the message or the goal of the discussion.

The main goal of the refkective discussion is:

- Using questions to stimulate reflection;
- To make students think through interpreting, summarizing, concluding and evaluatting and
- sharing personal thoughts, feelings and images caused by reading a book, film, illustration or experience

According to the fact that the learning is a continuous process, students should be asked questions that will make easier to set relations between the new information and what they already know. They should also be encouraged to connect content they learn with their own life experiences and to consider whether previous experiences determine their current mindset.

It is very important to work on developing students' ability to reflect and use higher order thinking skills as much as possible. Bloom's taxonomy of cognitive domains is a classic and useful categorization of ways of knowing and learning:

1. Remembering Information-- student memorizes information, repeats back on tests.
2. Comprehension-- student is able to demonstrate concepts, compare and contrast.

3. Application-- student can use knowledge to solve problems; student puts various sources of information together and applies this to understand situations and address problems.
4. Analysis-- student can use concepts and information to critique statements, understand complex situations.
5. Synthesis-- student can integrate various sorts of information together to formulate original explanations for situations.

These are the benefits of getting students to participate in classroom discussions:

1. It helps students explore a diversity of perspectives.
2. It increases students' awareness of and tolerance for ambiguity and complexity.
3. It helps students recognize and investigate their assumptions.
4. It encourages attentive, respectful listening.
5. It develops new appreciation for continuing differences.
6. It increases intellectual agility.
7. It helps students become connected to a topic.
8. It shows respect for students' voices and experiences.
9. It helps students learn the processes and habits of democratic discourse.
10. It affirms students as co-creators of knowledge.
11. It develops the capacity for the clear communication of ideas and meaning.
12. It develops habits of collaborative learning.
13. It increases breadth and makes students more empathetic.
14. It helps students develop skills of synthesis and integration.
15. It leads to transformation

Discussions in the classroom can lead to greater student understanding-but this does not automatically happen. Discussions can be fruitful when the teacher is clear on the reasons for conducting discussions, adopts approaches for making the discussions productive, and is comfortable with the various roles the teacher must play in discussions.

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THE SIGNIFICANCE OF THE LISTENING COMPREHENSION SKILL IN TEACHING GERMAN[11]

Valentina Ilieva
Faculty of Education, Bitola, Macedonia
Nadica Lupevska
Faculty of Philology, UGD, Štip, Macedonia

Abstract

This paper presents the significance of the listening skill in teaching German. It also presents the insights gained from an analysis of the incidence of listening exercises in teaching German in primary education in the Republic of Macedonia.

Nowadays, in the contemporary methodology of teaching German, the term listening is increasingly replaced by the term listening comprehension (Hörverstehen), as listening is not completely the same as listening comprehension. People can listen to something deliberately or non-deliberately, with or without paying attention. They can hear the birds on the branches, the sound of the murmuring brook, the dripping tap, but they can also listen to the statement made by a politician, the announcement about the plane's arrival, the weather forecast etc.

What is relevant for this paper is listening comprehension which, understandably, does not pose problems for native speakers, but could be a real headache for non-native speakers due to many different contributing factors such as speech rate, sound clarity, diction, melody and accent of the spoken text. Another crucial factor refers to the hearers or recipients of the information themselves, i.e. their knowledge of the language and the training they have received with regards to listening comprehension.

This paper aims to investigate the incidence of listening and listening comprehension exercises in three different German course books (*Planet, Pingpong Neu 2* and *Logisch!*) used in primary education in the Republic of Macedonia.

Key words: listening, listening comprehension, audio-lingual method, teaching and learning German

Introduction

Along with speaking, reading and writing, listening is one of the main communication skills, which receives considerable attention in foreign language learning.

This paper focuses on analyzing the incidence of listening and listening comprehension exercises in three different German course books (*Planet, Pingpong Neu 2* and *Logisch*!) used in primary education in the Republic of Macedonia. The aim is to appraise whether this communication skill is allocated an appropriate deal of attention in this segment of education.

Theoretical background

When was the audio-lingual method introduced for the first time?

The development of new approaches to the linguistic, pedagogical and psychological research in the 1930s up to the 1950s, primarily in the United States of America, greatly contributed to the establishment of a new method called the audio-lingual method[12] which

[11] Specialized paper

[12]Bausch, K.R.,Christ, H., Krumm, H.J. (2007: 228)

manifestly puts the accent on listening and speaking as two extremely important segments of learning a foreign language.

The development of the audio-lingual method could be attributed to the fact that in the 1930s and the 1940s the USA army was in dire need of educated interpreters. In fact, their focus was on developing the speaking skill (listening and speaking) and, consequently, they organized numerous quite extensive courses[13].

In the Federal Republic of Germany the audio lingual method was introduced alongside with the direct method in the 1950s. However, his popularity grew significantly in the 1960s when it became a base for teaching English in primary education, and at that point it mainly integrated elements of the direct method which also includes both listening and speaking. Thus, for instance, according to Schröder "listening comprehension was introduced in the teaching process in a systematic and a well-planned manner as late as the late 1960s. Basically, up to that point it was used only in the process of explaining new words upon introducing texts.[14]

This implies that listening comprehension in teaching German as a foreign language has been neglected for a long period time. In fact, there were no significant training courses in developing learners' listening skills prior to the introduction of the audio lingual method. This could be attributed to the fact that previously the classic foreign languages such as (old) Greek and Latin were taught solely for educational purposes and the focus was not on enabling learners to achieve communicative competence.[15]

Why is listening so important in foreign language teaching?

All language learners are aware of the fact that listening and understanding texts in a foreign language is a very important segment of mastering that language, but they also know that listening could be a very challenging task and that it could be accomplished solely by exposing themselves to as many listening activities as possible.

In this respect, they should also be made aware of the fact that constant reference and heavy reliance on the transcripts which accompany almost all listening activities in their foreign language textbooks should be avoided as much as possible, despite the claims that "the text is so complicated that the students would not be able to understand it without reading the transcript" and "the introduction of the content would be too time consuming without the transcript".

In other words, provided that teachers aim to boost their students listening comprehension skills, it is of a paramount importance that they expose their students to a lot of listening activities without including the transcripts, irrespective of whether their students are able to understand everything or not. In fact, it is perfectly acceptable if some pieces of information from the listening activity remain unclear to the students. In those situations, teachers could offer assistance only if the students insist on understanding those pieces of information, otherwise they should not be too concerned about that[16].

Moreover, it is a quite common tendency among language learners to aim to repeat and memorize the entire listening activities. This tendency is also not necessary for real foreign language learning as it does not provide reliable communicative competence. Instead, other learning strategies which make a completely structural listening possible should be implemented[17].

[13]Bausch, K.R.,Christ, H. Krumm, H.J. (2007: 228)
[14]Schröder, K. (1977: 14)
[15]Dahlhaus, B. (1994: 39)
[16]Dahlhaus, B. (1994: 16)
[17]Rampillon, U. (1985: 69)

Listening comprehension, alongside with reading comprehension, speaking and writing, is one of the four specific communicative activities which, in conveying contents and concepts relies heavily on linguistic signs. Its specificity is attributed to the fact that the content of the speaker's message should be acoustically acceptable for the listener which, in consequence, entails rapid decoding of speech signs[18]. In other words, irrespective of whether learners listen to a text on the radio or on TV, or they listen to some real life verbal interactions or an audio tape during their foreign language classes, it could be quite useful for them to recognize the so-called structural signals which significantly alleviate the text comprehension[19]. These structural signals in German are short words (e.g. aber, oder, ehe, nachdem, jedoch, und zwar, bevor, oder etc.), which indicate that the expression expresses a consequence of some kind or oppositeness, for instance, and whose acquisition could be rather tedious but whose usage is definitely very useful.[20]

Types of listening activities

There are various possibilities to systematize the variety of the listening comprehension activities included in foreign language textbooks. They could be classified according to the topics or the types of verbal interactions (monologues, dialogues etc.). They could also be observed from the point of view of their authenticity and non-authenticity. Moreover, the tasks in relation to the listening activities could be classified according to the listening style they promote - extensive or intensive listening[21].

Jung (2001: 90), for instance, distinguishes several different types of listening:

- *global listening* (this type of listening is also known as extensive listening as it aims at gaining some general understanding of the text),
- *detailed/intensive listening* (this type of a listening presupposes listening comprehension of the entire statement and focusing on details),
- *selective listening* (only some individual pieces of information are expected to be listened to which depend on the listener's expectation and interest) and
- *goal-oriented listening* (on the basis of the tasks or advice set the attention is directed only to some specific information)[22].

What influences listening comprehension?

Several factors have huge impact on the listening comprehension process:

- *the audio text* – firstly, the formal-linguistic elements (vocabulary, structures and pronunciation) should be understood to a certain extent[23].
- *the listener* - the second factor which could seriously disrupt the listening comprehension activity is the listener himself/herself. More precisely, from a psychological point of view the listening comprehension process could be seriously disrupted due to some listening miscues such as concentration loss, fatigue and poor memory[24].
- *the situation*: the third factor which bears a great significance to the listening comprehension process is the situation in which the listening activity actually occurs. This includes, for instance, the acoustic conditions of the room[25].

[18]Bausch, K.-R., Christ, H., Krumm, H. J. (2007: 295)
[19]Rampillon, U. (1995: 124)
[20]Rampillon, U. (1995: 124)
[21]Dahlhaus, B. (1994: 52)
[22]Jung, L. (2001: 90)
[23]Rampillon, U. (1985: 66)
[24]Rampillon, U. (1985: 66)
[25]Rampillon, U. (1985: 66)

The Analysis of the Results

What follows in this section is a table representation and explanation of the results gained from the analysis of the listening exercises included in three German course books (*Planet, Logisch!, Land Pingpong Neu 2*) used in primary education in the Republic of Macedonia.

Table 1 Planet (Gabriele Kopp, Siegfried Büttner)

	Category 1	Category 2	
topic	the cardinal number of the exercises with listening, reading and speaking	the cardinal number of the listening comprehension exercises	total number of exercises per topic
I	1,5	3,4,6,7,9,12	13
II	6,7,13	1,3,5,8,10,11	13
III	1,2,3,5,6,9,13	7,10,11	13
IV	1,3	2,4,6,8	13
V	2,4,7,8	1,3,4,6,11	11
VI	2,4,8,10	1,6,7	12
VII	3,5,7,	1	7
VIII	7	1,2,9,10,11	11
IX	/	2,3,5,10,11	13
X	1,2,3,5	4	9
XI	4,5,6	1,2,4,6	8
XII	2,4,5	1,4	9
XIII	7	1,2,4,5,8,10	12
XIV	2,5	1,6,7	9
XV	4,9	1,2,5,8,9	9
XVI	1,2,8,10,11	2,5,6,8,	12

This course book includes various topics suitable for students who encounter the German language as a second foreign language for the first time. Apart from the fact that the topics include didactic-methodological aspects, they also comprise contents related to the German culture and geographic area.

The course book presupposes utilization of various listening resources such as listening to CDs, audio-visual recordings, singing songs etc.

The activities which involve the listening skill are being grouped into two categories: a) listening combined with reading and speaking, and b) listening comprehension activities. The difference between these two categories is that the former does not always include comprehension as the students, for instance, listen to the teacher or an audio recording and then they repeat what they have heard, which does not have to be correct and complete, as the teacher is there to correct them. The latter category requires attentive listening as the students should understand everything they listen to in order to be able to deal with the tasks set for them.

The analysis has shown that this course book includes both listening activities and listening comprehension activities. The Roman numerals in Table 1 present the topics in the course book, which are 16 in total. The second column of Table 1 presents the cardinal numbers of the exercises which include listening activities in each topic, whereas the third column presents the cardinal number of the exercises which include listening comprehension activities. The forth column presents the total number of exercises included in each topic, which indicates

that the listening activities and the listening comprehension are integrated within each and every topic of the course book, which confirms the importance of this skill in the process of learning a language. In fact, the analysis of this course book has shown that out of 174 exercises in total, 109 exercises are listening exercises. More precisely, 49 are listening exercises and 63 are listening comprehension exercises. These results indicate that the listening exercises in this course book have been sufficiently represented.

Table 2 Pingpong Neu 2 (Gabriele Kopp, Konstanze Fröhlich)

	Category 1	**Category 2**	
topic	the cardinal number of the exercises with listening, reading and speaking	the cardinal number of the listening comprehension exercises	total number of exercises per topic
I	(a)1 (b)3,4,(c)8	(a)1,4, (b)5, (c)2	13
II	(a)1,(b)1,2,3		8
III	(a)3	(a)5	7
IV	(a)1,3,(b)2,4		10
V	(a)2,3,5,6,(b)5,6	(a/b)8,(b)2	14
VI	(b)1	(a)3,(b)2	14
VII	(a)1,2, (b)6,8	(a)3,(b)1	13
VIII	(b)2	(a)1,(b)5	10
IX	(a)2,3,6,10,12		14
X	(a)2	(a)1,4,(b)2,(c)1	17
XI	(a)1,2,7,8	(a)6,(b)1,2	10
XII	(a)1,9,(b)2,3,7,9,10	(a)7,(b)1,5	9

In this course book, *Pingpong Neu 2*, we also recognized the same two categories of listening exercises: a) exercises which include listening, reading and speaking and b) listening comprehension exercises.

The listening exercises in this course book, unlike the exercises in the other two course books, apart from being presented with cardinal numbers, they are further subdivided into: exercise a), exercise b), exercise c) etc. according to the level of their difficulty.

The analysis of this course book also shows that the listening exercises of the first type are really numerous, i.e. they are being included in each and every topic. The incidence of the listening comprehension exercises, on the other hand, is also quite satisfactory, as indicated by the numbers presented in the third column of Table 2. In fact, in comparison with the other two analyzed course books, the number of the listening exercises in this particular course book prevails.

Table 3 Logisch! (Stefanie Dengler, Sarah Fleer, Paul Rusch)

	Category 1	**Category 2**	
topic	listening exercises intended for learning new words	listening exercises intended for grammar revision	total number of exercises per topic
I	1,2,5	7,8	8
II	1,3,10	5	11
III	1,7,10	6	10
IV	1,5,7,8	10	10
V	2,9	8	10
VI	1,2,7,10	9	11
VII	1,7,8	/	11
VIII	1,4,6,7,10	11	13
IX	2,4,7	6	8
X	1,4,7	9	11
XI	1,4,9	7	9
XII	1,10	12	12
XIII	2,7,9	11	11
XIV	5	8	10
XV	1,7,10	11	11
XVI	2,3	/	3

In the third analyzed course book, *Logisch!*, all the listening exercises could also be divided into two categories which are closely connected. In fact, this course book does not make a distinction between listening exercises and listening comprehension exercises. The first category of listening exercises in this course book refers to the listening exercises with which students are expected to learn new words, whereas the second category of listening exercises is intended for grammar revision.

The first category of listening exercises encompass activities such as matching pictures, completing dialogues, answering questions etc. In this context, it is interesting to note that this category of exercises also includes listening to sings.

The Roman numerals in the first column of Table 3 present the topics in the course book. The other two columns depict the cardinal numbers of the exercises which include the listening skill. Although the second category of exercises do not directly mention the listening skill, still these listening exercises are very useful for learning correct pronunciation of the German language by means of listening and repetition.

Conclusion

The conclusion which could be drawn from the analysis of the three abovementioned German course books is that, the authors of these three course books really took into consideration the audio-lingual method and implemented it efficiently in the contents of these course books. In other words the incidence of the listening and listening comprehension exercises is on a really satisfactory level.

However, similarly to reading, teachers of German should be aware of the fact that listening also involves different strategies which they could use in order to make the most of this type of exercises. Every course book, and every teacher's book in particular includes a description of the instructions underlying each listening activity. Language learners should be made aware of these instructions and prior to doing the listening activities they should clearly understand them (e.g. have a look at the pictures, listen to the conversations and match the

verbs with the pictures[26]; listen to the dialogue and write down who made the mess[27]; listen to the audio and look at the picture on page 119[28]) and, only then, they should focus on the listening activity itself.

Another point that we would like to make in this context is that, bearing all these facts in mind, it could be inferred that none of the above discussed types of listening activities, in fact, necessitates transcripts of the audio texts. On the contrary, the transcripts could only distract the learners who instead of listening to the text would focus on reading it. In our opinion, the most important steps which should be taken when doing listening activities involve: a) activating learners' prior knowledge in relation with the topic in question and b) doing some useful vocabulary exercises, as every single listening activity, inevitably, contains words which are unfamiliar to the learners and which prevent them from grasping the text. If these two separate strategies are undertaken prior to doing the listening activity, they would, unmistakably, alleviate learners' listening comprehension to a great extent. Another important strategy which could significantly ease learners' listening comprehension is underlining the key words in the exercises related to the listening activity. In fact, this strategy helps learners to stay focused on the listening activity, and do the exercises related to the listening.

In conclusion, all these strategies, which undoubtedly greatly facilitate the development of the listening comprehension skill in teaching German, do not justify the contention that "the listening activities are very complicated for the learners and that the learners themselves are not particularly inclined to doing this type of activities, so they could as well be omitted from the teaching process". On the contrary, provided that these exercises and activities are adequately set and performed, they could enable the learners of German not only to listen to and understand their teacher of German, but also a wide array of native speakers of the German language.

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NUTRITION EDUCATION CURRICULUM OF THE ALBANIAN SECONDARY SCHOOLS[29]

Sanije Zejnelhoxha
Food and Nutrition Specialist

Abstract

Eating healthy is an important part of a healthy lifestyle and is something that should be taught at a young age. Healthy eating patterns in childhood and adolescence promote optimal growth and intellectual development; prevent immediate health problems, such as iron deficiency anemia, obesity, eating disorders; and may prevent long-term health problems, such as coronary heart disease, cancer, and stroke. Schools are in a unique position and school health programs can help children and adolescents attain full educational potential and good health by providing them with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy eating behaviors. Albania is the 'youngest' country in Europe and after the 90's, the educational reforms implemented included the revision of curricula and the definition and introduction of new regulation in several domains. As regards secondary education, after several years of examining the achievement results at this level it was concluded that it was necessary to introduce changes in the curricula reflecting the recent achievement in science and technology, changes in social relation, health education etc. This work will provide a framework of the changes over the year in the secondary curriculum regarding nutrition education focused on promoting healthy eating behaviors, school health programs and their results and efficiency. This evaluation aims also to underline possible modifications and recommendations to improve the impact of such issue by coordinating curricula with appropriate and fun instruction for students, physical activities in school, staff training, community and family involvement.

Key words: healthy eating, healthy eating behaviors, secondary curriculum, adolescence, etc

I. Healthy eating and schools

Healthy eating in childhood and adolescence constitutes the basis for an optimal growth and intellectual development. Developing good habits is essential to become healthy adults and prevent immediate health problems, such as obesity, iron deficiency anemia, eating disorders. Long health problems, such as coronary heart disease, diabetes, cancer can be avoid and reduced by maintaining these healthy eating behaviors combined with an appropriate physical activity. Adolescence is a period of important body changes and increased physical development. Is a delicate and complex emotional in which nutrition plays a key role. Changes in body composition associated with puberty and increased growth define increase nutritional needs [1,2]. Proper diet should be rich in calcium, phosphorus, iron, vitamins and minerals. No less important, other factors that may affect the choices and intake of foods, such as independence and acceptance by peers, preoccupation with self-image greater time, increased mobility contribute to the erratic eating behaviors that are common during adolescence [1,3].

[29] Original scientific paper

A proper nutrition will complete the physical and mental development and will constitute a kind of preventive intervention for many diseases. Inadequate nutrition in this age may in fact cause:

- Osteoporosis for poor bone mineralization;
- The persistence of the condition of morbid obesity (with its complications);
- The potential acceleration of atherosclerotic lesions;
- Anorexia and bulimia that during adolescence manifest their peak incidence.

In order to promote healthy eating, schools have been identified as key public health intervention sites. During school age, children and adolescent are more independent. They take personal decisions regarding what they eat by making their own food choices. At school, the diversification of the social environment and influences that go beyond the family progressively become more important references. For adolescents, family becomes less important, while friends, peers and social models influence their eating practices [4].

Schools have been identified as key parts for nutrition education because of many reasons. Children and adolescents spend most of their time in school where they can be provided with the appropriate information to practice healthy eating. At school, they can learn to resist to social pressure and school- based programs focused on reducing pressures like that of peers that discourage healthy eating, constitute the appropriate approach to provide students with the skills and social support they need to adopt healthy eating behaviors. Several studies and evaluations show that eating behaviors of student can improve, by implementing school-based nutrition education at all levels of education [5,6].

Based on these considerations, nutrition education should be constant part of the school curriculum for all ages, from the early stages through secondary school. The Albanian secondary school curricula treats nutritional education focused on promoting healthy eating behaviors and help children and adolescents attain full educational potential. Below will be presented a complete framework of how nutrition is treated in the curricula and the degree of implementation of school-based nutrition programs.

II. Albanian secondary school curricula

The Albanian pre-university educational system aims at preparing students to be able to live and contribute actively in a democratic society, as to be able to adapt to the diverse world and continuously changes in all areas of life, knowledge and work. Education and all curriculum that presents its basis, must equip students with knowledge, skills, practical skills and attitudes necessary to successfully face with employment needs and challenges of daily life, to ensure a continuous learning and compliance with market requirements.

Schools should guide the career development of students and educate the sense of self-confidence, respect for any kind of work and profession, a prerequisite for the economic and sustainable development of the country [7].

The political, social and economic changes that involved Albania after the 90's were accompanied by changes even in the educational system. During the period 1992-1998 the curricula was reviewed and new elements was defined and introduced at several levels. Starting from 1997/1998 school year and later, innovations reflecting the recent achievement in science and technology, changes in social relation, health education etc were introduced in the curricula of secondary education.

Secondary education in Albania is provided in high school or gymnasia, technical and vocational schools. Until 2008, general secondary education last four years. The transition from the eight to the nine -year basic education, reduced the secondary education at three years. The secondary education curriculum consists of compulsory and optional subjects. Based on local

conditions and needs, local educational authorities can decide the optional subjects offered by the school. [8].

Below are shown the weekly lesson timetable of general secondary education implemented in 1998 versus the weekly lesson timetable of general secondary education for the school year 2010/2011(three-year programme):

Table 1. *Secondary school: weekly time table (1998) [8]*

Subject	Number of weekly periods in each form			
	I	II	III	IV
Language and literature	3	4	4	4
History	2	2	2	3
Geography	3	2	2	-
Foreign Language	2	2	2	2
Knowledge of society	2	2	-	-
Knowledge of economy	-	-	-	2
Introduction to philosophy	-	-	2	-
Mathematics	5	4	5	5
Physics	3	3	3	4
Chemistry	2	3	2	2
Biology	2	2	2	2
Technology	2	2	-	2
Computer Studies	-	-	2	2
Astronomy	-	-	-	1
Physic education	2	2	2	2
Total weekly periods	28	28	28	28

Table 2. *Secondary school: weekly timetable (2010-2011) [8]*

Subject	Number of weekly periods in each grade		
	10	11	12
Albanian language and literature	3	3	4
First foreign language	3	3	4
Mathematics	3	3	4
Physics	2	2	-
Chemistry	2	2	-
Biology	2	2	-
History	1	2	2
Earth science, environment, astronomy	2	-	-
Natural sciences	-	-	2
Civic Education	2	1	1

Geography	-	1	2
Economics	-	-	2
Career education and personal growth	1	1	1
Technology	-	-	2
Computer studies	2	1	-
Arts and history of the art	1	1	1
Physical education and sports	2	1	-
Sub- total core curriculum	26	23	24
Compulsory electives	2-4	4-6	4-6
Free electives	2	3	2
Total weekly periods	30-32	30-32	30-32

Regarding the nutritional education, the first references are found in the subject of Biology, constant element over the years of the Albanian curricula. It consisted only in general information and no school-based nutrition education or school health program were designed and implemented.

In 2010, as shown in the table below, it was introduced in the secondary school the subject "Civic Education" a compulsory subject, where more attention is paid to nutrition and healthy eating. In the same period, the introduction of the curricular projects created a favorable framework for the treatment and the inclusion of student in such issue.

The Civic Education of the third year (grade eleven) is better focused on nutrition. Knowledge, civic and social phenomena are presented through nine lines. The first line is dedicated to nutrition and its importance, healthy eating, risks associated with malnutrition. It consisted in classrooms lessons. Based on the Directive 23 of 08.08.2014 of Ministry of Education and Sport for the pre-university education, chapter IV. Politics, strategies and interministerial agreements, based in a plan, in specific dates and events are organized meetings and open lessons with food and nutrition specialist, Institutions of Public Health, internal activities at school with the support of staff, subject's teacher and the teacher of physical activity. These activities are organized in different ways by different schools [9].

However, it was noticed these are general and more practical trainings of students and involvement of all the actors that can help to better achieve objectives are needed .The degree of implementation often depends of overloaded teachers, lack of materials, lack of support of community and non-profit organizations to further develop the educational attainments and perform suitable activities through curricular projects.

III. The need of a comprehensive school health program

Adolescents frequently decide what to eat with less control of parents. Families having one or both working parents and availability of fast-foods inhibit parents' monitoring of their

children's eating habits. Classroom lessons alone might not be enough to obtain effective changes in the eating behaviors of students. [10]. Results important the supports of all persons around them to make healthy decisions [6]. Regarding nutrition education, the Albanian curricula has to face with new challenges in the future by paying more attention and give more space to such issues. The strategies developed by the education institutions can be implemented efficiently defining and developing a comprehensive school health program.

This program will give students not only the knowledge, skills and attitudes necessaries to make correct health decisions but also the motivation, services, and support to develop and maintain healthy behaviors [11]. A comprehensive school health program includes except lessons based on curricula, integrated cooperation and efforts of school and community, psychological counseling, social services, physical education; nutrition services and also ongoing training on nutrition education for faculty and staff [12].

To reach better results, classroom lessons on nutrition can be supported by

– physical education teachers underlining the relationship between nutrition and physical activity and to promote physical activity as an important part of a healthy life among students;

– school counselors offering guidance on health and deal with nutritional problems;

– organizations providing nutrition education campaigns or counseling;

For nutrition education can be designed and implemented several steps to improve the impact of school on students for such important issue. First it is necessary to adopt a school nutrition policy, the objectives of which consist on promoting healthy eating through classroom lessons and ensure a supportive school environment. For the fulfillment of these objectives nutrition education can be supported by fun, participatory activities that involve social learning strategies; ongoing training of staff about teaching strategies for behavioral change; providing staff involved in nutrition education with adequate materials; involving family members and the community in supporting and reinforcing nutrition education. The school health program should be regularly evaluated about the effectiveness in promoting healthy eating and change the program as appropriate to increase its effectiveness.

IV. Conclusions

Educational reforms implemented in Albania after 90’s gave a special attention to the treatment of education nutrition on secondary school curricula, based on almost total absence of its treatment in the previous years. This constitutes an important step because of the relevance of such issue for the health and welfare of children e adolescents. New challenges await Albanian school in this direction. The wider involvement in curricula and a comprehensive school health program may constitute a new era of nutrition education in Albanian schools.

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PARTIAL OR TOTAL SELF-EVALUATION IN THE EDUCATIONAL INSTITUTION[30]

Marija Ristevska, Dance Sivakova Neshkovska
University "St. Kliment Ohridski", Faculty of Education, Bitola, Macedonia

Abstract

Every good school works well, because every member of it takes responsibility for something. The school prepares you for your further life. What teachers teach you in class is not what you learn. You learn through the oportunity you are given to do the things and to make decisions. The best thing about this tupe of schools is that everyone is given a chance to prove himself and to find its place. In the healthy dynamic schools the self-evaluation is highly prevalent with tendency for constant improving. In the schools where there is a lack of selfconfidence and denial of the weakness it is absent or it comes last.

This paper talks about the self-evaluation that should be part of the schools' everyday practice, about the purposes of the partial and the general evaluation, about their practice within the schools as well as about directions for their use.

Key words: self-evaluation, partial self-evaluation and total self-evaluation.

Introduction

One of the most effective mechanisms for quality in the educational istitutions, pointed out by the world experiances is the self-evaluation. The use of self-evaluation in the schools creates a possibility for forseeing the everyday work and the final goal is critical analysis and improvement of the situation.

The internal and external subjects within the school have a great benefit from the results of the conducted self-evaluation in the school. The information got from the schools' self-evaluation identify the weakness in the teaching, the curricula, the management and the resources and point out the need of change. By their help we get information about the achievements of all the subjects of the school, by letting every member to see its own weaknesses so he can work better, introduce inovation in its work, improve the quality of teaching, the climate in the classroom by which we come closer to the final goal- the success of the students, a school ready for collaboration, open for inovations, teachers' progress etc.

The results from the self-evaluation give answers to many questions. What kind of equipment the school needs? The lack of literature in the school library? Does the school have adequate classrooms, cabinets, gym? Are the students safe and in what way the school protects them? Are their empty work positions that are hard to be filled? Does the school support the teachers in their professional improvement? Questions about the financial work of the school, the budget, the expenses etc.

Total and partial self-evaluation

The schools' evaluation can be conducted by internal and external subjects. The difference between internal and external evaluation is more than obvious. The external evaluation usually associate us to inspections and the internal to self-evaluation.

[30] Specialized paper

The internal evaluation doesn't stop the everyday plans for work. It can be integral part of the school life. It includes some key aspects from the school work, it focusses on what is the most important for the teachers, the students and the parents. The teachers and the students as main subjects of the school community know the best what happens in the classroom, in the halls so in that sense it is obligatory to give relevant data . This means that the data should be reliable on the given the task and available for anyone to examine and convey.

The self-evaluation of a school can cover the whole school or it can be directed to a part of it. In other words it is about total (general) or partial self-evaluation.

In order the self-evaluation to be more detailed and analytic the school usually uses the seven areas of question for self-evaluation:

Area 1- Lesson plans and programs
Area 2- Students' achievements
Area 3- Learning and teaching
Area 4- Support/help for the students
Area 5- The school climate
Area 6- The resources
Area 7- Managing and creating educational policy (Milosevska, 2008)

The total self-evaluation is conducted in order to get a wider picture for the total work of the school. If a school decides to do a total self-evaluation it should focus on self-evaluation in the seven areas in a short period of time. This kind of action requires involvement of as many as possible internal subjects of the school. It requires speed, commitment, team work from all the participants. In other words it's all about collective data gathering.

The partial self-evaluation's aim is to see more detailed certain categories for further improvement of the school's quality. It can refer to one area or to a part of an area. For example, it can conduct evaluation of the management- the school management or of the professional improvement of the teachers. It can conduct self-evaluation only on students' achievements, the students' free activities, the cooperation between the parents and the local community. Very often a subject of self-evaluation is a current problem about which information is needed immediately.

According to the Office for educational standards – Ofsted- the partial self-evaluation:

- Should be part of the school's everyday practice;
- Should ask the most important questions for students' studying, their achievements and progress;
- Should be based on school's priorities for improving;
- Should regularly ask the question if the school serves well to the students;
- Should use a whole specter of evidence to answer all these questions;
- Should set a start point which will help in the comparison with other schools' achievements;
- Should include all internal and external subjects;
- Should be part of school's central system for students' and staff's progress;
- Should lead to action.

It is recommended for every school in the pre-self-evaluation phase to have data about the current status, the expected outcome and imagined final goals. Then, it's the best for the school to conduct total self-evaluation. In that way we can see the current situation and the flaws that can be worked on in near future. After a short period of time it should be conducted a partial self-evaluation in those areas where flaws were noted. This step will lead to identifying

the situation. More often conducted partial self-evaluation can help in comprehensive self-evaluation which should give its report to two or three years.

With the results from the self-evaluation the schools can compare itself with the national values, the local norms or with other local schools and based on these data can set goals for next year.

Experiences show that the schools eventually identify strengths and weaknesses, students achieve better results, teachers work in teams, share experiences, develop ideas together about teaching, in other words the school as a whole is improved.

Subjects in the process

Based on the objectives set by the education policy each country decides which subjects will be covered in the process of self-evaluation. The choice of subjects depends on the purpose of self-evaluation, whether it be partial or comprehensive self-evaluation will examine whether a particular subsystem, will be performed in separate schools and many other factors. For example, if an elementary school self-evaluation performed in partial indicator - "student achievement," then as subjects in this process of self-evaluation would be teachers, students and parents. Or if performed in partial self-evaluation indicator - "Resource" then you would be left parents and students.

Framework for self-evaluation

In the beginning of this paper we introduced the seven areas of self-evaluation. In some papers they are referred to as criteria and in some as indicators. the self-evaluation must be based on evidences. In order to talk about the criteria we have to mention the areas of self-evaluation, for example the success and the progress, the resources, the students' achievements, the quality of learning, the ethos etc. The easiest to be measured are the tests' results and exams' results. They can be expressed in points, levels and percentages. The criteria that measures the quality of learning or the school's ethos are harder to be measured and to be expressed.

Every country adapts the areas of self-evaluation according to its needs and in correlation with many factors like for example the financial situation of the country, the goals and the characteristics of the educational system, the goals of the sub-systems, the relation between the educational system and the social phenomena specific to a particular country, the accepted values and the starting positions of educational policy in one country.

If we choose ten schools from different areas and give them a task to set their own priorities and goals and on that basis to set a framework for self-evaluation we would probably get ten different frameworks. It is so because not a school is like any other school. Every school has its goals, plans, a specific communication between the staff, the students, a special spirit in the halls, its own problems. The framework involves setting the areas that are believed to help the most in the process of realization of the vision with success. They are important part of the research and lead to professional and organizational development. Well organized ell-planned self-evaluation can significantly help in setting the developmental priorities of the school, the goal planning and realization of the goals. If these same schools re-do the self-evaluation after a year or two, they would probably set a different framework. They would do the good criteria and would fix the weak ones. As we said before, every school should have the right to form its framework for self-evaluation and to accept the criteria that will help it to progress. (Ristevska, 2012)

“The self-evaluating and self-improving school is a school that is flexible when it comes to changes and that owns internal capacity, knows its weaknesses and good sides and builds its progress on that basis.”

(Riley and Macbeath, 2000)

Conclusion

The schools should use a self-evaluation because the process itself is reliable and deserves the trust of the staff, the methodology is flexible and adapts on different situation, its easy to use, everybody can use the process without any special skills, the whole school has access to the results, the procedure can be used in different contexts without a change of the basic principles, the methodology allows the participants to develop critical and constructive thinking for learning, the process of self-evaluation focuses on mutual and meaningful factors.

The fundamental principle of self-evaluation by the European body of inspectors says: Observe yourself for not being monitored" which means that more schools want to participate in initiations than just to be imposed to them.

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THE IMPORTANCE OF THE BASIC ASPECTS OF THE EFFICIENCY OF PRESCHOOL AND PRIMARY EDUCATION[31]

Mirjana Simic, Bojana Bazic
Institute for Serbian Culture, Pristina - Leposavic

Abstract

Since education is an organized and continuous process that starts from the earliest days of human life, a lot of knowledge and progressive ideas about the education of children from birth to school age become the basis for building modern theory and practice of preschool education. The new concepts of preschool education in addition to striving for the holistic development of the child, for the development of creative skills, emphasizes the tendency to pre-school education includes education and work, and that is so tightly connected to the primary school. Objectives, content and organization of work in the contemporary elementary school change is in line with major changes in the scientific, technical, technological, economic and cultural development of society, the dominant pedagogical conceptions and needs for improving the efficiency and quality of educational work. Our task is to show that the main reasons and benefits, organization of educational institutions, what they achieve and accomplish that goal.

Keywords: Preschool, tasks preschool education, primary education, teaching staff, the organization of educational work.

Basic stages of development of preschool

All the great teachers emphasized the paramount importance of preschool education in human development. Thus, the famous Russian pedagogue Usinsky wrote: "Character is the most human form in the first years of life and what is built into the nature of these early years is the stiffest, it becomes second nature of man." Preschool children are developing intensively and in that short period of time (3-7 years) there are two stages, which are referred to as younger and older preschoolers: the first 3-5, the second 5-7.[32]

A child of 3-5 years is a very vibrant and constantly on the move, as strongly developed and physically and mentally. It is very curious for all the senses observed around and in the immediate surroundings. His attention was fleeting and superficial, related only to the current interest. The main content of the life of every child is playing. Among the various types of games have a special place didactic games. Success in the execution of didactic games depends on the ability of teachers. She also cherishes the game and the development of the intellect, which is of particular importance for the physical, moral, aesthetic development.

As the awareness and willingness of the child are not well developed, it can be easily aroused and quickly changing moods. Older preschool children 5-7 years of age, is emotionally more balanced, his mental faculties are developed. It is able to focus more on set goals, accept more and more complex tasks. In this way, the pre-school child is preparing for the duties, obligations and responsibilities that will need to meet the entry into school.

[31] Specialized paper

[32] Зорица Ралевић, *Мере васпитног утицања на дете предшколског узраста*, Раднички универзитет, Београд 1960, 3-5.

In the pre-school period sets the foundation of the moral development of the child. It starts with the development of positive qualities: fairness, humility, honesty, courage. The formation of these traits the most important role parents. Acting on the model of the older preschool child builds habits, taught elementary behavior, and thus prepare for the duties of the school, and life. In addition to the examples used properly, such educational measure of influence on the development of pre-school child uses and encouraging. It can be applied in establishing the working and cultural habits, developing obedience curiosity. It is important that during this period the child gets used to the work, to gradually take care of themselves. It is necessary to pre-school child to give a new and more difficult tasks, because the lake and learned what jobs lost interest. For the development of such complex traits should be used as a game asset. However it is very difficult in a child to draw a distinction between play and work, because they are intertwined. In the game, children express their preferences, feelings, temperament, character traits. And in the game and in the work of the child should be encouraged, especially timid and studljivu who do not have faith in yourself, and make them develop into independent and working people.

In addition to the examples and encouragement, positive measures in education preschool child the praise and awards. They should be used in older pre-school age, when the child developed consciousness and when these measures can act as an incentive and encouragement in his behavior. Wrong is gratified child every success, but it should be gratified only for procedures that require more effort from him. Activity, the immediacy of emotion, impulsivity, are all common traits of preschool age and are manifested differently in children of preschool age. Rewarding a child requires even greater self-control, as each award represents a certain benefit. We must not reward the child to perform daily duties, but only when specifically highlight and pledge to work for the reward as an incentive measure only way to have a real effect.

The nature of the preschool child that is lively and active, and it must be borne in mind when using a measure of influence in his upbringing. Therefore, you first need to take advantage of all the positive measures of influence, and if the child is still wrong in his actions, then he should be punished and that the punishment implemented gradually from mild to severe. The mildest form of punishment is a conviction, reprimand. A reprimand should be imposed briefly, clearly and firmly, without anger or excitement. A good way to punish the deprivation of a child's pleasure. It must be borne in mind that the criterion for punishment preschool child must be less severe, but when it comes to older school children, because the sense of responsibility of a child aged less than for an adult child. Due to all the above is required serious educational work with children up to 7 years, because at that time lay the foundation building complex personality.

Preparing children for school

Education of the child should start from birth. The duty to parents, educators and community members. Pre-school education of children is done in kindergarten, kindergarten, preschool. Those in the education of children take responsibility of parents, who are on the job, provide children the basic knowledge, skills, habits are formed, and thus preparing the child for school and life. Preschools provide a great help for children to work in a primary school. First, attention is given to the physical education of the child, because it is necessary to create a healthy body, to be freely and properly develop the spirit of a child. Child at the time absorbing all the information, impressions that make up the content of mental activity. All of the child at this time to learn and learn, much easier to fit into school life and gain new knowledge.

The biggest help that preschools provide school is that they develop a proper literary language and perform the correction of speech. At the same time, working on the development of proper speech, adopted by the melodious and accent the rich vocabulary. In a child who goes through a pre-school, developed his love for the collective, human attitude towards his friends, excited the interest of serious work, they developed a sense of duty towards these objectives. These are all important features that facilitate a child going to school, and to some extent provide a better and more successful work.[33]

The basic features of the school system

Elementary school is primarily a social and educational institutions, organized on the principles of social management. Compared to the previous state its social importance has increased in that contains all children of 7-15 years of age receive a mandatory rounded basic general education and comprehensive education that prepares them for active participation in the economic, social and cultural life. Elementary school for a period of 8 years is the basis of the entire correctional school system. As schools of compulsory education gives students the basics of modern general education, which is necessary in order to further regular or supplementary training, as well as for self-edification. It also presents a general starting point for the selection of a life calling.

As a further new element in the physiognomy of the elementary school emphasizes her uniqueness, which consists of a common social role, educational objectives and established a common curriculum. Giving the basics of modern active general education, it should seek to provide working technical, physical, moral and aesthetic education in mnogoj greater extent than before and so that the educational process running continuously from grades 1 to 8. In achieving educational tasks elementary school should in particular enable students:

- Developing a culture of oral and written expression,
- Developing mental and physical abilities of students, especially developing skills of observation, independent and critical thinking, continuous interest and the need for new knowledge,
- The acquisition of work habits and work culture,
- Encouraging the development of individuality and creativity of students,
- Developing the skills necessary for successful cooperation with other people, and active social participation,
- The development of morality and
- Developing the capacity for international understanding, peace, cooperation, and respect for human rights and freedoms.

Taken as a whole primary school teacher sets the complex and responsible tasks. Successful execution of tasks will depend primarily on the professional pedagogical and ideological education of teachers, their creative work and concerted action of all school authorities to solve pedagogical problems of the school and the creation of favorable conditions for students. An elementary school teacher for his call the eminent educator, teacher, because the primary level of education the educational objectives of the school exercise organized by broad and varied educational work. In practice an elementary school teacher needs to be a creator, initiator, organizer who can make decisions and accept papers relevant to the future work of the school system.[34]

More professional and pedagogical-methodical education should receive all of the teachers who are preparing for teaching from 1 to 4, in the elementary grades in the system of

[33] Босиљка Белошевић, *Значај васпитања предшколске деце*, Народна књига, Београд 1956, 8-22.
[34] Образовање наставника основне школе, Савремена школа, Београд 1962, 8-23.

class teaching, as well as those who will teach subjects from 5 to 8 in the higher grades, the system subject teaching. Under the previous system, were the first to be formed only in teacher training schools and received a high school diploma, while subject teachers ended a two-year or three-year teacher's college. Such a division is neither educational nor socially justified. Working with children from 7-11 years is equally difficult and responsible, as well as working with children from 11-15 years. Different and unequal position of teachers in the primary school, which is the result of a different type and rank their education, retreated behind a series of often negative phenomena: the fragmentation of the educational process, disregard for the achievement of the overall objective of primary education, mutual understanding, separation. Such an operation was necessary to correct, because it is entailed a series of consequences that are reflected in the school system. Gradual action, today's changing role of teachers in primary schools, it is wider than it was before, because he was not only a teacher of a particular class or subject, but it is also an associate in the organization of the whole life of the school, participated in the execution of various extracurricular activities of students. Because education teachers for all grades of primary school should have the same level and that is carried out basically in a unique way and the uniquely organized for school teachers, which will ensure the unity of the educational concept and operation of future primary school teachers.

To enable primary school continued development of personality is required in accordance with the mental development of the students to create a smooth transition from the complex experience of teaching in the lower grades (1-5), to the formation of increasingly differentiated instruction in the higher grades (6-8), organized by general subject teachers. It is particularly important to avoid the harmful consequences of sudden transition from a system of one teacher to the system višepredmetnih teachers.

Compulsory primary education in contemporary society extends its functions and received new assignments. In addition to the educational school has a significant socialization, educational and cultural function. The quality of the acquired knowledge, skills and habits, the development of learning motivation, character experienced socioemotivnih experiences can have a decisive influence on the further development of the personality.

Weaknesses of traditional organized educational activities in elementary school

Identifying the weaknesses of the traditional educational work in schools predasatvlja necessary condition for its removal and appropriate pedagoška measures for modernization of school work. The largest number of complaints traditionally organized educational work related to the obsolescence and inefficiency classroom-hour and the present system of teaching dominated by authoritarian relationship between teachers, students passivity, verbosity. In the traditional teaching more insist on memorizing and reproducing knowledge, and less attention is given to developing pupils' skills training for independent learning and motivation for further education. In traditional classes dominate teaching and verbal methods, frontal form of work, which passivate the students do not get enough opportunity to develop logical, abstract and creative thinking, and enough of using different features for greater individualization and personalization of educational work.[35]

[35] Бранко Јовановић, Педагошке претпоставке осавремењивања основне школе, *Зборник радова УФЈ*, Учитељски факултет јагодина, Бр. 1, Јагодина 1997, 4-5.

Neglect or pedagogically inappropriate to organize more, additional, optional classes, cultural activities and public schools, in cooperation with parents, negative impact on the realization of educational tasks and complex functions of the modern elementary school.

Organization of educational work in the elementary school.

To make the educational process was a function of the optimal development of students, it must be designed and implemented to measure students' individual and not by the design of the average student. Modern Teaching emphasizes the importance and value of teaching methods, processes, and learning strategies that engage students' thinking processes and provide a greater degree of samosatlnog intellectual work, problem solving, application of knowledge in different subject areas. Therefore, instead of the traditional, mainly teaching methods and frontal forms of work are increasingly using various combinations and forms:

- The project method,
- Problem teaching
- Teaching at multiple levels of difficulty,
- Learning through research and discovery,
- Teaching the principle of block hours, etc..

Students who achieve a sufficient and poor grades in school learning best suited to the following forms of learning and teaching: the possibility to choose the appropriate program in teaching at three levels of difficulty, individualization of learning in relation to prior knowledge, specifically organized remedial classes, individual teachers' work with this group of students and certain forms of team teaching. While in elementary grades as a particularly effective methods and forms of learning have shown various types of games, such as logic games, dramatizations, research students and others.

Contemporary curricula accurately determine the content, skills and habits that students need to acquire. Know-know how-to do the framework and basis for the development of curricula. "The curriculum is, relatively speaking, immutable for a longer period, and at least one school year. Program of educational work is more sensitive to changes that occur in the school during the school year. If it is determined that students are well-established educational mission, the program can be modified in the sense that it would be adding one or more new tasks. The program of education is so much more flexible."[36] As compulsory subjects in most of the plans for primary education are: languages, math, science and social studies, art, physical education, and technology. Developers of modern curricula increasingly insist on integration, innovation and interdisciplinary nature of teaching content. That is one possibility to overcome the current fragmentation of teaching sdražaja a large number of subjects. To meet all the requirements of accentuating the educational process, teaching programs are implemented at multiple levels. For certain categories of students are made special plans and programs of work.[37] Newspapers that are implemented in the school system and which is gradually applied, aimed to raise the school system to the next level and provide the adequate knowledge to younger generations, which can be applied in life and work.

[36]Слободан Ђукић, Програмирање и планирање васпитног рада у школи, *Проблеми и организација васпитног рада у школи*, Младо поколење, Београд 1968, 184.

[37] Б. Јовановић, н.д, 7-10.

Conclusion

Although the nursery and primary schools vary considerably in the methods, forms and tools which achieve the educational process, they are connected by common goals and objectives. On this basis, the uzgrađuje unique concept of educational work in terms of continuity, which ensures the transition from preschool to school age. Organize systematic and planned pre-school education, GBox under the expert leadership of proper mental and physical development of children, so in fact provide the basis for their further all-round development and provide a basis for their happier future. Connection with the compulsory preschool education is very strong, because the pre-school education decisive factor in preparing a child for school and his successful adjustment to school work. In order to improve the efficiency and quality of educational work in primary schools emphasize the need to provide the conditions for the development of the individuality of students, education for the rights and freedoms of man.

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TASTE SEMANTIC CUISINE – MACEDONIAN ENGLISH PARALLELS IN GASTRONOMY[38]

Irina Petrovska
Faculty of Tourism and Hospitality- Ohrid,
University St. Kliment Ohridski – Bitola, Macedonia

Abstract

The paper explores the linguistic processes of composing culinary terms in the English and Macedonian language. A morpho-semantic contrastive analysis covers the lexical categories of cooking verbs, nouns denoting names of particular dishes expressed by a single, derivational and compound lexemes, and names described by word phrases. The contrastive analyses of both semantic fields show striking similarities. This emphases the fact that the culinary terms express certain universal characteristics common for most languages in the world.

Semantic fields can contribute to the contrastive analysis of a given corpus since they offer yet another way of grouping words. Those words which share a common concept are said to constitute semantic fields. (Trier, 1931). The basis for grouping is always extralinguistic since words are grouped in semantic fields because things which they refer to are connected with extralinguistic reality. Conttrastive studies of words constituing semantic fields in various languages are a rewarding activity and therefore are so often identified with lexical contrastive studies in general (Lehrer,)

By defining the notion of semantic field, the definition of semantic field of culinary terminology is offered. The field of culinary terminology is a semantic field, composed and integrated within the context of the culture of a nation, reflected through the language expression. According to the results to which most linguists have come by researching into this area (Berlin & Kay, Greenberg, Lehrer, Ohman), it is strictly distinct and suborganized. In a number of languages, the content of the lexemes associates similarities in the cultures of these languages, as well as overlapping of the basic models of understanding that humans have.

The primary data for contrastive analyses can be considered bi-directional and unidirectional corpora (Filipovic, 1980). In this paper we turn to unidirectional corpora which means that the linguistic analysis is on the English data that would reveal Macedonian translatable equivalents.

The semantic content of the verbal lexemes denoting cooking action was excerpted from the *Oxford English Dictionary.*

Further investigation of culinary terminology can be directed towards semantic extensions and appearance of lexemes from this semantic filed into different fields of discourse, such as the field of emotions, temperature, etc. They appear in the forms of phrases and carry metaphorical meaning, and are almost always translated in Macedonian metaphorically by lexemes that do not belong to the semantic field of culinary terminology.

Culinary terminology is specific in the way of naming dishes that express certain aspects of the cultures of English and Macedonian language. This can be noted in the lists of traditional dishes in both cuisines.

Through history, foreign influences on both languages had their contribution in enlarging the lexicon with borrowings. The influence of the European cuisine is particularly

[38] Original scientific paper

dominant in the choice of restaurant food. The analyses cover list of dishes in English, a corpus sample presenting restaurant offer in the leading tourist region in the Republic of Macedonia. The results show that there is a need for closer professional cooperation of experts from the field of linguists and those from the field of catering. Further lexical and cultural misunderstandings have to be avoid when the lists of dishes are translated into English.

Key words: culinary terms, semantic field, names of dishes.

1. INTRODUCTION

A morpho-semantic contrastive analysis covers the lexical categories of cooking verbs, nouns denoting names of particular dishes expressed by a single, derivational and compound lexemes, and names described by word phrases. The contrastive analyses of both semantic fields show striking similarities. This emphases the fact that the culinary terms express certain universal characteristics common for most languages in the world.

2. ENGLISH FOR SPECIFIC PURPOSES

Teaching English for students of gastronomy means teaching specific terminology, 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 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.

The standard definition of ESP as well as the distinguishing characteristics of the movement, needs assessment and discourse analysis set it apart from General purpose English. According to Dudley-Evans (1997), a definition of ESP 'needs to distinguish between absolute and variable characteristics:

Absolute Characteristics

1. ESP is defined to meet specific needs of the learners
2. ESP makes use of underlying methodology and activities of the discipline it serves
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

1. ESP may be related to or designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of General English
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level

4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems

Dudley-Evans (1997)

From the definition, we can see that ESP can but is not necessarily concerned with a specific discipline, nor does it have to be aimed at a certain age group or ability range. ESP should be seen simple as an 'approach' to teaching, or what Dudley-Evans describes as an 'attitude of mind'. This is a similar conclusion to that made by Hutchinson et al. (1987:19) who state, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

Mobility of people, immigration patters, rapid international transport, new technologies of communication, and opportunities for people mingling inter-culturally and internationally, are contributing significantly to the huge offer of new words in the language of gastronomy, especially in the composition of new names of dishes listed in the lists of dishes and menus.

3. SEMANTIC FIELDS

On the connection of the lexical structures through the network of specific significant relations was firstly mentioned in the Humboltian oriented linguistic thought, then notified in the scientific and research activity of a number of outstanding names of the world linguistics, such as Porzig, Trier, Ohnam, Ullman, Kats, Crystal, etc. A contribution towards what today is known as *theory of semantic fields, field theory*, was given by the well-known structuralists Boas, Sapir, Saussure by introducing the notion of *associative relations,* according to which word groups formed by association do not connect the terms for the common characteristics, but afor the nature of the relations that exist among them, thus creating as many different associative stings as there are different relations.

Semantic fields can contribute to the contrastive analysis of a given corpus since they offer yet another way of grouping words. Those words which share a common concept are said to constitute semantic fields. (Trier, 1931). The basis for grouping is always extralinguistic since words are grouped in semantic fields because things which they refer to are connected with extralinguistic reality. Conttrastive studies of words constituing semantic fields in various languages are a rewarding activity and therefore are so often identified with lexical contrastive studies in general (Lehrer,)

By defining the notion of semantic field, the definition of semantic field of culinary terminology is offered. The field of culinary terminology is a semantic field, composed and integrated within the context of the culture of a nation, reflected through the language expression. According to the results to which most linguists have come by researching into this area (Berlin & Kay, Greenberg, Lehrer, Ohman), it is strictly distinct and suborganized. In a number of languages, the content of the lexemes associates similarities in the cultures of these languages, as well as overlapping of the basic models of understanding that humans have.

Within a semantic field, not all lexemes have an equal treatment. The theory of semantic fields of Berlin & Kay differs between **basic** and **peripheral lexemes**. According to this theory, the basic lexemes are one-root morphemes, well-known to the speakers and not limited to a small class of objects. The meaning of the basic term is not included in any other lexeme, except in the one on the top of the taxonomy. The peripheral lexemes do not fulfill these criteria: newly accepted borrowings in a semantic field are treated as peripheral, and so lexemes that to a greater number of speakers are considered unknown. For instance, in the semantic field of culinary terminology the verbs *cook* and *bake* are considered basic, and *pan-fry* and *flake* are considered peripheral.

Apart from the differences in the approach and methods for defining the theories of semantic fields, an unsolved problem remains the selection into categories, and setting boundaries among the semantic fields. The main disadvantage of this theory is that it studies the vocabulary of a language explicitly within the domain of one semantic field, regardless of its grammatical structure.

In the last forty years of the twentieth century the theory of semantic fields has shown as valuable as a main leader in the descriptive semantics researches, where a leading position hold the studies of Apresjan, Mechuck, Wierzbicka. However, this study has increased our understanding for the way in which lexemes of a language enter into mutual relationships. It has contributed in the field of lexicography where its basic principles are starting method for making dictionaries, such as the dictionary *Roget* (1852, 1980), and the lexicon of the contemporary English language *Longman* (1981), which partially rely at least implicitly on the approach of the semantic fields.

The primary data for contrastive analyses can be considered bi-directional and unidirectional corpora (Filipovic, 1980). In this paper we turn to unidirectional corpora which means that the linguistic analysis is on the English data that would reveal Macedonian translatable equivalents.

The semantic content of the verbal lexemes denoting cooking action was excerpted from the *Oxford English Dictionary.*

4. SEMANTIC CATEGORIZATION OF CULINARY TERMS

Verbs denoting basic culinary action	***Глаголи кои означуваат основно кулинарско дејство***	***Amount of liquid***	***Final culinary product***	***Завршен кулнарски производ***
cook	*Готви*	+	cooked dishes cooked beans	*варени јадења,* *варива* *варен грав*
bake	*Печи*	-	baked apples, baked pudding, baked potatoes	*печени јаболка,* *печен пудинг, печени компири*
boil	*Вари*	+	boiled egg, boiled vegetables	*варено јајце, варен зеленчук*
braise	*пропржува во затворен сад во рерна*	+	braised cutlets, braised steak	*печени колтлети,* *печен стек*
broil	*пече на жар со течност*	-	broiled chicken	*печено пиле на жар, бројлер*
fry	*Пржи*	+	fried chips, fried eggs, fried fish	*пржени компиршиња,* *пржени јајца,* *пржена риба*
grill	*пече на скара*	-	*grilled steak, grilled lamb chop, grilled bacon*	*печен стек, печен јагнечки одрезок,* *печена сланина*

poach	*пошира*	+	poached egg, poached fish	*поширано јајце, поширана риба*
roast	*пече на жар, пече во рерна*	-	roast lamb, roast pork,	*печено јагнешко, печено свинско*
simmer	*вари на тивко, бари*	+	to simmer beans, pudding, sauce	*вари на тивко грав, пудинг, сос*
steam	*готви на пареа*	+	steamed pudding, steamed vegetables	*пудиннг приготвен на пареа, вариво на пареа*
stew	*вари на тивок оган во затворен сад, крчка*	+	stewed meat	*варено месо на тивок оган*
seethe(OE)	*вари*	+	seethed meat	*варено месо*

The verbs denoting basic culinary actions include presence of certain amount of liquid, such as water as in *cook, boil, simmer,* or oil as in *fry*. The participle of these verbs refers to dishes and products prepared by the process of boiling: *boiled rice, soups, boiled beef, etc.*

Some of the verbs denoting basic culinary action, for instance the verb *to seethe* can be traced back in the Old English period denoting 'preparation of food by the process of boiling or by boiling on a low temperature in a closed dish (*stewing)* , lately it has been used very rarely in the semantic field of the culinary terms. The final bakery products prepared with the process of baking are named by one-root lexemes and they understand themselves the cooking action of baking: *bread, cake, pie.* Dishes that are most often prepared by this culinary method in the English cuisine, are: *chicken pie, steak and kidney pie, bakes sausages in pastry, Beef Wellington* 'телешко филе печено во лиснато тесто', etc. The final product prepared by the culinary action of roasting is denoted by a verbal adjective, but quite often the same function can be expressed by the infinitive of the verb, as in *roast beef, roast lamb, roast pork, roast chicken.* Preparing certain products with the culinary method asks for presence of a certain amount of oil or other masnotija (*butter, margarine, olive oil, lard, etc).*More specific method of frying is expressed by a complex verbal lexeme, *deep-fry, French –fry,* which falls into the category of peripheral verbs of the semantic field of culinary terms. This culinary method is used for preparation of *doughnuts, deep-fired chicken breasts, deep-fried meat balls,* etc. The culinary method of boiling products in liquid at a heat just below boiling point is expressed by the verb *to simmer.* Its semantic approaches to the semantic of the verb *to boil,* and it does not describe finished culinary method, but just a way of preparing products and meals - its final method is always expressed by verbal adjective in past tense of the verb *to boil – boiled.* This was confirmed by the corpus as we did not find final products or food prepared by this culinary method. For instance, there is an expression *to simmer the beans,* but the final product will be *boiled beans,* not **simmered beans*. The verb *to broil* denotes a method of cooking food (meat) by placing it on a fire or on a gridiron over it. It expresses a kind of contamination between the verbs I to boil I and *to roast,* the newly created meaning of the verb *to broil* was formed by slevanje of the meanings of both verbs. The corpus was poor in products prepared by this culinary method, an exception being *broiled chicken*, печено пиле на жар, бројлер, which is a borrowing from the English culinary terminology in the Macedonian language. One of the basic culinary method for preparing desserts is the method of *steaming* as in *to steam pudding* and the final product being *steamed pudding, steamed vegetables,* etc. The final products

prepared by the culinary method expressed with the verb *to braise* differ from other products prepared in this way, such as *to roast, to bake, to broil*, as they are cooked in closed pan for a period of time, very often garnished with vegetable.

In the semantic field of culinary terms in English there is a group of verbs listed as peripheral verbs . (Lehrer, …). They entered the English through the international cuisine, especially the French cuisine, (*gratinate, marinate, blanch,* we created the list of peripheral verbs on the basis of their frequency of appearance in the corpus. The number of the peripheral verbs is not final, having in mind the fact that the boundaries of each semantic field, so of this field as well, cannot be defined precisely. Those peripheral verbs that entered in the English through the international cuisine, are present in the Macedonian and they are labeled as borrowings. (*маринира, гарнира, фламбира, карамелизира*, etc.)

Peripheral verbs	***Периферни глаголи***
Baste	*полева (маснотија)*
Blanch	*бланшира*
Blend	*Меша*
caramelize	*Карамелизира*
(to cook) caserolle	
Dredge	*посипува (со брашно, шеќер)*
Flambe	*фламбира*
Garnish	*гарнира*
Grate	*ренда*
gratinate	*гратинира*
marinate	*маринира*
Mash	*дроби*
Whip	*мати*
Whisk	*мати*

5. MORPHOLOGICAL CATEGORIZATION OF CULINARY TERMS

The two main productive devices for word-formation in English are derivation. and compounding. Derivation enables new lexical items to be created using pre-existing words but does not necessarily involve a change in their form. Describing zero derivation, which he refers as 'conversion', Katamba explains: '…usually the same word-form can be used as a verb or noun, with only the grammatical context enabling us to know which category it belongs to….The widespread use of conversion shows the importance of the criterion of syntactic function in determining word-class membership. Very often it is by its function rather than by its morphological form that we tell the word-class to which a word belongs.' (1994:70-71).

In the lexical field of culinary terms there are a number of examples which are affected by this criterion.

Given to the fact that the vocabulary if the culinary terminology is considerably vast, we have listed the examples from the corpus that in a most representative way characterize the morpho-semantic processes in the semantic field of the English culinary terminology. Nouns denoting materials for preparation foods and products can be listed in the categories of vegetables, fruits, spices and herbs, grains and cereals, and names of products use for further preparation of dairy products and beverages.

Vegetables	Fruit	Spices and herbs	Grains and cereals	Dairy products
cabbage	Apple	parsley	rice	milk
carrot	cherry	marjoram	wheat	butter
cucumber	Plum	ginger	barley	margarine
garlic	Lemon	saffran	oats	cheese
potato	Grape	curry	corn	oil
spinach	Peach	oregano	maize	yogurt
tomato	orange	rosemary		lard

5.1 One-root lexemes

One - root morpheme denoting vegetables (Table 4) are used for preparation of soup, puree, soufflé, or they are boiled in small amount of water and serve as a garnish with the meat. Also, the vegetable is used for preparation of *fresh salads, hors d'oeuvres* 'ордевери' and *pickles* 'туршии'. The list of nouns denoting different kinds of fruits is long. We excerpted those used most frequently in the preparation of *fruit cakes, scones, fruit sauces* and *deserts*. Herbs and spices are expressed through one-root morpheme, too. The English cuisine uses considerable great number of herbs and spices, which can be previously dried – *dried herbs, grained herbs* or *fresh herbs*. They are used for preparation of savory dishes, for spicing sauces, soups, and salad. They can be used for making desserts, puddings, and beverages. Grains and cereal products are used for preparing one of the basic product in the English cuisine for preparation of foods, *flour.* This one-root lexeme is part of compound nominal lexemes denoting different types of flour, *soy flour, baking flour, barley flour, wheat flour, rice flour,* etc.

In the English culinary terminology the lexeme *meat* refers to meat from the domestic animals: *beef, mutton, veal, lamb, pork.* The category also includes *fish, poultry, and game.* Different parts of animal meat used for cooking are also expressed by one –root lexemes: *fillet, rump, ribs, loin, chop, cutlet, steak, sirloin, sausages, bacon, ham,* etc. The compound lexemes refer to more specific parts of meat used for cooking, such as *T-bone steak, veal fillet, veal escalope, pie veal, veal cutlet, pork chops,* etc. The basic lexemes referring to *meat* can be easily translated into Macedonian, but it is obvious that the more professional terminology for which in the Macedonian there is no corresponding lexeme, are directly borrowed, having in mind that they are part of the international culinary terminology.

5.2. Derived nominal lexemes

The suffix *-er is* one of the most frequent formatives in the English language. In the English culinary terminology this suffix can carry diverse meanings. As a doer of the action it is part of the derived lexemes *baker, brewer,* etc., It would be expected, this suffix to have the same meaning with the lexeme *cooker,* but this noun is an exception as the meaning *doer of the action* is realized through zero derivation and the lexeme *cook* is marked morphologically twice, as a verb *v. to cook* and as a *noun n. a cook.* Having in mind that the Old English lexeme that was denoting verbal action was derived from the nominal form *OE c**o**k*, by disappearing of the infinitive suffix, the verb and the noun have got the same form in the Modern English. The suffix *-er* in the noun *cooker* refers to 'instrument for different culinary actions '. With the same function meaning 'instrument for performing certain culinary methods', it is part of the following derived nominal: *boiler, grater, fryer, mincer, sifter, toaster, cooker,* etc. The suffix *–ery* is less productive in this semantic field – just a few examples in the corpus were selected

with the meaning ‘place of the action expressed by the verb’, as in *bakery*, *brewery*, *creamery*, etc.

5.3.Compounding

In English, word boundaries are often difficult to define between words and groups of more than one word: the non-standardized use of the hyphen leads to different orthographic representations of the same lexical item, sometimes written as two words, sometimes as one and sometimes hyphenated. According to Katamba (…..), the hyphen tends to be mostly used in compounds that are regarded as fairly new words. The English language demonstrates great productivity of derivational processes expressed by the morphological formative of compounding. As a result, a considerable number of names of foods are expressed as compound nominal lexemes denoting *pies, soups, main dishes, desserts, beverages, bakery and dairy products* , etc.

The analysis of the compound nouns in the semantic field of culinary terminology was directed towards the process of derivation, rather than defining the criteria for differentiating between a a compound and a word phrase. By analyzing the corpus, quite often we had dilemma whether the analyzed item is a compound or a word phrase. It should be mentioned the fact that within linguistics there is no strict definition if a lexeme is a compound or a word phrase, as nether the orthographic, the stress nor the semantic criteria are complete in the argumentation of this problem.

Noun + Noun	*Adjective + Noun*	*Present participle +Noun*	*Past participle + Noun*	*Verb + Noun*
cottage cheese	hot-dog	cooking chocolate	boiled egg	bake house
cheese cake	green salad	raising agent	dried fish	cook room
apple juice	sour milk	baking powder	smoked sausages	drip coffee
cherry pie	hot-pot	cooking apples		popcorn
fruit salad	hard cheese	cooking bacon		
oatmeal		frying chips		
seafood				
tomato soup				

The compounds whose elements belong to the word class of nouns, the addition of the meanings of both components is completely preserved. The first element has an adjectival function and in Macedonian it is translated by an adjective or compound nominal phrase, as in ‘пита јаболка’, ‘морска храна’, ‘супа од домати’, etc. In the corpus compound nouns composed by adjective and noun denote dairy products *sour milk, hard cheese,* salads *green salad, fresh salad,* final products *hot-pot, hot-dog, sweetmeat,* drinks *soft drink, dry wine, black coffee,* etc. In the corpus there are also compounds composing by the morphological formation present participle and noun, where the second element is the main element that carries the meaning, and the first element expresses the process (Table 5). The translation of these compound nouns in Macedonian is descriptive, by nominal phrase, and the element describing the process is translated by verbal noun, сланина за готвење, компирчиња за готвење, etc.

The combination of participle of the verb in past tense and noun refers to a compound nouns that express done product as in *dried fish, boiled potatoes, smoked sausages.* A very small number of compound nouns made of verb plus noun were found in the corpus. Some of these compounds refer to the place where the action expressed by the verb is being done. (*cook*

room, bake house, etc.). In this category there is a list of compounds that refer to culinary utensils needed for food preparation. Their interpretation in Macedonian is clear and most often it is translated by a noun and prepositional phrase, consisting of a preposition and noun, or verbal noun. (тава за печење, тепсиче за пита, плех за торта, etc.

Noun + Noun
butter dish, pie dish, teapot, peppermill, cake tin, pancake pan, pan-fryer

Present participle + Noun
mixing bowl, frying pan, chopping board, baking tray

Apart from one-root verbs denoting different types of culinary methods, in the English culinary terminology certain verbs that refer to preparation of dishes and products with more complex methods, are expressed by a morphological formative compound lexemes (Table 6). Most of the compound verbs in the English language are not formed by putting two lexemes together in order to form a new verb, but by conversion or deriving verbs from a compound noun. (Bauer)

Compound verbs	*Morphological formative*	*Сложени глаголи*
bake-blind	Verb+ Verb	*печи храна во рерна без додатоци*
deep-fry	Adjective + Verb	*пржи во многу масло*
shallow-fry	Adjective + Verb	*пржи во малку масло*
deep-poach	Adjective + Verb	*обарува (јајце, риба) во поголемо количество вода*
knock-back	Verb+ Verb	*меси тесто претходно втасано*
microwave-cook	Noun + Verb	*готви во микробранова рерна*
oven-fry	Noun + Verb	*пржи во рерна*
parboil	Adjective + Verb	*полувари, полуобарува*
pot-roast	Noun + Verb	*пече во сад*
stir-fry	Verb+ Verb	*пржи со повремено мешање*

5.4. Names of dishes expressed by phrases

In the English cuisine for certain products and prepared dishes it is difficult to create a name, or to create a compound, so they are most often expressed by a word phrase. This type of culinary terminology is the most frequent terminology in the English lists of dishes, where we excerpted the corpus for analysis. The most frequent morphological formative is the word phrase consisting of a pre-modifier, head and post modifier, as in *fried chicken steak, dried fruit salad, dressed lamb cutlets* , etc, or head and modifier as in *sausages in sauce, oranges in rum sauce, sauces for poached fish*, etc.

6. ACQUISITION AND TRANSLATION OF CULINARY TERMS

The translation of the one-root lexemes from the English semantic field of culinary terminology into Macedonian should not cause any problems, as they are clearly defined lexemes which almost always as a Macedonian translatable equivalent have also one-root lexeme. The composing of culinary terminology by derivational processes, that is suffixation shows that the linguistic processes of word formation, thus the translational process is enhanced. The interpretation of this type of lexis causes difficulties for the translator, especially when materials products and dishes that do not exist in the Macedonian language, are to be

translated. In such situations, as most suitable solution seems to be the translation with short word phrases.

Different kinds of prepared dishes in a more specific way, have more complex meanings and they are expressed by more complex morphological forms. The semantic equivalents to these complex lexemes are word phrases in the Macedonian language. However, in the English culinary terminology there are names of dishes which constituents in the complex lexeme denote a relationship which is predetermined by the source culture. (*Sheppard's pie*). In this category belong a list of exocentric compounds and word phrases, which meaning was formed outside the meaning of its constituents, that is, it is conditioned by the cultural context in which environment the corresponding compound was created. The semantics of these lexemes was formed in the context of the English ethno-culture and it is the most difficult for interpretation: *black pudding* (вид домашен колбас), *hot-dogварена виршла во сендвич), mincemeat (суво дробено овошје), sweetbread* (телешки бризли), *toad-in–a–hole* (Јоркшир пудинг со колбаси), *sweetmeat house (декоративна торта)* etc. It is obvious that the meaning of these exocentric constructions create difficulties when translated into Macedonian. The meaning of such constructions cannot be excerpted from the semantic markers of their constituents. Their interpretation asks for consultation with culinary handbooks and dictionaries, and even native speakers of English.

Further investigation of culinary terminology can be directed towards semantic extensions and appearance of lexemes from this semantic filed into different fields of discourse, such as the field of emotions, temperature, etc. They appear in the forms of phrases and carry metaphorical meaning, and are almost always translated in Macedonian metaphorically by lexemes that do not belong to the semantic field of culinary terminology.

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DESIGNING CULTURE IN THE THEORY OF MULTILITERACIES[39]

Saša Savić
Faculty of Philology, Belgrade, scabura@gmail.com

Abstract

The paper explores the dynamic relationship between language and culture. The author examines their interaction and the preservation and transmission of cultural relations. Cultural Design processes involve the adjustment of education to the age of global connections and preservation of the inherited cultural practices. Given that cultural differences may represent potential obstacles to educational and business success, as important goals of modern education, the theory of multiliteracies aims to include cultural differences and similarities in the design of educational programmes (Cazden, 2000). This paper focuses on two aspects of globalization: a positive development that enriches the existing culture, leads to new ideas and experiences, but at the same time the author sees it as a threat to cultures of "smaller" nations. Cultures of "smaller" nations have to be open to influences of other cultures and at the same time try to preserve their language and identity. The author identifies the need for daily appreciation of cultural differences, by improving understanding of cultural differences and developing a better awareness of one´s own culture and culture of others. In this way, students will be prepared for living in a both multicultural and globalized world.

Key words: Design, culture, multiliteracy, globalization, language

1. INTRODUCTION

In different societies, language developed just as the natural environment required. This was the case in ancient Rome, where the language, influenced by culture, developed in the direction of state affairs and naming of various legal concepts and terms, because the Roman society sought a way to express something that started to take shape in their daily lives. While the Romans were inventing names for politics and law, other people were creating different names for snow and the wind, each culture for itself, was naming its art, music, religion, dance, dress, rituals, beliefs, and laws, and everything that was specific for that area and for their understanding of the world. This understanding of the world influenced the development of dialects, grammar and literature, and the literature further created the views of the members of the culture, their feelings, opinions and attitudes. In that sense language is a consequence of what interests members of a culture. Thus, if culture used to develop under the influence of the basic needs of a tribe, under the influence of the great geographical discoveries, conquerors, political and economic changes in the world, it is now being developed on the basis of the effects that have come from (and those yet to come) the global cyber-culture that advanced through the use and development of new technologies.

If we take into account the fact that language is constantly changing, enhancing, developing and personalizing according to the needs of society, it is easier to understand the teachers' need to engage in actively eliminating the problems that occur in the modern world that is rapidly becoming more and more multicultural.

[39] Specialized paper

At the same time, the culture itself influences events in society and the world, literary works are being created in reaction to certain events that, in turn, influence the development of new events, which later influence a kind of revolution in thinking and, ultimately, create a real revolution and rebellions (Lazear, 1997).

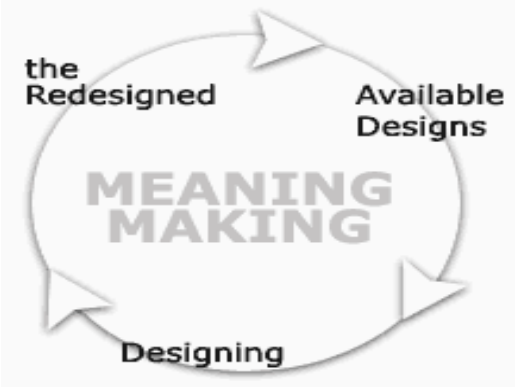
2. GLOBALIZATION AND MULTILITERACY

Globalization has brought most of the world into a situation of complete overcoming of geographical barriers, but at the same time, the price of globalization is reflected in the loss of spirituality and culture of smaller nations, for the purpose of turning the world into a big shopping center. And one of the dominant opinions is the assumption that this is, in fact, the process of transformation of the global diversity into the pandemic consumer culture of the West (Kraidy, M. 2005). Many critics of the globalization claim that the dominance of American consumer culture will affect the whole world, which will ultimately lead to the end of cultural diversity.

On the other hand, globalization can also be a process of enrichment, opening of the mind to new ideas and experiences and strengthening the most beautiful universal views of mankind.

Considering that cultural differences may represent potential obstacles to educational and business success which is one of the important goals of modern education, the theory multiliteracy has a task to include cultural differences and similarities into the design of educational programs (Cazden, 2000).

When it comes to designing meaning within this theory we start from the premise that design is one of the main issues of innovation at work and that schools need to be reformed to fit the contemporary social environment. The role of the designer of the learning process and the environment, as a part of the new professional social dimension of education, is taken by teachers and managers, who have the role of a boss who gives orders to his students or subordinates, how and what and when to do something (New London Group, 1999). The position of teachers is seen as a position from which to influence the constant study and finding of new designs related to the curriculum, pedagogy and the classroom environment.



Meaning making, the process of Design[40]

The term "design" in multiliteracy is used to describe forms of meaning. It is a rich enough concept on which the curriculum and language learning can be based. The Design process itself consists of three elements: Available Design, Designing and the Redesigned, and these terms emphasize the fact that the creation of meaning is an active and dynamic process,

[40] Table 1. The process of Design picture taaken from:
https://kielikompassi.jyu.fi/resurssikartta/netro/gradu/g_2_2_1.shtml;

and that it is not led by static rules (New London Group, 2000). There is a constant tension between the Available Design and Designing (made by the Redesigned), which agrees with our attitude on social life and social subjects in the world that is constantly changing and in culturally diverse societies.

2.1. AVAILABLE DESIGN

Available Design is, in fact, the basis for Designing. Available Design includes the "grammar" of different semiotic systems, as well as the "order of discourse" (Fairclough, 1995). The order of discourse is used to analyze in what way different discourses are related to one another. Such a comprehensive concept of the order of discourse is essential to understand that people always depend on both systems of sociolinguistic practice and the grammatical systems.

Available Design is used to analyze and define the state of certain systems of culture. The very complexity of the carriers of culture meaning requires a more detailed analysis of their condition in modern society. The current state of culture is accepted as a real indicator of the whole society state that this culture represents.

Language is, almost always, put in the forefront as one of the main carriers of culture and means of communication. According to Ngugi Wa Thiong'O (1993), a renowned African writer, language is the transmitter of human culture. Culture is the carrier of human values, those values transmit human attitudes, awareness and a sense of belonging. Through language, we can assess the person and his/her views. People feel the language as part of them, as part of their beings and their culture which is now in their hands and which they have to preserve for future generations, for their children and grandchildren. People carry the moral obligation and an imperative to protect the language, to do something for it, as the loss of language would represent the loss of identity. There is great resistance from those who fear that total globalization and English language might ruin the cultural traditions of the people who preserved them for decades and centuries, precisely through language, and preserved the original meaning and strength of the message being conveyed to new generations with the same intensity as at the time of their creation. Some things are simply not translated clearly enough and realistically enough (Fishman, 2007).

The richness of language reflects the multi-ethnic nature of the world, and the loss of language would leave a person lost and without values. Unfortunately, the view on the present state of language in the world is discouraging. Smaller languages give way to the bigger ones, acknowledging (to some extent) and accepting the superiority and the supremacy of one culture over another. We are concerned about the forecasts of experts regarding sustainability of "small" languages, which are in for a poor future, taking into account that 94% (about 6500) languages in the world are spoken by only 6% of the total population, while the remaining 6% (389) of the world's languages are spoken by 94% of the population. Currently 473 languages are considered endangered because "only a small number of older speakers are still alive" (Lewis, 2009). Among these are the last two living speakers of Lipan Apache language in the United States, four speakers of Totoro language in Colombia, and the only man who speaks the Bikya language of Cameroon (Colls, 2009).

Members of many colonies which were under English, French, Spanish, or some other force are now, despite the fact that the language of their conquerors settled and domesticated there, are now trying to reverse the linguistic change and return their original language to everyday use, yet they accept that the knowledge of one of these languages, namely English, is very important in their own personal and professional life. The Aboriginal tribes in Australia and Moors of New Zealand are in such a situation, and it is similar with some of the languages in Europe, such as the Catalan, Basque, Irish, Frisian (Fishman, 1996).

Table 2.- Distribution of living languages by the number of people to whom it is their first language [41]

Population	Living languages			The number of people who speak it		
	Number	***Percent***	***Total***	***Number***	***Percent***	***Total***
100,000,000 to 999,999,999	8	0.1	0.1%	2,308,548,848	38.73721	38.73721%
10,000,000 to 99,999,999	77	1.1	1.2%	2,346,900,757	39.38076	78.11797%
1,000,000 to 9,999,999	304	4.4	5.6%	951,916,458	15.97306	94.09103%
100,000 to 999,999	895	13.0	18.6%	283,116,716	4.75067	98.84170%
10,000 to 99,999	1,824	26.4	45.0%	60,780,797	1.01990	99.86160%
1,000 to 9,999	2,014	29.2	74.1%	7,773,810	0.13044	99.99204%
100 to 999	1,038	15.0	89.2%	461,250	0.00774	99.99978%
10 to 99	339	4.9	94.1%	12,560	0.00021	99.99999%
1 to 9	133	1.9	96.0%	521	0.00001	100.00000%
Unknown	277	4.0	100.0%			
Total	6,909	100.0		5,959,511,717	100.00000	

In Nigeria, over 400 different languages are spoken, and their existence helped understand the variety and the diversity of the human race within Nigeria, and accept and appreciate other cultures and values. Although there is a need for a common, official language for all, which leads to easier interaction in society, of course there is also the need to preserve the language and culture of the remaining languages (Brenzinger, M., de Graaf, T. 2004).

New London Group (New London Group, 1996) addresses the issue of overcoming the differences in heritage, which represent obstacles to the literacy process. They point out that it is extremely important to influence parents to encourage their children to learn their mother tongue, minority languages, which sometimes occurs as a problem in the new economic conditions (Saarikivi, Marten, 2012). Currently, in most countries, languages of minorities need to get rid of both economic and political pressure, and their struggle is reminiscent of the "survival of the fittest." There are many reasons for failure than success in stabilizing weak languages. When society has a large number of members of one culture, minority groups integrate faster (Lazear, 1997). Wherever a weaker cultures competes with a stronger one, it doesn't stand a chance. Small and weak cultures are not in a good position if they are surrounded by dominant cultures, if they are dependent on dominant cultures and under their pressure, but which are, at the same time, necessary to them.

The possibility of individuals from minority groups adjusting to the culture and language of the majority, is really great, because his personal gain is bigger and because the adjustment gives him a greater possibility of progress in a majority setting. Seen from the socio-economic point of view, there is still a great possibility that the countries with cultural and linguistic minorities restore the importance of these languages, through sociological and economic programs, in the form of the right for land administration and through the development of the local economy that would encourage further preservation of linguistic and cultural specificities of these areas (Saarikivi and Marten, 2012). Many nations, representatives of these cultures, are now in a position to fight against modernization and personal and social pressures to learn "proper" and "real" languages precisely by using the advantages offered by this same modernization through modern technology. Assimilation is less possible when the culture and language of the minority are more widely present in the new country. There is an

[41] Table 2: adapted from: http://www.ethnologue.com/ethno_docs/distribution.asp?by=size

extreme situation with the Turkish national minority in Germany, where the community is so strong that it no longer has any socio-economic necessity to engage in society and to learn the language, therefore two-thirds of respondents (members of the minority community) speak Turkish better than German, while regarding women that percentage is 75% (Struning, 2012).

2. 2. DESIGNING

The process of shaping the Available design includes representation and recontextualisation through Designing. Each meaning is undergoing a transformation of available knowledge resources. Listening, watching and reading are parts of Designing.

Patricia A. Edwards, in her "Reconceptualizing Literacy" (Edwards, 2010) recognizes that a growing number of U.S. residents born in other countries, speak different languages and have different cultural traditions, and that the goal of the new teachers is to accept and meet the needs of that culturally and linguistically diverse population, but also to quickly adjust to the new rules of the host country. The attitude of pupils towards language learning and accepting the new environment, both socially and culturally different from the one in which the child is in, can greatly affect the speed of accepting the new knowledge. Schools need to accept the fact that pupils bring initial experience and attitude towards literacy with their home culture. Different backgrounds and perceptions formed in the "old" culture lead to different interpretations of the text that deals with values and social relationships (Pearson & Raphael, 1999).

Pupils who come from different cultures may feel a cultural conflict in relation to the members of the majority culture in the school, because their way of learning and communication is different from the routine in the classroom. Therefore, it is necessary to use a method of communication that is familiar to them, with a daily appreciation of their cultural differences, which is more effective than focusing on occasional celebrations of historical events and traditions of different ethnic groups. In this way, pupils will feel respected in the classroom at a constant level, which would encourage them to gradually acclimatize to the new social environment.

On the other hand, some teachers harshly criticize every mistake pupils make, and thus only contribute to even greater uncertainty of pupils in themselves and in their social and cultural values (Zehler, 1994). It was also noted that an openly negative attitude of teachers towards primary - home language of pupils leads to a bad introduction to the education system, which has other cultural barriers. This behavior of teachers is seen as disparaging, not only to them but also to their families and friends (Eades, 1988). Such attitudes of teachers lead students to wonder what is more important: loyalty to family, friends and lifestyle, or accepting the authority of the relatively unfamiliar institution, the school. It is much more likely that a student chooses family and friends who speak the same language, and reject the school.

American Committee on Multicultural Education calls this unequal approach to education of culturally and linguistically diverse students the denial of civil rights (Committee on Multicultural Education, 2003). Today's education systems that include these students, not only in America but in most countries are much unprepared. Instead of forcing students to change their position already built in a particular society or a particular language, systems must be built upon the acceptance of diversity and professionally accommodate these differences.

Designing reproduces or transforms, more or less radically, the given knowledge, social relations and identities depending on the social circumstances in which this process takes place. Designing is achieved by analyzing different situations of the pupils / members of the culture in the class. Based on the patterns of their behavior, students can find similarities and differences in each one of them, among themselves and between them and the members of the

majority culture. In this way, understanding of cultural differences is improving and a better awareness of their culture and of other cultures is developing (Zealer, 1994). Through mutual participation in the Designing, students / people transform their relationships, and at the same time transform themselves. Designing is about shaping students, social relations and knowledge towards further transformation (when they become Redesigned). The transformation is always creating new meaning with the use of old material found in the Available design.

Therefore, we should accept the changing of the worldview that students have regarding traditional areas, which are, in many ways, defined by the attitudes of ancestors. People are aware that the world "outside of them" is changing, and that all the people, in unequal degrees, are sensitive to changes in the world around them. Struggling to keep up with the world, they discover that, with acceptance or opposition, they change their attitudes. It is an individual and psychological companion of social changes, social upheaval, the rise and fall of societies and cultures.

Table 3. – Comparison of cultural styles in traditional and modern environment [42]

Area	Traditional environment	Modern environment
Gender role	Clear and precise	Flexible boundaries
Identity	Strong family identity	Strong personal identity
A sense of belonging	A strong emphasis on community	A strong sense of individuality
A sense of loyalty	Strong loyalty to family	Individual loyalty is more appreciated
Attitude to time	Focusing on past and present	More focused on the future
Attitude to age	Wisdom comes with age	Youthful vitality is more appreciated
The importance of tradition	Traditional ceremonies are appreciated	Tradition is an obstacle to prosperity
The standard and rules of behavior	Authority and rules of conduct are respected	Questioning authority is encouraged
The role of religion and spirituality	the spirituality of life events is emphasized	The emphasis is on science and secularism

2.3. THE REDESIGNED

The result of Designing is a new meaning, something which creators of meaning produce themselves. It is never a simple reproduction of Available design or even a simple combination of Available designs. The Redesigned is based on accepted historical and cultural schemes through a mixture of cultural meanings and many unique subjective attitudes. The multiliteracy theory assumes synchronization and transformation of the given information into a new practice - changed understanding of certain cultural values and their adjustment to a given time and environment. The Redesigned information is, in fact, processed reality and the ways in which cultural assumptions and historical factors are set in real time and according to current needs. The ways in which old / new cultural values promote the current environment

[42] Table 3: adapted from Sandhu, S. D.,Fong L. Y. and Rigney, J. R. 1996. Teaching students through their culturally specific learning styles, Journal of Accelerated Learning and Teaching, Vol. 21, br. 1 and 2, Available at: http://www.ialearn.org/files_jalt/jalt_21_1996_1%20&%202.pdf

and are adapted to it, and in some cases bring the old ones from oblivion. The consequence of this process is that the Redesigned became material and the basis of the new Available design.

New technologies are being used increasingly to "revive" the languages which almost disappeared, like, for example, the Hawaiian which was restored by a combination of learning the ancient Hawaiian culture and traditions and comprehensive involvement of modern technology (Hartle-Schutte, Nae'ole-Wong, 1998, Warshauer, 2000). Modern technology provides online systems, web sites, such as https://www.verbling.com/ and the Moodle language learning platform, both modern and those whose existence was at stake.

As the Internet is more accessible to most people, so the number of non-English pages increases, and the statistics for the last five years (Figure 1) shows that almost half of the human population is on the WWW. The population of Asia makes up the largest portion of Internet users, with nearly 45% of all web surfers in the world (somewhere around a billion people), the founders and creators of the Internet, Americans have only 12%, which is almost half the number of Internet users in Europe, which is about 22%.

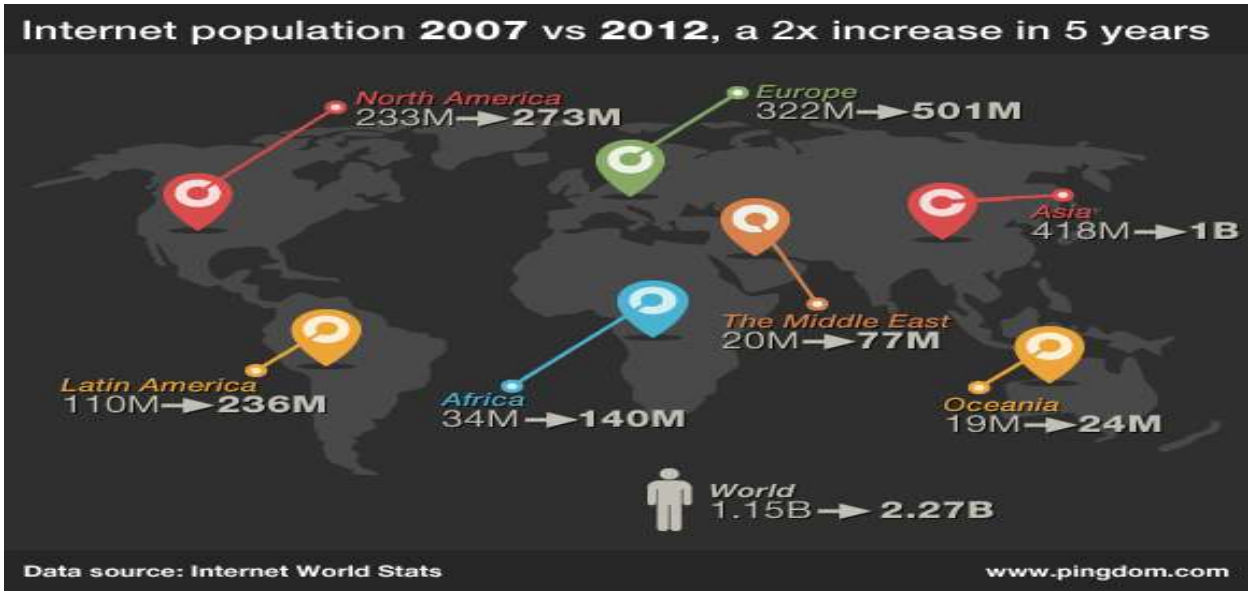


Figure 1: Population on the Internet, comparing 2007 and 2012

What is also very interesting is that the number of readers of Arabic sites on the Internet increased by more than 25 times (Fig. 2[43]), and Chinese and Spanish by 12 and 7 times, while the number of users - who speak English as mother tongue, tripled. This information points out the fact that people turn to their own language, and they are no longer dependent on the current *lingua mundi* - English. Therefore, there is greater preservation of linguistic/cultural values of these languages.

[43] Figure 1: taken from http://royal.pingdom.com/2012/04/19/world-internet-population-has-doubled-in-the-last-5-years/

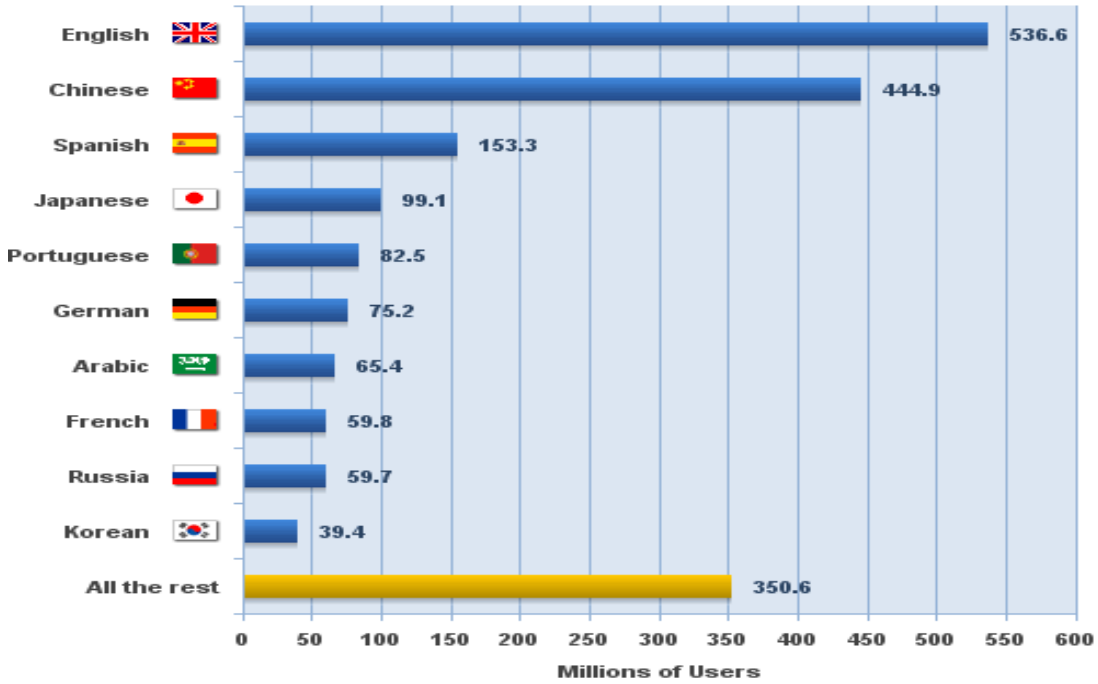


Figure 2: Ten most widely used languages on the Internet in 2010 - in millions of users

The powerful new media have changed the way we view the world and the way we see each other, and how the world sees us. But technology itself is neutral, it has the role of a tool, and it depends on us how we use it. As Stengel (2009) in his article noted, people are not in a position to have a choice, they are obliged to adapt to new technology, and not, according to him, by pouring old wine into new wineskins. People have to create their content as adapted to the new media.

The question is how to adapt education to the era of global links, highly innovative social technologies and fast technological changes, and, on the other hand, allow it to maintain the inherited cultural practice? The most important thing is to help students become producers of knowledge, without being burdened with learning of the facts that will never be applied "by heart"; to master the skills that will help them in designing their future in a society that is increasingly dependent on invention, imagination and innovation, through established practice. Through the Designing process, the creators of meaning are understanding themselves all over again. They reconstruct and adapt themselves and their identities. Thus, the Redesigned not only actively creates, but is itself evidence that active participation in the world, Designing, transformed the designers.

3. CONCLUSION

Based on the theory of multiliteracy, my opinion is that all children should be provided with access to cultural content and literacy in a manner that matters to them. The ultimate goal is to enable understanding oneself and understanding others through interesting, relevant and meaningful instructions related to globalization. Teachers should include the multiliteracy content in the teaching process and also those literacies that support the native language and culture of students. Regardless of the fact that globalization affects cultural hegemonization, teachers should encourage and maintain cultural diversity in order to prepare students to live in a multicultural and yet globalized world (The New London Group, 1996). Nieto (2002) states that all children need multicultural education in order to be willing to participate in a world of

diversity, that is anticipated, and in which will they will become adult citizens. Philosophically speaking, learning and teaching culturally diverse students in ways specific to their culture is a question of political correctness (Sandhu, Fong and Rigney, 1996). It is clear that insistence on using and learning "proper" English only harms cultural inclusion. The use of monomodal pedagogy when writing gives priority to culturally and linguistically dominant students, while the language is limited to only one aspect - Linguistics (Mills, 2005).

Mutual culture and mutual language facilitate trade among individuals. It is to their advantage if they learn other languages and cultures, thus increasing the number of potential partners for trade. The benefits of assimilation is higher for individuals from small minority groups than those of larger ones. Luke (Luke, 2004) defines intercultural capital as the ability for an individual to engage in acts of knowledge, power and exchange despite the difference in time, space and social geography, in various communities, population and ways of life. In fact, the acceptance of intercultural capital involves flexible and critical understanding of oneself in relation to others in a world of ever changing relationships. The ability to understand different texts and different cultures, different forms of knowledge and different types of people to overcome boundaries, allows a person to become a cosmopolitan (Lam, 2006).

The parallel of mutual influence between language and culture is under pressure of change. It is a fact that changes are frequent in language, and they are not only superficial, but also common and fundamental and underlying culture. The anthropologist Roy Wagner (Wagner, 1981) argues that cultures are constantly changing and re-created as part of an ongoing process. English influences other languages, but is itself changing, and adjusting to the new global environment. All changes that occur in language and culture are a result of global social and technological changes. If language is subject to change, we have to accept the fact that culture is subject to change too. Our goal is for culture, as Redesigned, to keep its primary message that we have learned and saved from the Available design, and which we are sending to our descendants and ancestors. The way of transmitting the message does not have to be the same, just as the language and way of expressing change, but it is important to maintain grammatical accuracy. The very fact that language is constantly changing does not diminish the value of grammar. Properly written sentences are important on the Internet where correct grammar gives credibility, where words represent the one who writes them. Just as words on the Internet are a projection of a person in his/her physical absence, whether he/she want it or not, people form an opinion about that person based on those words (Wiens, 2012). The same happens with culture. The way a culture presents itself to the world becomes the way the world accepts the culture. The message that we send with our actions, though an individual signal, can be strong and striking enough to signify an entire nation or culture in a positive or negative way. Language still conveys the message of cultural heritage in some other way. Of course, what is equally important is who performs the Designing, who is the recipient of the message and the extent of their knowledge and their cultural awareness. The language itself is both a cause and a consequence of the current changes. Current changes in language also influence changes in ways of transmitting the cultural heritage to our successors, but the cultural message remains the same. Culture itself does not change, it rather adapts to global socio-economic and technological changes.

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TEACHERS' COMPETENCES- FEATURES[44]

Biljana Gramatkovski, Jasminka Kocoska
University "St. Kliment Ohridski", Faculty of Education, Bitola, Macedonia

Abstract
Developing the skills of teachers is an essential component (area, segment) of education and professional development of teachers in primary education. Therefore their development is necessary to be programmed and realized in the context of the choice and selection of future teachers, preparation (education, education) of future teachers, as well as those that are part of the process of education, as well as their permanent improvement (pedagogical and professional, institutional and independent) and teacher-pedagogical roles that are performed (educational, educational, programmer, coordinator, organizational, diagnostic, counseling, research, evaluation etc.).
Keywords: competence, teachers, education, features

The Tunning project (a project started in 2000 to link the results of the Bologna process and the final level of the Lisbon strategy in the higher education sector) distinguish between learning outcomes and competences to distinguish the roles of the most relevant players: academic staff and students, ie . those taught. The desired learning outcomes are designed by teachers, preferably including representatives of students in the process based on input from internal and external stakeholders. Competencies are obtained or developed during the process of learning by students or in other words:

- The results from the studying outcome from what the student is expected to know and/or to be able to show after the learning process ends, and specify requirements for additional effects and
- The competences are a dynamic combination of knowledge, understanding, skills and abilities, and their encouragement is subject of the educational programs relating to different teaching units and will be evaluated at different levels

The competencies can be specific and generic. Although Tunning program recognizes fully the importance of building and developing the specific knowledge and skills as the basis for university programs, it emphasizes the fact that time and attention should be paid to the development of generic competencies and transferable skills. This last component is becoming more and more relevant for preparing students for their future role in society.

The Tunning program distinguishes three types of generic competences:

• Instrumental competencies: cognitive and methodological skills, technology and language skills;

• Interpersonal skills: individual skills such as social skills (social interaction and cooperation) and

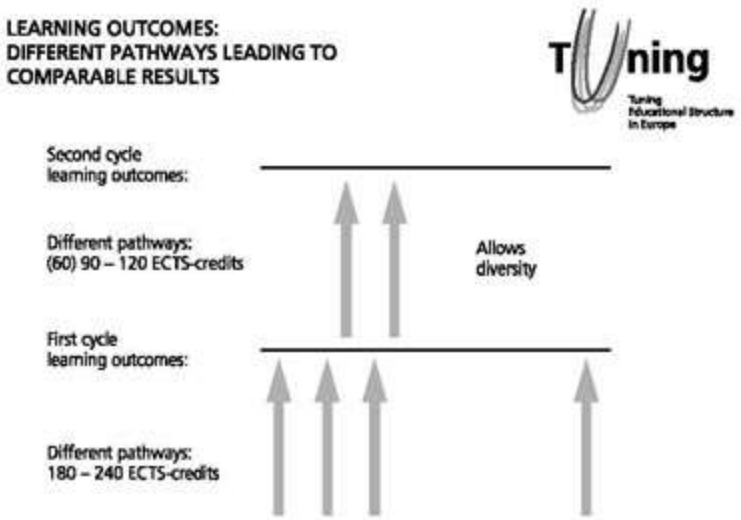
• Systemic competences: abilities and skills that relate to the whole system (combination of understanding, sensibility and knowledge needed before the acquisition of instrumental and interpersonal competence).

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So far are identified competencies for nine key areas: Business Administration, Chemistry, Education, European studies, history, geology, mathematics, medicine and physics. The access to these nine groups varies due to differences in the structure of the disciplines, but all groups follow a similar procedure to obtain their results. Through discussion, creation of reciprocal knowledge and mapping the ways in which the area is studied and taught in the respective countries insights are gained as well as is build consensus on what constitutes the vital core of each subject area. Documents that are made as a result of past work should be seen as working documents, subject of further elaboration and change.

In Tunning program competences are described as reference points for curriculum design and evaluation, and allow flexibility and autonomy in the construction of the curriculum. At the same time they provide a common language to describe the purpose of the curriculum.

The use of the learning outcomes allows much more flexibility than is the case with traditionally designed curricula because they show that different pathways leading to similar results can be easily recognized as part of another program or as the basis for entry into the next cycle of the program. Their use fully respects the autonomy of other institutions, as well as other educational cultures and this approach allows diversity not only in a global, European, national or institutional framework, but also in the context of a program. This concept is summarized in the following scheme:



*This can be found in Tunning program Tunning Educational Structures in Europe, http://www.unideusto.org/tuningeu/competences.html, October 2014

When we talk about specific educational skills they can be divided into:

• Ability to analyze educational concepts, theories and issues in a systematic way;

• ability to identify potential links between aspects of subjective knowledge and its application in educational contexts;

• Ability to reflect on their own value system;

• ability to analyze the concepts and theories encountered in educational programs;

• Ability to recognize the diversity of the students and the complexity of the learning process;

• awareness of the different contexts in which learning can occur;

• Awareness of the different roles of the participants in the learning process;

• understanding of the structure and objectives of educational systems;

• Ability to perform educational research in different contexts

• Counselling Skills;

• ability of project management to improve school development;
• ability to anticipate emerging educational needs and requirements and
• Ability to lead and coordinate a multidisciplinary educational team

Specific pedagogical skills of teachers are:
• commitment to the progress of the students and their achievements
• competence in a number of instructional strategies and learning strategies and teaching
• competence in counseling students and parents
• knowledge of the subject taught
• Ability to communicate effectively with groups and individuals
• the ability to create a climate conducive to learning
• ability to use ICT and its integration in the areas of learning
• Ability to effectively manage time
• ability to evaluate their own work
• awareness of continuing professional development
• Ability to assess learning outcomes and student achievement
• competence in the cooperation in solving the problem
• ability to respond to the diverse needs of students
• the ability to enhance learning and learning environment
• the ability to adjust the curriculum to the specific teaching context.

Biggs, John B.(2003) Teaching for quality learning at university, what the student does, Cochran, Smith Marilyn (2001) Constructing outcomes in teaching education policy,http://www.unideusto.org/tuningeu/competences/specific/education.html, November 2014

It is now thought that the knowledge, competence and communication are three components that unite modern ideal educational type, that integrated with the freedom and independence will be able to cope with the challenges of postmodern society.

According to a division that includes the characteristics of the teachers, the teachers' competences are divided as following:

- *Liberal Arts* - Teachers have extensive knowledge of the liberal arts.

o they have knowledge in basic areas: art, economics, mathematics and science and have a broad understanding of the great cultures, religions, geography, political systems, philosophies and economic systems in which people organize their lives. They know and appreciate the great artwork of world cultures.

- *Subject Content*- The teachers know the content of the subject they teach and the corresponding applications for the content.
- They know the subject and the content much deeper and they know in which way the professionals from their area think and analyze the world. They have a strong base on topics related to their area of interest, they understand the key concepts, assumptions, processes of research and ways of learning that are central to the discipline they teach.
- *Curricular theory* – The teachers understand the ways in which their teaching area associates with the wider curriculum.

o They know the relationship between the assessment and the subject they teach and what comes before and after evaluation, may link the disciplinary knowledge with other subject areas.

- *The development theory*- Teachers know the ways in which learning takes place and know the appropriate levels of intellectual, physical, social and emotional development of children.

o They understand the ways of learning, the ways students construct the knowledge, acquire skills and habits, they understand that the physical, social, emotional, moral and cognitive development of students affect the learning, they are aware for the expected progressive development and the levels of individual variations in each domain (physical, social, moral, intellectual and emotional), they identify the level of readiness for learning, they understand how the development in each domain can affect the work of others. They know the functioning of the social groups and their impact on people and how people affect the groups, they recognize factors and situations that promote or reduce intrinsic motivation.

- *Various cultural areas*- Teachers recognize the impact of cultural, economic, political and social areas of the environments that teach.

o They know the history of the subject they teach, know the contributions and impact that different cultural groups have on their discipline.

- *Use of a specific technology for their subject*- The teachers know the specific way of technological use in its discipline.

o They understand in which way the technological development affects their subject, they know where to find technological resources specific for their discipline.

- *Pedagogical skills*- Effective management in the classroom, where teachers engage effectively managing.

o practice leadership by taking personal responsibility for the progress of all students, organize and motivate students to act in ways that will meet the needs of individuals and the Unit as a whole, increase efficiency, maintain discipline and moral, promote teamwork, communicate, focus on results, evaluate progress through constant correction process. Minimize disruptions student learning using unexpected learning, skilled in the adoption of consensus and mediation in conflicts, using a range of strategies to promote positive relationships, cooperation and intentional learning in the classroom, involving students in individual and cooperative learning activities that help to develop incentives for achievements in the relevant field, organize, allocate and manage resources, time, space, activities and attention to ensure the active involvement of students in productive tasks. Help the group to develop common values and expectations for student interaction, discussion, individual and group responsibility that creates a positive climate of openness, mutual respect and support

- *Effective teaching practice*- Teachers use a variety of teaching methods, including cooperative learning techniques to promote knowledge of the contents, and critical thinking skills to solve problems:

They teach students to live and work together in a positive and productive way, using more efficient presentations and explanations of substantive concepts that capture key ideas and connect students with previous knowledge, use different views, theories, methods of knowledge, methods of testing important subject concepts. They integrate interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods from several areas, use more teaching and learning strategies and teaching to involve students in active learning opportunities that promote the development of critical thinking, solving problems and responsibility for the identification and use of resources for learning. Involve students in individual and cooperative learning activities that help to develop incentives for effective communication strategies for conveying ideas and information and asking questions.

- Effective grading - Teachers use different methods to assess what students have learned and achieved:

o They use formal tests, answer quiz, evaluation of assignments, student performances and projects, standardized achievement tests to come to know what students know, evaluated informal measures of student information such as questions asked in the department and the level of pupils' enthusiasm. Use of assessment strategies that will engage students in activities

of self-assessment to help them become aware of their strengths and needs, help them set personal goals for learning, modify teaching strategies and behavior in relation to the success of students changing their plans and teaching approaches accordingly. They keep useful records of student work and progress based on appropriate indicators.

- *Curricular adjustment*- The teachers adjust the teaching to the needs of the curriculum

- They apply strategies using local programming framework and standards developed by professional organizations that are important for the students to meet the demands of the entire curriculum while focus and recognize those concepts in the curriculum that is fundamental to student knowledge

- *Diversified Education (Inclusive Education)* - Teachers plan instruction that is appropriate for different student populations, including here students with special needs:

- *Technical skills* - Teachers know when and how to use the current educational technology, using the most appropriate type and level of technology to increase the knowledge of the students

- *Professional dispositions:*

✓ Teachers believe that all students can learn;

✓ The teachers respect the existence of different ethnicity, gender, religion and other aspects of cultural influence on the development of the student and his personality;

✓ *teachers meet high ethical standards of teaching practice and engagement in professional development activities, including the development in the field of technology;*

✓ *Teachers collaborate with colleagues, families and the community to support the learning environment.*

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EFFECT OF MODALITY PRINCIPLE AND MULTIMEDIA PRINCIPLE ON STUDENTS' ACHIEVEMENT IN SECONDARY CHEMICAL EDUCATION[45]

Jasna Adamov, Stanislava Olić, Snežana Babić-Kekez
Faculty of Sciences and Mathematics, Department of Chemistry, Biochemistry and Environmental Protection, University of Novi Sad, Serbia

Abstract

This paper emphasizes the evident need of schools to improve teaching methods, respecting the ways that today's students learn. Thus the aim of this paper was to establish if application of PowerPoint presentations designed according to the modality principle and multimedia principle contribute to the better achievement of students in problems and tasks from ther Bloom's categories of knowledge, understanding and application in secondary chemical education. The research was designed as the pedagogical experiment with parallel groups, in which control group learned from traditionally designed presentations from the topis "Chemical kinetics", while students in experimental group learned from presentations designed according to principles of modality and multimedia. After experimental lectures, the knowledge of both groups was tested. Experimental group scored better in all three categories, The difference from control group was statistically significant in categories of knowledge and application, while in the category of understanding the results of experimental group was only slightly better.

Key words: secondary education, chemistry, PowerPoint presentation design, modality principle, multimedia principle

Introduction

The aim of education in general, and of science education in particular, is to create an organized and flexible system of knowledge which is easily expanded and upgraded, and the acquired knowledge is applicable not only in learning situations, but in real life situations as well. However, the example of chemistry education, as shown by Sisovic and Lazarevic-Bojovic (2001) indicates that the knowledge of most Serbian secondary students is at reproduction level and that they are not able to see nor establish relations between parts of chemical content and that they cannot apply their knowledge in new situations. The implications of this research are reflected on the evident need of schools to improve the quality of the educational process, which in return requires educators to understand the learning needs of today's students and to project the instructions to fulfil such needs (Felder and Brent, 2005).

Multimedia approach might be a solution to the above mentioned problems, since the application of modern educational technology, with all the advantages it offers, can suit a larger number of students who all learn in the different way. The most frequent multimedia support to the frontal form of teaching is the use of Microsoft Office PowerPoint software. It plays a dominant role due to its accessability and easy usage, and also due to the positive attitude of

[45] Specialized paper

students towards this educational media (Adamov et al., 2014). In order to get an full insight into the quality of teaching, it is necessary to focus on the impact of PowerPoint presentations on the students' achievement in chemistry education.

Theoretical considerations

Chemistry, a core STEM, subject often presents an academic challenge for students and a pedagogical one for staff where in many European countries the reported reason is the perceived negative student perception. Indeed, and concordant with the theory of personal handicapping, the majority of the students in high school think that chemistry is a difficult discipline and consequently they demonstrate a difficulty in understanding the concepts (Pinarbasi & Canpolat, 2003; Agung & Schwartz, 2007; Othman, Treagust & Chandrasegaran, 2008). A review of chemistry students have identified that most struggle with the development of core concepts (Chiu, 2005) and consequently often construct scientifically unacceptable conceptions rending their knowledge incomplete and incoherent (Kozma & Russell, 1997). As a consequence of this barrier, many students develop a surface approach to their learning, merely memorizing concepts without actually undertaking the cognitive processes required to develop deep and usable knowledge (Haidar, 1997; Niaz &Rodriguez, 2000).

Successful realization of the syllabus requires the selection of adequate teaching methods, and multimedia has proved to be a useful tool in achieving planned learning outcomes. In the study by Szabo and Hastings (2000), over 90% of students said that PowerPoint "is more attention capturing than the traditional method of lecturing," and 85% found "PowerPoint lectures are more interesting than traditional lectures" (p. 179). Generally, the results of many studies point to the benefits of PowerPoint on student performance. For example, Lowry (1999) concluded that classes taught using PowerPoint "achieved better grades than the traditional-lecture cohort (51.8 and 51.9 versus 43.5%) ... and students exposed to PowerPoint lecturing had a positive attitude towards the method" (pp. 20–21).

Although students found PowerPoint entertaining, Szabo and Hastings (2000) noted aptly that "the challenge in the new millennium is not to entertain students ... but to improve or to facilitate learning" (p. 187). Such an improvement will not come easily, as stated by Parker (2001). He contended that presenters are concentrating more on "formatting slides—because it's more fun to do than concentrate on what [they're] going to say" (Parker, 2001, p. 5). A major challenge facing educators will be to convert the generally positive disposition of students to PowerPoint into significantly better learning and performance.

PowerPoint should be recognized as a new communication medium that is fundamentally changing the nature and dynamic of how we teach. In 2002, it was estimated that more than 400 million copies of PowerPoint were in circulation and that "somewhere between 20 and 30 million PowerPoint-based presentations are given around the globe each day" (Simons, 2005). Those numbers seem likely to have grown exponentially since then. Indeed, Parker (2001) alleged that to "appear at a meeting without PowerPoint would be unwelcome and vaguely pretentious, like wearing no shoes". In the past three decades there has been a decisive shift in the media that have been used to communicate messages in educational settings. We have gone from the era of "chalk-and-talk" and occasional flip-charts to overhead transparencies and to PowerPoint slides.

Previous research by Adamov et al. (2014) focused on the impact multimedia principle and modality principle in PowerPoint presentations on the students' grades in chemistry. It was shown that the students with lowest grades were most affected, which can be explained by enabling easier remembering of specific facts and transfer to the symbolic level of knowledge representation.

Given the widespread adoption of PowerPoint, the small number of studies of its effectiveness is surprising (Bartsch and Cobern, 2003; Szabo and Hastings, 2000). Journal articles indicate that students like to be taught using PowerPoint and think that PowerPoint presentations are entertaining, that they enhance clarity, and aid recall of subject matter (Cassady, 1998; Perry and Perry, 1998; Susskind and Gurien, 1999; West, 1997). Many authors believe that PowerPoint slide show presentation programs provide an effective approach to both student work and classroom instruction. However, there is little consistent evidence to show that teaching with PowerPoint leads to significantly better learning and significantly better grades than teaching by more conventional methods. The explanation may lie in the fact that authors of presentations build too much information into the slides. In such cases students face the challenge of information overload: meaningful learning requires that the learner engage in substantial cognitive processing during learning, but the learner's capacity for cognitive processing is severely limited. Instructional designers have come to recognize the need for multimedia instruction that is sensitive to information load. In designing a PowerPoint presentation teachers should apply principles for information off-loading (Atkinson & Mayer, 2012): 1. The Signaling Principle, 2. The Segmenting Principle, 3. The Modality Principle, 4. The Multimedia Principle, 5. The Coherence Principle.

The signaling principle: Instead of writing a title, a headline should be written in the slide, which explains the main idea of every slide. It should be composed in active voice, with a subject and verb.

The segmenting principle: Information should be broken through the presentation in small "chunks" and instead of piling on the information which only serves to shut down understanding.

The modality principle: Visual overload can be removed by moving text off-screen, and shifting the processing to the auditory channel by narrating the content instead. Mayer et al. have established that listening only to words and simultaneously watching the graphics on slides leads to 28% higher retention of information than reading the text along with watching graphic.

The multimedia principle: People learn better from words and pictures than from words alone (Levie and Lentz, 1982). Instead of large blocks of text on a slide, it is better to use graphics, which have a far larger capacity of describing phenomena.

The coherence principle: Too much redundant information in the PowerPoint slide stops student's cognitive ability to process information. When making a slide, everything that does not support your main idea should be cut out, e.g. text that you will narrate, logos, fancy animations and complex, multicoloured backgrounds that have no connection with the slide context.

Methodology

The aim of this research is to establish whether the application of PowerPoint presentations designed following the principles of modality and multimedia contribute to the better achievement of students in chemistry courses in secondary schools, compared to the traditionally designed presentations. Achievement of students is compared in the problems from the Bloom's categories of knowledge, understanding and application.

The used research method was pedagogical experiment with parallel groups. The applied technique was testing, and the used instrument was a knowledge test. The test was unstandardized, and was constructed to establish the level of students' knowledge on the topics of *The rate of chemical reaction* and *Chemical equilibrium*. The test contained 18 questions of different level of complexity and difficulty, constructed in accordance with Bloom's taxonomy

(memorizing and reproduction of specific facts, understanding and explaining of the terms, concepts and processes, and application of acquired knowledge in new situations). Each of the three categories was represented by 6 problems. Each correctly solved problem was awarded 1 point, and the maximal possible score was 18 points.

Reliability of the measurement scale of the instrument, expressed as Cronbach′s Alpha, equals 0.83 and indicates good reliability. The calculated difficulty of the test (taking into account all 18 problems) is 0.57, and the discrimination coefficient is 0.40. The average achieved score was 10.84 points. Minimal score was 2 points (11.76% of the total score), and the maximal score was 18 points (100%). The distrinution of the scores obeys the normal distribution, with curtosis of -0.41 and skewness of -0.64.

Research was conducted on the convenient sample of 128 students of the first grade of the grammar school "Svetozar Marković" in Subotica (Serbia). It was an ex-post-facto research in which the students from three classes made a control group (N=64), and students from other three classes made up an experimental group (N=64). Since it is "unacceptable to break up the regular classes of students to form new, uniform groups for the experiment" (Popov, 2006:118), with an aim to have initially equal groups, analysis of the results comprised only the data obtained from students who had an adequate peer in the other group, in respect to the chemistry grade.

Experimental teaching was conducted during four chemistry classes in Spring 2014. For students in control group the traditionally designed PowerPoint presentations were prepered. They were made of slides that contained coloured background, blocks of text, equation of chemical reactions and pictures. Students in the experimental group were taught using presentations which contained slides with only a highlight (one sentence that expressed the main idea of a slide)and a picture. All necessary facts and explanations were given orally, and the Notes View was used for the notes that teacher prepared for the class (Figures 1a. and 1b.).

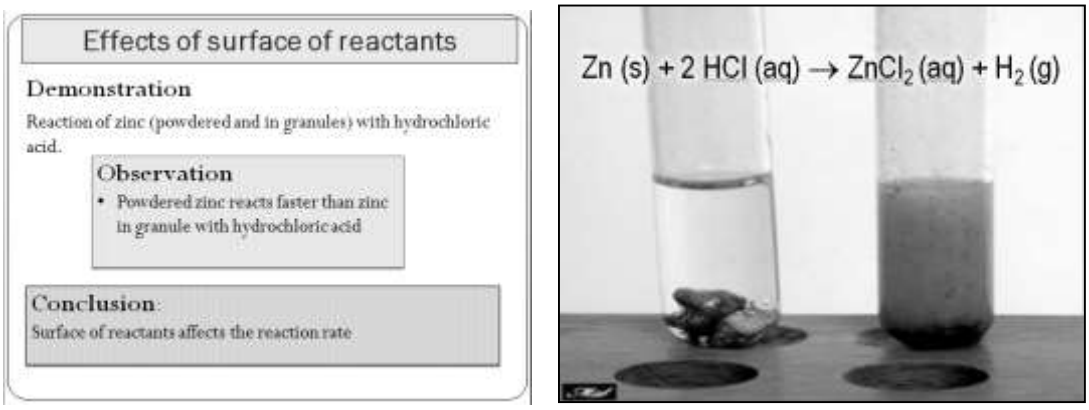


Figure 1. (a) Traditional slide describing the effect of reactant surface on reaction rate (translated from Serbian)
(b) Slide with the same topic, designed following principles of modality and multimedia

For testing the significance of arithmetic means of results of students in experimental and control group, the *t-test* of independent samples was applied at the level $p<0.05$. Statistical procesing of experimental data was done using IBM SPSS Statistics 20 software package.

Results

Testing of significance of difference between arithmetic means between groups in regard to total score

Achievements of students in the experimental and the control group is described by the parameters of the desciptive statistical analysis and is shown in Table 1.

Table 1. Descriptive parameters of the overall scores of students at the knowledge test

	Mean	Standard deviation	stdev. error
Experimental group	12.75	2.64	0.66
Control group	8.93	3.92	0.98

Testing of significance of arithmetic means obtained from experimental and control groups was conducted by t-test. The obtained results show that there exists a statistically significant difference between groups at the significance level of $p<0.05$ ($t(26,303)=3.812$, $p=0.003$). This confirms the research hypothesis that PowerPoint presentations designed acording to modality principle and multimedia principle lead to better achievement in chemistry than traditionally designed presentations. Obtained results are consistent with results of previous research (Adamov et al., 2013; Adamov et al., 2014; Moreno et al., 2001; Moreno 2003).

Testing of significance of difference between arithmetic means between groups in regard to the problems in three different categories (according to Bloom)

Category of KNOWLEDGE

According to the Bloom's taxonomy of educatonal goals and outcomes in cognitive domain, category of knowledge comprises simple forms of behaviour, such as: memorizing, remembering and reproduction of the scietific facts (Stojaković, 2006). Achievement of students in experimental and control group in the problems in the test that are categorized as "knowledge" is shown in Table 2.

Table 2. Descriptive parameters of the scores of students at the knowledge test in the problems of the category of knowledge

	M	SD	stdev.error
Experimental group	5.12	0.95	0.24
Control group	4.00	2.06	0.51

Testing of significance of arithmetic means obtained from experimental and control groups was conducted by t-test show that there exists a statistically significant difference between arithmetic means of two groups in the category "knowledge" at the significance level of $p<0.05$ ($t(30)=1.125$, $p=0.057$).

Category of COMPREHENCSION

Category of comprehension desribes the lowest level of understanding facts and concepts by the students – it comprises understanding of the meaning, translation, interpolation, and interpretation of instructions and problems or stating a problem in one's own words. Student can use the content that has been transferred to him, but may not necessarilly see the relation of these data with other content or its implication (Stojaković, 2006). Achievement of students in experimental and control group in the problems in the test that are categorized as "comprehension" is shown in Table 3.

Table 3. Descriptive parameters of the scores of students at the knowledge test in the problems of the category of comprehension

	M	SD	stdev.error
Experimental group	3.75	1.12	0.28
Control group	3.12	1.31	0.33

The difference of arithmetic means of experimental and control group is very small. The t-test analysis performed on these data shows that this difference is not statistically significant at the significance level of $p<0.05$ ($t(29,333)=0.625$, $p=0.158$).

Category of APPLICATION

This category implies the use of a concept in a new situation or unprompted use of an abstraction. Abstractions can be general ideas, rules, procedures or techniques., but also theories that student has to apply in solving a problem (Stojaković, 2006). Achievement of students in experimental and control group in the problems in the test that are categorized as "application" is shown in Table 4.

Table 4. Descriptive parameters of the scores of students at the knowledge test in the problems of the category of application

	M	SD	stdev.error
Experimental group	3.31	1.14	0.28
Control group	1.75	1.75	0.33

The results of the t-test indicate that there exists a statistically significant differemnce between arithmetic means of scores of students in experimental and control group at the level of significance $p<0.05$ ($t(29,537)=1.562$, $p=0.001$).

Discussion and conclusion

Results obtained in this research indicate the importance of the proper presentation design on acquiring new terms, facts and principles in chemistry education at the secondary level. It was shown that overall results of the students in the experimental group were significantly better than the scores achieved by the students in the control group. It is important to emphasize that students from both experimental and control groups were told exactly the same facts by the teacher. The only difference is that control group got to hear the facts and explanations, and simultaneously read them from slides, while slides prepared for the students in the experimental group contained mostly graphical explanations, and the amount of the text was reduced to the minimum and replaced by the narrative.

The aim of this research was to establish if principles of multimedia and modality applied to the design of PowerPoint presentations have any effect of acquisition of chemical knowledge. Learning chemistry is specific and different from other sciences, since it is commonly portrayed at three different levels of representation – macroscopic, submicroscopic and symbolic – that combine to enrich the explanations of chemical concepts. Chemistry is based on the theory of the particulate nature of matter – the sub-microscopic level of matter – but we 'see' the macroscopic and use models to represent the sub-microscopic levels. Research shows that many secondary school and college students, and even some teachers, have difficulty transferring from one level of representation to another (Gabel, 1998). Using PowerPoint and slide shows to teach offers benefits to both students and teachers in better

understanding and translation of knowledge since it promotes the construction of knowledge and the analysis and synthesis of knowledge (Ramsden, 1992).

Obtained results indicate that students in the experimental group, who were taught using PowerPoint presentation designed in accordance with principles of multimedia and modality, achieved significantly better scored in problems from the categories of knowledge and application, while the difference between two groups was insignificant in questions from the "comprehension" category. These findings can be explained by the better design of alternative presentations, which prevented the cognitive overload. By receiving information through a single channel instead of using both visual and auditory channels simultaneously for receiving the same information, students were able to process it more efficiently. That explains why students in the experimental group were better at memorizing the facts and were more able to reproduce them. Also, in the problems from the "application" category, they had to identify the necessary information and recall it in order to solve the problem. Problems that needed comprehension of the principles did not require the recalling of the facts since they were given in the question – students were required only to think over the problem and to find the relationship between given information. That is why the scores in the problems from the "comprehension:" category were similar for both experimental and control group.

Results of this research indicate that principle of modality and principle of multimedia in design of PowerPoint presentations have the impact on the students' achievement in chemistry education in the secondary schools. In design of a PowerPoint presentation it is necessary to take into account the limited capacity of a brain's working memory, thus minimizing the possibility of overload of a cognitive system.

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VERBAL IRONY IN FORMAL AND INFORMAL SPEECH: THE CASE OF MACEDONIAN AND ENGLISH[46]

Silvana Neshkovska
Faculty of Education - Bitola

Abstract

This paper examines the similarities and differences in expressing verbal irony in formal and informal speech in two completely dissimilar languages, Macedonian and English. More precisely, it investigates the frequency with which this type of figurative language, which normally involves saying one thing but meaning something completely different, is used by Macedonian and English native speakers in formal and informal interactions.

The linguistic corpus compiled specifically for this study consists of approximately 9 hours of recorded authentic conversations excerpted from Macedonian and English television talk shows and political discussions and debates. The informal behavior and language of the participants in the TV talk shows make them suitable for analyzing the usage of verbal irony in informal speech. TV debates and discussions among politicians and political analysts, due to the seriousness of the political and socio-economic issues discussed, normally, are adequate for analyzing the usage of verbal irony in formal speech.

Apart from certain similarities, the results also disclose some, undoubtedly, culture–related differences in how verbal irony is tackled in formal and informal speech in both the Macedonian and English language. Thus, for instance, Macedonian native speakers prefer expressing ironicalness much more in informal speech than in formal speech, whereas English native speakers use verbal irony almost equally in both formal and informal speech.

Key words: verbal irony, formal and informal speech, Macedonian, English

Introduction

Being a very intricate pragmatic phenomenon, verbal irony (henceforward VI) has instigated many researchers to make efforts at defining it. Interestingly enough, although all definitions on VI differ significantly, yet, undoubtedly, they are all complementary rather than mutually exclusive. Nevertheless, at the core of the majority of these definitions is Grice's (1976) definition of VI according to which VI is saying one thing but meaning something else, usually the opposite of what one is saying.

What makes it particularly intriguing and what calls for research is the fact that VI is simultaneously a universal and culturally marked linguistic phenomenon. In other words, despite its presence in all existing languages in the world, its realization varies from one language to another, i.e. from one culture to another.

In that respect, this paper sets out to explore VI in two completely dissimilar and unrelated languages, Macedonian and English. In fact, the aim is to determine which of these two languages is more ironically – marked, i.e. which one is characterized by a more frequent usage of VI. More precisely, the ironicalness of these two languages is tackled solely from the

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perspective of oral discourse, i.e. formal and informal verbal interactions which require the usage of formal and informal speech, respectively.

As to the structure of the paper – first, we outline the methodology used for analyzing the linguistic corpus compiled for this study; then, we present the results obtained from this analysis, and, finally, we draw conclusions pertaining to the similarities and differences in the frequency with which ironicalness is expressed in both Macedonian and English.

Methodology

A) The corpus

In order to analyze VI in formal and informal oral discourse, first and foremost, we set out to compile a corpus of authentic Macedonian and English verbal interactions. In that respect, we selected the television as the most suitable and accessible medium to provide us with the necessary linguistic material for this analysis. In fact, we selected two distinct types of TV programs: a) television programs with entertaining character (talk shows) (TPEC) and b) television programs with political character (political interviews, discussions and debates) (TPPC).

The analyzed corpus, in fact, consisted of:

1. 12 excerpts of Macedonian (*Eden na Eden, PM Magazin*) and 13 excerpts of English (*The Oprah Winfrey Show* and *The Ellen Show*) verbal interactions which take place within TPEC,
2. 12 excerpts of Macedonian (*24 Analiza*) and 16 excerpts of English (*Piers Morgan Tonight* and *America Live with Megyn Kelly*) verbal interactions which take place within TPPC.

The television programs with entertaining character, i.e. the talk shows, are normally characterized by high level of informality of both hosts and their guests' speech and behavior. The informal speech and behavior in these interactions could partly be attributed to the fact that the guests are usually artists, famous people from the show business who are famous for their predominantly free and liberal viewpoints. The informality of these interactions is also partly due to the fact that the main objective of these shows is to provide viewers with entertainment and relaxation, which accounts for the rather provocative questions and comments of the hosts directed at revealing interesting facts about their guests' private life and career.

Table 1
TPEC in Macedonian

	TV program and link	**guests**	**Topic**	**min.**
1.	PM Magazin http://www.youtube.com/watch?v=s_9zhfpFvm8	Zoran Vasilevski Helena Roza Joce Panov	Hypocrisy	10.00-25.00
2.	PM Magazin http://www.youtube.com/watch?v=gpORhCIxZJw	Vasko Todorov Mia Kostova	Marriage	05.00-15.00
3.	PM Magazin http://www.youtube.com/watch?v=PzTTuPwG_jg	Marjana Stonojkovska Dimitar Atanasovski Elena Petkovska Igor Milutinovich	What do boys expect from girls and vice versa?	20.00-30.00
4.	PM Magazin http://www.youtube.com/watch?v=sH2X8VpgGJU	Silvi Muchik- Plevnesh Novica Vasilevski Suzana Turundzueva	Marriage	10.00-25.00
5.	Eden na Eden http://www.youtube.com/watch?v=ekilng8CFXQ	Naumche Mojsovski Filip Mirkulovski	Private life and career	04.00-16.00
6.	Eden na Eden http://www.youtube.com/watch?v=XwXjR2i6ZDk	Igor Dzambazov Trendo	Private life and career	00.00-15.00

7.	Eden na Eden http://www.youtube.com/watch?v=Ad_f9l4Bvlw	Karolina Gocheva	Private life and career	3.00-13.00
8.	Eden na Eden http://www.youtube.com/watch?v=qyKfreUoP0k	Elena Ristevska	Private life and career	5.00-15.00
9.	Eden na Eden http://www.youtube.com/watch?v=T1jIoOvIejc	Dragan Vuchik	Private life and career	13.00-28.00
10.	Eden na Eden http://www.youtube.com/watch?v=stvLYdQ-VT0	Darko Panchev	Private life and career	15.00-25.00
11.	Eden na Eden http://www.youtube.com/watch?v=VlkOaMWsASk	Kire Lazarov	Private life and career	02.00-11.00
12.	Eden na Eden http://www.youtube.com/watch?v=nLSJRtTvN5Q	Kaliopi	Private life and career	00.00-15.00
total:		22 guests + 2 hosts		140 min.

Table 2
TPEC in English

	TV program and link	**guests**	**Topics**	**min.**
1.	The Oprah Winfrey Show	Carrie Fisher, Debbie Reynolds	Private life and career	7.00
2.	The Oprah Winfrey Show http://www.youtube.com/watch?v=eaelzfAZ488	Smith Family	Private life and career	15.00
3.	The Oprah Winfrey Show	Michelle Obama Barack Obama	Private life and career	10.05
4.	The Oprah Winfrey Show http://www.youtube.com/watch?v=1NpARnvAmis http://www.youtube.com/watch?v=KrMl_eW9P6w	Beyoncé	Private life and career	15.00
5.	The Oprah Winfrey Show	Jane Fonda	Private life and career	2.00-9.00 12.00-23.00
6.	The Ellen Show http://www.youtube.com/watch?v=tb74HJXcAAs	Johnny Depp, Michelle Fiefer Cloeh Grace Moretz	Private life and career	10.30
7.	The Ellen Show http://www.youtube.com/watch?v=B2nvWvdWrYU	Jennifer Aniston Portia de Rossi	Private life and career	10.00
8.	The Ellen Show http://www.youtube.com/watch?v=yCGFeFiUS6s	Taylor Swift Zac Efron	Private life and career	11.00
9.	The Ellen Show	John Stamos	Private life and career	10.00
10.	The Ellen Show	Megan Fox	Private life and career	10.00
11.	The Ellen Show http://www.youtube.com/watch?v=sF_e1QSibMU	Jennifer Lopez	Private life and career	11.00
12.	The Ellen Show http://www.youtube.com/watch?v=iha5BoKWQ4I	Justin Bieber	Private life and career	6.00
13.	The Oprah Winfrey Show	Celine Dion	Private life and career	10.00
total:		19 guests + 2 hosts		140 min.

The political interviews, discussions and debates, on the other hand, present an abundant source of formal conversations which alongside with the standard language usage and the necessity of stating facts and standpoints precisely and objectively, are also marked by expressing VI. Namely, when politicians, political analysts and journalists converse about

serious political, economic and social affairs, despite their serious and formal contributions to the topics discussed, very frequently, when they wish to criticize their political opponents' viewpoints and deeds, they resort to using VI.

Table 3
TPPC in Macedonian

	TV program and link	**guests**	**Topic**	**min.**
1.	24 Analiza http://www.youtube.com/watch?v=a3AVbyAKvKw	Ljubomir Frchkovski	Lustration	00.00-08.00
2.	24 Analiza http://www.youtube.com/watch?v=D699lxPjcaY	Ljubcho Georgievski	The current political situation in the R. Macedonia	00.00-15.00
3.	24 Analiza http://www.youtube.com/watch?v=jRS9NGYi4vI	Blaze Ristovski	The name dispute with Greece	0.00-13.00
4.	24 Analiza http://www.youtube.com/watch?v=HqYe6KDCmow	Andrej Zernovski	The protests against the demolishing of the church in the Center municipality	03.30-16.30
5.	24 Analiza http://www.youtube.com/watch?v=ELLQwRT9H28	Stojanche Angelov	The Law on the defenders	5.00-13.00
6.	24 Analiza http://www.youtube.com/watch?v=Dxd0r4-C6M0	Radmila Sheherinska	The visit of the European Commissionaire, Stefan Fule	09.00-21.00
7.	24 Analiza http://www.youtube.com/watch?v=SHeZYUrYMCI	Blagoja Markovski Zijadin Ziberi Pavle Trajanov	The festivities organized for welcoming Johan Tarchulovski	4.00-19.00
8.	24 Analiza http://www.youtube.com/watch?v=U09_OCRBSW0	Petre Sarachin Roberto Belichanec Toni Naumovski	The downturn in democracy in R. Macedonia (Freedom House Report)	4.00-14.00
9.	24 Analiza http://www.youtube.com/watch?v=uysXAUlbVzc	Goran Trpenovski Zoran Trajanovski Marijan Nikolovski	The newly elected president of SDSM, Zoran Zaev	18.30-32.30
10.	24 Analiza http://www.youtube.com/watch?v=fXzH4O7BUBE	Nikola Todorov Marija Hadzilega Bojan Jovanovski Neda Korunovska	Amendments to the law on abortion	15.00-30.00
11.	24 Analiza http://www.youtube.com/watch?v=bnlkAGcZW0g	Gjuner Ismail Jove Kekenovski	The Prime Minister's commentary on Macedonia being completely ignored at the last EU Summit	00.00-12.00
12.	24 Analiza http://www.youtube.com/watch?v=GbSPmLXMXDw	Andrej Petrov Stevche Jakimovski	The 2013 local elections	00.00-10.00 (second part)
total:		23 guests + 2 hosts		140 min.

Table 4
TPPC in English

	TV program and link	**guests**	**Topic**	**min.**
1.	America Live with Megyn Kelly http://www.youtube.com/watch?v=fftggggYcOE	Pete Hegseth Col. Martha McSally	Women in military	10.26
2.	America Live with Megyn Kelly http://www.youtube.com/watch?v=MNEfMcI189Y	Адвокатот на Kermit Gosnell'	The Gosnell case	9.00
3.	America Live with Megyn Kells http://www.youtube.com/watch?v=ufacEg6Yi2A	Erick Erickson Lou Dobbs	The role of women in modern society	11.25
4.	America Live with Megyn Kelly http://www.youtube.com/watch?v=_u1Qf8elFcg	Simon Rosenberg Mark Thiessen	The bombing of the American embassy in Benghazi	6.37
5.	America Live with Megyn Kelly http://www.youtube.com/watch?v=ceKQMF09rN4	John Bolton Ralph Peters	The Snowden case	8.00
7.	America Live with Megyn Kelly http://www.youtube.com/watch?v=RpccKc4OZP0	Faith Jenkins Jonna Spilbor	The testimony of Rachel Jeantel's in the Zimmerman case	7.30

8.	Piers Morgan Tonight http://www.youtube.com/watch?v=K5GYyHpqW0A	Ben Ferguson	The rights of the terrorist in Boston	7.47
9.	Piers Morgan Tonight http://www.youtube.com/watch?v=Y40We-O7qAc	Jesse Ventura	Anti-American violence in the Middle East	15.00
10.	Piers Morgan Tonight http://www.youtube.com/watch?v=RC4JJWUtzkc	Larry Pratt	Armament control	12.27
11.	Piers Morgan Tonight http://www.youtube.com/watch?v=kwnJX12wSWQ	Condoleezza Rice	The 2012 presidential elections in the USA	10.00
12.	Piers Morgan Tonight http://www.youtube.com/watch?v=06AAAMQEUAQ	Greg Ball	The terrorist attack in Boston	5.48
13.	Piers Morgan Live http://www.youtube.com/watch?v=zzLXCXrCoZA	Stacey Campfield	The failure of the armament control campaign in the USA	5.23
14.	Piers Morgan Live http://www.youtube.com/watch?v=38xuxniyr6Q	James Woolsey Ron Paul	The Snowden case	14.00
15.	Piers Morgan Live http://www.youtube.com/watch?v=hOYhkXrRAdc	Christine O'Donnell	Same-sex marriages	3.18
16	Piers Morgan Live http://www.youtube.com/watch?v=dB0lJzNloyA	Sheriff David Clarke	The proposal of the sheriff for mass armament	11.12
toral:		22 guests + 2 hosts		140 min.

The duration of all the analyzed excerpts ranged from 5 to 15 minutes, whereas the duration of each of these four parts of the corpus was140 minutes. This implies that 560 minutes, i.e. approximately 9 hours of conversation in total (4.5 hours in Macedonian and 4.5 hours in English) were subjected to analysis. The total number of people who took part in the analyzed conversations was 94 people, i.e. 49 Macedonian native speakers and 45 English native speakers.

B) The analysis of the corpus

The process of analyzing the linguistic corpus was undertaken in several separate stages. The first stage of the analysis was directed at recognizing and singling out the ironic utterances from the non-ironic ones.

The recognition was based on the conditions for ironicalness which utterances should meet in order to be interpreted ironically[47]:

a) allusion – the ironic utterance alludes to the incongruity between the speakers' expectations and what happened in reality.
b) pretense –the speaker pretends that he is not criticizing or condemning anyone with his/her utterance, when, in fact, that's exactly what he/she is doing,
c) semantic negation – the speaker says one thing but means the complete opposite,
d) relevant inappropriateness – the utterance is relevant and contextually incongruent at the same time, and
e) reversal of evaluation – if the evaluation of the said is positive, then it is reversed and the evaluation of the implied becomes negative.

The example below is an excerpt from a discussion between two current Macedonian politicians who used to belong to the same political party and cooperate closely until recently when one of them terminated his affiliation to the party and joined another political party. Understandably, there is a great deal of antagonism between them during this particular

[47] Traditional Theory of Verbal Irony as Semantic Inversion (Cutler, 1974),The Pragmatic Approach (Grice, 1975, 1978); The Echoic Mention/Interpretation Theory (Sperber and Wilson, 1981, 1986); The Pretense Theory of Irony (Clark and Gerrig, 1984); The Allusional Pretense Theory (Kumon-Nakamura et al., 1995); The Relevance Inappropriateness Theory (Attardo, 2000); The Implicit Display Theory (Utsumi, 2000); Theory of VI (Colston, 2000); Irony as a Strategy for Indirect Communication (Anolli et al., 2002), Irony as Reversal of Evaluation (Partington, 2007).

encounter, and that is especially the case on the part of the speaker (S), i.e. the one who remained loyal to the party.

e.g.
S: "*The general trend of the 2009 local election was in favor of the opposition and Mr. Jakimovski took advantage of that and of my personal rating and became a major. Anyway, now he is spitting on me and on SDSM – and he should receive credit for that. But let him be! Let him be!"*

(C: „*Трендот на локалните избори 2009 беше опозиционен и тоа го искористи г. Јакимовски, ја искористи и мојата претходна работа и мојот личен рејтинг за да стане градоначалник. Меѓутоа, ова што сега плука по мене и по СДСМ нека му служи на чест. Па нека тера. Нека тера*.")

Although, at first glance, S's very first utterance: "*The general trend of the 2009 local election was in favor of the opposition and Mr. Jakimovski took advantage of that and of my personal rating and became a major*", could be characterized as a general statement of facts, yet, in essence, it is an expression of sharp criticism and disapproval for his interlocutor's behavior. The ironicalness in this case actually derives from the fact that this statement fulfills the condition for ironicalness called allusion to unfulfilled expectations, i.e. allusion to the discrepancy between expectations and reality. In more precise terms, the discrepancy in this case occurs between S's expectation – if one aspires to become a major, then, this person should work very hard to earn this position, and the reality on the other hand – the interlocutor took advantage of S's work and repute and became a major. S proceeds using VI in his following utterance "*Anyway, now he is spitting on me and on SDSM - he should receive credit for that*". In the first part of the utterance "*Anyway, now he is spitting on me and on SDSM*" the irony derives from the fulfillment of the condition called allusion to the discrepancy between expectation and reality. The speaker expected that his interlocutor would at least express gratitude because he owes his major position to S's excellent repute – however, in reality the only thing he receives is criticism and offensive remarks. The second part of the utterance "*he should receive credit for that*" fulfils the condition for ironicalness known as semantic negation. In other words, S expresses the complete opposite of what he says – the interlocutor's behavior deserves no credit, only severe rebuke. Finally, the speaker's last two utterances "*But, let him be! Let him be*!" are also ironic as they fulfill the condition for ironicalness called pretense, as S falsely encourages his interlocutor to continue to act in that way, when, in fact, he only harshly condemns his conduct.[48]

Upon the completion of this first stage of the analysis of the corpus, it became apparent that the ironic expressions could not be analyzed individually, i.e. isolated from the rest of the utterances which follow them. In other words, we realized that each ironic utterance should be analyzed in a broader framework which we called ironic exchange (IE) which includes primarily the initial ironic comment, which triggers the exchange, as well as the utterances that come after it, irrespective of whether they are uttered by the ironist or his/her interlocutor.

Another important step in the analysis was closely linked to the determining of the ironic exchanges, and that was ascertaining the boundaries, i.e. the end of each and every ironic exchange. In that respect, the topic of conversation initiated with the initial ironic comment played the key role. Namely, as long as the expressions exchanged by the ironist and his/her interlocutor refer to the same topic introduced in the initial ironic comment, they are part of the same ironic exchange.

[48] Apart from the conditions for ironicalness, recognizing and singling out the ironic utterances in this first stage of the analysis, undoubtedly, was significantly alleviated by the direct audio and visual access to the analyzed conversations which provided insights into participants' facial expressions, gestures, intonation alterations etc.

Finally, the next stage of the analysis, i.e. registering and summing up the results, commenced.

The Results of the Analysis

The observation of the results obtained from the analysis of the linguistic corpus in Macedonian and English yields the following insights:
а) In Macedonian, VI is more frequently used in informal (24,29% of the total number of utterances) than in formal speech (17,4% of the total number of utterances),
б) In English, VI is almost equally used in both formal (20,49% of the total number of utterances) and informal speech (20,09% of the total number of utterances).

Table 5

	MACEDONIAN		ENGLISH	
type of speech	**formal (TPPC)**	**informal (TPEC)**	**formal (TPPC)**	**informal (TPEC)**
total no. of express.	1017	1391	1420	1602
no. of ironic express.	177 (17.4%)	338 (24.29%)	291 (20.49%)	322 (20.09%)
ironic exchanges per verbal interaction	from 4 to 5	from 6 to 7	from 6 to 7	5
ironic express. per ironic exchange	3	4	4	5

The comparison of the results only with reference to the (in)formality of the speech in both Macedonian and English indicates that:
а) **in formal speech**, VI is more frequently used in English in comparison to Macedonian (20,49% of the total number of utterances in English, versus 17,4% of the total number of utterances in Macedonian) and
b) **in informal speech**, VI is more frequently used in Macedonian in comparison to English (24,29% the total number of utterances in Macedonian, versus 20,09% of the total number of utterances in English).

Moreover, these results provide an additional insight related to the number of ironic exchanges which take place in a single verbal interaction. In formal speech, on average, the English native speakers used from 6 to 7, whereas the Macedonian native speakers from 4 to 5 ironic exchanges in a single verbal interaction. In addition, in formal speech, in English each ironic exchange was composed of 4, whereas, in Macedonian, of 3 ironic utterances on average.

There was an opposite tendency in the informal verbal interactions. The Macedonian native speakers employed from 6 to 7, whereas the English native speakers 5 ironic exchanges on average in a single verbal interaction. However, in these interactions, the Macedonian speakers' ironic exchanges were composed of 4, whereas the English speakers' ironic exchanges of 5 ironic utterances per single verbal interaction. This suggests that despite the lower number of ironic utterances in English in comparison to Macedonian, yet the English ironic exchanges were a little bit more intensive and contained a greater number of ironic expressions per ironic exchange.

Finally, if we take into consideration and compare the incidence of VI simultaneously in both Macedonian and English formal and informal speech, the results reveal:
а) **the greatest incidence** of VI in Macedonian informal speech (24,29%),
б) **somewhat lower incidence** of VI in English formal (20,49%) and informal (20,09%) speech and
в) **the lowest incidence** of VI in the Macedonian formal speech (17,4%).

Conclusion

Considering the fact that these results are obtained from a specific linguistic corpus, they should be interpreted solely as an indication of the general tendency as far expressing VI in English and Macedonian in both formal and informal speech is concerned.

The general conclusion which can be drawn on the basis of these results is that the incidence of VI is very similar in both languages as it comprises approximately 20% of their formal and informal verbal interactions. This finding is rather unexpected as these are two completely different languages spoken in two absolutely dissimilar cultural environments.

However, it is very important to note that this finding also points to one common feature of both Macedonian and English native speakers, i.e. their willingness and determination to make use of their language in a creative way, to introduce 'freshness' in their expressions, and, consequently to make a greater impact on their interlocutors.

In addition, these results are quite surprising from another perspective as well. There is quite similar incidence of VI in Macedonian, and almost identical incidence of VI in English, in both formal and informal speech. In other words, irrespective of the fact that VI as an indirect speech act, in essence, is not very compatible with the formal mode of speaking which is marked by a clear and precise statement of facts, yet the native speakers of both languages do not seem to avoid using it in formal speech. On the contrary, they seem to be particularly inclined towards employ VI especially when they want to disparage their political adversaries.

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RESPONSIBILITY OF THE UNIVERSITY FOR SOCIALLY-HUMANE DEVELOPMENT IN TERMS OF SUSTAINABLE DEVELOPMENT[49,50]

Bojan Prodović[1]; Biljana Prodović Milojković[2]
[1] Megatrend University Belgrade, [2] Faculty of Philosophy, Niš, Serbia

Abstract

Investing in future generations, through their education, is the driving mechanism and the power of the future of every society; especially if we bear in mind that education is a lifelong process of the invaluable importance for the general, common interests, and the interests of the individual.

The authors first give a definition of the concept of sustainability, in order to point out the importance of the origin and development of the concept of sustainable development. After that, the authors analysis affirmed is carefully the need for a serious approach to addressing one of the very important issues – the question of the introduction of the idea of sustainable development into towards university education.

The paper discusses the goals, possibilities and directions of education for sustainable development. The authors emphasize the basic scientific concepts of sustainable development, with its various definitions and concepts; systematic thinking, planning in complex systems as well as the methodology and techniques used in modern approach. The object of this work is the study of education for sustainable development, as well as elements of the strategy of the new spirit of education, appropriate to the needs of society at present, and the aim of this paper is to determine the goals,possibilities and direction of education for sustainable development, growth and development associated with the responsibility towards the environment and the needs of generations yet to come.

Keywords: *university education, sustainability, the concept of sustainable development, education for sustainable development, reform.*

„*The basic question is not what to do tomorrow*
but what should we do today,
to be ready for tomorrow!"
(Peter Drucker)

PRELIMINARIES

Many international conferences on political and scientific level, confirmed that the world is oriented towards integrated sustainability of understanding. However, sustainable development, on the other hand, became a term/ phrase for everyday use with a variety of motives and very different meanings.

Disturbance of the ecological balance is among todays most important problems of modern life, and their solution is receiving attention in both the scientific and professional, as well as in political circles. Solving these problems depended, and will depend on, the accepted

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value system of the individual and group level, and the successful introduction of the concept of sustainable development in university education, which is the main point the authors emphasize.

In search of a model of development which, on the one hand, to economic development, on the other hand, to the social welfare and, even, the protected of the environment, the idea of sustainability becames crucial, as well as sustainable development, which aims at the global level. Changes in the environment are beginning to indicate as environmental problems, while increasing awareness of the need for its protection and the uniqueness of the technosphere, social and biological spheres.

More recently attention was focused on the concept of sustainable development. According to *Slobodan Pokrajac* questions about development „refers not only to the current generation, but also, and above all, to those that are yet to come. Few could or dared challenge that most important goal of any development of the human race, whether its members live in developed or extremely underdeveloped parts of the world, called survival. This targeted goal is what its all about, and thus economic growth /.../“ [1] Serbia is today in terms of sustainability in the unenviable low level. The large „contribution“ to the unfortunate circumstances has had its evolution over the last two decades. But it is not the task of those involved in sustainable development only to analyze the past, but to point out that this concept, regardless of that it may seem like a utopia, has sman chance to establish a high quality of life. If we think about the future, then we need to think about the formation and indivisible triangle of ecology, economics and education. Only in their joint action can expectations the be met in order to build a future worthy of man's life.

The author first gives definition (definition) of the concept of sustainability, and then points to the importance and responsibility of universities for humanistic social development in terms of sustainable development.

1. DEFINITIONS AND IMPORTANCE OF SUSTAINABLE DEVELOPMENT

Although the idea of sustainability came from environmentally oriented analysis of reality, if could not remain as a clean idea of the natural environment, resources and the environment. In any case, the economy is responsible for the concretization of the concept of sustainability, so the concept immediately got a special economic interpretation, and interpretation of the socio-philosophical point of view. However, soon the sustainability transferred to the other spheres, such as economics, law, politics, sociology, and education. Some sustainable development has become an integral concept of something that does not question any of the social dimension of development, and to the extent agreed upon economic, technological, environmental, social, political, cultural, educational and moral objectives so that the company managed to grow increasingly while holding back was not of these aspects.

There are many different interpretations of what is sustainable and what it actually refers to (see: [2]; [3]; [4]; [5]). Generally speaking, the best known and most widely accepted definition of sustainable development dates back to 1987. However, the definition which is still accepted is as follows: *To respond to the demands of today's generation and that when it does not destroy the ability of future generations to respond to their demands*. These efforts were formulated at the conference in Rio in 1992., and later supplemented by the following conferences (with the last amendment in 2002. in Johannesburg).

One of the first definitions of sustainable development which emerged in 1980. was the World protection strategy: *To develop it as sustainable it must take into account social and environmental factors as well as economic; respecting human and natural resources and long-*

term and short-term goals and negatives of alternative activities (The World Conservation Strategy IUCN/WWF/UNEP, 1980)[51].

The definition of *sustainable development* that is most commonly used was given by *Lester Brown* (Brown), founder of the *Worldwatch Institute*; listed in the report called „Our Common Future" from Brundtland Commission: *Sustainable development is development that meets the needs of the present while not compromising the ability of future generations to meet their own needs* [6]. The concept of sustainable development is intraduced by our cosmic genius *Nikola Tesla* in his article *The Problem of Increasing Human Energy* which was published 1900. [7].

National Strategy for Sustainable Development defines sustainable development as a goal that is oriented, continuous, comprehensive and synergetic process that affects all aspects of life (economic, social, environmental and institutional) on all levels. *Just like a project is made for a house, a strategy is created for sustainable development in the municipality*. As such, it involves the development of models able to satisfy the socio-economic needs and interests of citizens, and at the same time eliminates or significantly reduces the impact that threatens or harms the environment and natural resources. Long-term sustainable development concept involves sustained economic growth, economic efficiency, technological progress, cleaner technologies, innovation across society and corporate social responsibility means of reducing poverty in the long run better use of resources, improving health conditions and quality of life as well as reduce pollution to levels that can withstand environmental factors, prevention of new pollution and biodiversity conservation [8].

Economists sometimes use the concept of *sustainable development* in a purely pragmatic and relatively narrow economic sense, as well as development that ensures the progress of main macroeconomic indicators (such as gross domestic product, employment, real income, standard of living, investment, exports, etc.). It is perceived that, from the perspective of an integrated concept, it is not enough to understand the category of sustainable development of the society, which would at least have to mean more and improve the social conditions of life, to raise the level of education, the state of public health, housing, the reduction of social pathology, as and reduction of environmental pollution and better management of natural and other resources, including the inevitable intergenerational justice and solidarity [9].

The main objectives of sustainable development are: social progress which recognizes everyones needs successful protection of the environment; moderate (reasonable) use of natural resources; and maintenance of high and sustain able levels of growth and employment.

Program development policies of the Government of Finland places particular emphasis on the economic, environmental and social sustainability, which states that good education is the bass of sustainable development. The UN dokuments insist that sustainable development is not just about protecting the environment, but also abaut many other significant changes in different areas of social life. The United Nations Decade of 2005-2014. was declared a *Decade of Education for Sustainable Development*, which is the focus of this concept and moved in that direction. This thematic complex is one of the ways to support the idea of sustainable development within the framework of the UN Decade, which aims to bring together a variety of initiatives, ranging from the political to the environmental education of global learning to peace education, all with the goal of achieving sustainable development.

[51] The concept of sustainable development comes from the forest. It refers to the extent to which the afforestation new shoots and cutting wood in direct dependence - constantly provides new growth forests and at the same time not damage human habitat. Thus, for example, be cut down only as far as the new tree shoots were planted.

2. EDUCATION FOR SUSTAINABLE DEVELOPMENT

The issue of *education for sustainable development* occupies a special place. In a time of rapid social change, it is important to raise the awareness about the importance of sustainable development on all levels of education. Investing in future generations, through their education, the driving mechanism and the power of the future of every society. Since modern society and new technologies require continuous improvement of knowledge, skills, attitudes, values and behavior patterns, *education is* a lifelong process of the invaluable importance for the general, common interests, and the interests of the individual. An educated society has a number of developmental options and opportunities for improving the quality of life, raising the health status of the nation and thereby creating a high-quality developmental basis for future generations.

Education for sustainable development is often referred to as an engine of the global human community. It is a dynamic concept that education should last throughout life as a comprehensive, sustained, long-term and progressive cognitive process based on a holistic approach, unencumbered by any ideology or policy, and directed to the universal values of life. It is a continuous process of education, training and personal development, which seeks the establishment of the system of scientific and practical knowledge, skills, values, behaviors and activities in the field of environmental protection, sustainable use and exploitation of the environment, and education (UNEP - Sustainable education on life environment in the Kyrgyz Republic).

The general objective of education for sustainable development is a *gradual development of attitudes on which are based those behaviors and actions that create sustainability, prudence and balance on a systematic level of reproduction of social life on the levels of individual behavior, social groups and institutions*. From these characteristics, it is clear that it is not about learning in a short period of time, but the constant - lifelong learning.

Humanity is now in a situation that is often referred to as „unsustainable“ and the conclusion that in such an environment and train young unsustainable lifestyles. On the other hand, in Chapter 36 of Agenda 21, states that "education is extremely important for the promotion of sustainable development." From this arises the paradox that education is both a problem and a solution, ie. that it is a potential factor in social change towards a sustainable society, and subject to change. The task of education is to properly treat problems of the modern world and to form a thoroughly educated young generation that will in time recognize the numerous reactions of the immediate environment to anthropogenic influences, and thus, through their optimization, rational exploitation of natural resources and the protection and preservation of all forms of life, provide further coordinated development of the world. It is equally important to note that the affirmative, flexible, action-oriented educational process can certainly help build skills that will contribute to the establishment of global equilibrium. Before the education and the challenge of preparing the world's human population to act locally, but that their activity is responsible globally.

One of the outcomes of education for sustainable development is to enable students to make so the called „ecological footprint“ (ecological footprint) and recognize the extent of human impact on the environment and thus, the most obvious way to understand the correlation of biological, physical, social, economic and cultural aspects of the modern world. The initial step in the initiation of education for sustainable development as an active means of achieving sustainability is to raise awareness within the educational community and the public about the necessity of (re) orientation of the educational process towards sustainability. It is important to note that education for sustainable development can not be reduced to the representative theory

of sustainable development, but also seen as a real, active and effective form of work that allows students not only to acquire knowledge but also it's practical application.

The most profitable investment today is an investment in education. The investment returns to investors in several years, bringing him secure capital and profit. Science and education have the country's development and ensure its future [10] . So, in today's world knowledge is the most important resource, and fostering the intellectual capital of the nation is a guarantee of progress in it. Education is a serious investment, so it is necessary to choose the right education, because *investing in education means investing in the future*.

All of the authors especially point to the fact that the company may be on the path to sustainability only when a number of people have the knowledge and ability to apply the principles of sustainable development into everyday work and life activities.

3. ENTERING THE IDEA OF SUSTAINABLE DEVELOPMENT IN UNIVERSITY EDUCATION AND ITS IMPORTANCE FOR SUSTAINABLE DEVELOPMENT

One of the most important characteristics of the second half of the twentieth century, is the rise and expansion of the environmental ideas. Often, what is important and what would be the right knowledge, is usually hidden from normal observation. Hence *Heraclitus* said (544–480 b.c.) that „nature loves to hide" [11]. *Fresis Bacon* [Bacon] was right when he said the knowledge is power. According to him, „... Human knowledge and human power meet in one; for where the couse is not known the effect cannot be produced. Nature to be commanded must be obeyed; and that which in contemplation is as the couse is in operation as the rule ..." [12].

One of the significant achievements of the environmental movement over the past five decades is the knowledge that the general raising of environmental awareness and education for sustainable development are important prerequisites for the successful resollement of numerous problems in relation to human society and the natural environment.

Among them, the idea of sustainable development, although it belongs to the youth of concepts and new concepts, created in the last few decades, today it occupies a very important place.

It is interesting that people from the university very early realized the necessity of introducing the idea of *sustainable development in to higher education*. The Action Plan was adopted at the conference of the Association of University Leaders for a Sustainable Future, which was in 1990. held in Taloaru, France (*Assosiation of University Leaders for a Sustainable Future, The Talloires Declaration*)[52]. The next important step in the expansion of the idea of sustainable development after the Environmental Summit in Rio de Janeiro (1992), was the adoption of the *Earth Charter* (Earth Charter) at the Assembly of UNESCO in 2000; which promoted the idea of the need to create a sustainable global society founded on respect

[52] The Action Plan adopted by representatives of 350 universities from 40 countries defined the following objectives: first: developing awareness of environmentally sustainable development; secondly, the creation of an institutional culture of sustainability; Third, education environmentally responsible citizens; Fourth, the promotion of environmental literacy for all; Fifth, establishing institutional ecology and practical environmental policy; Sixth: the involvement of all stakeholders (stakeholders), that is, persons, groups, organizations or institutions that have affected or may be affected by an organized action in this area; Seventh: cooperation of teachers with conservationists in developing interdisciplinary approach to university curricula, research initiatives, and other activities in support of environmentally sustainable future; Eighth: improve the capacity of the previous level of education for interdisciplinary teaching about population, environment and sustainable development; Ninth: working with national and international organizations to promote the worldwide university effort toward a sustainable future; and tenth: maintain a broad movement of university education for sustainable development.

for nature, universal human rights, economic justice and a culture of peace. What was missing in environmental summit in Johannesburg, was caused by the General Assembly of the United Nations in December 2002., when he declared the *UN Decade of Education for Sustainable Development*[53].

From the decade of education for sustainable development, it is expected to contribute to empowering citizens to face current and future challenges, and leaders to make relevant decisions for a sustainable world. In order to implement its goals Decade should focus on: (a) promote and enhance the quality of education; (b) the reorientation of the educational program; (c) build public understanding and awareness; (d) the provision of practical training; (e) the development of appropriate educational programs; (f) a change of lifestyle and behavior; (g) increasing commitment to sustainable development elite. As concluded by the UN Secretary - General *Kofi Annan*: „Our biggest challenge in this new century is not an idea that seems abstract but by waking the sustainable development - into reality for all people of the world".

Finally, an important step in entering the idea of sustainable development in university education is the adoption of the *UNECE Strategy for Education for Sustainable Development* at the meeting of Environment and Education in Vilnius in March 2005. This strategy document was prepared by the Economic and Social Council of the United Nations Economic Commission for Europe. The strategy is based on the assessment that education is not only a human right but also a prerequisite for achieving sustainable development and an important tool for good governance, decision-making and the promotion of democracy[54]. The basic idea of this strategy is to divert education towards sustainable development, the use of systematic, critical and creative thinking in the local, regional and global context. Commitment to education for sustainable development was also confirmed at the Ministerial Conference Environment for Europe, held in Belgrade, 2007.

In front of a university education, which in our time achieved a high level of specialization, there is a set of requirements for a holistic and integrative approach that enables for the complex problems of man's relationship with nature and society to be perceived from the angles of all disciplines. Today there is a necessary high level of cooperation among all areas of science. None of the serious environmental problems can be successfully analysed and explained, nor resolved, if not simultaneously look at from the perspective of natural, technical, medical and social sciences. University education in recent years revolves araund favoring models of „know-how" knowledge at the expense of developing a critical and open kind of thinking that is able to cope with the serious and difficult problems that man faces today in its relation to natural environment and survival of life on Earth.

The fact is that sustainable development is not taught well enough, and does not address adequately the needs of today's Serbian universities. As a consequence, not only the poor will lecturers/teachers to orient themselves to a new, different, interdisciplinary thinking classically

[53] The UN General Assembly formulated the following main goals for the achievement should be the decade of 2005-2014 years: to strengthen world peace because without peace model of sustainable development is not possible; fight against global warming, to protect the planet and pass a sustainable legacy for future generations; reduce inequalities between the developed North and the developing South and the fight against poverty; fight against the marginalization of women and young girls; Sustainable development means having a different vision of the world, taking into account the specificities of continents, regions and individual countries.

[54] The strategy defines the following five main goals: (1) providing conditions of political, regulatory and operational support to the process of education for sustainable development; (2) promoting sustainable development through formal and informal learning; (3) Provide training for teachers on sustainable development; (4) the provision of adequate resources and working materials for education for sustainable development; and (5) work on the development of research in the field of education for sustainable development.

learned categories and processes within a traditional academic education and science; but the fact that an understanding of the interdependence of technological and economic change on the one hand the economic and social spheres of life with others, and the environment, natural resources and environmental facts at all with the third party, is under the influence of very dynamic changes, new discoveries and uncertainties that previously did not count.

Strategies adopted by international treaties require a higher education in order to include yourself in education of sustainable development. Education of sustainable development involves introducing students to the concept, policies, theoretical debates on sustainable development, while presenting other theories, approaches and concepts. The introduction of education of sustainable development suggests a definite understanding of the role and function of education. In fact, some authors emphasize the practical goals of skill development, practical application, the integration of disciplines and job changes (see, eg. [13]), while others emphasize the emancipatory, democratic and pluralistic goals of education (see, eg. [14]). According to the first view, the goal of the university is to get the younger generation to learn certain skills and knowledge necessary for the society. *Domask* [Domask], for instance, focuses on the following objectives of education: linking academic field with practice, promotion of effective interdisciplinary curriculum, connecting students with work experience and employment opportunities for the involvement and empowerment of students [15].

Emancipatory vision of education emphasizes the role of education in order to contribute to the creation of a democratic and ecologically just world, and education is interpreted as a means by which arise self created members of society, who seek the meaning, in order to develop their potential and jointly solve problems [16]. This model also implies that education for sustainable development can not only be concerned with the economic and technological issues, but must also include the concern for creating shared values, personal integrity, a sense of social responsibility, freedom of choice, the development of individuals as part of the society and so on.

The document, which was reviewed during first five years of the UN Decade of Education for Sustainable Development contains two interpretations of pedagogical education for sustainable development: 1) education for sustainable development as goals being transferred to the appropriate knowledge, attitudes, values and behavior and 2) as a goal of developing human capacities and capabilities to deal with sustainability issues so that they can choose alternative ways of living [17]. It is extremely important to understand the potential negative consequences of education for sustainable development. One of them is a potential exclusion. Given that education for sustainable development is defined by a normative point of view, it may lead to it being suppressed because of different, competing approaches such as deep ecology, ecofeminism and social ecology and prevent their involvement in education. For example, as a contrast to the sustainable development we hope anthropocentric orientation, while deep ecology is biocentriccy directed, which denys people is ability to wisely manage nature, fight the growth of consumerism and materialism by assuming a strong connection between people and nature [18].

As it is obvious that the moral and value perceptions, which prescribe policies on sustainable development, but not all of them have to be consistent, it is extremely important that students become familiar with other approaches and the relationship of man and the environment. „Moreover, if the goal of ecological thinking of the further development, and if students participation in the environmental discourse today is not at all conceivable, then we have to resist the temptation to exclude a wide range of ideas emerging in favor of issues of sustainability and sustainable development“ [19].

CONCLUDING REMARKS

Lifelong learning for sustainable development is one of the priorities of the knowledgable society. Especially in the second half of the twentieth century were epochal achievements in scientific research, socio-economic and cultural development. Humanity is just in that section of its history where it may solve many difficult problems that have plagued it for centuries. Unfortunately, at the same time, human society encaunted many crises that it did not know how to solve. Ignorance becomes a new source of threat to life on our planet. *So far, the development of society, the application of knowledge in different fields of human activity have led to a revolutionary change*. It is clear that is the only way for empowering people to live and work in line with sustainable development, particularly *education*.

The basic purpose of education, according to the authors, is reduced to the task of allowing the freedom of thought, judgment, feeling and imagination, which are necessary for the development of the established (as possible) control over their own lives. In short, it is the realization of the most important principles, principles of development that seeks the full realization of people. According to the authors *education* must be understood as a *lifelong experience that includes an understanding of the process and application*, and not just the process of the formation of knowledge, skills and habits. This process is also focused on the individual and on society.

The *role of education* is to solve many environmental, economic and political problems, but to offer as well possible solutions, based on its self-definition, because of the needs that have arisen in the dialogue with the theory and practice of those who are educated. A possible solution of this problem is called *sustainable development*, which aims to meet the needs of the present without fear that the future generations will not be able to meet their needs. *This development is an ongoing, sustainable, capable and open to the future*. Education, the concept of sustainable development, promotes, prepares and includes individuals and social groups to analyze the ways of life and work, in making the right decisions and creating ways of thinking in the direction of sustainable development.

Students generally see learning and lifelong education as an instrument of acquiring competencies required for future professional activities and less as an opportunity for the well-being of the entire community.

University education of sustainable development in Serbia suffers from many weaknesses: some are the result of inheritance, while the other are from the confusion that arises due to technological and other changes and their (lack of) understanding. Therefore it is necessary that "the current educational system is improved and in that sense it should motivate all stakeholders to contribute to the development of education of sustainable development." In fact, education is perhaps the key determinant of sustainability of society as a whole as well as a prerequisite for sustainable economic growth in the long term. These are shown from the experience of countries that have had the longest period of growth and development, as well as a minimum turbulence that led to the crisis. On the other hand, the authors emphasize the importance of the crisis that has its place in the developing world, especially in the process of initiating structural changes that lead to sustainability, but also suggest that the mere acceptance and the ability to overcome the crisis, is one of the indicators of sustainability.

Just to change the existing consciousness is mainly the point of this work, and in favor of the authors cite the example of resolution 57/254 of the General Assembly of the United Nations, which was in December 2002. adopted the UN Ten years of education for sustainable development (ESD) (2005-2014). The aim of this strategy is to encourage UNECE (United Nations Economic Commission for Europe) member’s states to develop and incorporate ESD into formal education. Achieving the goals of ESD at the university level of education can be

fitted with appropriate courses in order to train students as future leaders, scientists and engineers in order to make decisions and act in a professional and appropriate locally relevant way by solving a variety of problems that pose a threat to our common future.

The authors suggest that there are positive developments in our country, given that Serbia signed a number of international instruments that promote education for sustainable development. First of all, Serbia has adopted the UN Decade of Education for Sustainable Development 2005–2014 (DOOR, *UN Decade of Education for Sustainable Development*, DESD), which suggests that „universities should be places of research and learning for sustainable development" in order to integrate the principles, values and practices of sustainable development into all aspects of education and learning (according to [20]). „Education, in addition to being a human right, is a prerequisite for achieving sustainable development and an important tool for good governance, decision-making and the promotion of democracy. This education enhances and strengthens the capacity of individuals, groups, communities, organizations and states when making judg and making election in favor of sustainable development" (UNECE Strategy for Education for Sustainable Development) [21].

The right of people to live better and have economic growth on the basis of a healthy relationship with the environment, preserving Social Security and balance - the fundamental philosophical determinants of sustainable development it. Is all the more motivation in order to operationalize this concept and come to its essence, not only within the political declaration, but also in terms of university education. In our case, it is the more important that education in general, faces the integrated understanding of sustainable development and its operationalization. Education in Serbia in general, and especially university remains under strong pressure from poverty and crisis on the one hand, and unfair competition on the other, as well as the impoverished and reduced demand for high-quality educational content. However, in order to improve the ability of future generations to apply these principles, it will only be achieved by the creating and sustainability of our civilization and way of life. In this sense, only if higher education is seen as „creating opportunities, not defining or prescribing future students" and if „universities promote research, evaluation and critique of the idea of development and creative contribution to their development" [22] education for sustainable development may have some real effect on the development of future generations.

The importance of raising the level of „higher eco-knowledge" is reflected in the care of a visionary, problem-oriented, interdisciplinary research, and participatory working approach. The quality of care and education of young people will affect the building of the system of values, which will encourage formating of attitudes from which we will be able to derive positive patterns of behavior and responsible decision-making. Therefore, many authors indicate the importance and necessity of early initiation of education for environmental protection [23].

As things stand, the foundation of survival and future of our civilization are the basis of sustainable development and the educational system and that way of thinking should be adequately transferred into the structures of society, and thus ensure the functioning of the same in accordance with the concept of sustainable development. To this end, a university education can play a crucial role if the creators and implementers of the education system choose for it to be through academic education that it will create a greater awareness of students and hafing them live in harmony with the principles of sustainable development.

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THE CONSEQUENCES OF THE DEFICT OF HUMANISTIC EDUCATION FOR THE YOUNG GENERATION TODAY[55]

Ljubiša Mitrović
Faculty of Philosophy, University of Niš, Serbia

Abstract

The author deals with the implications of the process of ever greater particularization and fragmentation of social life, egotistic individualization of personality, the increase of aggressive culture; the culture of death and violence, and their influence on socialization during the development of personality of the new generation individuals.

The focus of the author's analysis is the devaluation / destruction of the value system and its consequences for cultural orientation, i.e. the impact of neoliberal ideology of the market fundumentalism the top goal of which is "profit above people“ and consumer hedonism ("I shop, therefore I exist“) on the socialization/cultural orientation of the young people. In this context, the paper analyses the philosophy and strategy of the Bologna reform of education, the place and role of schools and universities which are becoming technocratic workshops for indifferent robots. The paper also focuses on contemporary media, which have became incubators / creator of parallel reality for personality modelling, i.e. for the modelling of masses in cosumer society. Starting with the thesis that education is the key policy for the future, the author, ends the paper with the question: *where does our civilization go*, and with the postmodern requirement for the need to „re-value all values“ (Nietzsche).

Key words: education, pedagogy, young generation, the lack of humanistic education, personality development

Introductory notes: On the ethics of an individual's self-responsibility for personality development

We live at a *global age* characterized by pragmatism and anti-humanism, a deficit of solidarity and an excess of aggressiveness and violence in the world. The process of personality socialization diminishes and marginalizes the educational dimension of life: from family and school to media and global society.

Erich Fromm, a great humanist and polyhistor, states in his study *Man for himself* that man is born twice: the first time as a biological being and the second time as a sociocultural person. The first birth happens thanks to his parents, and the second one thanks to society and his own self. Thus, Fromm, a sociologist, elaborates on the thesis of a healthy society and a personality metamorphosis from an individual 'per se' to a man for himself. Fromm emphasises the decisive role of the sociocultural factors, as well as the so-called personal equation, man's philosophy, self-consciousness and ethical responsibility – every one of us is responsible for the birth and development of our own personality.

This paper discusses social, educational, cultural and humanistic aspects related to the socialisation and development of a personality in contemporary society.

[55] Specialized paper

I On disorientation of man and society in a contemporary sociological view of the world

Contemporary sociology in our country lies in between aristocratisation and retraditionalisation: a neopositivist "fragmented work" in sociology and a new institutionalised "mythomania" of European neoconstitutionalism (the EU seen as a normatively ideal type of a rationally organised community).

The *aristocratisation of sociology* means a visible tendency of sociological research to explore the problems of the upper social classes in particular, i.e. the contemporary social elite, while simultaneously marginalising or completely neglecting the issues related to the lower social classes (labourers or marginalised groups of people). The elaborate studies on the perspectives and destiny of the working class, "blue collar workers", in "the transition without social responsibility" are few in the countries in transition in South-eastern Europe. An insight into the topics of diploma and master papers, as well as doctoral dissertations, reveals "white blots" in the sociological analyses of contemporary society. Namely, there is an evident increase of ethnocultural and cultural studies on subcultures, while there is a decrease of elaborate studies on the rise and fall of social classes and the impeding effects on the lives of the working class, exposed to an enormous and uncontrolled exploitation and terror by the new "market bandits".

On the other hand, we witness the tendency of spreading the ideas of *institutionalised sociology* that favours the EU as an immaculate and nonconflicting expanding model without presenting the real character of social relations, the system of power distribution, the growing repression of the model of social state in the EU and its replacement with the Anglo-Saxon and Neoliberal model that serves the purposes of contemporary plutocracy and technocracy. The EU loses its solidarity character increasingly, transforming itself into a coalition of large capital, contemporary corporations, bankocracy and technocracy. Its activities are progressively distancing the EU from the original vision and projects of its founding fathers: De Gaul, Adenauer, Jean Monnet, Robert Schuman and Willy Brandt. In the light of the contemporary crisis, the EU has become increasingly fragmented and disintegrated from the inside into several circles, its North and South, becoming an instrument in the hands of the American global power and aggressive foreign policy. Thus, the EU is seen less as a big dream and more as a big corporate illusion. Therefore, the sociological and political analysis of the EU should study political rhetoric, institutionalised order, European integration and the actual system of the distribution of social and political power distinctively.

Man and society are presented as disoriented and alienated in *contemporary sociology*, in the theory of neopositivism, functionalism and structuralism. Namely, the fragmented world of atomised facts, systems and structures conceals the actual picture of contemporary society and human personality, socially active people, groups and movements participating in the social life, shaping historicity and perspective of social development. This type of sociology, devoid of society and man, is asocial and anti-humanistic. Seduced by the technicist mastery in the application of a quantitative methodology, this sociology has become a certain type of an engineering science, serving the purposes of technocratic social engineering and manipulation and rule of the contemporary corporate managerial hyperclass. Numerous expert reports are constantly being fabricated in the specialised laboratories of this specific type of sociologists, i.e., idiotic analysts, to serve the needs of corporations, institutions, political parties, media, etc, and assisst them in an effective enthralment of and rule over the masses of people in a consumer "society of spectacle" and their fascination with the new myths about the capitalist realism and the almightiness of the Big Brother in a brave new world. This type of sociology spreads the ideas of defeatism and reflects Fukuyama's thesis of *the end of history* and the eternity of liberal totalitarianism manifested by the new world order.

The task of c*ontemporary sociology, understood as a critical science,* is to remove the layers of political rhetoric, ideological mythology and institutionalised order and apply its theoretical and methodological devices *to uncover the invisible/repressed society,* the logic of social life reproduction, the system of social power distribution and the participants in the process of social change. As regards this actual social network of relationships, sociology is expected to explore the position and role of social groups, their social prospects, as well as an individual, seen as a social and cultural entity, possibilities of future development, humanisation of society and emancipation of people.

Unlike a positivist, fulgar and empirical approach to social phenomena, which neglects an individual, treating a human being as a statistical fact and category, i.e., an anonymous impersonal atom, from the point of view of "methodological individualism" (U. Beck), or as a prisoner of the system of institutions, from the point of view of normative-functional institutional sociology, i.e., in the perspective of "methodological cosmopolitanism", action-advocating *Promethean sociology,* studying the theoretical and methodological principles of totality in the dialectical relationship between an individual and society, discusses the suppositions, conditions and possibilities of the humanisation of society and emancipation of individuals.

II The influence of neoliberalism, as the ideology of market fundamentalism, on the type of society and the social character of personality

Contemporary society develops in the process of globalisation and world order, on the ontological basis of new technologies and global division of labour. *Neoliberalism,* being the ideology of market fundamentalism, has caused the expansion of large capital, transnational corporations and the dominant power of the financial bourgeoisie in the constellation of power of capital-relations. This has led to the rise of the rich minority and the impoverishment of the poor majority, hyper-technological advancement of the central powers of the world and the sub-development of the social solidarity in the contemporary world.

The large capital expansion and its globalisation has diminished the sovereignty of national states, imposing the neoliberal model of development and social and Darwinian relations on the national and global level. All the achievements and values of the social state, labour and civil movements have been endangered by the powers of neoliberal monocentric globalism. In the period after 1989, the protagonists of "the new world order" or "disaster capitalism" (N. Klein) managed to spread their mission, in any way necessary, and to impose the neoliberal model of transition without social responsibility, which inflicted insurmountable consequences, especially on the states belonging to the periphery of the world (the third world countries or the countries of postsocialism).

The ruling Anglo-Saxon model of the neoliberal development favours monetary policy and the interest of the financial bourgeoisie at the expense of the development of the economic sector, supporting the culture of mass consumerism, while simultaneously disputing the values of social state and solidarity, placing profit above an individual and society.

Thus, the *ideology of consumerism* has emerged around the new religion of god Mammon and philosophy of pragmatism and egoistic individualism. This capitalistic model has created nothing but the relationship based on interest. In that way, the complex anthropological being, a human being, has been reduced to the level of an economic animal, work force or a consumer mini-Cyclops, whose life motto is "I buy, therefore, I exist!"

The contemporary neoliberal social Darwinism has led to the destruction and suspension of the universal human rights and freedom, behind which it has often tried to hide

its true intentions. This neoliberalism has increased the distance and inequality between the social classes and regions in contemporary world.

Table 1: ***Social polarisation in the world***

World population	World resources
The richest 20 %	82,7%
The second richest 20%	11,7%
The third richest 20 %	2,3%
The fourth richest 20 %	1,9%
The poorest 20%	1,4%

Source: D.Held&A.McGrew, *Globalisation/Anti-Globalisation,* Polity Press, Cambridge, 2002, page 82.

The researches have shown an enormous increase of the differences between world zones in the global system that happened in 1980, which is regarded as the starting year of the radical turn in the world economic policy and rise of the ideology of the neoliberal market fundamentalism. Parallel with the increase of the social inequalities in the world, there have emerged the differences in the system of the distribution of symbolical power.[56]

Table 2. ***Information gap***

	Postindustrial societies	Third world
Number of telephone lines	74,4%	1,5%
Internet users	93%	0,2%
Participation in patents	95%	0,0%

Source: Miroslav Pečujlić: *Globalizacija – dva lika sveta, Gutenbergova galaksija,* Beograd 2002, page 115.

A specific type of contemporary society has emerged out of these processes of the neoliberal model of development and asymmetric globalisation, the type reflected in the global turbo capitalism*/casino capitalism,* which has suppressed the solidarity matrix of the social welfare state and delivered the national wealth and heritage to the private sector, for their use and abuse, on behalf of "the golden billion".

The fascinating *consumer culture* of the society of spectacle has developed together with the nourishing of the market fundamentalism and neo-imperial recolonisation of the world, as "an opiate for the masses", easily transformed into the mass that can be used for numerous anti-human purposes by the process of media zombying.

This gave rise to the development of the reform of the educational system, which induced a large *disruption between education and upbringing in contemporary culture.* The educational system is mechanically adapted to the logic of the developing capitalistic way of production and new social character which begins to dominate as a major and desirable cultural pattern by which a personality type is to be moulded.

Namely, Erich Fromm states in his study *Escape from Freedom* that a *social character* represents the dominant core of cultural patterns which arise from the dominant way of production and which aspires to impose itself upon the population/social groups as a common and desirable model of value orientations, a landmark for cultural and social activities. Thus, the neoliberal philosophy of instrumental rationality, allied with the ideology of market

[56] More about contemporary social and regional inequalities in: John Gray, *False Dawn – The Delusions of Global Capitalism,* Masmedia, Belgrade, 2002; Naomi Klein, *The Shock Doctrine: The Rise of Disaster Capitalism,* Zagreb: VBZ, 2008; Joseph Stiglitz, *Globalization and Its Discontents*, 2002; Miroslav Pečujlić, *Globalizacija – dva lica sveta,* Gutenbergova galaksija, Belgrade, 2002.

fundamentalism, spreads pragmatism, individuality, entrepreneur market orientation and a profit as the major values.

Erich Fromm, in a number of his studies *(Escape from Freedom, Healthy Society and Man for Himself),* analyses various types of unproductive and productive orientation of personality and social groups. Emphasising that an individual character represents a particular mixture of various orientations, he states that history is marked by *four basic forms of unproductive orientation* in the processes of socialisation and assimilation: a) receptive; b) exploitative; c) accumulative; d) market orientation. Whereas the receptive orientation prevails in the slaveholding society, the market orientation is the product of XX century. In Fromm's view, a modern man is increasingly becoming *homo consumericus,* "a man whose main goal is not to possess things, but to consume more and more and thus compensate for his internal emptiness, passivity, loneliness and anxiety".[57]

Unlike unproductive orientation, a healthy personality is, in Fromm's analysis, characterised by *productive orientation,* which is related to fulfilling five basic human needs: the needs for cooperation, for creation, for becoming better, for rootedness or obtaining a determined position in society, and for identity and orientation, i.e., for a world-view. These are also the main dynamic factors that motivate human activities and behaviour in the interaction between the individual and the social and cultural environment. This relationship is creative and not just defined by determinants, which derive from the social milieu or the genetic information of the ancestors, but also by the individual qualities, subjective aspirations and projects run by the individual participants. It is precisely this creative human need for overcoming the found circumstances, which is nothing but a human need for self-affirmation and affirmation of their intrinsic power and freedom, that Fromm calls productive orientation.[58]

The present situation in the world is the manifestation of the processes that create technological networking on one hand, and social fragmantation, on the other. An individual is subjected to the capitalist division of labour which turns people into mere instruments of the market requirements and McDonald's style of consumerism in the society of spectacle. This logic of capitalistic way of production and consumption generates a *onedimensional person* as its ideal (homo economicus/homo consumericus), a morally indifferent and efficient expert, a "cute robot", deeply immersed and integrated into the dominant system, who performs all the tasks obediently without any concern for either the character of the system or the general good. The media and new ideologists do not promote the idea of an individual who is rebellious and aware of their Promethean right which entails self-liberation, but rather the thesis of a private/selfish individual, an integrated person who conforms easily to the prevailing middle-class standards, whose ideal is the entrepreneur spirit and private benefit, and not the meaningfulness of existence, free cooperation, creativity and social solidarity.

III The other (technocratic) side of the Bologna reform project – specialisation of education and dehumanisation of personality

Classical education used to provide the type of knowledge necessary for both professional work and social life. Such education worked in harmony with the system of upbringing and creating a view of the world.

Contemporary processes of modernisation and rationalisation of education are based upon the neoliberal model of market fundamentalism and Darwinian social relationships.

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[57] E. From, *Socilaist humanism*, Edited by E. From New York, 1965, p 214.

[58] Mitrović, Lj., *Univerzitet i društvene promene,* Učiteljski fakultet u Vranju, Vranje, 2012, pages 124-125.

Bologna reform is an instrument of the global/European division of labour and interests of transnational corporations concerning cheap work force that is functional and flexible at the labour market. The logic of corporative capitalism concerns efficiency and profitability followed by an enormous exploitation of the work force and distortion of ecological balance. This concept has led to the separation of education from upbringing and instruction. Namely, instruction is considered to be a second-rate mission in the educational system. The reform of syllabi and teaching programmes has put aside the teaching materials from the fields of the humanities, history, philosophy, sociology, pedagogy and psychology. Moreover, the academic fields and disciplines have been broken into fragmented courses. The system of education is being governed by the technocratic concept of narrow disposable education for the new technocrats that will be, sooner or later, written off as technologically outdated by a strict selection and precarization. Such experts, the "forgers of false progress", may be highly efficient and productive as specialists, yet, they are morally and socially indifferent. They are the new wheels in the Big mechanism of capitalism who make it function and survive by their work and trade of knowledge and expertise. Their main concern is their earnings, not the world of social needs. Thus, they have a conformist attitude towards the existing system and are apathetic to the contemporary struggle against capitalism and its participants. In addition, it is not only technical intelligentsia that we are concerned with, but also, the so-called, systemic intelligentsia that is evident in the mechanisms of power, from local institutions to global society.

The mass media, together with the educational system, support and promote this passive and apologetic position that experts and intellectuals have occupied in the contemporary world. It appears that the new class of *lumpen intelligentsia* is being developed simultaneously with the development of comprador bourgeoisie and a marionette pseudo political elite. Like troubadours and harbingers of the growing capitalism in the countries in transition, they want to play the avant-garde role of missionaries and compete in promoting the values of the capitalist spirit and in devaluing the emancipatory ethics of man society. Their pseudo-scientific ideas on the function of contemporary education manifest not only their superficiality in support of capitalism, but also ignorance concerning the laws governing the capitalist way of production. Therefore, part of the systemic intelligentsia and media become part of the system of manipulation / instrumentalisation of young people into the ruling system.

Bologna reform carries the *virus of neoliberalism* and lets it spread through education over all the other fields of society. The thesis on the functionality in the European system of education conceals its different, latent function, that of an uneven exchange of work and potentials and of absorption of the best experts and scholars from the marginalised countries into the central world powers to satisfy the needs of transnational corporations. This process reflects the new, repetitive "stealing" of talented and gifted young people from the developing countries (the countries in transition), which leaves them devastated without their creative basis, their inventors and scholars, the bearers of the Promethean fire of enlightenment, without those who, thanks to their ingenuity and "creative destruction" (J. Schumpeter), can help their countries to become better, richer and fairer societies with free and emancipated citizens.

IV The necessity of redefining the model of development and the strategy of education

It is of utmost importance that the studies related to education and instruction of young people emphasise that *there is no healthy society without healthy individuals.*

This realisation calls for a radical reassessment of the ruling model of transition. Instead of the concept of neoliberal dependent modernisation, it is necessary to *redefine the model of development in the spirit of the project of a social and democratic alternative,* which would

help accomplish a historic partnership of labour and capital to overcome the crisis, and thus contribute to the reconstruction and development of the devastated economy and society as a whole. The comprador lumpen bourgeoisie politics of development, based on the managerial shareholding of the political tycoons, does not contribute to a further development and advancement, but to a further wave of corruption and robbery that devastates any society. *What is needed is a new model of development, predominantly based on the workers' shareholding (the shares of the employees) and the institutions of participatory democracy* that will restore the dignity of politics, presently alienated from people, as a common good.

The governments and parliaments in the countries in transition are increasingly becoming the business boards of neo-bourgeoisie. This is the reason why it is necessary to create authentic institutions of straightforward democracy with a powerful local and regional body of self-government, as the forms of the functional democratisation and work and political mobilisation of citizens.

It is precisely this model of a social and democratic alternative that can restore people's self-confidence and mobilise the authentic people's will for mass creativity instead of having "democracy without people" (M. Diverze). It will rehabilitate the significance of the cultural subsystem for the functioning of society, especially education and instruction of young people.

Education and instruction are given a significant role in the framework of a social and democratic concept of a healthy and solidary society because *there is no healthy society without healthy individuals.* A healthy individual is a person characterised by a unity and complexity of being and a harmonious development of all traits and aspects that comprise a personality: biological, social, cultural and personal. It is the unity of body and spirit, of ethics and aesthetics, a complex structure and dynamic creative expression.

Sociological concept of man, as a crucial dimension, presupposes creativity, partnership and freedom. These notions contribute to the creation of a personality and a Promethean attitude to society and history. History is not a gift from gods or leaders, but a reflection of individuals' actions as participants in the creation of history. Therefore, the *social character* that models society is of utmost importance. It is important to know whether it is conformist or creative/Promethean, whether the system of education serves the purpose of the reproduction of professional idiots, new work force and obedient and timid citizens, or competent professionals, objective, enterprising and responsible citizens, those who fight for a society based on democracy, justice and solidarity.

Contrary to those who are concerned with the idolatry of the contemporary Bologna system of education that creates one-dimensional individuals to serve the purposes of the current labour division shaped by the logic of the world greatest capital, it is necessary to *redefine the system of education* so that it can serve not only the purpose of greater professionalism, but also of greater socialisation and preparation of young people for life and everyday struggle in the contemporary world. This means that a strategy of education must provide a unity of *education and instruction* (upbringing), which requires a clear definition of what kind of society and what type of personality is desirable. However, it is indispensable to realise that education and instruction represent just a subsystem within a global society which is both "a product and a producer of society". Naturally, contemporary society is not an autarchic reserve, but an interconnected global community. This further means that, by respecting the effect of globalisation on the functioning and organisation of a society, a national model of education is formed with all its priorities in the educational, instructional, pedagogical and cultural politics.

Considering the thesis that a contemporary division of labour does not emerge from a field or a factory but increasingly from science laboratories, it is of vital importance to form a model of dynamically projected professional profiles, starting from new needs of civilization,

originating in the contemporary division of labour and global mega trends of the "third wave" of scientific, technical and computer revolution, but also in the actual needs of national economies and societies.

When analysing the current problems of education and instruction, a crucial question imposes itself: *What type of personality and what kind of society* do we want to develop?

The main dilemma is whether our target/ideal group is an egoistic individual, a "market bandit", socially atomised and disregarding everything but his own particularised interest, or whether education and instruction should contribute to the creation of a well-balanced personality, who is professionally competent but also social, with a sense for national and cultural identity, social and democratic solidarity and humanistic and emancipatory orientation. If education is left in the framework of neoliberal strategy of creating professional idiots for the reproduction of capitalistic way of production, then the thesis that the current capitalist system has no alternative is implicitly accepted, as well as the ensuing social instruction that the main goal of instruction is social adaptation to the contemporary institutional order, without questioning its social character.

The fact that *education and instruction play an active role* in the field of human labour, social life and changes implies that education and science, instruction and system of values may and should serve the purpose of developing a personality and forming an engaged view of the world. This further means that they induce *a spiritual awakening and improvement of a personality*, a development of identity and self-awareness. In that way, a progressive consciousness, value orientation, solidarity and mutual responsibility for the society/world and future is formed. Our view of the world defines not only the way we see the world, but also whether we will fight on the side of good or evil, whether we will blindly integrate ourselves into the ruling order or try to reform and change it radically. It is the sole responsibility of an individual to make a choice between these two alternatives, but it is the responsibility of a society and its system of education and instruction to make its citizens not only professionally competent and productive but also emancipated and socially engaged.

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We live in the era of a neoliberal mantra, in the centre of which is the magical notion of the almightiness of the market and the ideology of a one-dimensional person.

Unlike functional sociology which serves the purposes of the pedagogy of taming a person to serve the contemporary state efficiently, *the Promethean sociology of freedom* explores alternatives of sustainable development, humanisation of society and emancipation of man. Its central focus is not only the development of production forces and efficacy of other human activities as alienated powers over man, but also man, society and culture in the dynamic interaction of the production of society and self-production of man. It teaches that man is the result of circumstances, but also that an individual creates a society and history by changing those circumstances. In a word, the present and future of society, the world and mankind depend on the world-view and cultural orientation of the young, as the active participants in these processes.

Contrary to neoliberal philosophy of the market fundamentalism and authoritarian ethics, Erich Fromm, a scientist and humanist, postulates the principles of *humanistic ethics,* emphasizing that "*the main task of an individual is to give birth to his / her own personality, to become what he / she potentially is. The most important result of this endeavour is his / her*

own personality"[59]. Emphasising man's responsibility, Erich Fromm quotes the famous message by Buddha, which still bears a universal ethical meaning: "Be a lamp unto yourself. Be your own refuge. Seek no other".

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CONTEMPORARY VIEWS ON THE IMPORTANCE OF HUMAN CAPITAL FOR ECONOMIC DEVELOPMENT[60]

Miloš D. Lutovac
University of Belgrade, Belgrade Business School
Snežana M. Zečević
University of Priština, Faculty of Philosophy
Vladimir M. Todorović
University of Belgrade, Belgrade Business School

Abstract

Nowadays, in the so called very complex period of time that is also known as transitive one, a man with dominant humanistic views on his own surrounding has certain superiority. That kind of a man can cope better in various situations that are a consistent part of the everyday complex social life. In the second half of the twentieth century there were important changes in human civilization that took place all over the world and are referred to all particular societies. Therefore the humanity is united by the process of globalization which has many contradictions while it is enabled by the development of technology primarily the information one, which not only considers but also enables the further development of science. Science and knowledge become main and the most important resources of the development of society so that human capital gets the primary significance and becomes the object of engaging all human powers that strive for economic, social and general social progress. Those abilities and factors of directing social development improve education as well as its institutionalized forms of organization as a social process and point out the need for permanent innovation of educational matters. Namely, two related and permeated processes such as globalization and information set new goals for education and demand the new quality of education in contemporary conditions. Therefore the society of knowledge, as a general tendency in the development of society and contemporary economic activities, demands historical and theoretical approach of its investigation so that the relation of human capital and economic development could be understood. That general historical and theoretical approach has to be realized in the context of historical and economic situation of certain societies so that it would correspond to the effectively efficient consequences for the development of some societies.

Keywords: education, economic development, human capital, the economy of knowledge.

INTRODUCTION

Economic development and progress of every single society depend on educational structure of population. Education is one of the important factors of effectiveness and speed of economic development. As such it represents the social property itself. The improvement and changing of social relationships mostly depend on knowledge and education of people. Therefore education has its important social aims, increases social mobility, enables and eases the adaptation of the individual to constant economic and social changes which are realized by the faster progress of science. Education enables a man to be an active participant of those

[60] Specialized paper

changes striving for the use of science and technique (Čobeljić, N., Rosić, I., 1989). Thus it is necessary to pay special attention to the sector of education, its connecton with labour market, defining strategies of development and introducing standards into education.

Standardization of education is one of the most important instruments of the realization of educational strategies and of improving educational system. Understanding the factors and circumstances that create market atmosphere is the primary goal of a modern oriented institution of higher education so that it would adapt the offer with the actual demand and define the appropriate model of financing. The process of introducing standards into education, beside formulating the new model of financing institutions of higher education, also presents the identification of new developmental possibilities, the analysis and positioning according to relevant competition.

Contemporary society pays a lot of attention to human capital considering the fact that many scientists in the world say that the present time is the era of educational society in order to point out that it is the basis of the development of modern society generally speaking as well as of its all segments separately. Nowadays the world is faced with the crisis in many areas of social life and work of people and also in the field of education. Every day we hear the attitudes pointing out that there is the "crisis of education" etc. Investigating the possibilities of the development of education and introducing standardization is doubtlessly important. The main developmental aim is providing the system of education of high quality. Today lots of money is invested for the requirements of education with a tendency of their increase in all European countries. The need for diversification of the source of financies of the public higher education is emphasized all over the world. Limited public funds on the one hand and the expansion of higher education on the other hand resulted in decreasing the allotment of public expenses for higher education. The main questions of the countries that are being developed are how to overcome the existing crisis of financing education and how to catch up with developed countries in the world redistribution of knowledge, skills and abilities, namely, how to get involved into contemporary world educational standards (Lutovac, M., 2012).

Moreover it is also emphasized that countries such as Serbia, Macedonia, Montenegro as well as Bosnia and Herzegovina are in the period of transitions as a phenomenon that gradually but radically changes all parts of the previously developed structure. In terms of education it considers the change of the philosophy of labour, establishing the educational market and its legalities, the change of managerial, proprietary and organizational structure in education, readiness for international educational exchange etc. In these circumstances the matter of the importance of standardization and the development of the system of education in the world gets the new form, concept and importance (Lutovac, D. M., 2006).

Due to the exceptional scientific achievements for the last several decades, the European area of the integration of education and the use of standards within it became more and more interesting, competitive and relevant. *Europe of knowledge is now widely accepted as the irreplacable factor of the social growth and an obligatory component of consolidation and enriching the European civil right to provide citizens with necessary authority for facing the challenges of the new millenium,* having in mind common values and belonging to the same social and cultural area (Turajlić, S. et al., 2005).

MODERN TENDENCIES AND THE IMPORTANCE OF STANDARDIZATION FOR EDUCATION

Globalization of education considers more aspects of its standardization. Nevertheless standardization beside having positive connotations also has the negatives ones. The degree of the system of education concerns the developmental methods of planning future needs for

personnel, appropriate forms of organization and financing school institutions, then constant adaptation of the educational system to the permanent diversification of the needs of economy and society, finding certain methods for measuring the efficacy of education and the adequate solution to the problem "what qualifications should people have, the number of experts and what kinds of them are needed for a particular state". The great speed by which knowledge that was once acquired becomes obsolete is a special problem of the system of education. It should actually produce useful knowledge for the future since there is a relatively important time range between acquiring knowledge and later its use but only by a human factor (Collectif, S. 2003).

Education in the states of the western Balkans is a part of the European educational field, furthermore it has a significant foothold in the long and rich history, while longtime lack of the market mechanism and the lack of good strategies are reflected on the weak position in the European area of education. Financing education is still under the authority of the republic state authorities. Available resources for financing education are manifold higher in some environments than in the others. *The essential problem is not simply the degree of inequality among state schools and faculties, but the total level of inequality in our society*. The state is considered to provide the equality of financing all educational institutions that are under its control, no matter what the number of pupils and students in those institutions is (Vukasović, M. et al., 2009).

There has been a trend of decreasing resources for higher education from the public funds regarding the international level as well as the countries in the region. Budget resources are mostly allocated for teaching and research activities. The autonomy and independence of the faculties enable them to spend the incomes gained out of the state budget pretty flexibly. It is obvious that due to different attraction that certain faculties have, the amount of off-budget resources is significantly different as a result of which their financial situation is various.

Economic situation in the states of region has many reflections on the state of their education. The matter that worries them all is the one that is already mentioned in the paper: *how to overcome the existing crisis of financing education and catch up with developed countries in the world redistribution of knowledge, skills and abilities, namely, how to get involved into the contemporary world courses of education*. It is necessary to modify the allocation of expenses through introducing or increasing school fees or other expenses concerning studies, as well as through intensifying various activities that bring income such as negotiating a contract for researching, the wide spectre of the university services and short-term courses. Nowadays system of financing education in the countries of region is similar to the state financing one with a special variant of the budget system since it is based on the organizational principle with all administrative characteristics. The amount of public resources for higher education is a part of total budget resources for education, which is a part of the total public expenses. Allocated public resources considering the macro level are strict and cannot be changed during managing the budget.

However, nowadays educational situation in almost all countries of the western Balkans does not have good characteristics. Comparatively regarding higher education and the science of Serbia, as two close and related activities, it can be concluded that higher education as a whole was much faster separated from the budget. The activities of the faculties concerning projects by which financing higher education is complemented, contributed this separation. It is also important to mention that financing the scientific and research work is in arrears. In distinction from higher education here, in general, there were not any special funds for scientific work. The resources for scientific work were allocated to independent non-university scientific and research institutions. Moreover, there was no qualitative union of scientific and research work and technology on the one side, with production on the other side.

Today establishing mutual functional relations among education, science and technology has not still been theoretically and practically planned in the states of the region although it is the legality of their total development. On that account there is a question of our determinations regarding that strategic aim as well as the possibility of the educational system for successful involvement within that system. The rapid technological development in the world that has been more and more emphasizing the importance of human capital in the countries of the market economy, points out the need that the processes of transition and democratization in the countries of the western Balkans should be followed by appropriate changes in the system of education. It is necessary to make the system of education as similar to the systems of education of developed countries as possible, in a scientifically verified manner, considering the experiences of other countries that are in the process of transition, then our own experiences from the past, the achievements of the science of pedagogy and general strategy of development (Lutovac, M., 2012).

THE ACTUAL STATE AND PERSPECTIVES FOR FUTURE

Different analyses of the state in the universities of the region pointed out the necessity of the change of teaching plans and programmes and the necessity of introducing standardization into education. Concerning the importance of standardization that is expected in our higher school institutions, *we believe that introducing standards should be approached in the way that would be coordinated with the already created teaching plans and programmes of the institutions of higher school of the countries that are members of EU*. While standardization is being introduced into our education, as well as overcoming all problems that arise owing to the lack of standards, the external support is necessary as much in the transformation of the teaching contents as in introducing our education into unique European educational system. *The role of the state in providing the external support must be the essential one through these direct or indirect influences*. One of the direct influences of the state must be introducing a series of laws that will improve education and introduce standardization, such as the Law concerning university is, by which the status of academic and applied studies, professional titles in different levels are regulated etc (Šećibović, R. et al., 2005). The significance of the influence of the country and the importance of introducing standards are also emphasized by great attention that is paid on the use of the principles of Bologna Declaration in the countries of EU, to which a significant total social activity should be devoted by regional countries.

As far as the Republic of Serbia is concerned it can be seen that the reform of the Serbian educational system which began in 2000 is still going on. There is a certain improvement in the field of education, furthermore higher educational transparency is achieved, more modern rules and methods in education are introduced and better general framework of the whole educational politics is established. Economic reforms that are specific for the group of countries that are in the process of transition, among other things, consider the universal reform of the educational system. These countries had different experiences regarding not only the legal, namely legislative reforms till now, but especially the ones in the area of implementing new legal frameworks and standards in education. Consequently, it seems like the frameworks where new educational solutions are found as well as standards, have to respond to and be in accordance not only with usual regulations of EU that are anticipated in advance, but also in accordance with even special qualities of every country (Taylor, J., Miroiu, A., 2002). When we talk about them, hystorical, cultural, macroeconomic and microeconomic chracteristics of a concrete country are considered, and especially determinants that determine

control capacities related to the implementation of the educational regulations and standards (Marković, Ž. D., 2001).

The need for formulating standards and improving the quality of education in the regional universities arises from the noted inadequacy in the system of education. *The additional reason for formulating standards is coordinating standards of the defined acts that regulate the integration of European higher education.* The significance of formulating standards and improving the quality of the process of teaching can be noted in the following: 1. establishing the basic level of quality of the process of teaching, 2. involving universities into European process of the reforms of higher education, 3. cooperation with world faculties and schools, 4. monitoring and improving satisfaction of students and teachers by the quality of teaching and managing (Devetaković, S. et al., 2010).

The role and significance of new methods in the system of education and the use of standards in education of the countries that are in the process of transition, is very important, but different as well, owing to factors that can be identified and influenced on. *The possibilities of change and development of the educational system depend on the whole relationship and systematic approach to the use of new standards in education*. In regard to this it can be said that the universal reform of the educational system of the countries that are in the process of transition must be conducted as partial and not as the radical educational reform (Marković, Ž. D., 2008).

The connection of the world educational system, standardization and technological development enables modelling the interaction concerning micro and macro level and reengineering educational activities (Tansey, S. D., 2003). *Following and using contemporary standards and achievements in the field of education became the obligatory issue of development. Therefore, it can be said that introducing standards into our education is an obligatory direction so that our educational system would be included in the European and world educational field.* Being certain that establishing the European zone of higher education demands constant support, supervising and adapting the needs that are being constantly developed too, it is necessary to introduce standards so that progress in our educational system would be achieved and coordinated with other systems of education in the most developed countries of the world (Hufner, K., 1995).

CONCLUSION

The research of the development of the structure of education in the states of the western Balkans can be in short considered as the essential expected contribution to the importance of human capital and its influence on the economic development. In other words, it means that we should see how the transformation of education is realized in them based on the market principles, by introducing standardization, and how our education is being adapted to the European standards. By introducing standards into regional education, new ideas would be found out and certain morals for Serbia, Macedonia, Montenegro and other regional countries that are late in the process of transition would be identified. Furthermore, the possibilities of improving educational and economic cooperation among our countries and the world, which can contribute to more efficient and painless conducting of the remaining reforms in education, could be also regarded (Marković, Ž. D., 2010).

In accordance with directions of the development of education in Europe and the world, Serbia and other countries of the region identify the need for improving and adapting their own educational system to the new demands of life. The need for continuous changes in planning their education is raised by the process of reforms, modernization and the development of countries, by economy that is based on knowledge, as well as by the process of globalization.

The momentary state of the social-economic environment is characterized by dynamic changes such as: the decrease of the number of citizens, the changes of economy and service trades based on knowledge, the need for faster acquisition of knowledge, skills and abilities necessary for contemporary production and social activities (Tošić, D., 2012).

The problem of massive participation of higher education raises financial pressure on the authorities but on the society in general as well. Consequently, there is a change of the sources of financing, namely, financing by private sources takes greater and greater part. Universities are important for promoting social, cultural and economic development of nations, for preserving, distributing and improving knowledge, for research, and for providing services within one community. Beside the dominant influence of the non-integrated university on its financial functioning, macro-influence in regard to financing higher education plays an important role in forming financial system of the institutions of higher education. The greatest lack of the momentary system of state financing is the lack of the analysis of its macro-efficacy. Our state universities should accept the concept of financing which would have the emphasized market orientation. This is pointed out since free education is incompatible with market economy. The system and politics of financing education should first of all be established by those who set aside the resources for education. They should do it in the community with people who are employed in the field of education as well as with immediate users, namely, with students. Financial resources for education must be in accordance with a determined system and politics of education. The economic price and state financing of education should be determined and corrected according to changes on the market, namely, according to the needs of economy for certain personnel. Thus the role of educational institutions regarding that matter would be of an immense importance, since they, as a rule, know best the demands of the educational process and the whole economic development too.

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BURNOUT SYNDROM AMONG TEACHERS[61]

Violeta Arnaudova
Faculty of philosophy, University "Ss. Cyril and Methodius", Skopje
Ana Đorđević
Faculty for psychology, MIT University, Skopje

Abstract

Despite the positive aspects of the teaching profession, the vulnerability of this profession for the burnout syndrome is often underestimated. The goal of this paper is to explain the structure and the dynamic of this syndrome. It has also an aim to identify the sources of occupational stress and burnout syndrome among the teachers in our society today. The teaching process is a complex social interaction. The teacher profession is connected to the increased emotional-mental requirements and to the specific roles that teachers have in their relationships with pupils, parents and school staff, which often include a number of conflict situations. As a consequence, the level of work dissatisfaction is often high, as well as the emotional exhaustion, apathy or psychosomatic symptoms. The review of the current literature and researches of this topic is also presented in the paper.

Key words: burnout syndrome, stress, teachers

INTRODUCTION

The researchers in psychology have spread the topics of interest in the recent decades. One of the topics is the *Burnout syndrome*. Although the concept of burnout it not a new one, its name was recognized for the first time during the 60th and 70th years of last century. The name burnout originated from the name of the Greene`s 1961 novel *A burn Out Case*, in which an disillusioned and emotionally exhausted architect, quit his job and move to a African jungle, in search of life meaning (Obrenović, 2014).

In 1974 Herbert Frudenberger, a clinical psychologist, use the term burnout in a volume of articles about free clinics. Almost in a same time, the social psychologist Cristine Maslach was conducting exploratory research with workers in healthcare and human service occupations, studying how they coped with strong emotional arousal on the job. During the course of the interviews, some of the workers described their psychological difficulties as "burnout," and Maslach shifted her focus to describe this phenomenon (Maslach et al., 2008). Both Freudenberger and Maslach described the burnout among care giving and service occupations, in which the interpersonal context is the core of the job. This interpersonal context focused attention on the individual's emotions and on the motives and values underlying the work with other people (Maslach et al., 2008).

[61] Revisional scientific paper

THE BURNOUT SYNDROME

Maslach described the concept of burnout as emotional and mental exhaustion, depersonalization and negative attitude toward work and decreased work efficacy (Maslach et al., 2008).

According to Freudenberger, the burnout syndrome is a consequence of the interaction of specific stress sources: conflict between high expectations of the person and working context which disable the fulfillment of those expectations (Obrenović, 2014). He also identified the personal structure of the people who are more vulnerable to burnout syndrome. Those are people with higher level of perfectionism, high and unrealistic self-esteem and work esteem, as well as high expectations about the work in inappropriate working context. Among the personal characteristics that have positive correlation whit burnout syndrome is neuroticism (from Big-five) (Schulze, 2011). People whit high level of neuroticism tends to negative emotions (angst, anxious, despair, depression) and to negative interpretation of the things that happening to them. Those people are more willing to emotional exhaustion in the working process. Typ-A perosnality is another personal characteristic that is in positive correlation with burnout syndrome (Лазарова, 2014). People with this type of personality often behave in a competitive way, strive to success and work hard under time pressure. Consequently they are vulnerable to stress and to cardio-vascular problems. Besides those intrinsic factors, there are also the extrinsic factors as precondition for burnout syndrome: excessive workload and unclear work allocation.

In the 10ht revision of the International Classification of Diseases (ICD 10) the term *burnout* was described under Z.73.0 as *Burnout-state of total exhaustion*. The negative stress represents a key pathogenesis factor for burnout. Other factors are thought to be *being swamped by daily routine* and *disappointed expectation* (Weber & Jaekel-Reinhard, 2000).

In Table 1 are presented the tree different conceptualizations of the burnout syndrome:

Table 1. Different conceptualizations of the burnout syndrome.

Burnout syndrome: different concepts
A. Result of stress that has not been successfully dealt with.
B. Person-environment misfit.
C. Discrepancy between expectations and reality.

The components of the burnout syndrome

The psychology of burnout recognized three components of the burnout syndrome:

- the emotional exhaustion,
- depersonalization, cynicism and negative attitude toward work, and
- decreased work efficacy.

The psychological or emotional exhaustion is a core component of a burnout syndrome. It refers to the loss of feeling and concern. The second component is the negative shift in responses to others: depersonalization, negative or inappropriate attitudes toward co-workers, pupils and parents, irritability, loss of idealism and withdrawal. The third component is a negative response toward oneself and one's personal accomplishments, also described as depression, low self-esteem, low morale, reduced productivity or capability, and an inability to cope (Hakanen, Bakker, & Schaufeli, 2006).

The symptoms of the burnout syndrome

The symptoms of the burnout are usually multidimensional. They can be manifested in three areas (Obrenović, 2014):

- Physical symptoms: chronic exhaustion, insomnia, decreased immunity, abrupt weigh change, increased need for sedatives or stimulants.
- Emotional symptoms: emotional emptiness, loss of meaning of life, anxiety, loss of work motivation, loss of enthusiasm, apathy, isolation, boringness, sadness and hopelessness, self-harmlessness, loss of self-esteem and self-confidence, loss of self-power, depression.
- Behavior symptoms: loss of concentration and memory disturbances (a lack of precision, disorganization), forgetfulness, rudeness, irritability, excessive sensitivity, negative attitude toward work and college, interrelationship conflicts, insensitivity, rigidity.

The dynamic of the burnout syndrome

The burnout doesn't come suddenly. It is a process that develops thou the period of time. Although the individual differences, there are phases of the syndrome that can be recognized as universal (Bjekić, Zlatić, & Jaćimović, 2014). The dynamic process of developing the burnout syndrome, also known as a *burnout cascade* (Weber & Jaekel-Reinhard, 2000) is presented in the following list:

1. Hyperactivity and work enthusiasm
2. Exhaustion - chronic fatigue and loss of energy
3. Reduced activity - withdrawal, resignation
4. Emotional reaction - aggression, negativity, cynicism
5. Breakdown - cognitive function, motivation, creativity
6. Degradation - emotional distress, loss of social contacts
7. Psychosomatic reaction - sleep disturbances, gastro-intestinal disorder, cardio-vascular disorder, susceptibility to infection, sexual disorder, intake of alcohol and drugs
8. Despair - psychosomatic disorder, suicide.

The consequences of the burnout syndrome

The researchers of the burnout syndrome named a number of negative consequences of this phenomenon. Those consequences reflect the functioning of the work organization, the professional achievement, the psychosocial and health condition of the workers, as well as the workers family. The long-lasting stress at work can lead to not only the number of mental and health disorders of the workers, but also can lead to the quality of work of the working organization. In the school context, the negative consequences disturbed the interaction between the teachers and the pupils/students (Стоиљковић, & Ранђеловић, 2013).

The physiological mechanism of burnout

Not only have the psychologists researched the problem of burnout, but also the physiologists have made number of researches. Their results lead to two assumptions. According to the first one, the burnout syndrome is physiologically companied by adrenal gland insufficiency marrow. The second assumption is that the people with burnout syndrome have low levels of cortisol and testosterone in their blood. It is well known that the adrenal

gland work harder during the stress. But if the stress last extreme longer, which is the case with burnout syndrome, then the emotional exhaustion and the exhaustion of the whole organism is present, due to the exhaustion of the adrenal gland. This glad produces the noradrenalin and cortisol, two hormones that are also known as stress hormones. When the level of these hormones is chronically high, than the organism have extreme fatigue and the adrenal gland is exhausted. The insufficiency of adrenal gland occurs as a result of this exhaustion.

TEACHING PROFESSION AND STRESS

In our society the occupational stress among teachers is often underestimated. However the fact is that this profession is very demanding and stressful. The educational process today is not fixed only to giving and receiving knowledge. Teachers supposed to develop a number of personal characteristics of the pupils. The intrinsic motivation in the learning process should be stimulated, the divergent thinking process should be reinforced, pupil's potential for creativity should be developed, as well as the initiativity, the emotional and the social intelligence. Teachers are expected to create a positive social climate in the classroom and to take care about stimulating cooperative relationships among pupils. Another characteristic of teaching profession is that it is impossible to build a strict border between the professional and personal roles. The role model that teachers have is not limited only in classroom or in school. Teachers are also role models outside the school. They also have specific role in creating a successful relationships with pupils, parents and also school staff. There are often a lot of conflict situations in this network of relationships that are expected to be solved by the teachers. All of this required great emotional-mental competences from the teachers. In the same time there are permanent changes in a working context in schools in Macedonia. This refers to plenty of reforms that are imposed almost every year in the Macedonian educational system, as well as the increased control of the quality of teachers work and punishment for those who have inappropriate quality.

The sources of stress among teachers could be grouped in a several categories (Грубачић, & Чабаркапа, 2013):

- *the inappropriate behavior of the pupils/students*: starting from disobedience, negative attitude toward school and schools` activities, insult and humiliation to teachers, up to aggressive behavior;
- *the inappropriate work conditions*: very big number of pupils/students in a class, insufficient and/or untimely payment, lack of recognition, impossibility for advances, frequent inspections, external evaluation;
- *lack of time and very large amount of work*: lack of time for preparing the teaching activities, evaluating the pupils/students, individual work with pupils/students, work with parents, personal improvement;
- *the inappropriate school functioning*: bad relationships with the school staff, inappropriate school politic and bureaucratic functioning.

As a consequence of increased occupational stress, the level of work dissatisfaction is often high, as well as the emotional exhaustion, apathy or psychosomatic symptoms. The long lasting high work dissatisfaction and emotional exhaustion often can lead to the burnout syndrome.

According to the research of Grayson & Alvarez (2008) the most important factor that lied to burnout among teachers is the relationship that teachers have with the pupils/students and their parents. The similar results have the research of Friedman (1995), who identified that inappropriate pupils/students behavior, for example, the unrecognizing the authority of the teachers or lack of attention during the class, explain the 22% of the burnout variance. Blix et al. (1994) reported from their research with university professors, that the burnout syndrome is in positive correlation with health problems, work productivity and thinking about changing the job. According to the research from Ioannou & Kyriakides (2006) around 10% to 40% from the teachers from western and Eastern Europe suffer from burnout syndrome at work. In the Asian countries, like Japan and Taiwan, this rate is much higher. Maslach et al. (2001) reported that 50% to 70% from the teachers from this country suffer from burnout syndrome. The research in Australia show higher level of burnout syndrome among high school teachers in compare to other professions in this country (Dorman, 2003).

CONCLUSION

Teaching profession in Macedonia became more and more stressful job. Teachers must deal with a plenty of new reforms and changes in educational process, as well as dealing with the number of roles in interpersonal relationships. As a consequence, the work dissatisfaction is higher and the level of the occupational stress is increased. This can often lead to the emotional exhaustion, depersonalization and decreased work efficacy, named as burnout syndrome according to the ICD-10.

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GEOGRAPHY OF TOURISM IN THE ALBANIAN HIGH SCHOOL CURRICULA[62]

Albana Zejnelhoxha
High school "Dhaskal Todri", Elbasan, Albania
Manuela Zejnelhoxha
High school "Kostandin Kristoforidhi", Elbasan, Albania

Abstract

The high school curricula has changed in accordance with political, social and economic changes, that Albania has passed. This change is evidenced in the curricula of geography. The programs of high school curricula for this course are developed on the basis of nowadays geographical concepts. In accordance of these concepts, gets importance how tourism, its elements and development has been treated in different period of times.

Through the analysis of the curricula of high school, curricula of geography and textbooks this work will focus on the evolution of the treatment of tourism, gaps, trends and perspectives of this important sector. Tourism is one of the main economic activities in Albania.

The education of the young generation with new concepts of geography of tourism, the practical training on touristic management of areas, resources and capacities, encourages the specialists to include in school curricula touristic geographical elements. Importance should be given also to the curricula of secondary professional schools as first step on the practical training of students in the way of tourism management.

Key words: *professional module, touristic guides, new curricula of High School, geography tourism, etc.*

1. Introduction

Undergraduate curricula in Albania has changed in accordance with political, social and economic situation that the country was experiencing. This change is reflected prominently in the programs subject of geography. Undergraduate curricula programs for this subject carried out on the basis of geographical concepts today. In accordance with these concepts, it takes importance how tourism elements and developments were treated in different periods of time.

In the conditions of a world crisis, the end of natural resources, global warming, population growth appears tourism as the most important branch of the economy, especially in developing countries. Tourism makes up today for Albania, one of the main economic activities, so it should be treated in every step of society, even in pre-university curricula.

The education of a new generation with new concepts of tourism geography and of practical skills in the management of the resort space, resources and capacities, lays ahead responsibilities the education specialist about involvement in the school curricula of elements of tourist geography. Importance should be paid to professional secondary education as propulsion of practical training of students in the way of tourism management. It is very important to treat tourism in our school curricula. Until 1990 in our schools was said to develop

[62] Specialized paper

economic with regard to heavy industry. After the political, social, and economic changes, the context of handling the economical branches in the curricula, particularly in subjects such as geography has changed. Tourism was treated in the third sector of the economy as a branch with priority development.

How much is tourism geography treated from 1990 to date in the programs of university education? How much information gets new generation in the touristic management? How is it treated in the curricula of professional schools?

2. Overvıew about geography of tourısm

Tourism represents today one of the most important economic activities in Albania and abroad. It is considered as one of the most perspective sectors of the albanian economy. In circumstances where it is associated with economic and social effect, takes importance the geographical study of it. (Doka, Draci, 2009). Geographical study of tourism is based on geographical and cultural offer which constitute the specific touristic potential of the region . Exactly at the time when tourism is an important element of economic development, it is required to the new generation to obtain the necessary information for its development opportunities through recognition of tourism potentials that Albania offers.

3. Methods

To identify how tourism was treated in the curricula of pre-university education in the field of social sciences have been analyzed the programs and textbooks as follows:

Table 1: *High school and secondary school curricula*

High school curricula	**Secondary school curricula**
1. Social areas 2.Subject: Geography 3. Core curricula (class XI, XII) 1. Obligated choice curricula 2. Subject: Geography 3. Subject: Cultural heritage 1. Curricula with a free choice 2. Professional Module: Touristic guide 3. Curricular projects at school level 1. Curricula of professional education	1. Learning Module -Birthplace 2. Learning Programs of Geography in classes VI-IX 3. Treatment of touristic elements in free hours and work on projects 4. Treatment of touristic elements in "Education for career "

Of interest is the first change that brought new high school curricula in the treatment of the geography of tourism and the premise of his study in the new curricula of secondary school is expected to be applied in 2014. The analysis seeks to answer the following questions:
1. How much are treated the elements of the geography of tourism in the curricula of secondary school ?
2. How it is treated in curricula of secondary education?
3. How it is treated in the curricula of professional school?

4. How to deal with it in the new curricula of secondary school?
5. What more should be done to improve the undergraduate curricula in this direction?
During the analysis and monitoring of relevant documents it will be given importance to the treatment of the tourism elements in subject modules offered by treatment agencies in order to increase the capacity of geography teachers in this direction.

4. Results

4.1. Undergraduate curricula 1990-2003

In the previous high school curricula (1990 - 2003) tourism and its developments were treated in the curricula of geography textbooks (class XII). The knowledge were focused on the study of the economy sectors and focusing less on dealing with tourism. Textbooks and programs were focused on primary ,secondary and tertiary potential, which enabled the development of tourism. Concepts such as tour operators, touristic guide is not known. Students received information about the natural potentials and of the kind of tourism that took place in Albania. The program "Geography of the Republic of Albania and other albanian regions"(Institute of Curricula and Training, 2002) treated tourism as a priority in the third sector of the economy. The information focuses on identifying appropriate geographical conditions for its development, his natural, historical and cultural treasures. But the information ended with them, without passing in practice aspects of tourism development.

Secondary school curricula knowledge were similar to that of high school and were consistent with the age of the students.

4.2. Undergraduate curricula during the profiling

Involvement of school in profiling (2003 - 2009) brought some changes in the curricula reflected in the expansion of tourism treatment in the subject programs. So in profiled gymnasiums it was treated as a different and independent subject the "Cultural and natural heritage." Students become acquainted with many natural and cultural potentials of the country, they knew world heritage sites and opportunities for tourism development. School curricula gradually was coming to the aid of tourism development. In Geography text 3 (Institute of Education Development, 2007) for high school, students receive full knowledge about natural and cultural heritage, the most recognized sites in the world ,natural, environmental, historical and architectural monuments. Such knowledge provided students with the necessary information to enable them effectively to the development of space tourism where they lived. In secondary school there was no changes in this regard.

4.3. The new curricula of high schools

Recent changes in the new curricula brought innovation in gymnasium. *The goal of this curricula is to form a new generation able to work even after finishing high school*. This was followed by the inclusion in the curricula with the possibility of choosing professional subject modules. With regard to touristic management we can mention professional module "Touristic guide". (Institute of Education Development, 2010). In Albania, this module has been selected by almost all schools as part of the curricula with free choice. In core curricula of subject matter "Geography" (class XII) tourism is treated as an element of the third sector of the economy.

Professional module "Touristic Guides" clearly addresses the elements of tourism and its kind. It treats new concepts in the field of geography of tourism as: natural and cultural potentials of tourism, industry of leisure and tourism, touristic itinerary, professional manager, guide, tourism enterprises, touristic operators etc. Practical importance of this module relates to the training of students in the field of tourism management. Should not be left without

mentioning even the cultural heritage as an obligate elective subject. It provides students with the necessary knowledge that can be used in the context of tourism development.

New high school curricula closed its first cycle. Despite the involvement of professional modules such other changes are required to subsidize tourism. Market demand, facing the new trends of the time require the training of a new generation capable of promoting tourism values of the country.

4.4. Curricula of professional education

From the analysis results that curricula and subject programs of professional schools show weakness .In particular branch as hotel-tourism subject programs focus on professional skills of the students in the field of culinary, neglected treatment of other elements of the geography of tourism. There is a lack of knowledge on touristic management, creation of tourist agencies and opportunities of guide creation.

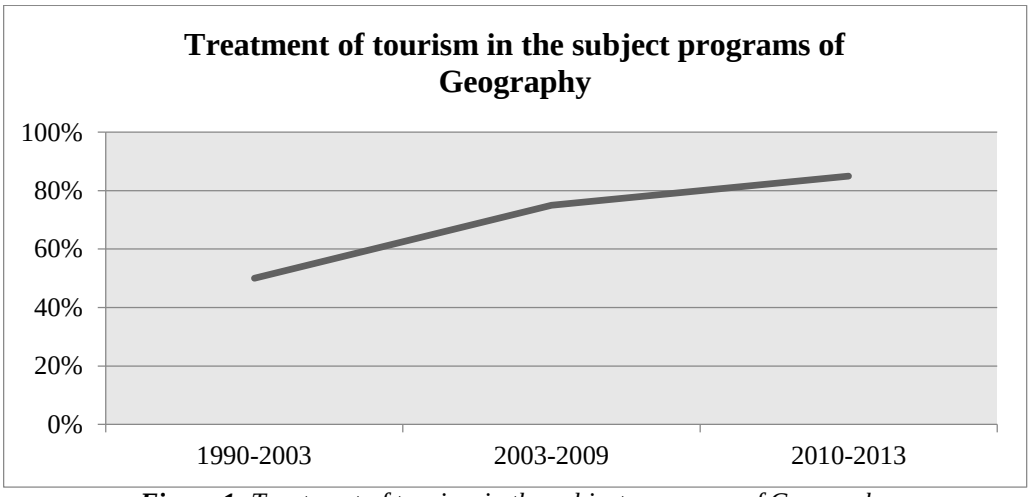


Figure 1: *Treatment of tourism in the subject programs of Geography*

4.5. Secondary school curricula

In secondary school, subject module "Birthplace" shows interest (Institute of Curricula and Training,2006).This module was included in the curricula in 2007. In accordance with the age of the students in the text are treated natural and cultural heritage elements of a given space. For each district or country students receive information about the types of tourism taking place in accordance with the potential offered by their birthplace.

4.6. Treatment of the elements of the geography of tourism by training agencies

Institute of Curricula and Training with guidance no. 22 dated 18.8.2009 of the Ministry of Education offered to schools, teachers an extensive list of modules. From this list we distinguish the following modules:

1. Cultural heritage, materials
2. Spiritual cultural heritage
3. Environmental heritage
4. Cultural Tourism
5. Touristic Guide

5. Discussıons

5.1. The prospect of dealing the geography of tourism in undergraduate curricula

Changes on high school curricula and those who are expected on secondary school curricula need the expansion of treatment of tourism, its elements and its kind. In addition to module "Touristic Guide" for practical training of the students would be more interesting to include in the subject programs the modules and projects in the function of geography of tourism. They should enable students to these competences:

1. Recognition of primary secondary and tertiary potential of tourism;
2. Expansion of knowledge for new types of tourism previously untreated;
3. How to build a travel agency and its management;
4. How to become a specialized guide;
5. How to become a professional manager in the field of tourism;
6. How to develop policies and programs development plans for tourism development?

Of interest would be the application of projects at school with focus the development of tourism in geographic space of region, city or village where the school is located. For illustration can mention curricular project at school "Preparation of a tourist guide for Shpati" designed by students and teachers of the school "Kostandin Shpataraku" in Gjinar.



Figure 2: ***Preparation of touristic guides by gymnasium students of "Kostandin Shpataraku" Gjinar, Elbasan, Albania***

Elements of the geography of tourism treated in this curricular project at school are the following:

1. Description of the natural potentials of Shpati (geographical position, landscape, clime, hydrography, flora and fauna)
2. Description of the cultural potentials of the area (the history, most important events, cultural heritage.)
3. Describe the importance of the development of tourism in the economy and employment of Shpati area
4. Draft leaflet and booklet no less than 12 pages in albanian and english.

While professional schools should expand the curricular gamma in branches such as hotels - tourism. By increasing the professional practices in the field, will be possible to increase the quality. Branch hotel-tourism focuses on enabling students to: apply and build tourist agencies, create a profile of a tourist guide; manage the revenues from the tourism industry in the community function; valuate touristic potential of the area.
The secondary school curricula shows lack on the treatment of the geography of tourism so new changes should bring innovation in this area. Remains task of education specialists in this field to include elements of the geography of tourism in the new curricula. It would be in the interest of the students and community.

6. Conclusions

Tourism is one of the most important branches of world and albanian economy. This branch of the economy today is generating considerable income so require special attention. Included in the subject of geography, touristic elements will expand student knowledge. A rich curricula in this field will direct them towards a sure career in the field of tourism development, especially after finishing high school. It should be noted that there is a largest number of employees in this area of the economy.
It is important that the relevant educational institutions and specialists in the field of geographical studies include in the school curricula and subject programs of geography in undergraduate education, touristic geographical elements in accordance with the age of students and capacity of our schools.

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PHRASEOLOGICAL UNITS WITH THE COMPONENT 'PART OF THE HUMAN BODY' IN GERMAN AND MACEDONIAN[63]

Kristina Ilieva
Student of Postgraduate Studies, Faculty of Philology, University "Goce Delchev" –Shtip
Biljana Ivanovska
Faculty of Philology, University "Goce Delchev"- Shtip

Abstract

The purpose of this paper is a comparative analysis of phraseological expressions containing component part of the human body in Macedonian and German. The corpus is taken from more phraseological dictionaries and the interpretations are given by the authors, relying on the linguistic experience and feeling as native speakers of the Macedonian language. The main emphasis is put on the grammatical structure, the lexical means used to express these phraseological units, and the translation which starts from the meaning of the same. Also, certain specifics regarding the use of the phraseological expressions in both languages are discussed. These phraseological units are different in both structural and stylistically-functional aspect in the language pair German-Macedonian.

Key words: *phraseological units, idioms with the component part of the human body, structural and stylistically-functional aspect*

1. Introduction

The phraseology is a young scientific discipline that deals with the study of word structures (phraseological expressions, phraseologisms or idioms). Phraseologisms or phraseological expressions are word compounds which in a language are used as a complete and ready for use linguistic elements with a single meaning. Subject of this paper are the phraseological expressions containing a component part of the human body. These expressions can be found under the term somatic phraseological expressions or somatisms. Phraseological units containing component part of human body comprise those linguistic elements which in their composition include a lexical unit denoting a body part (head, hand, heart, etc.). They are of varying degrees of representation in the Macedonian language and according to Veljanovska K. (2006: 65-66) the lexeme *глава* (*head)* occurs in 100 phraseological units, уста (*mouth)* in 49, *коса (hair)* in 7, *чело (forehead)* in 5 and *усни* (*lips)* in 2 units. This list also includes the lexemes such as: eye, hand, mind, mouth, heart, tongue, soul, finger, blood, foot, nose, ear and others. In order to perform a bilingual parallel we limit ourselves only to phraseological units that contain the element *глава (head)* as the most frequently used phraseologism. The phraseological expressions are complex units that can be analysed from grammatical, semantic and stylistic aspects of a particular language, while contrastive analysis leads to the identification of the phraseological units in both languages, their content and structure comparison, as well as their distinction from other linguistic units. A comparison of the phraseologisms in the language pair German-Macedonian in this paper, should describe the similarities and differences in the two language systems, as well as their specificities.

[63] Specialized paper

The phraseological units that are dealt with in this paper are taken from "Фразеолошкиот речник на македонскиот јазик"(Phaseological dictionary of Macedonian language) in three volumes by Todor Dimitrovski and Shirilov Tashko intended for linguists, Slavists, philologists, translators, teachers and students of Macedonian language, then the "Немачко српско-хрватскиот фразеолошки речник"(German Serbo-Croatian Phraseological dictionary) by Pavica Mrazovich and Ruzica Primorac (1991). The Serbo-Croatian and German phraseological dictionary is intended for German scholars, students and teachers of German language, i.e. all who have studied German language: interpreters, correspondents and people from various professions who read German literary and scientific works, and technical literature. Heskey R. (in: Földes, 1992) writes: *"Zweisprachige phraseologische Wörterbücher sind als ein Untertyp des zweisprachigen Wörterbuchs überhaupt anzusehen. Sie kodifizieren jeweils nur bestimmte Teilmengen des Lexikons einer Sprache (der Ausgangssprache), und diese (phraseologischen) Teilmengen sind in je zwei Sprachen prinzipiell nicht deckungsgleich."*[64], proving that no language can fully fit into the lexicon of the other, and therefore the representation of the phraseologisms in both languages cannot be identical.

2. Processing of phraseological units

The analysis of this type of phraseological units is done in a way that phraseological units containing the component part of the human body (in this case containing the lexeme *глава (head)*) are chosen, then their translation equivalents in the target language (Macedonian) are given. At this stage an onomasiological approach is used, where we take those units that are explicitly associated with this part of the human body. We are looking at the characteristics that are meaningfully constitutive. Thus, the received linguistic units are classified according to communication-functional aspects and we begin their semantic analysis. Then, we compare the German and Macedonian phraseological units regarding their communication and content structure. The German phraseological expressions and their meanings, as well as the appropriate Macedonian equivalents are presented in tables. Emphasis is placed on the grammatical structure of the phraseological expressions in both languages in terms of how much their grammatical structure overlaps in both languages, then the possibility of translation of these units and their specifics in the language pair German-Macedonian. Their grammatical structure is analysed and the following division is made: phraseologisms at a sentence or part-sentences level and phaseologisms at a certain word group level, such as: composed of *a sentence, adjective + noun, noun + noun, adjective + adjective, adverb + adverb, number + noun*. In cases where the phraseologisms are not distinguished their grammatical structure is the same, while others are presented in a separate table.

3. Criteria for definition of phraseologisms

According to Plotnikov A.N. (in: Velkoska S., 2002) There are several criteria for the classification of phraseologisms which include "different lexical structures with meaningful and technical words, constituent terms, sayings, proverbs, quotations and aphorisms".[65] Below are some criteria that are important in the analysis of phraseological units.

1. Idiomaticality: regarding this criterion phraseological expressions are distinguished based on the degree of idiomaticality, so we distinguish or set apart phraseologisms in which one of the components has a figurative meaning and are called *phraseological joints*; phraseologisms in

[64] C. Földes (1992): *Deutsche Phraseologie und Sprachsystem und Sprachverwendung*, Edition Praesens, Wien, S. 109.

[65] С. Велковска, (2002): *Белешки за македонската фразеологија,* Институт за македонски јазик „КРСТЕ МИСИРКОВ“, Јазикот наш денешен кн.8, Скопје, стр. 10.

which the components that function as a whole and have a constant context, but their meaning derives from the figurative meaning of each component are called *phraseological unities*; and phraseological expressions whose meaning is not motivated by the literal meaning of its components are called *phraseological compunds.*

1. The permanence of the components in a phraseologism is indicative of the degree of phraseological characteristics.
2. Syntactic permanence.
3. Permanence of the quantitative composition means that other words cannot be inserted between components of the phraseologism.
4. Impossibility for syntactic transformations.

An important criterion is the structurally identical untranslatability of the phraseologisms in other languages. This means that each language expresses the idioms with its linguistic means and their intensity and meaning depends on them. Hence the translation of certain phraseological units given in Macedonian phraseological dictionaries[66], is only an attempt to find a clear and accurate translations of German idioms using appropriate lexical units and common equivalents.

Of course, regarding the translation, even the most perfect, meaningful translation cannot contain all the meaning of a phraseological expression from the source language precisely because the micro context which is apparent in the speech situation and its natural environment. So, phraseological expressions that have multiple meanings in a situation have different meanings, for example "подаде рака"(lend a hand) may have the following meanings: 1. Have a desire for something 2. Offer someone help. Exactly for this phraseologism there are appropriate expressions for both meanings in German (1. Die Hand nach etwas ausstrecken 2. jemandem in die Hände arbeiten), but many other phraseologisms express only one meaning or have a completely new different meanings.

Velkoska S. (2002) writes: "The phraseological expression can be communicated only by *a variant* or *analogy* of the appropriate phraseologism."[67] This confirms the need for non-literal translation and knowledge of both codes, i.e. the two language systems and their possibilities.

4. Phraseologisms with the component *глава* - (DE: Kopf/EN: head)

The head is a part of the human body crucial for its decisions, procedures, psychomotor movements, opinions and more. The head can have the meaning of a leader, for example "глава на семејството"(the head of the family), a smart man, but through decapitation it may symbolize life, sacrifice, death and so on.

Table 1.

Бела глава (an old, experienced white-headed man) *(adjective + noun)* значење: стар човек, мудар, искусен, умен (meaning: old man, wise, experienced, clever)	die besten Köpfe ein heller Kopf
букова, дабова, дебела, дрвена глава (nitwit; stubborn as a mule; dummy) *(adjective + noun)* значење: тврдоглав, инаетлив човек (meaning: stubborn, headstrong man)	einen harten Kopf haben

[66] Т. Димитровски, Т. Ширилов (2003): Фразеолошки речник на македонскиот јазик. Том први, втори и трети, Огледало, Скопје 2003.

[67] С. Велковска (2002): *„Преведување на фразеологизми", „Белешки на македонската фразеологија".* Институт за македонски јазик „Крсте Мисирков", Јазикот наш денешен кн.8. Скопје 2002, стр.83.

врти во главата нешто/ врти глава од некого (to contemplate about something; face away (from someone or something) значење: мисли нешто, има некаква намера/ одбегнува некого (meaning: think about something, have an intention / to avoid someone)	den Kopf schütteln den Kopf über jemanden schütteln
главата не го боли за некого, нешто (to give somebody/something the cold shoulder) значење: не се интересира за некого, нешто (meaning: to show no interest in something, someone)	keinen Kopf für etwas haben
главата си ја дава (self-sacrifice) значење: си го жртвува животот (meaning: to sacrifice one's life) **плаќа со главата (to pay for something with one's life; be put to death)** значење**:** загине, убиен е (meaning: to die, to be killed)	den Kopf für jemanden lassen müssen
главата си ја сече (to be completely convinced that something is true; to swear on your life that something is true) значење: наполно е уверен во нешто, гарантира со животот дека е така (meaning: fully believes in something)	dafür setze ich meinen Kopf ein
го удира в глава (to go to someone's head) значење: матна глава од пијалак, го фаќа пијанство (meaning: to be dizzy from alcohol consumption)	einen dicken Kopf haben
горе главата (to keep your chin up) *(adverb + noun)* значење: извици за давање надеж, охрабрување, храбро напред (meaning: an expression of encouragement to someone who has to bear some emotional burdens)	Kopf hoch! den Kopf oben behalten
губи глава (to lose one's life) *(verb + noun)* значење: гине (meaning: to be killed, to die)	den Kopf verlieren
дури стои глава на рамена (as long as being alive) значење: дури е жив, во (текот на) животот (meaning: while being alive, in life)	solange ich den Kopf noch auf den Schultern trage
спаси (жива, цела, читава) глава (to save one's neck/skin/bacon) значење: се спасува, си го спасува животот (meaning: to prevent something bad from happening to someone)	den Kopf aus der Schlinge ziehen

има своја глава (to use one's own head; think for oneself) значење: има свое, сопствено мислење (meaning: to have an opinion)	deinen eigenen Kopf haben
има во главата (to have something between one's ears) значење: има ум, паметен е (meaning: to be smart)	den Kopf zu etwas haben
ја врза главата (to be out of one's head) значење: се опи (meaning: to get drunk)	jemandem den Kopf verdrehen
ја дига главата/носот високо (to hold one's head high) значење: станува многу горделив (meaning: to behave proudly)	den Kopf hoch tragen
си ја клава главата на коцка (to stick one's neck out; tempt fate; risk one's life) значење: се изложува на смртна опасност (meaning: to make oneself vulnerable; to take a risk.)	den Kopf in die Schlinge legen
ја пика главата в песок како ној (to bury one's head in the sand) значење: не сака да знае за опасноста (meaning: to ignore or hide from obvious signs of danger)	den Kopf in den Sand stecken
му бучи главата (to have a lot on one's mind) значење: има многу работа, обврски, грижи не знае што попрво да почне (meaning: to have many things to worry about; t o be preoccupied)	jemandem raucht der Kopf
му ја истри/испра главата/умот (to brainwash somebody) 1. остро критикува некого, наведува на поинакво мислење (persuade completely, often through coercion) 2. прекорува, некого кара (to criticize)	1. den Kopf zwischen die Ohren setzen 2. jemanden den Kopf waschen
му ја полни главата со нешто (to brainwash somebody; put a flea into sb's ear; put ideas into sb's head) му наметнува некакво мислење (meaning: to effect a radical change in the ideas and beliefs of (a person))	seinen Kopf aufsetzen
му прска (пука) главата (to have a splitting headache) има силна главоболка (meaning: a very severe pain that you feel in your head)	jemandem brummt der Kopf
му се врти во главата (one's head is spinning; to make one's head spin)	den Kopf nicht beisammen haben

збркан е, не разбира јасно (meaning: to be confused)	
му сече, му фаќа главата (to be a quick study; to catch on quickly) умен е, брзо сфаќа (meaning: to be clever, to learn quickly and understand things)	einen offenen Kopf haben
не знае каде му е главата (to be in a maze, be at a loss) презафатен е (со работа) (busy(working))	nicht wissen, wo einem der Kopf steht
не паднал на глава (to have one's head screwed on) значење: не е луд, умен е (meaning: to be smart, not crazy)	Ich bin nicht auf den Kopf gefallen
носи глава на рамена (to be alive) значење: жив е, живее (meaning: to live or be alive)	der Kopf unter dem Deckel Kopf und Kragen
преврти (свртува, става) сè на глава. (to turn something upside down) поставува сè наопаку (meaning: turn something inside out, to throw things all ab out in a thorough search for someone or somethi ng)	1.etwas steht auf dem Kopf 2.alles auf dem Kopf stellen
своја глава е (to use one's own head/judgment; stand one's ground ; to think for oneself) значење: постапува исклучиво според својата волја, самоволен е (meaning: acts only according to one's will)	seinen Kopf durchsetzen
удира со глава в ѕид (to bang/knock one's head against a brick wall) значење: се обидува да стори нешто неможно (meaning: to try to do something impossible)	sich den Kopf an der Mauer einrennen

With the phraseologism "auf seinem Kopf bestehen/mit dem Kopf durch die Wand wollen[68]" (*сака да помине со главата низ ѕид, со главата ѕид не се пробива, не е можно ништо да се стори (bang/knock one's head against a brick wall, run one's head into a brick wall, nothing can be done)*) is expressed stubbornness and/or persistence, while the Macedonian equivalent may contain negation in order to express the impossible/unreal action.

The Macedonian phraseologism in the following example indicates a man who hardly understands and the German idiom means a man who cares a lot, or a troubled mind: einen schweren Kopf haben / тешка глава (a nitwit) (*adjective + noun*).

[68] F. Severin Berger & E. Tschachler-Roth (2003): *Das Blaue vom Himmel*, Herbig, München, S.188.

Structurally identical translation of the idiom *einen schweren Kopf haben*, would be "да се има тешка глава"(to have a heavy head), thus losing the degree of phraseological characteristics according to the syntactic inalterability and permanence of the quantitative composition and other criteria by Plotnikov, and this only reaffirms the criteria for untranslatability of the phraseologisms. From the lexicography we can see a difference in terms of used lexemes regarding the number of them (2 versus 4 lexemes). A similar example of this would be the phraseological unit "букова глава"(nitwit; dummy) = "einen harten Kopf haben". This shows the different grammatical structure of phraseologisms in both language systems.

The following table with German phraseologisms, according to the both abovementioned dictionaries, remains without a Macedonian equivalent, while not excluding the possibility, however, the meaning to exist in reality, or in other dictionaries.

Table 2.

Die Köpfe zusammenstecken	да си шепоти, да оговара (to whisper; to gossip)
seinen Kopf hinhalten	презема на себе туѓа кривица (to take the blame)
ein Kopf an Kopf rennen	трка на еднакво силни или способни партнери (a race of equally strong or capable participants)
den Kopf hängen lassen	да се биде разочаран, очаен (to be disappointed/desperate)
den Kopf zusammennehmen	да се прибери некој (to bring to one's senses)
sich nicht auf dem Kopf hauen lassen	не потклекнува на порази, останува исправен (not to succumb to defeat, to remain upright)
auf seinen Kopf schwören	да си верува само на својот памет, на своето искуство, и да се биде доволен сам на себе (to believe in yourself, in your experience, and to be happy with yourself)
den Kopf machen	да се биде налутен (to be angry)
jemandem den Kopf warm/heiß machen	да налутиш некого/да разгневиш некого (to make someone angry/mad)

Particular attention attract those idioms whose semantic meaning is related to the *head* as part of the human body, but are represented by another part of the body (eg .: 1, 2 / *образ (cheek), лице (face)*) or completely different words (eg. 3):

Table 3.

1.einen roten *Kopf* bekommen	му поцрвенеа *образите (to turn red)*
2.jemandem etwas an den *Kopf* werfen	да му плеснеш некому нешто в *лице (to throw something into someone's face)*
3.er ist wie auf dem Kopf geschlagen	тој е како удрен со влажен чорап[69] (*not to be right in one's mind*)

5. Conclusion

Somatic phraseological expressions occupy a big part of the phraseological structure of a language. The use of the somatic phraseological expressions, as well as of the phraseological expressions in general, is greatly complicated in the analyzed language pair. Structurally identical translation is rarely practiced when it comes not only to somatic phraseologisms, but for all phraseological expressions in general. These types of phraseological expressions are

[69] An example from the Macedonian spoken language.

alive and prevailing in both language systems. They are susceptible to changes and renewal. Regarding their use they belong to different styles, from the conversational to the neutral layer of the lexicon.

The idea is to create a parallel in phraseology, which will increase the correct use of phraseological units and will develop our understandings of foreign cultures of expression. The pupil, student and even professor, should always have accurate knowledge of the use of the particular phraseologism and with the help of a dictionary or textbook in their native language can understand the exact meaning of the phraseological unit in a given context. All this confirms the need for a comparative Macedonian-German phraseological dictionary, in order to avoid errors in interpretation or translation in the language pair German-Macedonian.

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THE STANDARD MACEDONIAN LANGUAGE AND ITS USE IN THE ADVERTISEMENTS IN THE PRINTED MEDIA[70]

Violeta Januševa, Andrijana Dimitrievska
University "St. Kliment Ohridski", Faculty of Education, Bitola, Macedonia

Abstract

The language of a nation is its cultural heritage, and cultural identity, and that's why it is of great importance to cultivate and constantly affirm it. This also applies for the spoken and written expression of the native speakers of that language in all spheres of the life. In this sense, the need for special attention and care for the standard norm of the Macedonian language is imposed. This need includes respect of the principles, which are the basis of the Macedonian language, stressing the conscious planning, directing of the language development, as well as taking into consideration the developmental tendencies of the language.

This paper explores the deviations of the standard norm of the Macedonian language, which can be found in the advertising texts of the printed advertisements. Besides that, the paper comprises solutions for accurately shaping of the texts, in accordance with the norm, as well as indication for greater attention for the written form of the Macedonian standard language. The paper also includes indications for the need of improvement and the need for more specified orthographic solutions introduced with the codification.

Keywords: standard language norm, advertisement, orthography

Introduction

In times of globalization, rapid social, political, economic and cultural development, the standard variety, (s. Fišman – Fishman, 1978: 29-38) of the Macedonian language, built on the central dialects, as a form which is above the dialects is completely developed language system, which is used for articulation of the most complex contents, civilizational and cultural specifics of one society, and which is used to satisfy the everyday need of the native speakers of the Macedonian language in all life spheres, both in the written and spoken form.

We are living in time when information of different type is easy accessible thanks to the media, especially the printed media. But, this ease access has an immense impact on the use of the Standard Macedonian language. The media are the ones that should pay a greater attention and strive towards correct use of the Standard Macedonian language. The reason is simple – the media are available to everyone no matter of the age, gender, one's own dialect etc. If the language is not used properly on all levels, then the people will begin to accept that incorrect use of the standard language and use it more and more.

It is a fact that the language in the printed media has certain stability when it comes to the standard norm, and that the norm is not endangered. However, the need for greater attention for the proper use of the standard language in the printed media should be emphasized, because there are some media where certain deviations of different types can be noticed. All these deviations may have a negative influence on the future development of the language, and on the language practical use, both in the written and spoken form. Those deviations are usually made because of the insufficient knowledge for the principles, which are the basis of the

[70] Revisional scientific paper

Macedonian language, because of the influence of the other languages' vocabulary as a result of the rapid development of the social living spheres, and the vocabulary which is still not accepted as part of the norm. These are not the only reasons for these deviations. They may appear as a result of the lesser care and attention of the way the speakers of the Macedonian language use the language, the imprecision and the incompletion of certain orthographical rules, which give the opportunity for different interpretations and comprehension of those rules.

The subject of this paper is the practical use of the Standard Macedonian language in the printed advertisements[71]. This paper explores the deviations which can be found in the printed advertisements, gives comments about certain orthographical solutions regarding the opportunity for different interpretation, as well as suggestions and solutions for writing the text of the advertisement in accordance with the standard norm of the Macedonian language.

Methodology of research. In order to accomplish the aim of the research, we have taken into consideration a part of the printed advertisements, published in Macedonia in the period from 2007 to 2014. In these advertisements, the deviations, regarding the standard norm on all levels of the language, are indicated and suggestions and solutions for accurate writing of the text, i.e. in accordance with the standard language norm are given. At the same time, we have indicated about certain orthographical solutions and the possibility for their different comprehension and interpretation, which points out the need for specification of certain orthographical rules, introduced with the codification.

Results, analysis and discussion. In the following advertisement several deviations regarding the standard language norm can be noticed, as well as several dilemmas, regarding certain orthographical solutions, mostly because of the opportunity for their different interpretation and comprehension, as well as the imprecision of some of them.



„Дневник" бр. 3523, 22 ноември 2007, стр. 29 – „Dnevnik", br. 3523, 22 noemvri 2007, str. 29

As we can see, the first three words of this advertisement are written with a capital letter. According to the Pravopisot na makedonskot literaturen jazik (Orthography of the Macedonian Language), a capital letter is written at the beginning of a new sentence, as well as for personal names, (s. Pravopis – Ortography, 1998: 38, pt. 81 a and 1988: 40, pt. 84 a), and in this advertisement the words *prodava* and *polovni* (*sell* and *second-hand*) are written with a capital letter, even though they do not refer to some of the rules for writing a capital letter, which are mentioned above. So, these words should be written with lower case letters.

[71] In Rečnikot na makedonskiot jazik,1986, (The Lexicon of the Macedonian language, 1986) the notion *notice* is given as one of the meaning of the notion *advertisement*. This paper doesn't concern with the differences between the notions *notice* and *advertisement*, but the material of that kind in this paper is included under one name advertisements. The given advertisements are not translated in English because the deviations, which are the topic of discussion, cannot be adequately noticed if they are translated in English language.

When it comes to the names of the cars, we can notice that there are written in Latin Alphabet and they are not written correctly. Since there is no precise orthographic rule about the question whether the names should be written as they are originally or they should be transcribed, the following dilemma remains: whether the names of the cars should be transcribed, i.e. they should be written in a way that they will be adapted to the sound system of the Macedonian language, so they will be written in Cyrillic or they should be written in Latin, i.e. originally as they are. Even though, the Pravopis – Orthography points out that the foreign names and words should be transcribed with Macedonian letters, (s. Pravopis – Orthography, 1988: 72, pt. 141 a) still there is not clearly defined rule regarding the names of the cars, and the examples given in the Pravopis – Orthography can be interpreted in different ways, especially if we take into consideration the fact that some foreign names have entered in our language, indirectly through other languages and that has influenced their pronunciations, (s. Pravopis – Ortography, 1988: 72, pt. 141 b). It is clear that the written form *priozvodstvo* (*manufacture*) is written incorrectly due to technical negligence. So, instead of *priozvodstvo*, *proizvodstvo* should be written.

A greater attention should be paid to the way of use of the punctuation marks and the orthographic marks. In the already mentioned advertisement, it can be noticed that the punctuation marks are omitted, and the ones that are written, are not correctly written. In the Pravopis – Orthography, there is not a certain defined rule about the blank space before the dve točki (colon), but the examples listed in the Pravopis – Orthography indicate that the colon should be written next to the word, (s. Pravopis – Orthography, 1998: 136, pt. 365, 366, 367, 368). The technical aspects of the text supports this claim. Next, *zapirka* (*comma*) should be written before *godina na proizvodstvo* (*date produced*), as well as between *pominati kilometri* (*passed kilometers*) and *cenata* (*the price*). When it comes to the abbreviations, the advertisement shows that there are also many things that are not clearly defined in the Pravopis – Orthography. According to the Pravopis – Orthography, there are many ways of shortening the words, such as shortening of the words by writing only the first letters instead of the whole word, (s. Pravopis – Orthography, 1998: 66, pt. 134), shortening of the words to the first syllable, i.e. to the consonant of the second syllable, (s. Pravopis – Orthography, 1998: 67, pt. 136 a) or shortening of the words to the second syllable, i.e. to the consonant of the third syllable, (s. Pravopis – Orthography, 1988: 67-68, pt. 136 a, b). The word *kontakt* (*contact*) is a word composed of two syllables, and according to the rules for division of the words into syllables, it should be divided like this *kon-takt*. So, according to the second rule, mentioned above, the word *kontakt* should be shortened *kont*. When it comes to the abbreviation *pom.*,it is clear what it stands for, but it is not clear what rule is used to shorten the word *pominati* (*passed*), the second or the third, i.e. whether the word should be shortened to the consonant of the second or to the consonant of the third syllable. So, the question whether the abbreviation for that word should be written *pom.* or *pomin.*, or both of them are correct remains open. Finally, after the abbreviation *km* (*kilometers*), *točka* (*a period, full stop*) should not be written, (s. Pravopis – Ortography, 1988: 68, pt. 137 a).



„Дневник“ бр. 3523, 22 ноември 2007, стр. 29 – „Dnevnik“ br. 3523, 22 noemvri 2007, str. 29

As we can see, this advertisement has a word order of the noun phrase as in the English language: *pica majstori* (*pizza chiefs*). Even though the order of the words in the sentence in the Macedonian language is relatively free, (s. Gjurkova, 2000: 146) according to the standard language norm it is more adequate to use *majstori za pica* (*chiefs for pizza*). If the word order remains as it is, then the two nouns should be written with a *crtička* (*hyphen*) between them, because they represent two nouns that complement each other in their meaning, (s. Pravopis – Orthography, 1998: 52, pt. 109 v). So, it should be *pica-majstori* (*pizza-chiefs*). In addition, we can notice that at the end of the advertisement there is not a full stop. So, the question whether there should be a full stop at the end of the advertisement or not remains open.

The most interesting thing about this advertisement is the name of the restaurant. It can be noticed that the name is transcribed, but it is written with two consonants t, and for the use of double consonants in transcribed text, there is no rule in the Pravopis – Orthography. The transcription refers to the writing of a foreign name in Cyrillic, but paying attention to the adjustment of the foreign sounds to our sound system (the sounds of our sound system that are the same with those of the other sound system are written like that, whereas those sounds that do not exist in our sound system are replaced with the sounds of our sounds system that are the closest to them in pronunciation). The name of the restaurant is transcribed with double t, but it is more adequate to write one consonant even though the original name of the restaurant has two consonants t. The reason is that when the name is pronounced only one sound is heard, not two. And finally, we can notice that there is *kosa crta* (*a slash*) used in this advertisement. According to the Pravopis – Orthography, the slash, doesn't exist either as a punctuation or as an orthographic sign, but it is only mentioned in cases when verses of songs, given in a horizontal line, are separated. Additionally, in the literature (the special literature and journalism) the slash is used with different meaning and for different aims. According to this, when it comes to certain punctuation and orthographical rules, the need for more thorough norming and re-evaluation of certain orthographical rules introduced with the codification is imposed, as well as the need for inclusion of the slash in the categories of the already existing punctuation and orthographical signs, (s. Januševa, Jurukovska, 2014, accepted for printing).



„Утрински весник" бр. 4260, 16 август 2013, стр. 25 – „Utrisnki vesnik", br. 4260, 16 avgust 2013, str. 25

As in the previous advertisement, this advertisement has word order, which is similar with the word order in the English language, (s. Gjurkova, 2000: 146). As it is mentioned in the example above, it is more adequate to write *stranici na Internet* (*pages on Internet*), and if the word order is kept, then there should be a *hyphen* between *Internet* (*Internet*) and *stranica* (*page*), because these two nouns complement each other in the meaning. The orthographical negligence in this advertisement refers to the noun Internet, which according to the Pravopisniot rečnik na makedonskiot jazik (Orthographical lexicon of the Macedonian language) should be written with a capital letter, (s. Koneski, 1999: 154).

In the content of this advertisement, we can notice the word *hosiranje* (*hosting*). As a foreign and new word, it cannot be found either in RMJ (Rečnik na makedonskiot jazik, 1986

– Lexicon of the Macedonian language, 1986), or in the Pravopisniot rečnik (Orthographical lexicon). The word *hosting* comes from the English word *to host*, which according to the Poimnikot na makedonski zborovi od oblasta na informatičkata tehnologija (Glossary of Macedonian words in the field of informatics technology) means *postavuvanje* (*hosting*) or *vdomuvanje* (*housing*). According to that, in this context it is better to use the word *postavuvanje* (*hosting*). Therefore the advertisement would look like these: *Квалитетно и евтино поставување страници на Интернет* (*Quality and cheap hosting pages on Internet*). As in the previous advertisements, the question whether at the end of the advertisement should be written a full stop or not is opened again.



„Дневник“ бр. 5310, 8 ноември 2013, стр. 1 – „Dnevnik“ br. 5310, 8 noemvri 2013, str.1

In this advertisement there are dilemmas connected with the writing of the Arabic numeral with ordinal meaning, as well as deviations regarding the writing of capital letter of the months and writing zero in dates. Here, we can see that next to the Arabic numeral 3 the suffix –ti is written, in order to suggest that it is an ordinal number.

However in the Pravopisot na makedonskiot literaturen jazik – Orthography there is a rule, which says that the ordinal adjectives can be written like this: *11-ti*, *12-ti*, *20-ti* etc. (*11-th*, *12-th*, *20-th*), (s. Pravopis – Orthography, 1988: 56, pt. 115 e), but there are not given examples to suggest that the ordinal adjectives, including the numbers from one to ten, can be written like this *3-ti*, *2-ri* (*1-st*, *2-nd*) etc., even though there are a lot of examples of this kind in the practice. According to that, in this case the question is whether the numbers from one to ten can be written like this or, this rule doesn't apply to them. Additionally, if the rule doesn't apply to them should the Arabic numeral be written with a full stop next to it to suggest its ordinal meaning, or the number 3 can stand itself since the context indicates that the number has ordinal meaning. If we take into consideration the rule that a full stop is not written next to the Arabic numerals, if it is clear that they have ordinal meaning, (s. Pravopis – Orthography, 1998: 147, pt. 402 e), and the rule clearly states that these are the cases of „*datumi, godini i vekovi po red i sl*.“ (*dates, years and centuries etc*.), the question is whether the other things (*etc*.) includes the cases of this kind. If that's correct then the question is whether the Arabic numeral can stand alone without a sign or a suffix next to it. If the suffix is still written next to the numeral, then it should stand right next to it, not above, and the numeral and the suffix should be separated with a hyphen, (s. Pravopis – Orthography, 1998: 56, pt. 115 e and 1998: 150, pt. 408 g).

In the part *1. Hala* (*1. Hall*) it is not clear whether the advertiser wants this part to be read as *Prva Hala* (*First Hall*) or *Hala 1* (*Hall 1*). In this case, the written text will be read as *Prva hala* (*Frist hall*), because as mentioned before, a full stop after an Arabic numeral suggests ordinal number, so the word *hala* (*hall*) should be written with a lower case letter, (s.

Pravopis – Orthography, 1998: 147, pt. 402 e). If we take a look back at the previously mentioned rule, (s. Pravopis – Orthography, 1998: 147, pt. 403 a) which says that a full stop can be omitted when it is clear from the text that the number has ordinal meaning, here again the question whether the full stop should or should not be written after the Arabic numeral is opened. If we leave the text without a full stop next to the numeral, then it will be read as *Eden hala* (*One hall*) or as *Prva hala* (*First hall*), so maybe it is better to be written *Hala 1* (*Hall 1*). The next thing that can be noticed is the wrong choice of words. The word *vremetraenje* (*duration*) means a time period in which something lasts, so according to that the Fair doesn't last but it is opened from one date to another. So, instead of *vremetraenje* it is better to be written *saemot e otvoren od … do* (*the fair is open from … to*). The writing of the number zero in dates, which include numbers from 1 to 10, is not characteristic for the Macedonian language. According to the Pravopisot – Orthography, (s. Pravopis – Orthography, 1998: 148, pt. 403 gj) the writing of the number zero is allowed only in accounting, whereas in journalism it is not allowed. In this case, we have *06* and *09*, which are incorrect and should be *6* and *9*. In our language, the months are written with a lower case letter, (s. Pravopis – Ortography, 1998: 47, pt. 98), and in this advertisement the month *noemvri* (*November*) is written with a capital letter. As in the previous advertisements, here again we have the use of *a slash*, a sign which is not included in the Pravopisot – Orthography either as a punctuation or as an orthographical sign, (s. Pravopis – Orthography, 1998: 113, 147), and as mentioned before some of the solutions introduced with the codification should be reviewed.



МНОГУ ИТНО

ИНТЕРНАЦИОНАЛНА ГРУПАЦИЈА која работи со готови производи од кожа и крзно, за пополнување на работни места во фирмата во Битола

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„Дневник" бр. 3523, 22 ноември 2007, стр.13 – „Dnevnik" br. 3523, 22 noemvri 2007, str. 13

In this advertisement there are some orthographical mistakes regarding the use of a capital letter, the use of punctuation signs and transcription of foreign names. In addition, there is inconsistency with the writing of the subdivisions. There are also words which are entirely written with upper case letters, the reason for that is most probably the wish to attract the readers' attention and to emphasize the important things. There is no orthographical rule which refers to this kind of writing, (s. Pravopis – Orthography, 1988). According to that, *itno* (*emergent*) and *grupacija* (*grouping*) should be written with lower case letters, as well as *italijanski* (*Italian*) and *jazik* (*language*). In addition, there are words which are written with Latin alphabet. In the Macedonian language the phrase *e-mail*, which is directly taken from the English language, is not included in the Tolkoven rečnik (Interpretative dictionary), even though is more and more used. In our language there are certain phrases which can be used

instead of *e-mail*, depending on the context, and those are: *elektronska pošta, elektronska poraka ili elektronska adresa (electronic mail, electronic message or electronic address).* So, maybe in this case it is better to be written *elektronska adresa* (*electronic address*). Because this concept is so often used, it is urgent finding a suitable solution. In our opinion, the best thing that could be done is to transcribe the form or to establish one or all of the forms previously mentioned and to use one of them regarding the context. There is also inconsistency in the way this word is written, i.e. somewhere is written with a hyphen, in other places without hyphen and there are even places where it is written together (*email*). Additionally, the word *biografija* (*biography*) is written as *curriculum vitae* (*CV*) in Latin. In the Macedonian language there is a word which can replace it, as the word *biografija* (*biography*) or the phrase *opis na dviženjeto vo službata* (*description of the movement in the career*). Next, in the first part of the advertisement, we can notice the phrase *Pomošnik Menadžer* (*Manager Assistant*), where the word *menadžer* (*manager*) doesn't have to be written with a capital letter, since it is not at the beginning of a sentence, or a personal name, (s. Pravopis – Orthography, 1998: 38, pt.81 a and 1998: 40 pt. 84 a). Besides that, a hyphen should be written between *pomošnik* (*assistant*) and *menadžer* (*manager*), because according to the Pravopis – Orthography, a hyphen is written between two nouns which complement each other in their meaning in order to define one notion, (s. Pravopis – Orthography, 1998: 52, pt. 109 v). As mentioned before, there is also inconsistency regarding the way the subdivisions are written, and maybe the reason for this is the insufficient orthographical rules. In the first part, after *ima potreba od* (*there is a need for*) the subdivisions are written with a numeral, whereas in the second part after *uslovi* (*conditions*), though there is a numeration, numerals are not written. In addition, in the first part after the numerals every word is written with a capital letter, whereas in the second part the words are written with a lower case letter. Also, we can notice that there is a numeration, which in the first part follows the preposition *do* (do is a preposition in the Macedonian language), and in the second part after *uslovi* (*conditions*), but there is not a colon. In the part where a colon is written and after it a numeration follow, in the Pravopis – Orthography there is not a certain rule, which states that the numeration should follow when the colon is written after the preposition. This gives the reason for specifying of certain orthographical solutions. So, again as in the previous examples, certain corrections and completions are needed, because the preposition is a type of word and it is logical to write a colon after it. But, on the other side, this kind of examples cannot be found in the Pravopis – Orthography, (s. Pravopis – Orthography, 1998: 137, pt. 365, 366, 367, 368). And finally, in the last part after *elektronska pošta* (*e-mail*), the punctuation sign semicolon should stand next to the last word.

Conclusion. The given examples show that the language in the advertisement has certain consistency and stability regarding the standard language norm, but however, a greater care and attention for the proper use of the Macedonian standard language on all levels are needed. The analysis shows that necessary attention should be paid to the use of the capital letter, in the sense to avoid the practice accepted from the English language, according to which the names of the months and other words are written with a capital letter instead of a small case letter. As for the use of the lower and upper case letter, it should be mentioned that recently many new words have entered the language, and continue to enter, and the Pravopis – Orthography doesn't have a precise solution how they should be written, and since they are frequently used, correction of already existing orthographical solutions is urgent, for example there is a dilemma whether the word *unija* (*union*) in the phrase *Evropska unija* (*European union*) should be written with a lower or upper case letter. The analyzed material, also shows that a serious attention for complete shaping of the text is needed and that serious attention should be paid to the punctuation and orthographical signs, in the sense that they should be written in the correct places (according to the rules of the Pravopis – Orthography), and as for

certain signs, for example the slash which doesn't exist either as a punctuation or as an orthographic sign, and for which there is an inconsistency between the orthographical solutions and the practice, the need for more general norming and inclusion of this sign in the already existing orthographical and punctuation signs is imposed. The material also shows that deviations can be noticed regarding the transcription of the foreign names, due to the inconsistency of the orthographical rules, which even further imposes the need for correction and completion of the actual orthographical solutions and the need for inclusion of new solutions, regarding the questions whether the foreign names should be transcribed or used with the original alphabet. Additionally, the analysis shows that when it comes to numeration, especially the numeration which comes after preposition, and not just there but also in other orthographical solutions, certain completions and corrections are needed.

In this way, the things that are emphasized with this paper are: the need for greater attention for the written form of the Standard Macedonian language, as well as more consistent respect of the standard language norm, and the need for completion and correction of certain orthographical solutions introduced with the codification. In this sense, the results of the analysis represent unequivocal support for the initiative of the Institutot za makedonski jazik „K. Misirkov" (Institute for Macedonian language "K. Misirkov"), Skopje for revision and update of the Pravopis – Ortography of the Standard Macedonian language in all its chapters.

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„Dnevnik" br. 3523, 22 noemvri 2007, str. 29

„Dnevnik" br. 3523, 22 noemvri 2007, str. 29

„Utrinski vesnik" br. 4260, 16 avgust 2013, str. 25

„Dnevnik" br. 5310, 8 noemvri 2013, str. 1

„Večer" br. 154, 2januari 2014, str. 8

OVERCOMING STEREOTYPES AND PREJUDICES THROUGH IMAGERY AND FORUM-THEATER[72]

Daniela Petrovska
SOU Gimnazija „Josip Broz Tito"-Bitola, Macedonia

Abstract

The twenty-first century is not much different from the thirteenth century. The two will be remembered as a time of religious strife, cultural and culturological misunderstandings and the general feeling of discomfort and fear of the Other.

The school as a homo chronotope, in the transitional and post-transitional period experienced "traumatic points" dividing students between Us and Them. The other is in a static and fixed in position to defend the concept of identity, if he feels threatened or challenged by the other's identity under rigid cultural, ethnic and religious prejudices and stereotypes. Prejudices and stereotypes cloud the fact that the ethnical perspective is geared towards real life with the Others, that man becomes I in touch with You.

Then, the school becomes a topos of collisions and, instead of dialogism of entities, the idea that the subordinated will need to prove their authenticity with academic spokesmanship begins to take root.

The practical instruction on the subject Macedonian Language and Literature, showed that these imagological paradigms of the correlation between alterities as "acute pain points", are very well resolved through the so-called Forum Theatre (theatre of the oppressed). The scene is set with a real problem where the imperative is to prove that all types of conflicts, mostly ethnic, are not a way of life nor a way of resolving problems. After performing the stage play, a conversation commences between the audience and the participants in the play in an attempt to find a solution to the enigmatic problem. One should come to the conclusion that every person is like all other people, and not like no other person and that identity is humanity.

Keywords: identity, otherness, forum theater, ethics and responsibility.

"*…We, the world's saddest Vilayet, the most unfortunate people in the world, have been losing our faces and cannot accept an alien one, torn and unaccepted, strange to everyone – even to those that we are related to, and to those who do not accept us as kin. We live at the furthest limits of the worlds, at the boundaries of the nations, at the reach of everyone's punch and always to be blamed by someone. Waves of history break upon us as upon a reef. We are bored by our strength, we turned misfortune into our virtue: we become smart due to our boldness*." – Mesha Selimovich

This is the way Mesha Selimovich speaks of the Balkan people, especially of those of them which we once used to call inhabitants of a heterogenic topos SFR Yugoslavia, subjects of different nations, beliefs, confessions, which at that time seemed to be a projection of a futuristic vision that the world will not dismantle, but globalize; a policy aiming towards integration, not disintegration. The Balkans seen through the eyes of travellers , was through time seen as an exotic place where antinomies, dichotomies and ambiguities collide in such a way that, speaking culturologically, epistemicaly, geopolitically and comparatively, they generate an image of a unique world where to winds blow towards the same fireplace: God's

[72] Specialized paper

and Devil's, the one from the cross and the crescent, the West and the Orient, the rich North and the poor South, a place for hedonists and ascetics, believers and non-believers.

This "former place" called Utopia has been referred to by analysts, particularly in the past twenty years, as a place of bloody clashes between the universal binary oppositions: Good (I) – Evil (THEY); Life (MINE) and Death (THEIRS); Builders (WE) – Destroyers (THEY). These clashes occurred in the place that perceived itself as the Cradle of European civilization, whereas centuries back, and even today, Europe considers it the margin that constantly causes problems and generates collisions of high intensity.

I belong to the idiorhythmic generation from the 70s of the previous century that grew up free of the thought that one day it will witness Kafka's prophesies , that such a time will come when the processes will be conducted in moldy and dark rooms, no one's, yet everyone's. My generation experienced the substitution of human measures by measures of censorship of the free thought, where the distorted values of the big West became the imperatives of the transition procédé (method) that made us realize that the World really rests on a struggle of unequal opposites, where the power of authority imposes hegemonic criteria of value at all possible levels of man's initiating walk through life. We have become loners in our homeland, we set boundaries in our own home and build not only spiritual enclaves, but also ethnic, religious and political ones. Thus, people have found themselves facing many choices of where to belong; this led to a crisis, causing them to multiply. The problem of self-identification and the existence of the Other arose. On the one hand, the Balkans experienced a geopolitical deconstruction; on the other hand, the postmodern discourse imposed globalization of the modern society and a unification which was o overcome the regional differences. As a logical consequence of the decrepit and disoriented Balkans, the nationalistic and ethnic identities come to life, let us not say became vampires, spinning around its axis, as they do not have any other support.

This meant that, from the diachronic and synchronic viewpoint, the Balkans created auto-stereotypes (self images) resulting from the auto-perception These images are often realistic and coloured up to the point of prank, but at the same time painfully truthful because the stereotypes were rather negative occurrences that got in the way of a man and a woman, on the way from one city to another, standing as Scillae and Charybdae among the rooms of a six-room apartment, which suddenly became too tight for ones and too roomy for others. The auto-stereotypes highlighted the differences between Me and You. 'Me' did not find its image in its reflection in 'You', the identity narcisstically closed in itself, causing the appearance of Cain and Abel's discourse of postmodern times. Stereotypes pointed out the differences, not as an opportunity of a cosmopolitan perspective, but as prejudices being the cause for even bigger curses on this Balkan homo-chronotopos.

Heterostereotypes of the contemporary discourse describe the peoples of the Balkans as the ones from the Third World; the name 'Balkans' being already avoided to be uttered – a substitute appears as a 'Pilates' solution – Southwest Europe. But that designation did not make the Balkan people EU citizens, it did not relieve them of the etiquette – barbarians, provincials, marginal people, immigrants, thieves, idle people. The negative stereotypes also built Schengen, which though had fallen a decade before, the world regarded as unknown, the trivial hamlet for the residents of that Europe. If ever the Balkans had been the immanent positive stereotypes ' hospitable, kind, generous, pranksters, hedonists, heroes', in the past twenty years they have been transformed into their opposites. After all, when was the Balkans not a bone of contention? If foreign policies and aspirations did not destroy the Balkans, then it kept destroying itself by gnawing itself, because there have always been more witches than princes-aristocrats by spirit, more imaginary magic mirrors than Snow Whites, more magic shoes than Cindarellas; therefore, one could not tell who the Prince was, and was the wolf, who the hunter

was and who the prey was, which path was the right one for Hansel and Gretel, and which was the false one, neither was it known who was hidden under the mask (the Capulets and the Montagues). The Balkans are an enigmatic Time-Space. The carnival under masks is a common décor , the misery of the courtesans hides behind the glitter of the scene, they remain the only honest ones amidst the tumult of the trashed God's Commands. Don Quixote is a madman, and Hamlet is as well. The world suddenly becomes odd to the man from the Balkans, and he becomes alien to the world. They do not recognize each other, although they see one another. The world, incarnated in the old courtesan Europe, creates new-old surmises of cosmopolitism which it had once killed in the Balkans, under the excuse that totalitarianism was in fact dehumanization of identities. In postmodern times, that Europe creates stereotypes of the abundance of varieties in the identities. It especially refers to the multi-ethnic societies on the Balkans. We wonder who, in this case, was the 'discoverer of America'? Columbus or the Americans? Who dares tell the people on the Balkans how to live in a global village? Did not the Balkans explode as a tinderbox just because of the positive stereotypes of centuries-long life in multicultural and multiethnic discourse and did it not tattoo the tragedy on its skin, so that it doesn't stay unrecorded? The people of the Balkans have been empirically convinced that the 'identification' of the identity should start from the individual (ME) who needs to know that he is just like all the others (identity f humanity); the individual may be like some other people (cultural and social identity) and that he is an identity for himself, and is not alike any other person (self-identification).

Stereotypes are simplified pictures of ourselves (auto-stereotypes) and others (hetero-stereotypes) based on generalized conclusions devoid of any empirical experience of those who create them. The logical consequence of these are prejudices directed towards the other, decomposing his integrity and placing him on the pillar of shame, because they are always given in a negative paradigm. These imagery perceptions of Us and the Other become emphasized at times of great political, ideological and religious conflicts. They possess a great propaganda procédé and affect the creation of public opinion, especially when supported by the mass media. The pejorative disqualification of the Other often gets the dimensions of a national perception of the enemy. In terms of geopolitical, historical, culturologicial and epistemical view, Macedonia is a place where bridges between the East and West are erected and is therefore exposed to traumatic shocks that are primal and reflect the juxtaposed alternatives: paganism to Christianity, Christianity to Islam, western rationalism to eastern exoticism, cruel cold-bloodedness to passionate full-bloodedness, relativism to fatalism. The time of the great transition in Macedonia, due to the impact of the heterostereotypes , which further on influenced the auto-perception, triggered a reevaluation of its own history and the history of the Other.

So, once Schengen had fallen, we have suddenly become trash; we were horrified by ourselves because we became asylum seekers in the large home called Europe and were rejected back from the borders of the promised world as potentially inappropriate Europeans. We saw ourselves as the world had seen us: dirty, unworthy of the great family, dishonest to the ancestors who saw "the world as a field for cultural competition among the nations" (Goce Delchev). So inferior became we, that we forgot the culture and thought only of the gastro-stomach syndrome occurring always when there is no bread for the hungry. Of course, help came from Europe on a giant scale. Europe taught us that we should embrace the differences of the entities in order to live in the European style; that joining the alterities is a paradigm of the postmodern world; that we should destereotype the stereotypes and to revive the old love for the Other as if it had not been our own milieu of life for centuries. After all, it is good to hear the truth of unity being the only prospect to the world and to Macedonia, directly from the lips of the Great Powers (Authorities) because thus truth sounds more truthfully.

From the above, we can summarize that the twenty-first century is not very different from the thirteenth century. Both of them will ever be remembered as a time of religious strife, cultural and culturological misunderstandings and general feeling of unease and fear of the Other.

In the transitional and post-transitional period in Macedonia the school as a homo-chronotopos has experienced the "traumatic points" of separating the students to Us and Them. The Other is found in a static and fixed position to defend the identity concept, if he felt he was endangered or challenged by Other identity by rigid culturological, ethnic and religious prejudices and stereotypes. Prejudices and stereotypes obscure the fact that the ethical perspective is targeted towards real life with the Other, that the human being becomes Me in touch with You. Then, the school becomes a topos of collisions, so instead of the dialogism of the entities, an idea that the "subordinates" will prove the autochthony through "academic magniloquence". The school is that spiritual space for promoting human values, where students may homogenize and unify as a transparent vanguard and to confirm their role and importance in creating the new order of Europe, founded on cosmopolitism, tolerance, dialogism, and interaction.

We would say that schools are more important than houses, more important than temples. There, the speculative thinking translated into a creative paradigm will annul the stringent catalogue of the conformist stereotype perception of the alterities; it will annul the action of non-ethic that most frequently is being achieved through autocracy of the major entity. It believes that the right to priority in each segment of school life belongs to it automatically. Self-conscious factors, the teachers mostly, are free of moral entropy and their mortgage and incentive for creating a common path through the development of the creative spirit will contribute not to bring the entities in opposition, but will bring them in a position to create a new symbolic and semiotic identity, witch bears the message for a modern syncretic totality, free of any type of autocracy, automatism, nationalism, chauvinism, destruction. The teacher must be knowledgeable, brave and bold for initiative to start, not to cancel the oposites of the manifestations of Me and the Other.

Opposites are the ominous sign of life in the community of different identities, but at the same time are strong dialectic, they are merger of the intellect, ethics and aesthetics on emotional national and rational level. The teacher needs to direct his thoughts towards the development of the individuality of identities; but, also to show that it is a path to evolved self-awareness which also means that development and emancipation of the reeling of bilongins to the identity is belonging to the totality of humanity and a reason for creative joy and artistic act in creating reality that fits the human being, not the tendencies of daily politics that are often initiated by the predominant stereotypes and the forces of entropy.

In teaching Macedonian language and literature the forum theater is one of constructive opportunities for demonstrating that it is possible to overcome all sorts of problems and conflicts that arise in the school life when it comes to the ethnic, social and other divisions caused by the rigid stereotypes to the Other, experienced as the oppressor or the oppressed. The forum theater appeares in the early seventies of the twentieth century, when August Boal lived in exile in Brazil . It is the most common type of Theatre of the oppressed. When making forum theater, theater stage should be set where the event is directly related to the real world or derived from it. This event should not be too abstract or absurd. The scene should not display a hopeless situation. For example, it would be illusory to perform on stage Camus' Merceau prior to the guillotine on him, because it is already a fait accompli. It is the imperative for the forum to point out that violence is not a way of life, nor the way of solving problems, although it is quotidian lifestyle of someone. The motto of Augustus Boal is "Peace, not passivity."

This method of work with students belonging to different ethnic identities, one of which treates itself as oppressed, offers aesthetic and ethical opportunity to analyze the past in the context of the present and to anticipate the future, not waiting for the intervention of deus ex machina. The theater of the oppressed teaches the students how to return the dialogue at an open table, to ignore the language of violence, it teaches them how to live in a multiethnic society without traumatized individuals and groups. Oppressed are those individuals or groups who are ethnically, religiously, politically, socially, economically, racially, sexually unable to establish a dialogue with the Other party.

Dialogue, means free exchange of thoughts and views withy the Other, participating in a society of equal individuals and groups and respecting the differences among the people. Forum theater promotes the view that dialogism is the only alternative amongst the individuals, groups, race, family, nation. It achieves this by setting the scene of a seemingly insoluble problem, which is produced by the relationship between the oppressor and the oppressed. In that context, the efforts of the forum theater are to point out that the dialogue as the only form of humane solution to the conflict. After the scene is played, the audience is called to offer their own solutions to resolve the conflict. This type of theater actively involves both, the actors and the audience and contributes to consider the problem from multiple angles and perspectives. Thus, the youngsters prepare to take action in real life situations. It is a way of obtaining to social changes as well as changes of the current worldview of the entities that are in a conflict situation.

This theater is defined as a pedagogical drama workshop and a theater performance. It strives to highlight the role of the theater as an art in human service of social change. The point of the forum theater is that it activates the passive spectator transforming him/her into an actor who can offer a better solution to the conflict between the two parties. The spectator actively changes the dramatic situation, so that his speech is important to show that the theater is a forum where the abilities for speech can be explored and where more solutions to some important imagery problem can be tried out.. The goal is to humanize the mankind through maturation of the statement that every human being is a theater; that everyone can perceive the situation and spot himself in the situation.

So, in this way a kind of subjective theater is created in which a man is an actor and spectator simultaneously. Thereby, the forum theater is seen as an aesthetic movement fighting for peace, not for passivity; it becomes a paradigm for nonviolent and democratic solutions to all types of conflicts, even ethnic, and therefore, it is practiced in the education, culture, art, politics, the public health. The theatre of the oppressed is practiced as a medium for a knowleoging Me as well as and the Other, it provides an opportunity to change that situations generating an accident through dialogue and thus, eventualy, to reach the righteous solution that is ethically sound and will endure the judgment of general democratic public. The rights of the man as a part of the world and of a group as well as independent entity will develop and defende only in this way.

Our immediate experience in overcoming stereotypes and prejudices through imagery ideas of the Other through forum theater is that we have created thematic fields for proving and self-proving as an acting paradigm that changes the world of "pitfalls of life" which can easily catch us if we do not see "farther from the hill". Thus we have jeopardized the mediocrity of the template approach to solving eventual ethnic conflicts in the school and beyond, and have formed a creative laboratory where the chaos becomes cosmos. We have shown that the

harmonization of the identities is possible when life is preferentially understood as an aesthetic act wherein its modernized syncretic form will be recreated; when the ideas for overcoming the differences are a powerful tool for social changes, so necessary for the current historical and political moment, in the Balkans. Therefore, this type of theater has been declared by the UN as one of the ways to promote social changes and a way to get to the implementation of all human rights, by which the Balkans and all other "crisis topoi" worldwide would return to the foundations of democracy.

The students perusing the imagery aspects of the Otherness through the forum theater come to the solution that there is a treasure of interpretattive opportunities in detecting a abundanty, subconscious world, free of frustrations of stigmatizing the “taboo” topics that the Other is a potential evil. The theater develops their thoughts to overcome the taboo topics about Them; it faces the students with the stalking dangers and prepares the students to recognize them; it offers the individual to confront with itself, and thus, confronting the problems on a planetary level; because no one is alone, but is a part of the wholeness of the world. The universal culturological code is placed, without emphasis, in the context of imagery researches which are so necessary today.

METHODS AND PROCEDURES FOR IMPLEMENTATION OF TEACHING IN MUSIC EDUCATION IN INITIAL DEPARTMENTS[73]

Vladimir Talevski, Ivana Temelkoska
Pedagogical Faculty "St. Kliment Ohridski", Skopje, Macedonia

Abstract

This paper will focus on the teaching of music in the early grades (I, II, III, IV and V), with a brief overview of *the importance, role and application of* different methods and procedures in the realization of the musical activities. Taking into account the specifics of the case music, that are contained and in our individual areas (singing, music and movement, listening to music, playing the children's musical instruments, fundamentals of music s literacy, children's musical expression and creation, music folk art), the choice of procedure methodic and proactive ways of learning through activities of the students are different.

The methods and procedures of the educational and teaching work represent indispensable components for implementation and didactic objectification of communication. Namely, the teaching methods contain a number of actions that constitute these didactic principles, i.e. scientifically established system for treatment of the educational process for students in the early grades in elementary school. Didactic principles constitute guidelines in each curriculum subject, and the specifics of music education they have variable application depending on subject content of the musical thematic content.

Methods based on the words of great importance to the development of cognitive abilities of students, consists of several variants: monological method (description, narration, explanation) dialogical method consists of questions and answers, in order to accomplish the didactic goals and objectives (strictly controlled chat, chat with the teacher subsidiary in order to directs the students to imaginary course of action), experienced - verbal exchange between students and between students and the teacher.

Methods based on observation is the acquisition of knowledge, skills, habits and attitudes through sensory awareness.

Methods based on practical activities, develop the opinion of the individual and their manipulation. They are imitation and which may be rhythmic melodic and movements; and improvisation - rhythmic improvisation, melodic improvisation and movements ...

Permanent, these methods and these procedures and principles didactic up a whole upbringing - educational process of the subject music in primary schools.

Keywords: upbringing, education, methods, procedures, creativity.

Introduction

Preschool and elementary school is formative process in which starting from birth to the child in school wake up and activated his physical and mental potential, encourage and guide the positive trends that come to the fore in the development.

[73] Specialized paper

,, Pre-school is the basic organizational unit of which is based on the educational system in a country, so changes should start right from pre-school "(Petkovski, 1998: 2). Main activities of preschool are implementing procedures and habits they raised through elements, care and preventive health care for children. In preschool education starts in the foundation of the educational component of the children, so that the quality of exported depends on success in the further development and educational development.

Therefore, in determining the teaching method summarized significant commitments or didactic principles, then the functional connection of various procedures, tools and forms that are scientifically sound didactic in the system. "... previously it was thought that advances in technology and science (especially in the field of communication), will slowly push the teacher from pre-school and the process of education". (Poposki, 1998: 39). However, with the new analyzes upbringing of future says the opposite. They suggest that,, Teacher is the key holder of these changes and it is located at the epicenter educational reform, but necessary restructuring of its role to date. "(Ivic 2001: 62). This indicates the role of the teacher in the kindergarten is of the raising and a small part of the educational component, while the initial units dominant educational component.

There are several types of methods and procedures, and the question of their grouping is studied by many didactics, resulting in more of their classifications. The choice of classification depends on a variety of integrated and current factors and areas of activity, which can be stated goals and objectives, nature and content of the activity, creativity and creative approach to the presentation of learning material, critical-mental and creative engagement of children and their communication with educators.

The main task of the methods and procedures is to provide the principles, rational use of available materials for successful implementation of various forms of activities. For this purpose it is common using multiple methods: method based on words, method based on observation, method based on practical activities.

1. Method based on words

This group of methods is of great importance for the development of cognitive abilities of students, because words without knowledge allow direct contact with the object of knowledge. Sufficient grounds are only present in the same sense. But when choosing the content that will be interpreted using verbal methods should be taken into consideration: the level of intellectual development of children, their prior knowledge, verbal skills, and spoken fund. Verbal methods use various teaching aids and procedures. It is used to describe the paintings, drawings, illustrations, instruments, movements; explains that music is heard; with their help is performed process comparison, analysis, generalization and others. Within this group of methods include monologue and dialogical method, each with several variants:

1. 1 *Monologue method* (Oral exposure), by the teacher, and is realized through several variants:

- *Describing is* such variant monologue method using through the process of the activity, children are introduced to certain events, phenomena, processes, people. The same is accompanied by drawings, pictures and other audiovisual assets. Describing concentrates of early determination of things, without subjective assessments. For students it is pictures, lively and focused on awakening emotions.

While describing it is selected what is important and characteristic of objects and events in order to get a clear picture of what is being described. Often combined with the methods of observation, discussion and demonstration.

- *Telling* is a kind of description with more words. Used to introduce concrete facts appear, events, processes. Dominant is the emotional component, although sometimes there are informative. Apply according to the specifics of the thinking and emotional development of students. Because of the connection of specific opinion with emotional and volitional component of the personality of children, telling stimulates interest. May be amended and combined with other teaching methods and procedures, and a maximum of demonstration, explanation and discussion.

- *Explaining is a* variant of monologue method where students strive to bring to separate abstractions, generalizations, concepts, rules, insults, unfamiliar words, signs and symbols. For example, in the study of song, within the theme "singing" the teacher explains the content of the song and words.

1. 2. *Dialogical method.* This method consists of questions and answers, talk to the teacher with children in order to achieve the didactic goals and objectives set for a particular activity. His logic is adapted to the mental abilities and age of the children. The teacher lead and facilitate conversation, taking it to a rational order. You can organize and freer conversation, when the need to dominate the experience of children. The conversation is not down to questions of the teacher, but leaves much room for questions from the students. The teacher may bring a few facts and ask the children to express their judgment on them.

The conversation can be:

- C*ontrolled conversation,* where the role of the teacher is the first, and the students have a supportive role. He asks questions, taking into account the objective. It allows students with questions lead to deviation from the line of development activity. This kind of conversation is, usually in the introductory part of the operation, when the previous knowledge of students associated with the new material to be processed and in a situation when you need to quickly check the knowledge. In this way the teacher can determine whether students have knowledge about certain effects, but it is not encouraged independent thinking of students.

- *Free conversation.* The teacher is in the background, taking into account to direct students to imaginary course of action, not allowing deviates of his progress bar, so oh assists, advises, directs. Students have the opportunity to not only ask questions, but to challenge the opinion their friends, giving it his own. This type of call can be successfully applied after observation of certain phenomena, processes, events, watching DVDs, listening to music via CD.

- *Discussion.* "Discussion a verbal exchange between students and between students and teacher" (Shapiro, 1997: 4). Each student in the process of activity can communicate with any other, having opportunities to share their ideas, thoughts and feelings about a problem and give reasons for them. The discussion is having the knowledge of the content that will be processed by this method. Especially used for training the children to use their thinking skills enrich their own ideas and allowing to hear different views from their classmates. It also allows the expansion and deepening of understanding of the students, giving them the opportunity to apply what they have learned.

2. Methods based on observation

The main feature of the method is based on the observation acquisition of knowledge, skills, habits and attitudes through sensory awareness. The observation in learning the properties of objects, processes and events available to the senses. Monitoring is accomplished in two basic types: *demonstration* and *illustration*. „Didactic organization of teaching" (Vilotijevikj, 2000: 253-258, 261-268).

2. 1 Demonstration. It is a teaching method with the help of which the demonstration or display the events, phenomena, processes, which are part of themed activities and aimed at acquiring specific knowledge, skills and habits. The monitoring of what is demonstrated engaged all the senses, which are relevant to the subject of observation, i.e. the process of perception. In the music activities there are several procedures within this teaching method:

-Demonstration with rhythmically CMI (children musical instruments), with a musical instrument, voice;

- Demonstration with melodic CMI, singing;
- Demonstration by rhythmic movements of expression;
- Demonstration using software programs.

This method can be applied in the study of right and expressive singing songs, performing precise rhythm (with simple melodies) of CMI, performing certain musical games, movements of a music listening to certain music works. The teacher is obliged to perform certain operations, they need to learn (e.g. playing a rhythm with the rhythmic CMI, singing a tune, performing certain movements of a music etc.). The application of this method includes all kinds of musical performances throughout the teaching of music, be it for live performances or mechanical performance (reproduction) using certain teaching aids.

2.2 Illustration. It is a teaching method in which showing serves as an illustration of the contents presented by other teaching methods. Received knowledge depends on the transmission of information e o senses to the brain. Some tend to use any of the senses more than others. Thus, each teach listening, watching others learning from pictures, others by touch. The illustration uses all types of media, symbols, drawings, dynamic drawings, copied materials, posters, which allow students to see and hear what their teacher is saying. This method goes combined with the method of discussion and largely increases the awareness of students, such as when you need to show some important characteristics of a particular object or phenomenon. Thus it is possible clarity of the information presented, their multiples coding and permanently remembering.

The illustration may be:

- Rhythmic music illustration with musical instrument and CMI or singing;
- Melodic music illustration with musical instrument, CMI, singing;
- Graphic illustration with photos, drawings, applications, posters, geometric - drawings and etc .;
- Illustrations with the help of audio and audio - video;
- Illustration using software programs.

2.3 Active listening to musical works. It is a special methodical procedure based on the observation applicable to the activity of *„listening to music"*. This methodical procedure differs from the previous two (demonstration and illustration), it does not perform an illustration of the content presented by other teaching methods,

nor is intended acquisition of specific knowledge, skills and habits, by showing themselves events, phenomena, processes, educational content activities. During the same is done presenting themselves phenomena and processes, which represent educational content, but apply already acquired knowledge and skills from other study subjects.

3. Methods based on practical activities

The presentation of a situation, or practical activities, develop opinions of students, their motor skills, feelings and allows greater material discussion. These methods combined with other methods, such as discussion and demonstration, allow understanding by children of the practical activity in its constituent components, expressive elements, rules of performance, function and so on. These methods are the most appropriate methods for the study of substantive activities of all thematic areas, according to its essence and the Specific.

Within this group include:

3.1 Imitation. It is such a teaching method through which children learn how to sing songs, how to play the CMI and how to perform certain movements of their music. Educator demonstrates given operation, and children imitating, learn how to perform it. He points to each error as presented, again demonstrates the correct performance of the part in which she appeared, or the entire operation, and children, or individual, perform again through imitation.

Depending on the content of the activities that are processed, imitation has more varieties:

- Rhythmic imitation, is applied in the study of metro-rhythmic aspect of musical works, as rhythmical speech (in counting, tongue twister songs); connecting music with lyrics meter; rhythm (clapping, tapping, rhythmic application of CMI).

- Melodic imitation, is applied in the study of the melodic aspect of musical works through the following procedures: fonomimic, singing of neutral syllable (la la la) sing by ear, playing the CMI.

- Imitation of movements practiced in the study of the movements of a tune (whether it is a vocal, instrumental or vocal-instrumental musical work) within the areas of musical activities "music and movement" and "playing the CMI."

In the first case imitate movements demonstrated by the teacher, or a model that presents video, DVD recording; movements are coordinated with the rhythm, dynamics, tempo and character of a given musical work. In the latter case imitate the movements performed at playing a MDD.

3.2 Improvisation. It is independent creative musical expression of the children. Depending on the area of activity may be:

- *Rhythmic improvisation,* comprising: improvisation of rhythmic patterns, the improvisation rhythm specified text, improvisation rhythm set melody;

- *Melodic improvisation,* improvisation to the tune of a given text, improvisation to tune to a specific rhythm;

- *Improvisation of movements,* students can independently determine: movements when set a rhythm, movement when given a tune.

3.3 Exercise. Due to the specific content of the musical activities, dominates practical component - exercises. With repeated many times, that exercise can be determined: the highest tones singing, to specify a combination of movements (choreography) of a melody, the correct performance of a melody and rhythm with the

CMI and other musical activities. The exercises are performed under the guidance of the teacher, who corrects mistakes or under his control are doing themselves students, working in larger or smaller groups. The exercises include many kinds of methodological procedures, of which we will mention:

- *Rhythmic speech,* a rhythmic saying - the spoken text has its own rhythm. It is taken as a basis and exercises his right in saying rhythmic durations.

- *Rhythmic movement of music* performed with clapping hands, tapping their feet, head movement, marching, walking, and combining different movements.

- *Singing songs,* a practicing singing songs in a neutral syllable, singing songs with literary version of a tune.

- *Backup with rhythmic CMI,* primarily contributes to the development of a sense of rhythm, musical memory, experiencing different sounds, acquiring basic musical knowledge and training on common music. It includes the following procedures: playing speech rhythm, playing rhythm track, playing rhythmic phrases, playing rhythmic echo.

3. 4. Creative tasks. With this practical activity is given great importance to the attention of the child's creativity. Creative tasks are realized through practical activities of children, such as imitation with improvisation, Improvised movements to given melody, melodic answers and more.

All above mentioned methods together, emphasize proactive way of perception, based on the premise that the experience precedes learning, and thus higher degree of involvement of children in the process of all activities, resulting in higher retention of information and skills.

The choice of methods, separately or combined, depending on the content or thematic areas of the matter is processed (singing, music and movement, listening to music, CMI, basic music literacy, children's music and creative expression, folk music) as the age of the students and the purpose of the activity.

Conclusion

At the very beginning by setting the modern educational requirements of the principle of dynamic teaching communication and application of the teaching method gets dominant theoretical and practical significance. Because last deans occur a number of research findings, and also pursued and make appropriate efforts are directed towards the study of the effectiveness of the teaching method in the intensification of communication so that in the educational process. As such, if properly implemented (adequate staff) they will achieve their goals and objectives.

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TOWARDS MULTICULTURALISM IN ESP COURSES[74]

Viktorija Petkovska
Faculty of Technical Sciences-Bitola, Macedonia

Abstract

Multiculturalism is rapidly gaining on importance in almost all spheres of modern living; its role in the workplace can not and should not be underestimated.

In their professional engagement, students will certainly not find themselves only in English-speaking countries; they will have to deal with even more complex situations in environments in which, with members of other cultures, the only communication medium is English.

This important aspect of language teaching can boost students' motivation in the ESP class as it enriches their understanding of other cultures and thus enlarges their ability to become more successful at their future workplace. Moreover, it opens up a wide scope of possibilities for employing various activities in the class with ESP students actively participating and contributing towards the design of these activities.

This paper addresses those aspects of ESP which apparently exhibit certain potential to boost the development of multicultural awareness and engage ESP students in classroom activities relevant to establishing a sound and profound multicultural attitude.

Keywords:ESP, multiculturalism, classroom activities, culture, classroom activities

The alternation of the singular "culture" and the plural "diverse cultures" indicates the equal importance placed on two definitions of culture - the idea that all members of Canadian society share common values, and the idea that multiculturalism is a value that both embraces and contains the full expression of other national cultures: unity within difference. However, debates and other educational and social conflicts in recent years in Ontario attest to the difficulties of living this ideal. The importance of using "texts from diverse cultures" exemplifies what Young (1996) refers to as "intercultural communication," a spirit of openness to the culturally other, vital to the capacity for cultural criticism, which can only exist reflexively. Both matter and method are critical as English teachers handle cultural texts that reflect incomplete representations of diverse experience. Whether cultural difference is celebrated or merely acknowledged, it has first to be identified, posing the problem of whether the English curriculum should mirror the learners or open a window on what is foreign or new to their experience.

A new window opens to the learner of e new language. It offers an entirely new perspective to the world whichdiffers from the one the learner has had before. Learning a new language means learning to understand the differences and at the same time appreciate one's own identity. As Mahatma Gandhi successfully put it:

I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all the lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any. – Mahatma Gandhi

[74] Specialized paper

If we start from the Sapir-Whorf hypothesis, according to which, man understands the world, categorizes and conceptualizes different phenomena "through a series of categories imposed by language" (Trudgill,P.1980:25), then we could say that language influences the understanding of the world and determines, colors and establishes, to the highest possible extent, man's viewpoint. Further implications of this hypothesis would be that, depending on the language they speak, different nations have formed different viewpoints. If our native language really determines our viewpoint, then learning a foreign language gives us an opportunity for a broader encountering, assessing and evaluating of the existing viewpoint and its further comparison to the viewpoint that conceptualizes the reality of the foreign language. It is by no means a question of abandoning one's own viewpoint, but rather, a question of realizing that our own viewpoint is not the one that is only correct and perfect. This opens possibilities for intercultural and cross-cultural cooperation and communication .

WHAT IS INTERCULTURAL COMMUNICATION?

If we search the Internet, we are sure to get over 100 000 results on this topic. The process of globalization has clearly sent a message to all of us: we can not live in isolation. Intercultural communication is a necessity, an imperative of the modern way of living. We live in an era which imposes upon the humankind diverse modern problems and issues such as: terrorism, the environment, poverty and alike. On the other hand, communication among people all over the world has been facilitated by the Internet, the media and fast travel.

Citizens of more than one nation are today affected by most of the important decisions concerning business, education, politics, health, culture and alike. It is therefore important that people of different nations communicate effectively and share understanding of common problems. Improving communication skills may enable individuals dealing with members of other cultures to improve their performance. Intercultural communication is becoming an important issue which plays a significant role in all life spheres worldwide.

Damen (Damen, L. 1987:6) defines the intercultural communication concept as "communication among individuals or groups who do not share the same cultural models", and broader understanding among different peoples in the world, decreasing of xenophobia in some peoples and individuals, as well as reducing the risks of experiencing a cultural shock when one comes into contact with a new, unknown culture. According to Damen (1987:142), Singer's approach is entirely new when he gives an old puzzle a completely new answer stating that culture is the one that determines our perception of the outside world. He points out that not only the language that a particular individual speaks or the way one thinks, but even what he sees, listens, tastes, touches or smells is governed by the culture/s in which one was raised.

Culture, and hence language, as its integral part, are social phenomena, manifested and conducted within the frames of the society, which they also have a certain relation with. As social phenomena, culture and language are subject to various influences of social norms and standards visible through various changes that evolved and are evolving in them as a result of such influences, not only diachronically, but synchronically as well. What is at one moment correct and acceptable in a language or culture is under the direct influence of certain social relations in that period as well as of the current norms and standards established in that society in that particular period. Various cultures differ in respect to the established social rules, cultural viewpoint, etc. Cultural differences are clearly obvious through the numerous rules for who and when should speak, who and when can interrupt the speaker, the possibility for females or children to participate in a conversation etc.

From what has been said so far, a conclusion imposes that language is an indicator of numerous cultural, social and biological features and movements and as such it offers perfect

opportunities for a multidimensional analysis of the way of living of a particular nation both through history and at present.

Starting from this language feature, we see numerous opportunities for the English language students to get closer acquainted with particular aspects of life and culture of the peoples from the English speaking areas. Learning a new language opens up new perspectives, a new window to the world, through which every student at least once wants to take a look. On the other hand, knowledge of the target culture can help the students avoid mistakes that could confuse or even offend the people they want to communicate with. Such confusions or offences can sometimes result in making the conclusion of business deals or international agreements difficult or impossible.

As in learning of standard English language courses, ESP courses also open up possibilities for acquainting not only with the linguistic features of English, but with the culture of the English speaking nations as well. Numerous features that reflect these peoples' cultures are present in ESP. By becoming familiar with these features students get opportunities for a deeper analysis of the features of their own language and a deeper comparison, which trains them to evaluate their native culture on the one hand, and to accept and evaluate the features of the target culture on the other. Thus, they enter the sphere of intercultural understanding, which opens widely the doors of a successful communication with members of a different culture. When it comes to ESP, this is particularly true in communicating on a professional level.

Some examples from the advertising world, showing how simply translating words is not enough, because a deeper understanding of the other culture is necessary to translate meaning effectively, are provided by Donnell King:

- A General Motors auto ad with "Body by Fisher" became "Corpse by Fisher" in Flemish.
- A Colgate-Palmolive toothpaste named "Cue" was advertised in France before anyone realized that *Cue* also happened to be the name of a widely circulated pornographic book about oral sex.
- Pepsi Cola's "Come Alive With Pepsi" campaign, when it was translated for the Taiwanese market, conveyed the unsettling news that, "Pepsi brings your ancestors back from the grave."
- Parker Pen could not advertise its famous "Jotter" ballpoint pen in some languages because the translation sounded like "jockstrap" pen.
- One American airline operating in Brazil advertised that it had plush "rendezvous lounges" on its jets, unaware that in Portuguese (the language of Brazil) "rendezvous" implies a special room for having sex.

Almost twenty five years ago, I began teaching ESP courses to technical engineering students, and a few years later English courses were offered to transportation engineering students as well. These courses took place in their fourth year of study, which meant that I had to deal with students who were almost professionals in their field- in fact they were expected to graduate in a year. It did not take me long to realize that they had great knowledge in a field that I was not very familiar with, so I began using their professional knowledge in my classes. Regardless of their English language proficiency, they seemed comfortable to share with me their professional knowledge in English. I considered this to be a great benefit.

At that time however, as we all might be aware of, ESP textbooks were designed on the contextual principle, rather than the functional one. Therefore, the entire courses were actually devoted to acquiring the unfamiliar vocabulary, structures and alike, rather than to preparing for the use of the newly-acquired knowledge in appropriate situations. Much of our time in

class was thus occupied by lexical exercises designed to help the students with the new lexical and grammatical material. We were, of course, often questioning the fact whether this was the most appropriate way to teach ESP, especially when it came to using the language to write in English on subjects in the field of specialization. These written works showed us at the time that students experienced certain inefficiency in this area. This was the time when our students were yet not very mobile, with their opportunities for mobility being confined only to individual, scarce visits abroad. Foreign business people were not as yet very commonly engaged in doing business in our country, so our future graduates did not need to bother about their weaknesses in using the English language. Most of them would never get a chance to exchange even a word with a foreigner. It was, we must admit, not a very motivating situation.

Several years later, our interest moved from context and vocabulary, to teaching structures and functions that would increase our students' English language competence and proficiency. At this time it became evident that well motivated students would learn the new vocabulary by themselves, and that we didn't need to spend so much time on this issue in class.

So, we began to design our own material, (textbooks and workbooks) which reflected this new approach and focused on learning structures and functions. Although this approach seemed to be highly motivating, there were still many unsolved issues, such as, for example, which language learning techniques would be most rewarding. At that time we paid little or no attention to teaching culture. Not much of the time was devoted to it as we were convinced that it could be learnt alongside with the other skills.

However, this was not the case. Gradually, we became aware how important it was to prepare our students for the different language situations and interlocutors they might meet with. Writing also seemed to require much greater attention than previously assumed. So, it was necessary to make quite a sharp turn towards achieving some of the goals of teaching target culture and preparing the students for successful intercultural communication. At that time, it was hard even to imagine how European integrative processes would affect not only our economy but also our every day life.

The implementation of the European Credit Transfer System into our University brought about numerous changes. Among the most important ones was the new possibility for mobility both for teachers and students alike. Our students were becoming a part of various students organizations throughout Europe, and saw many opportunities to not only travel to European countries but also to attend some of their study programs at different universities in Europe. This seemed as a great benefit and greatly increased our students' needs for better understanding of other languages and cultures: languages and cultures of the people they were going to study or work with.

As far as English is concerned, there is an interesting situation emerging in our country. English is taught as a foreign language on all levels. Various courses in ESP are also offered, and they are commonly taught on university level. If we bear in mind that we speak of a country located on the Balkans, it is no wonder that our students will first get an opportunity to use the language they are taking (in this case English) in their communication with people whose native language is not English. So, students taking English as a foreign language will use that same language to communicate with non-native speakers of English. This, one might argue, is the precise goal of learning a foreign language. And that is absolutely true. On the other hand, every speaker, whether he likes it or not, consciously or not, bears in himself his native culture. Similarly to the existence of negative transfer from the mother tongue in learning a foreign language, there also exists a negative transfer from the native culture. This phenomenon is what further interferes with successful intercultural communication: non-native speakers of English, with non-native underlying cultures have to communicate with other non-native speakers of English with another non-native underlying culture. So it's really a question

of being able to notice, recognize, see and understand cultural differences and act in accordance with this knowledge.

So far we have dealt with some of the circumstances that led to certain changes in the ESP teaching approach and the most important phases that it has undergone: contextual, functional and "culture-focused". We must admit that stressing the importance of culture and its implementation in the teachingprocess with students majoring completely diverse subjects and often entirely unaware of the importance of culture and the need for its inclusion, did not always go smoothly and more often than not required teaching techniques capable of boosting students motivation to participate in them. It was not unusual to hear from students that we do not need to bother with such activities and we'd much better learn something more "relevant".

Recently, our curricula have been restructured, and ESP classes are now offered in the first year of studies. This is the first factor that changed students attitude to it. Now, we had to deal with young people who had just graduated and thus achieved a general level of knowledge in a number of subjects, but, unlike the previous category, still had no professional knowledge whatsoever. This meant that they could not exchange professional knowledge with the ESP teacher in" return" for acquiring language knowledge. So, this relationship student-language teacher, was now inactive.

Another important factor is that ESP is now offered both as elective and compulsory subject which enables the students to make their own decisions in regard to ESP. Students who feel certain weaknesses with their English, can either choose another subject or decide to take ESP and improve their knowledge. But, by all means, the decision is theirs. We believe that this free choice proved to be rewarding in increasing students' motivation.

But above all stands the European integration towards which our country is heading. We began to receive many visits from abroad, foreign businessmen began to invest in our economy, thus creating numerous new companies and new jobs. Knowledge of English is now crucial and an indispensable part of almost all job ads. (It is sometimes even amusing to go through the ads: knowledge of English is required even for jobs that have really nothing to do with it.) Of course, employers in this case do not require only knowledge of general English, but rather ESP. It is now very clear that doing excellent in ESP can ensure a better job. I am very happy to hear from my ex students how rewarding they have experienced in their lives to be the knowledge of English. Such statements are in fact a great recognition for my work and even a greater motivation for my future professional engagement.

It is evident that in the new era, when communication with foreigners is gaining on importance, it is pertinent to employ good and effective teaching techniques to achieve the best results. This refers to culture as well.

SOME TECHNIQUES IN TEACHING CULTURE

It might seem easy to teach culture when dealing with general language courses, but even then that is not the case. Culture is best taught through techniques that enable the students to acquire target culture knowledge and achieve automation in the correct use of this knowledge in the real communicative situation.

Let us, for example, consider the simple English question "How do you do?" In most cases, due to the negative transfer from Macedonian, this question would be taken as an intention to ask about one's general condition, or even health, which in English is achieved with the question "How are you?/ How are you doing?", and not as a phrase used to express one's pleasure when being introduced. A similar situation is with the phrase "What do you do?" which is used in English to enquire for one's professional engagement and the way the person makes the living and not as a question used to ask about someone's present

preoccupation. Examples like these are numerous and they can be drawn attention upon through exercises such as dialogues or situations in which they have to choose the right phrase (such as for example: What do you say?)

My personal experience with the use of the "What do you say" exercise is quite positive. I have often used it especially in presenting situations I supposed my students would very likely be in themselves in the course of their professional life. But, besides my suppositions, I have also asked my students to make a list of situations in which they would not be very certain what to say. Here is what we have come to:

1. Punctuality
2. Gifts
3. Giving presentations
4. Organizing meetings
5. Giving compliments
6. Building relationships
7. Launching a product
8. Written documents

Then, we created a list of possible occurrences for each of these situations, and tried to fill in the given cells with the most appropriate expressions for each of them. For example, for the first situation we had the following possibilities:

Punctual	**Unpunctual**	**Not turning up**
"How nice you are already here"	"I thought you would never turn up".	"I wonder what prevented you from coming?"
"Thank you for being so punctual."	"I hope you didn't experience any troubles to keep the appointment?"	"I got worried about you: is everything all right?"
"Have I kept you waiting?"	"I almost lost hope that I would see you"	"It's a shame we won't be doing business together"

At this point role-playing takes part. Students are divided into groups and they play these situations and try to decide which response seems the most appropriate. Then they use the chosen phrase several times in situations created by themselves.

It is very important to stress here that prior to working on these situations it is advisable to consider not only the English speaking individuals, but also those whose native language is not English. It goes without saying that in this case completely different phrases might be appropriate. (What I mean here is that a phrase used with a member of a culture in which punctuality is crucial will certainly differ from that used with a member of a culture in which punctuality makes almost no difference at all.)

Numbers and measures are very important in doing any kind of business, this being particularly so in all the engineering professions. Let's take a look at numbers first. In our native culture, as in most other European cultures, there is a dot after whole numbers expressing thousands, millions etc. For example, we write: 1.656; 100.345; 1.345,000 But in the English speaking world there is a comma after whole numbers expressing thousands, millions etc. and it is common to write: 1,656; 100, 345; 1,345.000. In our culture the comma stands for decimals only.

Measures are another sphere in which cultural differences are quite obvious because in the English speaking countries prevails the non-metric system.

These important issues are successfully dealt with through exercises in which the students are asked to convert measures from one into another system. They also enjoy composing assignments in which they have to design something. One group sets an assignment to the rest of the class. Measures are given in one system. Students are then asked to make the design and adopt the measures to another system. This kind of exercise is carried out most successfully with the help of a computer. These exercises enable the students not only to accept the existing differences but also to acquire certain automation in the use of measures.

Business letters. I wish to stress that the importance of business letter writing came into my attention particularly after I had begun to work with students of economics (in 2003). In my country this is a very much required profession, so our graduates really have numerous and various job opportunities. Having this in mind, the importance of language and culture proficiency and competence should not be separately stressed; rather it should be taken for granted. These graduates should be prepared for accurate, effective and fluent linguistic and cultural communication, in a setting that will often comprise native and non-native speakers of English.

Business meetings, conferences, presentations, written communication and alike will be part of their daily professional routine. Therefore, they need to get sound training in this fields. In business letter writing they need to become aware of the form of the letter outline and the appropriate formal language. Most of my students rarely write letters, so when it comes to formal writing they almost don't have any experience at all. The technique I commonly use for practicing letter writing, after the basic principles had been presented, is group work and finding mistakes.

For group work, students are divided into groups, and then I ask them to write first parts, and later whole letters, to their colleagues on assigned issues such as requests, orders or application and cover letters.

Another possibility is to ask each student separately to write a letter on an assigned issue and then have them exchange the written letters and find the mistakes which their colleague made. Then we work on the error analysis particularly from the point of view of the characteristic mistakes which can be assigned to cultural differences (for ex. Macedonians make different mistakes as compared to the mistakes made by students belonging to other nations.) Then we try to understand together why this is so. By sharing cultural differences, we bridge cultural gaps and learn to understand.

CONCLUSION

Teaching a foreign language is an enjoyable and rewarding profession. Opening new perspectives to the young people is doubtless one of the tasks of the language teacher. Working in the field of ESP seems even more challenging. But when it comes to developing students' intercultural communication skills, the teacher needs to consider many different factors in order to be able to develop language courses that will result in creating interculturally literate individuals. Having in mind the ever growing possibilities and needs for intercultural communication worldwide, successful teaching of intercultural communication skills seems to impose itself as an imperative of all language courses, including ESP.

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LEARNING A SECOND LANGUAGE THROUGH GRAMMATICAL THEORIES AND PEDAGOGICAL IMPLICATIONS[75]

Valbona Sinanaj
University of Elbasan "A.Xhuvani", Albania

Abstract

Acquisition language describes stages of learning led to spontaneous of L2 (second language), the practitioner develops his powers language, also interprets and errors deviant forms used in various stages of L2 learning, as manifestations creative student or practitioner systematically develops new system rules language. Everyone uses language ways creatively and performances of his own. It is accepted that L2 learners often have difficulty with the correct placement of word stress, especially in the initial stages of the learning process. Also, studies on the teaching of L2 prosody suggest that word stress needs to be given special attention in the classroom.

As part of the acquisition of L2, particular interests are the analysis of contrastive grammar, taking into consideration the structures of L2 in relation to those of the native language of the speaker. The latter may in fact interfere (interference) on the process of L2 learning; e.g. phonological level, an Italian speaking, having difficulty pronouncing, properly rounded high front vowel of German or French, absent in their phonological system, can be induced to replace this sound with those segments that are phonetically the next, *i* or that *u*, or even *iu*; at the morphological level, a Japanese will omit to use the article speaking English, since in their mother tongue this element does not appear. They are not, however, only the differences between LI and L2 to create difficulties for the learner of L2; Some errors are in fact motivated by the desire to keep talking about the different grammars of the two languages even in areas where they are similar, which indicates that the relationship between L1 and L2 is much more complex than you might in primal meaning of the term (the right of a speaker to master two or more languages) is apparently clear, but in reality its meanings can be shaded by an approach sociolinguistic, psycholinguistic or teaching.

Keywords: *Acquisition language*, *analysis of contrastive*, *interference*, *learner*, *errors*

Acquisitive linguistics describes stages of learning led to spontaneous or L2 (second language), and reaches through it to understand the principles and methods by which the mind processes and rebuilds a new language. Acquisitive linguistics describes and interprets the processes through which the practitioner develops his competence language, also interprets and mistakes deviant forms used in various stages of L2 learning it, as manifestations creative student or practitioner develops systematically, system rules new interlingua. Everyone uses language creatively and performances of his personal and is distinct from another person. During the process of learning a second language practitioner describes an evolutionary phase called learning or Interlingua varieties, which differ from structured rules. Acquisitive studies, describe the process of L2 learning it, interpret deviant forms, present or errors that can be made in different learning stages, the first of these errors not as a negative indicator of

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competence, but as a creative manifestation during which the student develops in a systematic way the rules of the new language.

The study of language is at the core of both researches: the philosophy and traditional psychology, which constitute a significant part of the history of Western thought, and contemporary research about human nature. Language enters a crucial way of thought, action and social ties. In ordinary discourse, the speaker does not simply repeat what he heard, but produces new forms of language. The use of language is free and unlimited, but always in accordance with situations. Linguistic competence is seen as a process of internal constructions, ranging from foreign language data: - the ability to language / languages / communication (spoken by Chomsky ADL = Language Acquisition Device): Who speaks one language, has developed some recognition system, presented in the brain under certain physical configurations. Making language knowledge achieved through various steps: identifying early indicators of central grammar, and then learning the specific rules and structures that deviate from the central grammar in a given language. Ability to speak and understand a language stands in possession of a practical ability, similar to ability to drive a bike.

Contrastive Analysis is an approach to the study of SLA which involves predicting and explaining learner problems based on a comparison of L1 and L2 to determinate similarities and differences. It was heavily influenced by theories which were dominant linguistics and psychology within the USA through the 1940s and 1950s, **Structuralism** and **Behaviorism.**

To summarize Lado's (1957) position: the easiest L2 structures are those which exist in L1 with the same form, meaning, and distribution and are thus available for positive transfer; any structure in L2 which has a form not occurring in L1 needs to be learning, but this is not likely to be very difficult if it has the same meaning and distribution as an equivalent in L1 among the most difficult are structures where there is partial overlap but not equivalence in form meaning, and distribution are most likely to case interference.

Error Analysis (EA) is the first approach to the study of SLA which includes an internal focus on learners' creative ability to construct language. It is based on the description and analysis of actual learner errors in L2, rather than on idealized linguistics structure attributed to native speakers of L1 and L2 (as in CA).

L1 ___ | ..... | ___ L2
Interlangue

Chomsky and his followers have claimed since the 1950s that the nature of speaker-hearers' competence in their native language can be accounted for only by innate knowledge that the human species is genetically endowed with. They argue that children come to the task of acquiring a specific language already possessing general knowledge of what all languages have in common, including constraints on how any natural language can be structured. This innate knowledge is in what Chomsky calls the 'language faculty', which is 'a component of the human mind, physically represented in the brain and part of the biological endowment of the species' (Chomsky 2002:1).

The ability to use a language requires a complex of knowledge that is automatically available to everyone when they acquire L1 as a child. However, a comparable level is seldom achieved in L2, even if learners expend a great deal of time and effort on the learning task. Different linguistic approaches have explored the basic questions about SLA with either an internal or an external focus of attention. Views on what is being acquired range from underlying knowledge of highly abstract linguistic principles and constraints, to ability to structure and convey information in a L2; views on how SLA takes place differ in their

emphasis on continued innate UG capacity for language learning or on requirements of communicative processing; views on why some learners are more or less successful range from factors which are largely internal to language and mind, to explanations which involve communicative need and opportunity. Purely linguistic approaches, though, have largely excluded psychological of L2 acquisition, we unquestionably need to view the process through more than one lens.

System linguistic has been developed by M. A. K. Halliday, beginning in the late 1950s. This is a model for analyzing language in terms of the interrelated system of choices that are available for expressing meaning. Basic to the approach is the notion, ultimately derived from the anthropologist Malinowski. That language structures cannot be idealized and studies without taking into account the circumstances of their use, including the extra linguistic social context.

"*Language acquisition…. needs to be seen as the mastery of linguistic functions. Learning one's mother tongue is learning the uses of language, and the meanings, or rather the meaning potential, associated with them. The structures, the words and the sounds are the realization of this meaning potential* ". (Halliday 1971:345).

Another functional approach which has been applied to the description and analysis of interlanguage emphasizes function-to-form mapping in the acquisition sequence. A basic concept from this perspective is that acquisition of both L1 and L2 involves a process of grammaticalization in which a grammatical function is first conveyed by shared extra linguistic knowledge and inference based on the context of discourse, the by a lexical word (such as yesterday)and only later by a grammatical marker (such as the suffix-ed). For example, if you ask a beginning learner of English what did the day before he might say *I play soccer*, relying on context to convey the meaning of past time; a somewhat more advanced learner might say *Yesterday I play soccer*, using an adverb to convey the meaning of past; and a still more advanced learner might say *I played soccer*, using the grammatical inflection *–ed.*

Psychology provides us with two major frameworks for the focus on learning process: Information Processing (IP) and Connectionism. IP has had more influence on the study of SLA than any other psychological perspective, following an approach developed by John Anderson (1976. 1983). It makes the claim that learning language is essentially like learning other domains of knowledge: that whether people are learning mathematics, or learning to drive a car, or learning Japanese, they are not engaging in any essentially different king of mental activity. Learning is learning.

An alternative view of the role interaction in SLA is based on Sociocultural (S-C) Theory (Vygotsky 1962, 1978). A key concept in this approach is that interaction not only facilitates language learning but is a causative force in acquisition; further, all of learning is seen as essentially a social process which is grounded in sociocultural settings. S-C Theory differs from most linguistic approaches in giving relatively limited attention to the structural patterns of L2 which are learned, as well as learner activity and involvement over innate and universal mechanisms; and it differs from most psychological approaches in its degree of focus on factors outside the learner, rather than on factors which are completely in the learner's head, and in its denial that the learner is a largely autonomous processor. I also (as noted above (differs from other social approaches in considering interaction as an essential force rather that as merely a helpful condition for learning. According to S-C Theory, learning occurs when simple innate mental activities are transformed into "higher order", more complex mental functions. This transformation typically involves symbolic mediation, which is a link between a person's current mental state and higher order functions that it provide primarily by language. This is considered the usual route to learning, whether what is being learned is language itself or some other area of knowledge. The results of learning through mediation include learners'

are having heightened awareness of their own mental abilities and more control over their thought processes.

A basic disagreement among different linguistic perspectives comes in considering whether the system of knowledge about a second language is primarily (1) an abstract system of underlying rules or principles, (2) a system of linguistic patterns and structures, or (3) a means of structuring information and a system of communication. This disagreement stems from different assumptions about the nature of language and language study that arise from different theoretical approaches. These differing assumptions yield different interpretation of findings. Resolution of the disagreements is not likely in our lifetimes, and perhaps it would not even be desirable.

Conclusions:

Implications for L2 learning and teaching:

The linguists have seen that knowledge of L2 goes well beyond what can be consciously learned and taught, they have also seen that (unlike L1) L2 acquisition usually requires intentional effort, and that e number of individual and social factors strongly affect ultimate outcomes. They cannot control most of these factors, but recognizing them can contribute to efficiency and effectiveness in second language development.

- Consider the goals that individuals and groups have for learning an additional language.
- Set priorities for learning/teaching that are compatible with those goals.
- Approach learning/teaching tasks with an appreciation of the multiple dimensions that are involved: linguistic, psychological and social.
- Understand the potential strengths and make use of the in adapting learning/teaching procedures.
- Be cautious in subscribing to any instructional approach which is narrowly focused or dogmatic. There is no one "best" way to learn or teach a second language.
- Recognize achievement in incremental progress and be patient.

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EFFECTIVE AND INEFFECTIVE TEACHING STRATEGIES IN EFL CLASSROOM[76]

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

Abstract

The goal of many language teachers is to 'find the right method'. The history of our profession in the last hundred years has done much to support the impression that improvements in language teaching will come about as a result of improvements in the quality of methods, and that ultimately an effective language teaching method will be developed. Some breakthrough in linguistic or psycholinguistic theory, it is assumed, will eventually unlock the secrets of second and foreign language learning and these can then be incorporated into a new super-method that will solve the language teaching problem once and for all. Some believe that the super-method has already been found, and that the adoption of a method such as The Silent Way, Suggestopedia or the Natural Approach would bring about dramatic improvements in language learning.

Key terms: method, approach, foreign language teaching

Introduction

The goal of many language teachers is to 'find the right method'. The history of our profession in the last hundred years has done much to support the impression that improvements in language teaching will come about as a result of improvements in the quality of methods, and that ultimately an effective language teaching method will be developed. Some breakthrough in linguistic or psycholinguistic theory, it is assumed, will eventually unlock the secrets of second and foreign language learning and these can then be incorporated into a new super-method that will solve the language teaching problem once and for all. Some believe that the super-method has already been found, and that the adoption of a method such as The Silent Way, Suggestopedia or the Natural Approach would bring about dramatic improvements in language learning. Common to all methods is a set of specifications for how teaching should be accomplished, derived from a particular theory of the nature of language and second language learning. Differences in the instructional specifications reflect differences in the theory underlying the method. Some methods advocate an early emphasis on speaking as a basis for establishing basic language patterns. Others recommend that speaking be delayed until the learner has built up a receptive competence in the language. Some make use of memorized dialogues and tests: others require that learners attempt to communicate with each other as soon as possible using their own language resources. As we spell out the details of particular methods and approaches, we see that common to all of them is a set of prescriptions as to what teachers and learners should do in the language classroom. There are prescriptions for the teacher as to what material should be presented, when it should be taught and how, and prescriptions for learners as to what approach they should take towards the teaching materials

[76] Specialized paper

and classroom activities. Specific roles for teachers, learners and instructional materials are hence established (Richards and Rodgers, 1986). The teacher's job is to match his or her teaching style as well as the learners' learning styles, to the method. Special training packages and programmes are available for some methods to ensure that teachers do what they are supposed to do and teach according to the method.

Studies of the effectiveness of specific methods have had a hard time demonstrating that the method itself, rather than some other set of factors, was the crucial variable. Likewise, observations of teachers using specific methods have reported that teachers seldom conform to the methods they are supposed to be following. Swaffar, Arens, and Morgan (1982), for example, investigated differences between what they termed rationalist and empiricist approaches to foreign language instruction. By a rationalist approach they refer to process-oriented approaches in which language learning is seen as an interrelated whole, where language learning is a function of comprehension preceding production, and where it involves critical thinking and the desire to communicate. Empiricist approaches focus on the four discrete language skills. Would such differences be found in differences in classroom practices? Swaffar highlights the problem: One consistent problem is whether or not teachers involved in presenting materials created for a particular method are actually reflecting the underlying philosophies of these methods in their classroom practices' (Swaffar et. aL 1982:25)[77]

Methods and approaches that teachers employ and the Framework of Richards and Rodgers

The methods employed by teachers in the modern second language (L2) classrooms are based on the various beliefs that an individual teacher has about language, language learning and language teaching. These beliefs are reflections of L2 theories about language acquisition and learning that, like the methods employed, have changed considerably over recent years. There has been a drift away from a teacher centered style of pedagogy towards a communicative approach to language learning. This is in order to prepare students for effective real word communication in the TL. To bridge the gap and examine the relationship between theoretical approaches and practical applications of modern L2 teaching methodology, some kind of framework is necessary. To assist teachers evaluate, compare and understand the current methods available, Richards and Rodgers (2001) reworked and created an interdependent system using the levels of Approach, Design and Procedure, for exactly such a purpose. The effectiveness of this framework will be examined more closely in an attempt to clearly define the concepts put forward. Richards and Rodgers framework will then be applied to two different communicatively focused L2 teaching methods. These are the Communicative Language Teaching and the Natural Approach methods and will show how effective it is in describing and evaluating the differences between teaching methods at various levels. Based on Anthony's (1963) original proposal for a framework to link teaching practices and the theoretical approaches that they stem from, Richards and Rodgers (2001) created an interrelated, three level framework, for describing teaching methods. They suggest that in the process of describing methods it is essential to clarify "the difference between a philosophy of language teaching at the level of theory and principles and a set of derived procedures for teaching a language" . In other words, methods are seen as a term that covers the

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

interrelationship between theory and practice. This is specified under the levels of Approach, Design and Procedure.

Approach: is seen as a theory of language and language learning that underlie a particular method.

Design: is the linking of views of language and language learning to a specification for language teaching, and Procedure: is the translation of "Approach" and "Design" into an actual teaching/learning context as step by step actions in the classroom.

In practical terms, "a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in a procedure (Richards and Rodgers). Taking a closer look at each of the there levels separately will make this interrelationship become more evident.[78]

Models and approaches in ESL classrooms

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

A gradual erosion of the theoretical bases for the audio-lingual approach began in the 1950s with the inception of cognitive explanations of learning and the introduction of Chomsky's rationalist views of language. Most suggested alternatives to the audio-lingual approach stress cognition, affect, or both to solve the three major problems in second-language learning and teaching: 1) learning is not meaningful to many students; 2) motivational levels in many academic settings have remained low, especially in language classes; 3) many students in academic situations have not developed functional language skills.

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

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

[78] Framework for Bridging Theory and Practical Application in the ESL Classroom, Richards and Rogers, 2001

- The Communicative Approach

There are 8 methods that are most used today. What follows is a brief account of each and stating some of their basic tenets.

The Grammar-Translation method is not a new one. At one time it was even called Classical Method since it was first used in the teaching of classical languages. The basic aim of this method is that the students, through learning a foreign language, they would get a better knowledge of their native tongue, and finally, that would help them grow intellectually. The role of the teacher here is very traditional. Students are mainly taught to translate the target literature in class, and they study grammar deductively. The techniques used in this method are: translation of a literary passage, reading comprehension questions, antonyms/synonyms, cognates, deductive application of rules, memorization,

One interesting method that appears in connection to the Grammar-Translation method is the *Direct Method*, the difference being in that in this method, translation is not allowed. Every concept is being immediately connected to with the target language. That is a more question-answer session. The basic aim of the teachers that use this method is that their students learn to communicate in the target language. The interesting thing here is that the students' role here is less passive than in the previous method. Students and teacher are more like partners in the learning process. Techniques used in this method are: reading aloud, question and answer exercise, getting students to self correct, conversation practice, dictation, and finally paragraph writing.

The Audio-Lingual method, which was developed at a time when people needed a faster method to learn a foreign language, aims for the students to over learn the language that is, to use it automatically which means never stopping to think. This EFL learning is typical for the way classes are organized in the private schools here in R. Macedonia. Students here are put in the role of the imitators. The teacher tells them the text that they are later expected to memorize, and that means that the teacher aims for the students to overlearn the target language and to use it automatically without thinking. The conversation teacher-student is initiated by the teacher. Techniques used in this method are: dialog memorization, backward build-up, repetition drill, chain of conversation drill, single-slot drill, transformation drill, multiple-slot drill, and use of minimal pairs, question and answer drill, complete the dialogue, grammar game.

The Silent Way expects for the students to become independent from the teacher that is to use the language for expressing their emotions, feelings, thoughts and perceptions. The emphasis in this method is on human cognition. All four skills are worked on from the beginning, and meaning is thought to be at least as important as form. In this method, teachers rely on what previous knowledge students have from their native language and try to make them connect that knowledge to the learning of the new language. With minimal spoken cues, the students are guided to produce the structure. Students gain a great deal of autonomy in the language. For much of the teacher-student interaction, the teacher is silent. However he is still very active- setting up situations for "raising awareness" , listening attentively to students' speech. Students have the chance to express their feelings, under the observation of the teacher. A positive atmosphere prevails in the classroom. Techniques and materials used in this method are: sound-color chart, teacher's silence, peer corrections, self-corrections, word chart and most important, structured feedback.

Suggestopedia points out to the students' mental powers. According to this method, the teacher is the authority in the classroom. So if he/she wants learning to happen, the students must trust and respect her/him. The language is supposed to come naturally. The atmosphere in the suggestopedia classroom is a relaxed one, so the teaching and learning can happen in more comfortable surroundings. The arrangement of seating is in a kind of semi-circle. The most important thing here is that teachers consider that is the students want to learn more easily

a language, having in mind the communicative purpose of the language, the psychological barriers learners bring with them should be "left outside of the classroom". That is why one of the techniques used in this method is role assuming. The other are: peripheral learning, positive suggestion, visualization, assuming new identity, primary and secondary activation.

CLL (Community Language Learning) is a method that aims for the students to learn to use the target language communicatively, in a nondefensive manner. The teacher here acts as a counselor. He realizes how threatening can a new language learning environment be for the student, so he supports the students in their goals to master the language. This method focuses on speaking and pronunciation. For the purposes of this method, students mostly work in groups. Techniques used in this method are: tape-recording student conversation, transcription, reflection on experience, reflective listening, and small group tasks.

The TPR Approach is an approach where the teacher is the director of the behavior of the student, and the students are imitators of the nonverbal model of the teacher. So, for example, the teacher just says "Touch the chalk", the student just gets up finds the chalk and touches it. There are several stages in this method. Firstly, the teacher issues and does the commands. Then the student demonstrates how he understood these commands. After learning how to respond to some oral commands, the students learn how to write and read some of the commands. The teacher hopes that by doing this, the stress can be reduced that people feel while studying a foreign language. But some consider that the silence of the students at the initial stages of the class is not right. But those that are in favor of this method say that students should first learn then speak the language, and students can speak whenever they feel they are ready to do so. The techniques used in this method are: using command to direct behavior, role reversal and action sequence.

The Communicative Approach aims for the students to use as much as they can the language to communicate through games, role-plays, and problem-solving situations. The stress here is on the communicative competence. Communicative competence involves being able to use the language appropriate social context. To do this students have to have knowledge about the linguistic forms, meanings and functions. While many other methods aim at that the students become more communicatively competent, in the Communicative Approach the notion of what it takes to be communicatively competent is much expanded. The teacher here is the facilitator of his students' learning. Students being seen as the communicators, they are seen as more responsible managers of their own learning. The techniques and the materials used in conducting this method are: authentic materials, language games, role-play.

Before concluding, several things should be mentioned that may contribute to effective or ineffective learning to take place.

The nature of effective learning: learner strategies

In addition to information about how effective teachers deliver instruction, in order to develop methodological principles we also need to know what it is that learners do who achieve higher than predicted levels of second language learning. Prompted by the awareness that learners may succeed despite our methods and techniques rather than because of them, researchers are looking more closely at learners in an attempt to discover how successful learners achieve their results (Willing, 1985; O'Malley et. al., 1 985a, 1985b). Wenden comments: 'From this viewpoint, the learner is seen as an active, self-determining individual who processes information in complex, often idiosyncratic ways that rarely can be predicted entirely in advance... The purpose of the research, therefore, is to discover what 'active, self-determining learners do to help themselves learn a second language' (Wenden, 1985:4).

Chamot and O'Malley (Chamot and O'Malley, 1984), following Brown and Palincsar (1982), distinguish between two kinds of learning strategies which are referred to as Metacognitive Strategies and Cognitive Strategies. 'Metacognitive learning strategies involve thinking about the learning process, planning for learning, monitoring production and evaluating oneself after a learning activity. Cognitive learning strategies, in contrast, are more directly related to the task at hand and are applied to new information during the learning process' (Chamot and O'Malley, 1984:1).

Metacognitive strategies characterize a general approach to language learning. Information about these kinds of strategies can be obtained by interviewing successful language learners to determine how they approach and organize their language learning endeavours (Naiman et al., 1978). Cognitive strategies are revealed in studies of learners engaged in particular language learning tasks, such as planning the first draft of a composition or attempting to understand a difficult reading text (Phillips, 1975; Hosenfeld, 1984; Cohen and Aphek, 1981). Strategies training was successfully demonstrated in natural teaching environment with second language listening and speaking tasks. This indicates that classroom instruction on learning strategies with integrative language skills can facilitate learning.

So, after all of this analysis and information and frameworks offered by respected linguistics and methodology professors about the methods, independently whether they are traditional or alternative, old or new, less or more used, how can a teacher determine which one to use? Or even more, which one is more effective that the other? What determines if a method is effective or ineffective?

From the author’s point of view, it is the TEACHER that determines which strategies he/she will use and how can they be effective or ineffective? Moreover, there may be times when we as teachers thought that a strategy is ineffective or effective, and it resulted in the opposite way.

Should the classroom be teacher-centered or learner-centered?

Teachers often strive to achieve the best learning situation and atmosphere (as discussed above) possible for their students to be able to learn. What we as teachers need to understand is that the degree of learning falls a great deal on the students motivation and desire to learn the new language. The teacher should keep them interested and motivated, and to offer them support outside the classroom, but if the student is reluctant to learn, then there is not much that the teacher can do. Also, we as teachers need not to confine ourselves only to one method. There is no strict method that a teacher should stick to and not to change if he/she sees that it does not give any results, but boredom in the classroom. Teachers should be able to go from one method to the other; to combine different techniques and to use different materials in class. To be able to combine the best suited activities from the methods that he/she considers that are necessary for the thematic unit to be learned. For example, if some methodologists consider that The Grammar Translation method should be used for teaching literature of the target language, that doesn’t mean that the teacher should follow only the principles that this method imposes.

Summary and Conclusions

The assumptions or theory underlying the method provide the starting point for an instructional design which is subsequently imposed on teachers and learners, and an attempt is made to make the teacher's and learner's classroom behaviours match the specifications of the method. This can be contrasted with the 'develop a methodology' approach. This is a 'bottom-

up' approach which starts from the observable processes of classroom teaching and learning. From this perspective methodological principles and practices in language teaching are derived from two sources of information:

1. the study of effective teaching provides information about how effective teachers organize and deliver instruction. So far this has been seen to relate to classroom management skills, and to the strategies teachers use to present instructional goals, structure learning tasks and activities, monitor learning and provide feedback on it;
2. the study of effective learning provides information about the learning strategies effective learners apply to the process of using and learning a second and foreign language.

Data of this kind can be used to train teachers in more effective teaching practices, and to help develop more effective learning strategies in learners. Relevant concerns in methodology then focus not on the search for the best method, but rather on the circumstances and conditions under which more effective teaching and learning are accomplished.

Effective Communicative Methods

The goal of the communicative approach is to have the student communicatively competent which means using the language to communicate, which is the most effective way to learn a language. Here are four major principles of communicative methodology for lesson planning.

Effective Communicative Techniques

Know what you are doing. The starting and end point of every lesson should be an operation of some kind which the student might actually want to perform in the foreign language. of course, this communicative trigger for eliciting students' responses should be tailored and adapted to meet the students' skills and abilities.

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THE READINESS OF MANAGERS IN THE SCHOOLS FOR TEAMWORK[79]

Konstantin Petkovski
Faculty of Tehnical Sciences, University "St. Kliment Ohridski", Republic of Macedonia
Fanche Joshevska
Primary School "Elpida Karamandi" Bitola, Republic of Macedonia

Abstract

Teamwork develops successful communication in the organization and it develops an organizational culture in which prevails the need of dependence in all its members in the process of achievement of successful work. It is based on a properly constructed strategy that allows proper flow of ideas, knowledge and information. It creates opportunities for development of the organizational commitment and culture that is characterized by a need that is big enough for a change and improvement of the work. The teamwork allows the individual accomplishments to be seen as a whole and not as a throwaway part that creates negative synergy that reflects failure of the team and the overall organizational system. The team enables joining of the differences of its members. Each of them develops the feeling of success that comes from the joint success of the team. Each member openly expresses his or her feelings, develops listening skills that enable listening to the ideas of others, telling their own and their integration into common ideas that are elements of a common vision. The team is aware of their achievements and successes, but also recognizes the needs for changes and improvements that would go in addition to increasing its efficiency and effectiveness. The team work means quality leadership that is necessary for a successful team.

Keywords: teams, teamwork, team leadership, team learning

Introduction

The management of the human resources is one of the important determinants for a proper management of the entire process of the organization, which achieves its efficiency and effectiveness. It is imperative that means necessity in various areas of the organizational acting. If in the past, and unfortunately even today, the traditional notion of the capital refers to money and profit in the organization and all processes are directed towards its increasement, the contemporary approach to management suggests that the most significant capital is the intellectual and that it is the one that provides a wealth of knowledge, skills and creativity that are required for improvement of the quality of work. It follows that every organization needs a modern approach to the management of human resources.

The new approach of management implies the need to implement a number of changes related to the constant use of the teams. It is a way in which the individual achievements are transformed into common achievements. The teamwork develops a sense of belonging to the organization, in which each individual spends his working life, which is a prerequisite for the development of maximum responsibility and motivation. The team is a place where two-way

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communication develops, which is a prerequisite for a "healthy" work environment and directly affects the development of the functional organizational culture that is based on the fundamentals of professional working.

The need for teamwork is a condition which goes to our schools as entities that are part of the public sector in the country. The establishment and the ongoing development of the teams is a common necessity arising from any new conditions and work processes that are part of a different functioning of the schools faced with the challenge that brings the new age globally.

1. The team as an opportunity to harmonize the energy of the individual

People are social beings who need to be part of a group. The group allows communication, exchange of ideas and thoughts, and facilitates the common working. The Working Groups "represent number of people who are interacting, aware of one another and perceive themselves as a group."[1] This interaction is accomplished through cooperative activities that are put in the role of achieving the organization's goals. These groups operate on the basis of persistent movements in the group which are called working dynamics.[2] The groups are mostly formed in order for individuals to reach a common goal. Moving along the path that is filled with many required activities, each group member feels safer. It allows performing of activities, which the person as an individual, can not realize. Finally, as mentioned above, the man is a social creature, whose needs are satisfied by the group. Every member gets what he/she needs, but at the same time he/she gives the maximum of the things that mean needs.

"The group is the smallest social community in which the interaction is realized."[2] In the stage of formation, the group can not function as a team, because there are many cross energies of the members who function in very different directions. What misses the group to finally turn into a team is targeting all those individual energies towards a common goal... “The individual may work hard, but the effort will not be effectively transferred to the efforts of the team. But when the team develops its compliance, arises a common direction and harmonizes the energy of the individual team... In the team there is a common purpose, a shared vision and are understood the ways of mutual complement of each other's efforts.”[3] The team becomes a place where the personal visions are the basis for building a common vision. To realize the goals of the team, its members need to function as one. The team is a place where the differences between the members are respected that allows them to be, on one hand, heterogeneous and flexible, but also to achieve cooperation.

For Adizes [4] the basic need in the management is building complementary teams with a sense of united differences. If the teams are formed by individuals who are the same as the leader or the manager, it is not forming a team, but cloning. These teams represent the lack of organization that would reflect negatively on its operations. "When in one company there are two people who always agree on everything, one of them is unnecessary."[5] In the team it is not enough to provide only representation the differences. Such differences need to be united.

People represent stem cells that form the organizational system. Each individual and the teams in it, represent the foundation on which exist the responsibility for the level of quality in the performance of business processes. Teamwork is the only way to improve the work process and its redesign. Teams provide the opportunity to achieve much more in comparison with the achievements that can be earned by "simple sum" by a number of individuals.

The teamwork develops successful communication in the organization and develops an organizational culture in which prevails the need of dependence of all its members in the achievement of successful working. It is based on a properly constructed strategy that allows proper flow of ideas, knowledge and information. It creates opportunities for the development of organizational commitment and culture that is characterized by a need which is big enough for change and improvement of the work. The teamwork allows the individual accomplishments to be seen as a whole and not as a throwaway part that creates negative synergy [2] that reflects failure of the team and the overall organizational system. As for the synergy, as imperative for effective teams, Maslow says: "The more power and influence they let the others in team situations, the more you get for you."[6] The synergy allows you "make" the others happy and in meantime to enjoy that. It is a more realistic perception of truths and real-life situations, compared to those that really exist.

2. Management and Teams

The scientific studies have come to the fact that there are two factors that play a key role in the efficient and effective teamwork:

- The expectations of the leader;
- The attitude of the leader.

In a state where the leader has high expectations, the teamwork results are great; on the other hand low expectations bring bad results. In the context of this is the mood of the leader. If his personality is characterized by positive sentiment then, the success will be reached more easily. As an upgrade to this situation arises the need for the leader's faith to the team as a whole.

The role of the leader in team building is in order to establish clear standards for work as well as safety standards, determining the size and the engagement of the members in it. In staffing the team, the successful leader selects members who have those qualities that he as a leader does not have them sufficiently. The leader builds team spirit and he takes care of its maintenance and discipline as a condition that does not limit the freedom but performs encouraging creative conditions for maximum engagement of each individual during team activities. He constantly encourages all the feelings which are towards that goal. The frequent opportunities for consultation and support that he gives to each individual, develops a sense of belonging to the team.

His role in the development of the individual consists of organizing training, introducing in the process of teamwork, hearing problems and personal opinions, and giving awards. A successful leader develops the sense of responsibility of the individual and provides an atmosphere in which everyone feels safe enough. The leader performs encouraging progress in the work and in the behavior of the individual as an integral part of the whole which is called a team.

According to Adair [7], people expect their leaders to assist them in achieving the shared task, to balance the synergy of the teamwork and respond to the needs. The fulfillment of the task, builds the team and meets the individuals' needs. If an individual's need is not met, your team has no cohesion, resulting in threatening the performance of the task, and satisfying an individual's need to be reduced. If an individual's need is not satisfied, then the unity of the team is missing, causing a reduction of the opportunities for performing the task.

3. The need of teamwork in the schools

The establishment and the ongoing development of the teams is a common necessity arising from any new conditions and work processes that are part of a different functioning of the schools faced with the challenge that brings the new age globally.

The changes which are necessary for achieving the highest form of learning that leads every school system to the level of efficiency and effectiveness in the operation, is directly linked to the formation of the teams, the development of the teamwork and development of the conditions for team learning. The everyday need for preparation of projects that are essential in the material-technical and financial resources and organizing different kinds of activities that have the aim to provide conditions for career and professional development of human resources as a condition for building good working climate in schools arises the need for establishment of project teams. The need for self-evaluation as a pattern of the modern school systems creates conditions for the development of self-evaluation teams. The need for development planning, resulting from the development strategy of the school is the basis for achieving specific operational objectives and is directly related to the effective building and developing appropriate and professionally staffed teams. Hence, the teamwork becomes determinant for achieving maximum success of the school which is an inseparable part of the overall social life.

4. Empirical surveys and analysis

The bad way of managing in the past and today, led to situations whose consequences cannot be, even after a long period of time, overcome and improved. The most frequently used "style" of management features with situations in which the application of teams and teamwork do not create prerequisites for team learning. Teams are formed by individuals who do not have the necessary features that are required to undertake and execute the appropriate role. The formed teams represent only set of people who have the same views, opinions and interests that mostly coincide with those of the manager. These teams represent the place of the cloned entities. This practice does not allow development of the team leadership that should reach the level of institutionalization in a modern and successfully managed organization.

This situation was a motive for conducting the research and had the aim to take into consideration the needs for competence of the school managers for building and developing teams and teamwork. Therefore, was prepared a questionnaire in which they were given 23 statements, for which the respondents expressed their opinions on the scale of opinions offered from 1 to 5. For the purposes of this paper will be presented only small number of them which are sufficiently representative to give a realistic picture of what is needed for this type of contemporary work, i.e. modern approach of management in the schools. The survey was conducted on 385 employees in the institutions of primary and secondary level of education in Macedonia. The data received are presented in tabular and graphical display.

Table 1: Data from a survey conducted in education

The Manager (the Head Teacher), as a team leader should be able to:							
No.	**STATEMENTS**	❶	❷	❸	❹	❺	**average**
1.	Makes a thorough analysis of the hitherto and the situations that need to be achieved.	3	8	29	70	274	**4,57**
2.	Evolves situations in which is known the vision for development of the organization, and the mission which outlines the goals and objectives that are adopted by consensus.	3	10	30	96	245	**4,48**
3.	Creates a "healthy" organizational culture with: • ethical characteristics (mutual trust and respect, responsibility, accountability, consistency, diligence, care for the team members).	10	6	32	67	269	**4,51**
	• features relating to the general communication (self-criticism, criticism which does not insult, flexibility and kindness).	8	10	27	80	259	**4,49**
	• features relating to teamwork (each team member to find its place, active listening, argumentation, accepting the differences, a common goals setting and their achievement).	6	10	45	59	264	**4,47**

The ability of the leader of the team to deal with the tasks, in order to reach the goals which were previously set, highlights the need to analyze the current situations and those that need to be achieved. What will be the future of the team, and thus of the organization as a whole depends on the present. The faster the problems are solved now, the easier it will be to exploit the opportunities provided by the next day. In the questionnaire for this purpose is given the question number 1. Based on the processed data it was found that 71% of the respondents think that it is a necessity that should be completely or very often applied by the team leader, 18% of the respondents have the opinion that it is imperative that occasionally needs to be implemented, 8% thought it is average, but only 3% of respondents based their opinion on the thing that it is an imperative that should not or mainly should not be performed.

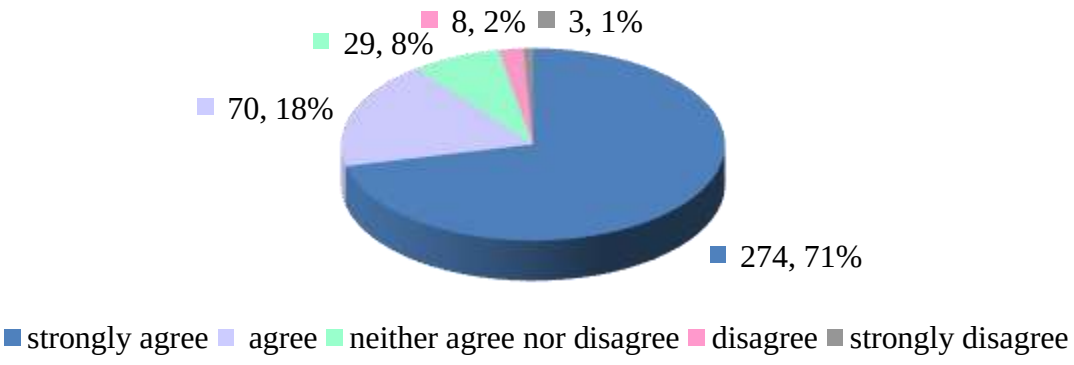


Fig. 1 A.1: Do a thorough analysis of the current situation and the one that should be **achieved** (range 4.57)

"The vision of the business world means farsighted look and a new way of responding to significant problems. The leader observes the present and looks into a different way to the future so that it rejects the way things are settled and inspired, recognizes all the working areas."[8] The manager or the leader is the one that puts the basic contours of this vision. The human resources in the organization are direct holders of activities in favor of its implementation. The practice has shown that it is necessary to carry out continuous analysis of the purpose and the mission of the organization, with decisions on other goals and objectives being taken by consensus. On this basis, the obtained data shows that 64% think that it is a necessity that should be completely or very often applied by the team leader, 25% of the respondents have the opinion that it is imperative that occasionally needs to be implemented, 8% thought it was of average importance, and only 3% of the respondents that this is mainly not necessary or no necessary at all.

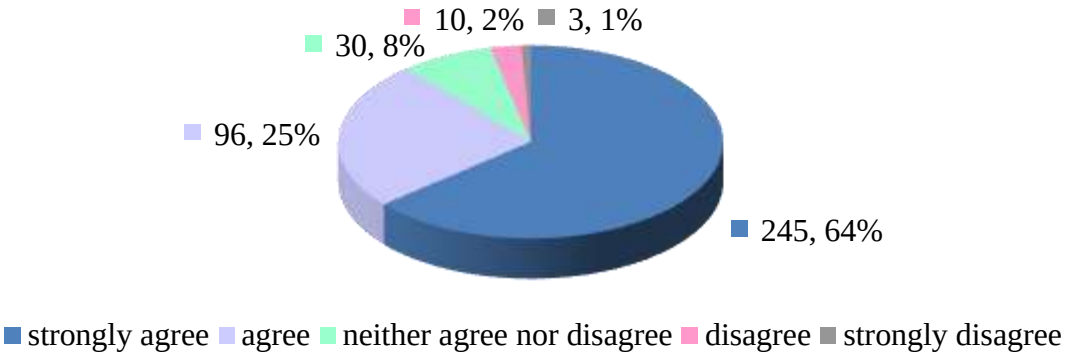


Fig. 2 A.2: Develops situations where it is clearly known what the vision for development is in the organization and the mission which outlines the goals andtasks made by consensus (range 4.48)

The ethical characteristics of the organizational culture were presented by the question number 3/1. The need for such feature of the organizational culture and the leader's skills in its construction, for 87% of the respondents is of full or frequent necessity for 8% think that building ethical qualities should be an occasional feature of the activities of the team leader, and only 5% that it is mostly or completely unimportant for efficient and effective team leadership.

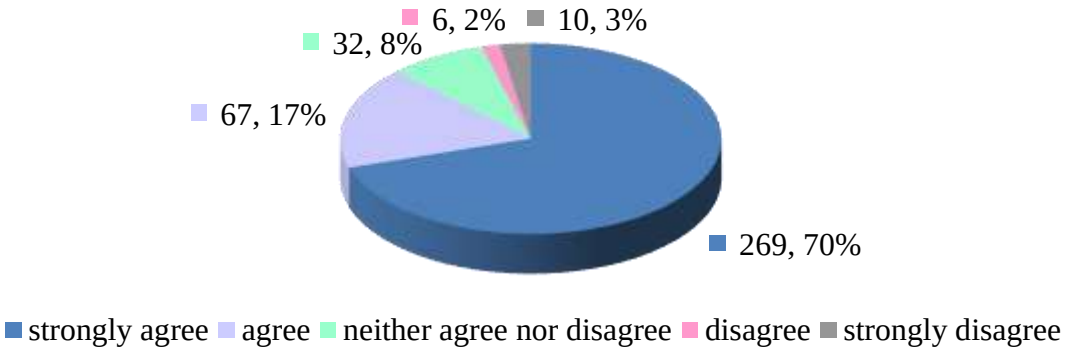


Fig. 3 A.3/1: Creates a "healthy" organizational culture with ethical characteristics (mutual trust and respect, accountability, consistency, diligence,care of the team members) (range 4.51)

In addition to the requirements related to the need for good communication, which is a factor in building a "healthy" organizational culture, in the questionnaire was given the question number 3/2. The obtained data confirmed the everyday experience and theoretical knowledge. Namely, 88% of respondents believe that it is a necessity that should completely and often be a feature of the team and its leading, 7% of the respondents think that it is a need that should rarely be achieved, while 5% of the respondents think that it is a direction that it is mostly or completely unnecessary feature of the teamwork and its leadership.

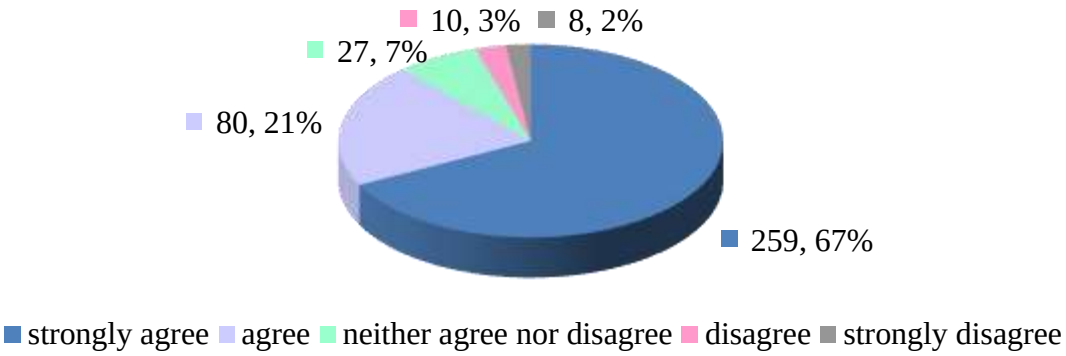


Fig. 4 A.3/2: Creates a "healthy" organizational culture with features that are related to the general communication (self-criticism, criticism that does not offend, flexibility and kindness) (range 4.49)

Team building and team development based on principles, values, norms, and the need for coordination and cooperation, directly influence the organizational culture. These theoretical considerations, in order to be practically tested, in the questionnaire were presented with the question number 3/3. Based on the processed data, once again was found the need and team role in building the organizational culture. Namely, 84% of the respondents believe that it is necessary or often applied need, for 12% it should be an occasional practice, while 4% that it is disagree or strongly disagree.

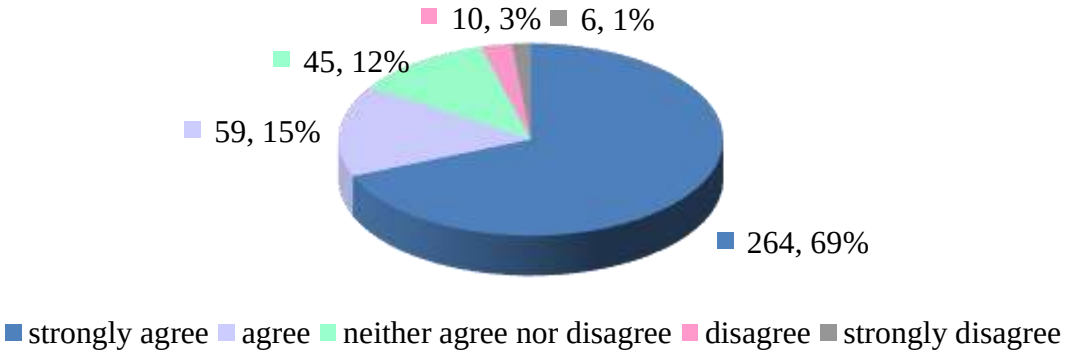


Fig. 5 A3/3: Creates a "healthy" organizational culture, with characteristics referring to the teamwork (for each team member to find its place, active listening, argumentation, acceptance of the differences, common goals setting and their achievement) (range 4.47)

The data receives the affirmative attribute, which does not mean that they represent the image of our reality. For that purpose, in the questionnaire was given a statement aiming to allow realization of the extent of abilities that the managers have developed, in the schools in which the respondents belong. The received data, gave the opportunity to make comparisons relating to the employees opinion for their managers' level of developed skills, as well as the

managers' self-evaluation for their managerial or leadership capabilities. The data received are presented in Table 2.

Table 2: Comparative results of employees and managers

In your organization the manager possesses the necessary performances for team building and leading	
Managers	**Employees**
4,26	**2,84**

Based on the data presented in table 2, it can be stated the fact that the managers in schools consider to have a high level of developed leadership capabilities and that they successfully implement them in the process of their management. Unlike them, their subordinates - the employees believe that their managers have the skills that according to the ranking are much lower than the average score. Those results indicate that managers in these activities have low level of ability to make self-evaluation, while the employees have high expectations of their managers and they expect them to develop their leadership capabilities. Shortly, they do not see their managers as individuals with developed capabilities that will enable them to be efficient and effective leaders.

Conclusion

The teamwork is the determinant, which enables modern approach to managing and running the organizations. What will be the degree of the success, depends on the leaders' skills for team leading. The successful leaders create a team and lead it in a way that enables the development of synergies, which is the basis of achieving a common or shared vision, which is based on common opinions. It is a condition characterized by a high degree of team learning, which is the basis for the development of organizational learning with all the attributes resulting from it.

As priorities in the organizational work, the respondents emphasized the need to create a functional organizational culture which is a prerequisite for building and developing the teamwork where the ethical characteristics are dominant in prevailing the mutual trust and respect, accountability, consistency, conscientiousness and care for all team members. With its views and opinions the respondents confirmed that the efficiency and effectiveness of the organization largely depends on the creation of a communication that is based on self-criticism, criticism which does not offend, flexibility and kindness which, also, are the functional attributes of organizational culture in which teams and teamwork are common.

The need for a modern approach to managing schools imposes system changes that should primarily be directed towards the development of the skills and abilities of the managers who will be able to carry out the implementation of the elements of the teamwork that will facilitate the development of the team learning as a determinant of efficient and effective operation of the school systems.

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THE IMPORTANCE OF STUDENT ACTIVITY IN EDUCATIONAL PROCESS [80]

Ilinka B. Mušikić, Tatjana P. Kompirović
University of Prishtina with temporary seat in Kosovska Mitrovica, Faculty of Philosophy

Abstract

Scientific, technical and technological development causes profound changes and transformation of the educational process, and these changes are related to the content, methods, forms and ways ofworking

Teaching in the modern schools well as in the school of the future presupposes solutions to many didactic questions. One of the unresolved didactical issues is the problem of activity in teaching and higher students' involvement in the learning process. This question is not new but it is actual, given the ever increasing demands for individualized teaching, the desire for student autonomy and independence as well as the education of individuals who will take an active part in all social events.

In order to activate students in the classroom, the teacher should perform didactic preparation , possess didactic initiative and have a emphasized work pace . One of the main tasks of the teacher is to train students for independent intellectual work, and to prepare them for a permanent learning process.

Keywords: pupil, teacher, teaching, activity.

Introduction

Scientific research has been focused for decades exactly on the discovery of new forms of learning organization and teaching that will improve these processes, encourage students' inner reserves and increase productivity. Student activity alone has a great amount of influence on the learning process itself and on personality development.

The activity has a certain educational aspect that must comply with the requirements for the education of a versatile developed personality and is based on proven logic, psychological, didactical, pedagogical and sociological principles. Logical basis of activities in the teaching process has been implicated in the content of teaching material. Psychological basis of activities in the classroom is located in the mental constitution of the student, while the didactic foundation of activities is in a deliberate articulation and integration of procedures in the learning process. Pedagogical basis of students' activities is the acquisition of knowledge, skills development and adoption of skills and habits while sociological activity is students' attitude towards work, society and collective. All of these components in the teaching process are intertwined in the form of dialectical unity and are a condition for versatile activity.

The essential features of activities in an organized upbringing and educational action are: completeness, unity and social dependence. Completeness implies involvement of the whole personality. Students' knowledge and habits acquired through full activity stimulate

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learners to acquire new content and to make independent conclusions. The unity of the elements that characterize the activity make another important feature of this educational phenomenon. The basic elements of teaching activities are: content (teaching materials) and process of activities (process flow of teaching material). The third important feature of the activities its social conditionality. Active as a teaching phenomenon has a variable social function depending on the objectives set by the society (Lekić, 1965: 23).

Types of activities

Activity is tied to the emergence of man, his life and work. Activity is not just a way of expressing a personality, activity is the only way and means of development of any person (Potkonjak, Krnjeta, 1965: 80). Unity of disposition and activities and the adequacy of the contents, assuming that other influences from the outside tare beneficial, is the only way to convert these dispositions into abilities, into personality traits of a built personality.

Activity, understood in its broadest sense, can be: conscious and unconscious. The unconscious activity involves impulses, instincts, reflexes and other phenomena that are important for legitimacy and value of mans' life and work. Conscious activity includes all mental and psychophysical actions which are accompanied by reason.

As a phenomenon, activity potentially exists in the general mental and psychophysical constitution of man. Depending on how a man as a conscious being contact with the objective world activity can be: perceptual, intellectual and motor. Thus because it occurs in the teaching activity can be spontaneous and conditioned. Drivers of activities are internal initiatives, personal and social motives, external influences which act on our receptors and other subjective and objective factors. Ways in which these factors occur determines the type of activity. If the factors emerge by themselves and determine the direction of action then this spontaneous activity, and if we provoke them so as to determine the direction of action then this is a conditioned activity. In a spontaneous activity impulses impose themselves, and in a conditional activity we provoke them psychologically and direct them methodically. In a well-organized teaching spontaneous and conditioned activity are united. The entire school work is focused on planning, organizing, directing, articulating and monitoring the efficiency of students' activities. Therefore, the only valid measure of the quality of the school's functionality is the structure of real student activity. School should create conditions for the development of a wide range of student activities that lead students to important educational and developmental achievements.

Activity values

The value of activities itself should be assessed according to the intensity of training, educational and practical students' action in the classroom. The educational value of the activities is the basis of organized classes. The educational value of students' activities is reflected in the formation of his intellectual, emotional and volitional, social forces and capabilities. The practical value of the activities involves work-technical students' work and elements of technical education in schools (Lekić, 1965: 38). In a properly organized teaching the listed activity values are in dialectical unity.

Students' activities during a class

When speaking about the activities of students in the classroom, we mean a comprehensive process of personalization and socialization in which the student is more or less

depending on age, both in the position of the object and in the position of the subject. Students' activity is a condition for success in the classroom, and it can be different: manual, sensory, intellectual, expressive etc. The most common students' activity in the process of teaching and learning is an intellectual activity, which rarely occurs completely separated from other types of activities, and when it si dominant contributes to the development and focusing of students' mental forces. An important requirement of any successful student's activities is the extent of its competence for independent acquisition. Especially, because knowledge is acquired through thought -through thinking activity that is developed in the process of acquiring knowledge and leads to more critical and creative action. Also, it is important that each activity continues to be conscious, because only conscious student activity makes him happy, free and pleased.

Studies show that student activity in the classroom depends on many factors, especially on teachers, teaching contents, the student himself and educational technology. All of them trigger student to work and learn, and are even associated with their needs as the main source of motivation.

Many reform trends and movements (active school, new school, working school, Montessori and Dekroli systems, Dalton plan, Winnetka plan and others) sought to use the teaching methods that which would activate students thinking and contribute to their intellectual independence. Numerous pedagogical thinkers emphasize the importance of student activities. Let us mention a Swiss educator and psychologist, Adolphe Ferriere (1879-1960) who points out that in contrast to the old, traditional school: a new, active schools should provide education that will not be verbally and intellectual (like traditional education), will not be bookish, separate from life but, on the contrary, it will be placed in the midst of life, it will be action and reaction between the individual and the world around him (Ferrier, 1935: 178).

In order to completely show student activity in class it is necessary to point out the basic characteristics of the class, its structure that is. Class is a major element of class-hour system and the basic form of teaching organization, which involves deliberate selection and structuring of the content, rational use of time, expedient application of various teaching methods and procedures. The goal of each lesson is to provide a systematic adoption of solid knowledge and learning, to train student for their successful application, to promote independent learning and work and to contribute to upbringing (Djordjevic, Potkonjak, 1990: 316).

It is very important to realize the unity of teaching and educational tasks, activities, work and labor discipline, and forming of worldviews during class. The structure of the class is the internal organization of the teaching process in the course of time, i.e. determining work stages in class. The structural components of the lesson are:

- student psychological preparation for appropriate teaching activities,
- highlighting class goals
- introduction of new teaching materials,
- systematization of processed material,
- application of acquired knowledge,
- formation of learning and exercise habits,
- verification of the results achieved,
- student assessment,
- assigning homework.

However, it should be noted that this structure does not represent a rigid pattern which should be followed blindly. The structure of each class is determined by the teacher, which provides the possibility to show creativity when organizing structural elements. When planning and structuring classes teacher must take into account the following elements: class goals,

content, teaching methods, teaching resources, type of work, and of course the age of the students and their abilities.

Teacher should encourage in student an active attitude towards what is presented, because personal student activity is the most important condition of his teaching. It should provide, or require through appropriate problems i.e. an interactive communication, expression of students' previous experience and new knowledge logically fit into the already existing ones. This causal structure of a knowledge requirement is for the longer retention, easy playback and creation of materials. If a teacher poses a variety of tasks, provides a variety of activities, increases demands , if the teacher maintains curiosity and intellectual activity of their students, he will improve students' attitudes to learning as well as their ability to work (Djordjevic, Potkonjak, 1990: 317).

Thus, the learning process in classroom teaching should be considered from two sides: on the one hand as an activity which can be ascribed to the teacher, on the other hand, as a kind of activity related solely to the student. When talking about the actions of teachers, with respect to the proper conduct of the didactic process, then we can, for example, analyze how the teacher's activity can mobilize cognitive activities of the student in the process. One can also observe how it develops students' cognitive interests, through which routes and procedures the student becomes independent in the learning process. In this regard it can be assessed whether the teacher made adequate preparations for a given work, how he applied certain didactic principles and psychological demands in the given work situation. Characteristics of teacher's activities can be seen in his attitude towards all students, or toward certain categories such as, for example, better or intermediate students. Qualifications of teachers for individual student siding, how he works with those students who show learning difficulties and so on can also be analyzed.

When it comes to student activity many factors could be stated which could point us the character and contents of student activity. In that sense, we can talk individual or for whole class how someone gets around during class or some other form of didactic work; how someone uses lesson flow for active participation in work; how someone reacts to the set questions, tasks; the willingness of a person to ask on his own or to try and solve a problem or to given assignment. We can observe: how someone copes when a problem occurs which should be solve through group work or individually; then how someone deals with certain mistakes or to corrections form the teacher; it can also be observed how someone solves given written assignment or how someone follows teacher’s presentation, or that of other students, how he puts down lesson flow; how someone extrapolates the important things for a particular situation, etc.

Activation of though and intellectual independence of students certainly are one of more important, complex, educational tasks of teaching, but also of the broader seen upbringing goal. Contemporary school student is an active subject in the processes of upbringing and education. This means he is under the influence of the teacher, through systematic and planned teaching, guidance, direction, by giving support and help, but the student through independent learning, work and effort gains educational and upbringing qualities (Kačapor, 1998: 205).

Our school today has to develop new organization and work forms, to create the kind of upbringing-educational situations which direct students ever more to creative problem solution, to greater independence and initiative. If the students have been lulled through long-term acquisition of ready knowledge and information, there is no intensive growth of an individual person (Čičovački, 2002: 111).

Conclusion

In the modern condition of societal development school gets new tasks and function, it is in fact required from it to form a comprehensive, creative, free, and active individual. Old, traditional school could not realized this requirement to the fullest extent, due to the outdated and inadequate teaching methods, to authoritative teacher's position, because while the teacher spoke, in most cases ex cathedra, the student listened idly with crossed hands, observing and remembered what he heard and saw. Therefore, school should be made on new basis in which both teachers and students will be active. So as to provide students' activity during class the teacher should choose adequate methods and means, which will enable more independent student work, more independent acquisition of knowledge, a more active attitude in acquisition of that knowledge, development of intellectual abilities.

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EULOGY TO OUR BLISSFUL FATHER AND SLAVIC TEACHER CYRIL THE PHILOSOPHER (LITERRARY AND AESTHETIC FEATURES)[81]

Anita Angelevska
Municipality of Bitola

Abstract:

The Eulogy to our blessed father and Slavic teacher, Cyril the Philosopher is one of St. Clement's eulogies which drew the most attention among researchers and scholars of his literary activity. It is susceptible to being the subject of much analysis of the contemporary literary theory researches. This eulogy evokes the question on the multiple versions of St. Clement's works.The eulogy of St. Clement of Ohrid to Cyril the Philosopher fits the model of V.Ivanova, an eulogy structured in 5 parts: introduction, story (narrative-Naratio), transition (Transpositio), praise (Acclamatio) and conclusion.The eulogy starts with the usual formula often found in other eulogies by St. Clement, which represents a speech to the believers and there is the identification- representation of the saint. St. Clement builds the image of his teacher on the subject of apostleship – St. Clement quotes Apostle Paul. In the beginning of the text, several biblical quotes are incorporated that have the function of a thematic key, through which the reader (listener) is closer to the spiritual dimension of the text. Including St. Cyril among the Christian Apostles has its foundation in the recognition of the brothers St. Cyril and Methodius in the Apostles, during their stay in Rome, and this typology in the eulogy of St. Clement gets its concretization in the character of the apostle Paul. In forming the image of St. Cyril, St. Clement stresses the motive of selection. St. Cyril is the chosen one who brought faith, knowledge and wisdom to the Slavs, brought them salvation. The analysis of the Eulogy to Cyril can be concentrated on two points: the first carries complete information about faith, life, the deeds of Cyril, it maps a spiritual and ascetic parable of that perfect follower of Christ. The second part contains the praise i.e. the admiration. Obolenski, in the memorial service for the teacher locates two values: the first is the grace of the Holy Scripture and worship in their own language, and second one he detects as an ethnic self-determination.

Keywords: commendable speech, five-parts structure, apostleship, grace, ethnic self-determination.

The Eulogy to our blissful father and Slavic teacher Cyril the Philosopher, is one of the St. Clement's eulogies that has most drawn the attention of the researchers of his literary deed. That tendency has been present ever since the beginning, since its discovery and due to its literary and aesthetic dignities it is informational and serves as a subject to much analysis in the contemporary literary theoretical researches.[82] This eulogy raises the question of multiple

[81] Specialized paper

[82] V. Velcev. Konstantin – Kiril Filosof i Metodi v staroblgarskata kniznina. Sofija., 1939, str. 99-109; L. Graseva. Nekoi izobrazitelni principi v pohvalnite slova na Kliment Ohridski. - V: Kliment Ohridski. S, 1966, 267-278; M. I .Lekomceva. Semantika nekotorih ritoriceskih figure, osnovannih na tavtologii (na materiale „ Pohvalnogo slova Kirillu - Filosofu"). - V: Struktura teksta. M., 1980, 184-197; Alda, Dzambelukova – Kossova. Nabljudenija vrhu literaturnoto nasledstvo na Kliment Ohridski – km interpretacijata na „Pohvalno slovo za Kiril ". vo: Kirilo - Metodievski studii. kn 1, Sofija, 1984, str. 120-138;

redactions of the eulogies of St. Clement. Svetlana Nikolova, analyzing in detail the Eulogy to the prophet Ilija, generally poses the question of the existence of two author's editions of some of St. Clement's eulogies, among which is the Eulogy to Cyril.[83]

V. Ivanova in the model proposed as an eulogy to a saint, the structure is consisted of 5 parts: introduction, story (narrative - Naratio), transition (Transpositio), and praise (Acclamatio) and conclusion. The Eulogy of St. Clement of Ohrid to Cyril the Philosopher fits the given model, its structure being in five parts. In the first part, in the introduction, the eulogy starts with the usual formula, often present in other eulogies by St. Clement, which is actually a speech to the audience- the believers, after which comes the identification- presenting of the saint and then, St. Clement quotes apostle Paul. St. Clement builds the image of his teacher on the subject of apostleship.[84] In the begininning of the text, a few biblical quotes interwine, that have the role od a thematic key and "present to the reader (listener) the basic information which allows them to understand the spiritual idea of the text" i.e. introduces them to the "essence of the allegoric meaning of the text, giving the opportunity of an instructing and educational effect on them".[85] Placing St. Cyril in the order of the Christian apostles is based on the acknowledgement of the brothers St. Cyril and Methodius in apostles during their stay in Rome and this typology in St. Clement's eulogy gets its concretization in the image of the Apostle Paul. In forming the image of St. Cyril, St. Clement also emphasizes the motive of selection. St. Cyril is the chosen one who brought them faith, knowledge and wisdom to the Slavs, brought them salvation: "Well, Lovers of Christ, the illuminating memory of our blissful father Cyril has shined upon us, the new apostle and teacher of all sides, who with orthodoxy and beauty rose above the earth as the Sun, enlightening the whole world with the rays of the Threefold deity. God's wisdom built a temple all to Himself in his heart and on his language, like as on a cherub, constantly rested the Holy Spirit, that always gives away the gifts by the force of the faith, as apostle Paul had said: 'Everyone of us has been given a grace according to the measures of the gift of Christ'. Why has God said: Whoever loves me I shall love him too and shall call to him myself and in him I shall make a dwelling and he will be my son and I his father".[86]

Dzhambelukova - Kosova, in the analysis of the Eulogy to Cyril, separates two pieces of the text: "the first bares complete information of the faith, life, the doing of Cyril, maps the spiritual and ascetic parabole of this perfect follower od th Christ. The second part coprises the praise i.e. the admiration… Thus, the first part of the monument is a doctrinal assumption and a theoretical justification of the admiration and the respect that Cyril stirs in his pupil."[87] In the second part- the narrative one, where by the rules the fibula contains the biography of the saint to whom the work is dedicated, St. Clement with a particular literary tact, chosen sentence structures, a grand piety and enormous respect, talks of the saint of his eulogy and the embed quotes and their choice evokes admiration in it all, in function of formulating as inspired and as plastic representation of his teacher as possible, that could never leave indifferent those to

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[83] Svetlina, Nikolova. Njakoi tekstologiceski problemi v panegiricnoto tvorcestvo na Kliment Ohridski,(Po materiali ot „Pohvalno slovo za prorок Ilija"). - Kirilo-Metodievski studii. кп. 1. Sofija, 1984, str..63 -119.

[84] Vasja, Velinova. Kliment Ohridski – ucitelot i tvorecot. Sofija.1995, str..73.

[85] Alda, Dzambelukova – Kossova. Nabljudenija vrhu literaturnoto nasledstvo na Kliment Ohridski – km interpretacijata na „Pohvalno slovo za Kiril ". vo: Kirilo - Metodievski studii. kn 1, Sofija, 1984, str. 122.

[86] Jovan Takovski. Sveti Kliment Ohridski: sobrani dela: slova, pouki, zitija, prevod od staromakedonski, d-r Jovan Takovski. Skopje, 2012. str.110 - 111.

[87] Alda, Dzambelukova – Kossova. Nabljudenija vrhu literaturnoto nasledstvo na Kliment Ohridski – km interpretacijata na „Pohvalno slovo za Kiril ". vo: Kirilo - Metodievski studii. kn 1, Sofija, 1984, str. 121.

whom it is dedicated. In the biographical part, dominates the "chronological principle of speech, which created a certain closeness to the hagiographies, but the eulogy has its own characteristics – the events are given stiffly, synthesized, with no details."[88] That means we have a handing of the biographical data with no precise factography, but poetically, citing some parts of his activities, accentuating the polemics of the patriarch and iconoclastic, the Khazar mission and the mission to the Saracens, the meeting of St,. Cyril with the Fula tribe. St. Clement skillfully makes the relation with the evangelic prototype of the saint – apostle Paul: "As soon as he would hear somewhere a sort of blasphemy to the face of God, as a winged man he would fly all sides, with clear words would raze all confusion and teach orthodoxy, finishing that which apostle Paul had not, flying like an eagle on each side, from east to west and from north to south."[89]

Understandably, the most of space and attention in the eulogy is dedicated to the Moravian mission, the most significant one that brought to the Slaves enlightenment and spiritual salvation. The biggest and most important attention to the term enlightenment in the theology of St. Clement is paid by the archpriest Jovan Takovski, determining that it is a term "filled with meanings that go inside the most essential spheres of the orthodox Christian teaching"[90] ... that comes from the verb to enlighten „просветлува" (просвящати /просвятити.- perfective verb) that has derived from the noun святъ (light). This term refers directly to the missionary and educational doing of the holy brothers Cyril and Methodius, with the Moravian mission and then with their pupils and followers, "in fact, this term contains the entire missionary and educational deed of St. Clement and his teachers."[91] Takovski speaks of three types of enlightenment of St. Clement: enlightenment with letters – literacy, books and oral sermon, enlightenment through the holy secrets (with baptizing, with repentance - confession, through holy communion) and enlightenment with the benefactors (brotherly love, love)[92] and all of these are segments that St. Clement carefully, thoroughly, educationally and highly literary covers in his preachers' legacy: "He preached the hidden secrets to all the peoples with words understandable to them, to ones by books, to others by sermon…His language poured sweet and life-making eulogies. His refined lips blossomed with wisdom. His refined fingers created spiritual organs (books) and ornamented them with golden letters…" [93] To St. Clement, the books made by St. Cyril are spiritual organs,[94] through which St. Cyril and his brother Methodius educated the Slavic peoples. Therefore in the text, a special attention merits the antithesis between the darkness of ignorance and the divine enlightenment of countless people with knowledge. Even in the part of the praise, the use of the metaphor of light is strong and multilayered, whose semantics has multiple meanings in the medieval literature and in general, in global civilization frames. It is correct that is almost impossible to separate "the light as a symbol from the light as a metaphor… The Christian symbolic only builds on the one in the Old Testament. Jesus is the light of the Sun (John 8.12; 9.5), his students are also the light of the world (Matthew 5.14) ... Light is a patristic symbol of the heavenly world and eternity[95] ... "In medieval oratory prose the relation light - God is important and ever

[88] Elena,Velkovska. Nabljudenia vrhu stroeza na „Pohвalno slovo za Kiril " ot Kliment Ohridski. vo: Kirilo-Medotievski studii. kn 1, Sofija, 1984, str. 167.
[89] Jovan Takovski. Sveti Kliment Ohridski: sobrani dela: slova, pouki, zitija, prevod od staromakedonski, d-r Jovan Takovski. Skopje, 2012. str. 112.
[90] Jovan, Takovski. Prosvestenieto vo teologijata na sv.Kliment Ohridski. Skopje, 2006, str.7.
[91] Ibid, str.9.
[92] Ibid, str. 8.
[93] Jovan Takovski. Sveti Kliment Ohridski: sobrani dela: slova … str.113.
[94] Jovan, Takovski. Prosvestenieto vo teologijata ... str. 132.
[95] Z. Sevalie. A. Gerbran. Recnik na simbolite: mitovi, sonista, obicai, gestovi, oblici, likovi, boi, broevi. Skopje, 2005. str. 880, 883, 884.

present. Often there are its direct appointments, metaphors and comparisons, but it participates in the construction of epithets, thus forming, building their semantic meaning. "Very often light refers to the saints who are enlightened (shined upon, illuminated) by divine light, have been near it, they have met it." [96] Particularly skilled in the use of light is St. Clement in almost all eulogies and the eulogy of praise for Cyril is the ultimate mastery in this direction. In the part of the bridge, St. Clement uses a symbolic comparison: "And just as the Morning Star, that rises later, with its light illuminates the entire star sky, letting out light with the sun's rays, this most blesses father and teacher of our people, shining with rays triple than those of the sun, enlightened countless people that lay in the darkness of ignorance."

In the biographical part, there are syntactical liaisons missing in the parts and in the praise they combine with the causing and consequential. [97] The argumentation of the works of the saint are not brought into question, but what is important is "the depenndance of the cause and consequence of the human faith of God's providence".[98] From the analysis of Velkovska, attention also draws the part that refers to the morhological level – usage of the pronouns , that contributes to the rythmicaltiy of the text and in the language part the pleonastical synonimy is fundamental.[99] Accrodring to Stanchev, it is of normative chracter and virtuously combined, the ephitets are grouped around three semantical cores: Gid, holiness/ honor, light.[100] The synecdoche is one of the basic figures in the Eulogy to Cyril, the part of the worship is built through it.[101] The part of the praise or emotional enchantment of the saint, begins with a rethorical question, that functions as an internal introduction, before the use of the word "worship". The Eulogy to Cyril is the only eulogy of St. Clement, and unknown occurrence, also for the rest of the medieval orator prose, but by the example of the Byzantine texts, where the anaphor of the syntax and parallel sentences is the verb "mitigate", that states the highest worship. In one of the dogmas of Vasilij Veliki it is said that "when a person is enlightened by God's blessing, every part of the body is blessed." [102] The central part of the eulogy is packed with its own rhythm and full synchronization in musical and rhythmical sense, which is in order to achieve perfect oratorical rhythm, from which is born again, the high sensitivity of the text and its highly suggestive sound:

"Therefore, blessed father Cyril, I mitigate your lips, from which spiritual sweetness has been poured to my lips.

I mitigate your loud language, through which the rays of the Threefold God, that shines upon my people, scattered the sinful darkness.

I mitigate your enlightened face, gleamed by the Holy Spirit, through which the light of knowing God rose upon my face and eradicated the pagan deception.

I mitigate your golden eyes, through which my blindness was taken from my eyes and the light of knowing God shone.

I mitigate your angelic pupils, gleamed by the divine glory, which enlightened me with words inspired by God and expelled the blindness from my heart.

I mitigate your clean hands, through which a rain cloud of knowledge came down to my people, that with holy dew waters our burning sinful drought of our hearts.

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[96] Donka, Petkanova. Srednovekovna literaturna simvolika. Sofija. 2000, str. 25.

[97] Jovan,Takovski. Crkovnoslovenska gramatika so Crkovnoslovensko - makedonski recnik. Skopje, 2004, str. 312. (тямже adv. = zatoa, i taka, spored toa, otkaj).

[98] Elena, Velkovska. Nabljudenija vrhu stroeza na „Pohfalno slovo za Kiril" ot Kliment Ohridski, in: Kirilo - Metodievski studii. book 1, Sofija, 1984, str. 175.

[99] Ibid, str. 178, 179.

[100] Krasimir Stancev, Izgrazdanje na coveskite obrazi v staroblgarskata agiografska proza. Candidate dissertation. Sofija, str. 107, 194, 202, 204 - 207.

[101] Elena, Velkovska. Nabljudenija vrhu... str. 179 - 180.

[102] Vasja, Velinova. Kliment Ohridski - ucitelot i tvorecot. Sofija.1995, str.76.

I mitigate your fingers moved by God, through which was written the freedom of my people from the yoke of sin.

I mitigate your golden womb, from which the water of life unfolded to my people, that comes from above after your prayers.

I mitigate your lighted feet, with which you roared the whole world as a sun, preaching the God's teaching.

I mitigate your holy soul, through which the sinful wounds of my soul were healed, and reason was instilled in our hearts, through your spiritual sermons.

I mitigate your God given fingers, through which was written the hidden to many God's wisdom, that unwraps the secrets to knowing God.

I mitigate your holy Church, where lies your sweet body filled with reason."[103]

The final part of the eulogy, again actualizes the subject of apostleship, St. Cyril is the "third performer of God's providence". St. Clement emphasizes the apostleship of St. Cyril and names him the third light of faith, after the apostles Peter and Paul, so that is why in the eulogy he mitigates the parts of his body and his goodness, in the direction of the expressed by apostle Paul in the epistles, that we the believers are the "temple of the living God, because we are the members of His body – form his flesh and his bones."[104] The appeal form representation is finalized with the doxological formula:"…now, always and forever, amen. ".[105] Obolenski, naming it a celebration to the teacher, the eulogy to Cyril, suggests two characteristics that define the early works of the period of Cyril and Methodius's tradition, during the late ninth and early tenth century present in the text. The first refers to the divine grace from Scripture and worship in their own language "That heritage is regarded as an outpouring of God's grace that Clement, and other writers of the school of Cyril and Methodius, had made visible showing it as rain, thanks to St. Cyril, he writes, "the rain of God's mercy fall on my people." [106]. The second one, he detects as an ethnic self-determination or ideological connection with other works of the school of Cyril and Methodiusl. "All of it, in one form or another, reflects the joyous belief that springs from Vita Constantini, in that Slavs, gaining national language of worship, were counted among the great nations that their tongues praise to God. Approaching that community, Slavs are spiritually reborn and become "new people." [107] St. Clement, in the section that talks about fighting with people disapproving of sermons being held in Slavic and about St. Cyril being chosen as a leader of his flock, in the quote from the prophet Isaiah ("According to the prophecy, he made the language of stutters clear" - according to Isaiah 32.4 and 35.6) [108], he uses the verb in the "past (time), because through St.Cyril the preaching of Christ to the Slavs was already fulfilled, because the holy apostle and educator suggested the gospel to the people.[109]

While mainly the qualities of the Eulogy to Cyril concern its aesthetic, literary and artistic properties and relate to the issue of attribution, Grozdanski through biblical approach marks a new aspect of study, which he extends to the whole creation of St. Clement, concentrated on the ideological function of biblical quotations, which in turn carry religious and biblical spirit of these works. Grozdanski notes all the biblical loans or paraphrases in this eulogy: quotes from the Psalms, the Epistles to the Corinthians and Ephesians, the Old Testament books of Kings, from the book of the prophet Isaiah, the Book of Revelation by

[103] Jovan Takovski. Sveti Kliment Ohridski: sobrani dela: slova, pouki, zitija, prevod od staromakedonski, d-r Jovan Takovski. Skopje, 2012. str.114 - 115.

[104] Ratomir Grozdanoski, Biblijata vo delata na sv. Kliment Ohridski. Skopje, 2002, str.238.

[105] Dimitri, Obolenski.. Sest vizantiski portreti. Skopje, 2011, str.51.

[106] Ibid.

[107] Ibid.

[108] Jovan Takovski. Sveti Kliment Ohridski: sobrani dela: slova, pouki, zitija, prevod od staromakedonski, d-r Jovan Takovski. Skopje, 2012.str. 113.

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MODELING THE TRAINING OF TEACHERS ON THEIR MANAGING ROLE IN TEACHING[111]

Toni Soklevski
Business Academy Smilevski – BAS, Skopje

Abstract

The teachers' training for their managing role in teaching is a process of studying, aiming to make transfer of knowledge in the classroom management which will improve the skills, capabilities to do the teacher's job through the management roles. With it the training will change the attitude of the individual or the group. In the training process different methods and techniques are used, adopted for specific tasks and accomplishing the goals of the training itself.

In this theme, the theoretical aspects of the management roles of the teacher are studied, and the ways that they are recognized and involved in the everyday teaching process in the classrooms of the 100 trained teachers in primary and secondary schools in R. Macedonia and their 200 students in the same schools are tested empirically.

The teachers' training models for their managing role, which are suggested in practice, are functioning successfully and are accepted every day by the teachers in Republic Macedonia.

Introduction

Many people have studied the ways in which students learn and develop, and many of them would argue that we have the right answers.You probably never know the real answer (if there is one), but with our efforts to increase understanding of how humans learn, we can better discern the best ways to increase that awareness.

This paper is an attempt to suggest some ways in which the development of education in the Republic Macedonia will be brought to the higher level through a new approach to teaching. This approach sets the student at the center of the process of teaching, in the center of his world, with links to the world and turning to act on it. This approach considers the activity and behavior of the teacher as a significant factor in the world of the student and the ways in which the teacher can become a manager and a catalyst in the exciting process of pupils' development.

1. The new role of the teacher in the teaching

Under role means a set or system of prescribed and / or expected actions of a person who takes a position in the system of social relations. The role of a teacher's professional role is exercised in school and according to established work organization.

The content of this role is not fully legally prescribed. Neither the laws (for primary and secondary education), nor in the regulations, as well as statutes and other legal acts of the schools can not find a complete overview of activities, skills and that cost the role of teacher.That attempt in some sense census of typical tasks given in the nomenclatures of occupations.

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A complete overview of the responsibilities of the teacher is determined in several respects. Besides the established normative elements of the teacher role, much of it is considered to be defined through theoretical and practical training of future teachers, and some can be expected activities based on some traditional notions of it. It was found that the lack of analytical and incomplete picture of the components of the professional role of the teacher in the classroom and beyond largely negative impact on the development of the profession. In addition, more frequent and more pronounced highlights the key changes in education, especially those of a qualitative nature, is the work of the teacher - changing his role, that changed behavior of the teacher in the classroom.

2. Classroom management

Teachers almost never think about managing classroom. They only be aimed at imparting the lesson, providing educational resources and aids but less to the classroom management. Many classrooms are not managed. Management as a scientific discipline acknowledges that each situation unless managed easily turns into chaos. Effective teachers-managers have that in mind and do not wait for problems to build up, but preventive involving wide range of management roles fail to rein in each are classroom situacija. They not create discipline, but also manage it. The most important features of good classroom management are:

- ✓ Students are deeply involved in their activities and pursue the highest commitment.
- ✓ Students know what is expected of them and are generally pleased.
- ✓ Relatively little time from their time is lost and confused.
- ✓ The class climate is work oriented, but relaxing and enjoyable.

The stages in planning classrom management are:

a. Successful teacher manager must define and practice preventive management which will set the framework of common behaviors from the first day of school. Rules and regulations should clearly be adopted in accordance with the students and their parents.When starts the new school year with a clear set rules of behavior in the classroom, all further actions it will take place at the level of respect, understanding and mutual help and motivation. Moreover in addition to the above is that everything that brings together in the interest of all participants and always more respected and implemented. Normally, depending on the age of the students in the classroom rules are adjusted to ensure maximum success in the educational purposes.

b. After the preventive management of scene comes confirmation of the capabilities of the teacher-manager that determines the set rules of the game in the daily lectures, motivation, organization and evaluation. So, as an important preventive management and setting the rules of the Code of class more important role they play in the confirmation process of education, or in the classroom. Internal organization, creativity of imparting lessons, using active methods of work, rich teaching materials and aids is the second part of the success management in the classroom. If the teacher is an effective manager and properly align the time, space and purpose every new time will be better quality, more interesting and reach overall for students, and they will respect his integrity and personality.

True respect of students to teacher builds gradually throughout the year and more, and the principles of effective classroom management are remembered with years. Each role of teacher-manager brings drip success in the mosaic of his educational personality.

3. Managing roles of teacher

Will try to give a systematic review of possible managing roles that the teacher has the teaching, with multiple order:

- ✓ This review to serve teachers in designing their own teaching practice (which recognize the roles in their practice and to what extent fulfill);
- ✓ As a basis for further activities in developing the classroom management;
- ✓ As a "guide" to define the optimal operating conditions of the teacher, but also in various other purposes, depending on the need and the idea of teachers.
- ✓ As operationalized job description teacher who clearly shows how this intricate, delicate, answers and noble profession;

Teacher managing roles starting from diagnostician and the initial condition, planner, drafting, artist, motivator and scorer of teaching, to guid, coordinator and evaluator of the achieved knowledge of students. Here are added and no less important managing roles of teacher, creator and regulator of social interactions, partner in affective interaction, and partner in the pedagogical documentation, model (for example) a positive person , representative of the students, a representative of the institution and researcher and inventor of his own work.

4. Diagnosis of current state for the purpose of training and development in the field of classroom management

The survey conducted among teachers in primary and secondary schools in Macedonia showed that many teachers do not know what it means classroom management, do not know what it means any management role of the teacher in particular, but they at least somewhat aware of and local elected role the teacher as lecturer, scorer and motivator, and in the past the role of the teacher as a partner in affective interaction and in the social contract. And the place is the profile of an autocratic style, and the last independent account of classroom management. It suggests that in primary and secondary schools need teachers have been trained for classroom management. It qualitative training will help in accepting the student as a full person and will help in building a democratic classroom management as the most basic cell of which develop best quality changes in the educational process. So today in our schools require teachers - managers should be built through formal systematic training, mentoring and organizational learning.

5. Forms of training of teachers managers

Most of what we know about learning in adults is derived from studies of the process of learning in children. Children themselves are perceived as dependent individuals. Adults, as a rule, can make your own decisions and be autonomous. When in training adults will come to the conclusion that they can be independent in the learning process as well as independent in everyday life, their motivation for learning increases significantly. Throughout life people have different experiences, while children have relatively little experience, which will help their way of thinking and learning.

This wealth of experience is a valuable resource in the process of learning in adults. To this day, providing guidance and education remains based on one-way techniques and methods that ignore the importance of experience.

In the educational process of their children, the teacher is the one who decides what will be taught and identifies methods and learning conditions. But adults should themselves be able to determine the methods and conditions for learning. Coach still need help in choosing, and to some extent in the organization of learning.

The learning is seen more as a,, something that preparation for the future "rather than" something that man does in the present moment. This leads to the conclusion that when a man

grows stops learning. This is the attitude of the Chinese philosopher Confucius, according to whom every human being constantly in the process of learning: it is the essence and meaning of life. Learning in adults is not directed towards learning the subject but to address certain issues related to the subject.

In accordance with the above ideas, the learning process consists of a cycle of seven consecutive levels, as follows:

1. Creating an atmosphere conducive to learning
2. Establish an appropriate structure that will allow reciprocal learning
3. Full assessment items, values and demands
4. Formulation of goals
5. Determination of the learning activities
6. Implementing learning activities
7. Evaluation of the results

6. Formal systematic training

Formal training - is based on a standard form. It includes:

a. Declaration of specific objectives and content (expanding knowledge skills, abilities, which will be within the reach of those who train).
b. Using a variety of learning methods by which objectives will be achieved.
c. Application of the actions of evaluation at the end of training.

Formal systematic training - involves careful procedures that take place through the following stages.

a. Assess what knowledge, skills and / or abilities needed by teachers in the classroom management.
b. Appointment of training, including identifying training objectives, integrating the content and methods of training and evaluation through which one can determine whether the content of the training sufficiently overwhelmed or not.
c. Develop methods for training and prepared training materials.
d. Implementation of training
e. Assessing whether the content of the training are overwhelmed or not a function of the quality of training methods and materials are provided.

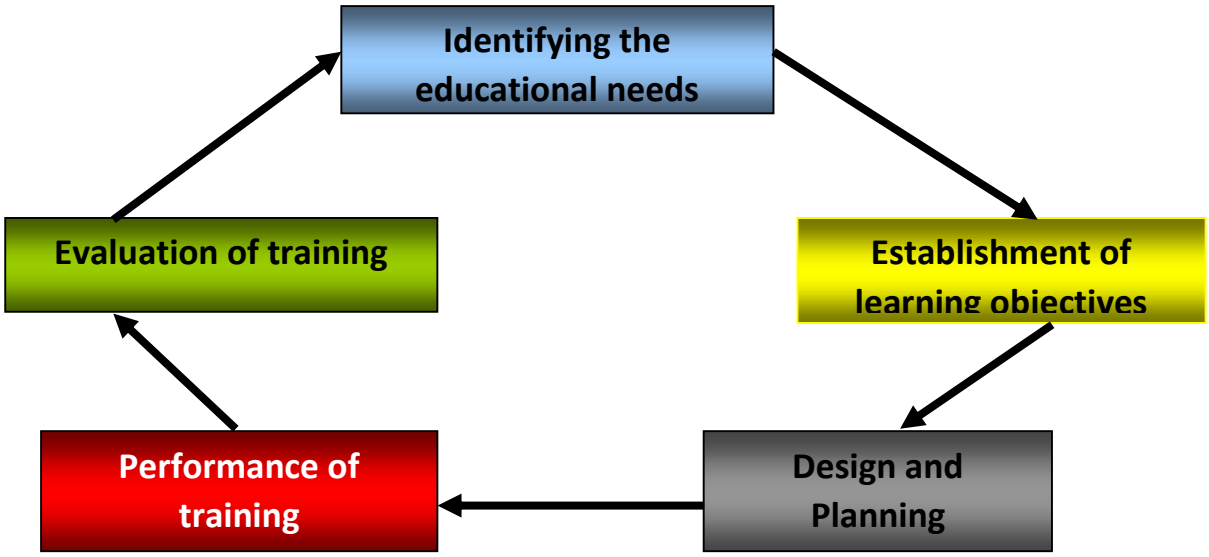


Fig.1 ***Cycle training for classroom management***

In this context it is originated the research to see if there is a program for training teachers - managers in classroom management.
In the cycle of training for classroom management predict six most important steps:

1. **Analysis of the situation**
   - What are the most important issues?
   - To ensure the job description
   - Discussing with employees and other people involved in training
   - Observations:
   - The employees (individuals, groups, all levels)
   - The working atmosphere
   - You should determine whether the training is the right decision.
   - Is the training program is feasible, while having in mind the supply of resources (human, financial, material) and logistical support.

2. **Design of training in the area of classroom management**
   - Defining the purpose of training
   - Defining the content of training
   - Research collaboration (sharing of resources, materials, design, certification, recognition of the course)
   - Formulating objectives of each session
   - Designing detailed programs which lists special training methods
   - Clearly determine the groups of employees and defining the criteria for entry into the program
   - Providing test that will determine the level of knowledge
   - Planning the date and duration of training
   - Establishment of the budget
   - Develop logistics training plan
   - Selection of coaches
   - Review of the required training agreement

3. Preparation
   - Use of local resources and resources to the maximum
   - Planning Time (including assessment)
   - Selection of appropriate teaching methods
   - Preparation of plans classes
   - Making a reminder of non-core activities and tasks
   - Distribution of materials for teaching
   - Preparation of training materials
   - Preparation of logistics (audio-visual equipment, lecture rooms and rest)
   - Providing certificates
   - Providing financial compensation, incentive.

4. Application
   - Leading to comply with the objectives of training
   - To explain the full reasons for maintaining this training
   - To offer them to keep a diary of learning
   - To comply with the results of learning sessions, lectures and pace of work.
   - If it is possible to evaluate the participants through testing
   - Self-assessment of the coach during the end of the training.

5. Evaluation
   - Self-assessment: accepting criticism of trainees and genuinely critical look at their own work as trainers.

- Assessment of trainees candidates: these are the remarks of the trainees who have such opinions and comments about the training.
- Testing: finding a way to determine whether the trainees have learned what was organized training of classroom management.
- Depending on the results can make a variety of topics that need to be worked out further workshops.

6. Follow-up

Supervision of the plan and the activities that follow after training

The purpose of supervision is:

- To monitor the progress of trainees in vobichaena everyday work environment.
- Seen whether trainees apply the skills that are acquired during the training
- To determine if you need additional training

You should have regular supervisions to:

- give appropriate feedback
- talk to trainees / colleagues / supervisors

7. Mentoring as a form of training

A new method of training teachers to provide expert (mentor-trainer). This is a great way to upgrade the talent of teachers. But often teachers are not adequately supported by the organizations that work and are therefore disappointed by these results.

The main task of any mentoring should be how to help the person who is the mentor. Mentoring offers turnkey solutions because there are such. Mentoring appears as a kind of catalyst in the process of making teachers managers through the implementation of all management roles of the teacher in the classroom.

Actors transfer changes mentors (teachers - managers in their work already sprovedile classroomt management and checked the results in their daily practice.)

Subject to the transfer of the change knowledge, attitudes and skills of experienced mentors (experienced) mental, emotional and physical needs and help mentorees to communicate in their daily education of their students. The case may be:

- Executive (own experience gained in creating change)
- Disemination (experience gained in the implementation of the change in itself)
- Development (experience in the implementation of the previous stage in themselves and in mentorees as the basis for advancement).

Sense

Raising the level of managing competency disemination transfer of experience and changes in existing and new teachers managers in schools.

Goals

- Developing managerial awareness of the necessity of mentoring role teacher- manager as a condition for immediate transfer of organizational experience of new teachers and teachers who want to advance the profession and to send a new roadmap to successful education and quality education.
- Developing responsibility for successful performance of the mentoring role as a component of organizational commitment.

Operational component

- Training of teaching staff mentoring role;
- Formulating principles of ethical teacher and managerial responsibility for the professional practice of mentoring role.

Benefits

- Providing competent core of internalizing new organizational culture.

8. Organizational learning - the most effective way of training

Basically, generic situations this kind deseminativen transfer basic situations of organizational learning, except the situation of self-improvement. However, as a special manifestations of these situations in order to organizational changes occur:

Inclusion of colleagues

Actor of change includes colleagues in achieving created change in the area of classroom management.

Dialogue

One of the most effective strategies of organizational learning that creates a climate of learning from colleagues, equality of actors and free expression of views and conclusions.

Inter mentoring

It is the most organized transfer of external mentor to the organization. Internal mentors if they trained their role as integrators and actors of change.

Stewardship (authorizing the ownership issues, tasks, change)

The Stewardship is modern public relations manager, executive manager performs independence where the perpetrator giving sufficient competences and powers of a circle to perform tasks without direct control of superimposed.

Celebration of successes

It is designed more for indefinite and those not participating in the change order and to include them.

Bridging the change

Many reform endeavors in education as well as in the classroom management include appropriate changes among parents, schools with lower levels of education.

Conclusion

The last few decades have established a common view that training courses can significantly contribute to the development and progress of the work of organizations. Major moments adaptation and transfer of technology and its assimilation and application by employees. The impression is that many projects, programs and organizations can contribute more to this view to become operational in practice. There are major differences in the way different institutions that assist in the development are included in the theoretical and practical training of employees. There are organizations that have a very passive attitude to training. Sometimes allow employees to attend a course or to take part in conferences and congresses, but this is not based on a plan and training program for employees. On the other hand, some organizations have a dynamic and active attitude to training employees. They hire experts for planning and organizing training courses. In some cases, it is sufficient and that have an understanding of the needs of the appropriate specialized working staff without which no development process can not succeed.

Training can gain numerous benefits and values. Through it can accelerate the learning process, to elevate the moral values among people, to reduce failures and to establish better communication links between people. On the other hand, allows the training to increase and improve the skills, knowledge and abilities which in turn help to facilitate integration in the job.

Teachers need the right to acquire new knowledge, perspectives, follow modern achievements in a word said to be perfected.

The teaching profession has a key role in developing the skills of young individuals in the acquisition and the quality of their knowledge, the development of subjectivity and autonomy of the individual, and that means the development of the central driving forces of progress of society.

The task of teaching profession is a giant, and the teacher is the first and most important carrier of new quality in educational and educational activity. Reforms fail until focus is directed towards complete teachers within schools complete. The key to improving the educational and educational process is the improvement of teachers and their take on the new role manager in teaching. The nature and dynamics of the process that the teacher leads the uniqueness of countless educational situations can be sort of universal principles and rules of management.

Teacher training managers is a learning process in which seeks to transfer knowledge from classroom management that will improve skills, ability to carry out teaching work through the prism of managerial roles. This training will change the attitude, the behavior of an individual or group. In the process of training using various methods and techniques tailored to specific tasks and to achieve the objectives of the training.

The main goal of the organization that performed the training of employees to be used existing human resources. At the same time, the organization provides a sufficient number of people who are properly qualified, and for shorter and longer periods.

This means that the training will have the greatest effect when fully integrated into the strategy of the organization. The training will have no meaning if it is seen as an independent activity that has nothing to do with current and future tasks of the employees who are selected to be trained.

Taking into account the relation to the development and improvement of the work specified in the general policy, the training of staff should be an integral part of the general management working with staff and resources used to achieve the objectives of the organization.

Training is an important part after recruitment job. It allows you to learn classroom management with all its features and implementation of guidelines in order to successfully and functionally to perform the tasks required by the job of the modern teacher-manager.

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THE SIGNIFANCE OF THE INFORMATION FUNCTION OF THE AUDITED STATEMENTS IN HIGHER EDUCATION[112]

Pece Nikoloski, Goce Menikinoski
Economics Faculty of Prilep, Ss. Kliment Ohridski - Bitola, Macedonia

Abstract

Information obtained from the analysis answer the question as business entity in the previous period and how to function in the next period to be maintained better result. The main goal of any business entity is achieving greater profits. Today this is the main goal and for the institution for higher education. We can say that institution for higher education are some kind of business. Maximization of the profit is striving to achieve the possible cost less and also the achievement of greater revenues. Profit shown in the financial statements may differ from reality depending on the way you handled the financial statements or in other words the way reports display where they can be concealed large gains and losses. From there the auditors are those who weigh the reality of participants' data in financial reports. How the financial result is a real set, so will be better and better decisions are made based on such information.

The advantages of better financial reporting are significant, hence the actions needed to achieve those benefits are complex and comprehensive.

The main and primary objective of financial reporting is to provide access balance between financial reporting and audit requirements of the Republic Macedonia, which means meeting the needs of different users of financial information but also will be complex to burden the functioning of the corporate sector.

The purpose of this paper is to find ways how to achieve that balance. To accomplish this purpose will use methods of analysis and comparison. You will use secondary data already recorded by the relevant institutions and through analysis of these data is expected to get a response to a defined problem.

Key words: audited statements, business decisions, detailed information, data, profits, revision.

INTRODUCTION

Institutions for higher education today are facing with strong competition. There are so many faculties and universities and it is difficult to stay with a big numbers of students. Also, the low is changing every day and it is difficult to have a good results. The institution for higher education are supervised by the audit. During the process of implementation of the audit, the auditor receives as input financial statement of the business entity of the audit, which should thoroughly check and based on tests conducted formed and expressed an expert, objective and independent opinion. During the implementation of the review procedure, the primary objective of the auditor is to determine whether the statements of the entities to audit corresponding with established criteria, usually associated with certain rules prescribed by the legislative body, plan or other measures of performance determined by management, accounting standards or other authoritative bodies.

The goal will be achieved and realized if the auditor gather evidence of economic developments and results to determine whether they adequately presented in accordance with

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established criteria, prior to distributing the results of operations of the client to potential stakeholders.

Similar views on the revision of the AAA provides renowned professional association of Great Britain, the Monitoring Committee of the audit practice gives the following definition of the audit: "An audit is an independent examination and giving-expression of opinion on the financial statements of companies, banks or other organizations by the appointed auditor, which is made in accordance with the requirements of the set task and the appropriate legal and professional obligations, or appropriate regulations. "

When it comes to defining the audit by the professional associations to build a reputation in the world, special attention deserves the definition of IFAC, by which the audit is an independent examination of financial statements or financial information to those that apply to profit-oriented entity or regardless of its size or legal form, when such testing is encouraged in order to express an opinion on them. "

Information obtained from the analysis answer the question as business entity in the previous period and how to function in the next period to be maintained better result. The main goal of any business entity is achieving greater profits. Maximization profit is striving to achieve the possible cost less and also the achievement of greater revenues. Profit shown in the financial statements may differ from reality depending on the way you handled the financial statements or in other words the way reports display where they can be concealed large gains and losses. From there the auditors are those who weigh the reality of participants' data in financial reports. How the financial result is a real set, so will be better and better decisions are made based on such information.

The advantages of better financial reporting are significant, hence the actions needed to achieve those benefits are complex and comprehensive. As such we list the following activities:

1. Improving the framework of financial reporting;
2. Strengthening of key factors within the financial reporting;
3. Supporting the audit profession;
4. Supporting education, training and public awareness.

The implementation of these activities should be participants all relevant factors in the field of finance and (Ministry of Finance, National Bank, the Commission for Securities, Central Registry, etc.) And Chambers of Commerce academic community and other associations and foundations.

The main and primary objective of financial reporting is to provide access balance between financial reporting and audit requirements of the Republic. Macedonia, which means meeting the needs of different users of financial information but also will be complex to burden the functioning of the corporate sector.

In practice, here are three main reasons to perform the process of analyzing financial statements and financial indicators achieved:

First the need for continuous monitoring of their own situation analyzes achieved financial indicators, financial instruments are planned and implemented financial control;

The second Calculation and analysis of financial indicators of business partners with whom the business entity enters into a variety of business relationships;

The third when investing in securities to thoroughly check the solvency of the issuer of the securities or of potential investors to provide all relevant information for making decisions about investing in capital to protect against possible speculative things.

Depending on who uses them, financial information can be used for:

- Internal needs,
- External looking

Selecting information for internal needs

Obtaining a true picture of the situation in which the business entity obtained through continuous monitoring, control and analyze the financial situation with the help of financial indicators, the main goal of this kind of information. In other words, work on measures and procedures used by internal departments and employees of the business entity that is the purpose of obtaining financial information about the condition in which the same.

Financial reports with content and structure of information should be available to the management of the business entity at any time in order to determine and evaluate objectively the quality of successful management in terms of individual operations. By conducting such financial information and indicators with indicators of enterprises in the branch where it belongs, with competing firms in the domestic and foreign markets, business in the Republic. Macedonia will be able to recognize the real image and position in which they are located. In other words, it means continually monitoring the situation in the money market, goods and capital, application of contemporary methods of operation, application of modern technologies, reducing operating costs, increasing revenues by opening and searching for new placements and etc. Monitoring of financial indicators and their implementation with the same such in previous periods will give the line of movement of the business entity, whether advancing or regresses.

Information function of the audited financial statements is defined as the process of applying various tools and techniques with which data from financial reports are converted into usable information necessary for the process of managing the business entity.

The audited financial statements as a task have through financial indicators to detect the benefits of the business entity and the maximum benefit, on the other side detect cons of the business entity and they have taken appropriate measures to protect or reduce the disadvantages thereof.

With this established principles of operation of business entities in the Republic. Macedonia they will be able to cope with possible risks of the operation, which follows the modern market economy.

Selected information for external needs

The results and information derived from audited financial statements, expressed in the form of indicators and ratios, are the basic setup for making a business decision by interested external users of the same.

Assessment of the situation in which there is a business entity doing business and external stakeholders including:

1. at the conclusion of business and financial and credit relations;
2. The financing of businesses through loans, financing, securities, leasing arrangements, etc.;
3. The pooling of funds for joint operations;
4. The giving of consent for issuance of securities.

Information from the audited financial statements utilize a number of external users (banks, potential investors, business partners, government bodies, institutions, etc.). In our particular way of getting information about the situation in which there is a business entity nowadays is increasingly present. It is due to the fact that the legislator with a number of regulations concerning financial operations obliges businesses while working to deliver the most information about the movement of capital to the business entity, so external users cannot

get a false picture of the situation which is the same. How financial indicators improved, so the risk of investing in the business entity will be lower.

These external information in the Republic. Macedonia prepared by external bodies and institutions with and without compensation, and;

1. Central register of varieties. Macedonia;
2. charge audit institutes authorized auditors-in fee;
3. banks to insurance organizations without compensation-to protect against possible risk;
4. business partner from the country and abroad, establishing business relations-without compensation and
5. Independent financial analysts and experts with or without compensation.

This kind of external information is incorporated as a credit, and overall business development capabilities of the business entity and not just at the time when performing certain analyzes, but in the long run.

Good practice and system of forming the governed in the Member States of the European Union is a good example to follow that R. Macedonia should have. That means not only declarative application, but also concrete practical applications that evaluate individual situation they are in our businesses, thus building a realistic picture of them and for the functioning of our market as a whole.

Management, as responsible entity is obliged to care financial statements of the institution for higher education fairly to present the financial condition and situation. This process should be done everyday functioning of businesses in our economy. Information obtained on the basis of financial analysis of audited financial statements by independent auditors should be a solid base of investors and other interested user groups of this kind of data, to create a realistic picture of the business entity, to remove all doubts about the functioning of the subject and make concrete and realistic decisions about investing their capital in it, and thus our economy. Only thus R. Macedonia can count on the participation in integration processes of modern and advanced European and world economies and creating a climate for the operation and management of businesses in our state.

As the primary objective of this research effort is the need of objective, real and proper presentation of the financial situation in which the particular business entity, expressed in the form of audited financial reports prepared by independent, professional, quality and competent persons, independent auditors.

In all the profit and nonprofit businesses, the main purpose in their work is less investment and thus lower costs of production factors to achieve better results. In other words, in all organizational forms of economic activity, economic efficiency is the criterion for choosing the best option for successful operation.

To the financial statements can be a primary source of financial information based on who will carry adequate development decisions, they need to be prepared on real data, reliable, objective and in all important aspects to show the financial situation of the business entity assets and resources, and results of operations profit and its distribution, loss, and its coverage. Responsibility for the accuracy and reliability of financial reports bear, primarily managers of firms. Based on information provided by these reports are taken various decisions. This information can obtain the status of public correct only if the accuracy and reliability of financial reporting is high. Confirmation of their accuracy and truthfulness are provided by an independent audit of financial statements. The need for independent audit of financial statements stems mainly from two bases:

First interest of a number of subjects for realistic information and objective preparation and presentation of financial business entities

The second professional and other constraints that all stakeholders are able to self check and understand the data listed in the financial statements.

Verification of the financial statements are expressed through the ability of making rational economic decisions and to take reasonable actions to improve management and control of economic risk. We are witnessing a number of scandals, failed companies, banks and financial institutions that collapsed in recent years because of unrealistic presentation of financial statements. Certainly that have a major role and audit companies, so the question and put their prestige and reputation. Many investors lost their savings, their financial means investing in companies with financial statements. This led to loss of equilibrium in financial markets, and increasing mistrust between participants of different types of financial markets. This situation is particularly expressed in terms of crisis, which occurred recently, from which still suffer the consequences of development and growth of national economies worldwide, and typical of the business subjects in a national economy. To avoid these undesirable consequences, it is necessary to eliminate any kind of unrealistic presented financial statements. Therefore need strict legislation that would regulate this area, and typical of and strict rules of conduct by audit companies, followed by a great deal of professionalism, ethics, independence, professionalism and competence. It would contribute to the safety of operators who wish to invest in certain businesses that would certainly return of capital, capital of fertilization, development of the business entity, and ultimately it would mean the development of national economy.

Control in practice is part of the function of management, which measures and corrects performance of subordinates in order to achieve the objectives and plans.

For internal (internal) or the administrative or managerial control there are many definitions, one of them is the definition of ITOSAI that internal control is "organization, policies and procedures used to provide programs to give the expected results; that useful resources in these programs are consistent with the goals of the respective organization that programs are protected from loss, fraud and mismanagement that are available reliable and timely information used in reporting to support decision making; "

Inability managers perfectly to plan all technical and personnel actions forms the basis for controlling function of management. Benefits of control is perceived in a more efficient utilization of resources and staff, higher degree of sacrifice as a result of providing asset management process. With increasing degree of precision planning, the degree of control decreases and vice versa.

The necessity of controlling recognizing the following:

- Control makes plans effective
- establish control constraint on organizational activities,
- Control makes efficient organization,
- Control is the right organization effective
- provides feedback control, and
- Control helps process making.

In the literature found a series of control divisions, which primarily depends on which aspect is observed. Generally in this paper suggest two types of control, and internal and external. For internal control is particularly important that its activity can be objective, meaning that it should be autonomous and independent. The independence of internal control should be so placed that in his work does not depend on those services to the business entity whose operation controls.

Like any other scientific discipline, and control different types of internal control, use certain methods. (Method of internal current control method of permanent control method of periodic review)

In order to produce a clear systematic and clear report, the person undertaking the examination itself are required, along with performing the test operations, to examine the reliability and the very foundation upon which to perform this test, and lead working papers on which to prepare a full and clear report.

In his work, as organs of control and auditing bodies are guided by principles. The person performing testing should be independent in performing their work, and that independence is that the person should evaluate the overall performance or just a part of the operation of the business entity, according to its free conviction. In other words, such person shall not be under anyone's influence, why, you can also say, in its function it is the judge who makes a judgment on the operation of the business entity. Hence the great importance of applying the principles of internal control in the implementation of the audit process.

In short times for our country is that, although the audited financial statements should be a key factor that affects the decision during this period stock speculation are those who occupy primacy in making investment decisions in certain subjects. This concept of making decisions on investing in the future should be reduced to minimum limits, although as in modern market economies, stock market speculation have a significant role in investing. All this influences the disincentive to investment, which ultimately has a negative effect on financial t market in our country. In accordance with our legislation, certain entities are required to present the public audited financial statements. These include the entities listed securities, joint stock companies and limited liability companies that meet certain requirements under the Companies Act and other legislation. Public disclosure of audited financial statements contributes to monitor the situation in which there is a business entity, and to decide whether to invest in it or not.

The process of making business decisions by management, but also by investors, creditors and other interested parties, is not simple. Decisions must be backed up with many valid evidence and arguments in order to invest in something that will really pay off, as a result suitable for interested parties.

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THE SIGNIFICANCE AND INFLUEMCE OF MAGNAUR UNIVERSITY IN CONSTANTINOPLE[113]

Description of the principles of education in the Byzance of IX century and latter

Aleksandar M. Petrovic
University in Prishtina, Philosophical faculty in Kosovska Mitrovica, Cathedra for the Philosophy, Kosovo-Serbia

Abstract

The lectures form the University in Emperor Palace Magnaur, in Constantinopel, was establish in the IX century. Students was developed into a shape of public discussion, with the distinction between the proposition and hypothesis. Definition of things means the interpretation of a facts by the formative description of a perceptions, and a finding that formation of meaning in the conception as her principle moment. Many subordinated rhetoric to logic by finding it to be part of logic; or at least, by finding that it is about expression rather than discovery. Others by separating the differences between demonstration and probability, contributes the rhetoric to becomes a part of logic (as that part of logic concerned with probabilities); or as a part of theology. Advantage if that admission was in the point that on the European East there was not positioned conflict between the speech acts and finding the reasons for the hypothetical truth, as we see in the logic of the Michail Psellos. On the limits of the dialectical method, that tradition find the appodictical syllogistic as the demonstrative method of the showing the reasons of the faith and understanding, and also evidences for him in the speculative (theoretical) action of a spirit. Concepts of a man, world and God, takes in universal forms of understanding, and means a development of a knowledge as a symphony of philosophy and theology in the speculative sence. That symphony as a `melody of theology` was lead to the speculative knowledge of the conceptual substantive unity in `first substance` (Aristoteles examples: Kalia, Plato, Socrates), formatting the intellectual methods for the understanding of the principles of the first philosophy, enormously significant for the position of a single man, who educated in a human knowledge by the rules of logoso-logic of a world-history.

Keywords: University in Constantinopel, Methods of lecturing, Hypothetical logic, Conceptual unityes, Christianity and humanism

Byzantium Empire on a cross of first and second millennia, was in the nice shape of the development in the education culture, and reminiscences on that period are undoubted significant. In the time of last iconoclastic Emperor Theophilos (829-842), it starts with a studies of old pagan writers, forming `humanistic` activities in investigations and theological considerations, making a more visible public government of a education and knowledge. Secured and support from the side of Caesar Barda, who was uncle and minister of Emperor Michail III, Emperor Theophilos design the possibility of a foundation a new State University in emperor's palate Magnaur, with a leader Leon Philosopher. Leon was mathematician by the own inclination, and as an episcopes of a region Thessaloniky, also success the peripatetic tradition of botanic and zoology investigations of an 'arm, as an organ of spirit'. Famous lecturing was on the classes of further Patriarch Photius, logothet Areta and Constantine the Philosopher, conceptualist and polyhistor Michail Psellos latter, and all it may be named as a

[113] Revisional scientific paper

renaissance in encyclopedic interests. Question of a literature and a `tools` for the studying maybe was a bigger problem that it looks like on a first scope. It is known that on till 476. Year, was not a public library, and that emperor Julian established a 120.000 volumes for it purposes, but in the same time political affairs and faith struggles was not on the side of a books. Further episcopes Aretha as a logothet on a establishing school show a happy skill for the preparing the old manuscripts for the using in the lections and discussions about them. Making new manuscripts by the prewriting copies, with the descriptions making with it own labor on them, except the practice of the monks in the monasteries, it was also a part of the practice of Constantinopoleon High school, or State University, who Caesar Barda founded later in 851 year. It intensive scientific work was fruitful with it that so many our knowledge about Hellenic past stay possible, and significantly growth thank to that they work.

Magnificent knowledge about history of Byzantine and Slaven world have Czech scientist Frensis Dvornik, in the ladge study *The Photian Shism*, History and Legend, success in it to find in the investigating documentation good reasons for the elevating of his dignity and historical magnitude, completely changing the historical picture of that period. He calls it `new classical renaissance`, after maestral subliming the results of investigations about culture in Byzantium of that period.[114] Encouraged with common results of the new investigations on the ground of mediavelistic studies, Paul Lemerle also wrote his book *First humanism Byzances*, and with it studies make clear the time of 9. and 10. century in Byzance as *saecules tenebra*, showing sophisticated technical level and originality of that time[115], as the power of transforming and surviving of Arabian occupation, continuing with a long and profound evolution by the right way developing to amazing durations. One of this cultural contributions is a state supporting of studies of philosophy what meaning the institutional definition of the principles of Byzantine civilization by the opening the University in the emperors palace in Constantinopel.

Bay the way of not good opinion about closing the pagan school in Athens in sixth century from the side of Emperor Justinian, and definitely eliminating the universities in Byzance in next century, by the not too much close to education emperor Phoca, Steven Runciman diagnosed values in the heritrage of the new state university in the Magnaure.[116] It

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[114] Frencis Dvornik also describe it in the book *Slaws in the European history and civilization*, described in her recuperation of the old Hellenic tradition, including the books of philosophers, Plato and Aristoteles on the first place, works of a historians Herodot, Thucidides and Plutarchus and literature works including Homer, Hesiod and Lucian from Samostate. The approach to the antique literature wisdom was opened for the contemporary greek and Slovenian people in the orthodox Christianity area, and antique philosophy together with a theology come to rebuilt the common spirit of the Slavs world. The crisis of a social-politics, economics and a specifically spiritual levels, in a life of a Slovenian civilization comes to the enormous measures. Serbia and Slavs world incomes into `philosophical`, reasonable-rightness epoch of her long history, knowing the new systems of the philosophic and religion education, not grounding on the forms of so-calling `postclassical rationality`, sed on the ideas of the classical philosophical culture. It will be a `second naissance` connected with a developing of the spiritual unity Serbians and the other Slavic people in the future, if the classical education may take successfully opening, and will be bring a chance to the building a scientific way of tradition.

[115] Paul Lemerle: *Le Premier humanism Byzatin*, Paris: Press Univ. de France, 1971, p. 120-121: "Le IXe siècle est l`me des époques les plus originals et novatrices de l`histoire de Byzance, ou plutôt, il est l`aboutissement d`une longue et profonde evolution, commence bien avant, au lendemain de la conquête arabe, et par laquelle Byzance se transforma pour survivre. Le domaine de l`esprit ut, peut-être, le dernier attient par ce mouvment, mais c`est peut-être aussi celui qui en garda l`empriente la plus durable."

[116] Runciman, Steven: *Byzantine civilization*, New York, 1956., p. 180: "Ecclestiastical control abetted the misfortunes of the Empire in working against a wide education. Lay learning with its pagan past was viewed with a certain suspicion…But by the Ninth Century affairs were more settled and the Church authorities were less suspicious. Better relations with the Arabs induced the study of the lore of Islam. There was a great revival of learning: though its pioneers, man like Photius and John the Grammarian, were regarded by the populace as magicians. Michael III`s uncle and minister, the Caesar Bardas, founded a new State University in the Magnaura.

is famous new High school with a Leon the Philosopher /790.+869./, who lead her from the beginning, and 863. nominated as her "Rector" /Ûpatoj tîn filÒswfon/, from the side of founder Barda. She has a scientific syllabus and order of diatribal lecturing, also with a inaugural state teachers, so-called logothetes. With a nomination of public secretarius Theoctist 851 year, it is possible to say, that latest 855, this High school become a University with a completely administrative constitution in emperors palace Magnaur.[117] Leading teachers was without doubting a Leon, Photius and Constantin, who lectured a philosophy (logic, physics, dialectica/ontology), and the other disciplines was geometry (Theodoros), astronomy (Theodegius) and grammar (Kometh)[118] A principle force of them was the use of the "lectio" as a teaching and preaching method. The lections reminds us of the conversion (declamatio) in discussed with regard to its proper translation, interpretation, and application. Interesting for the old philosophy was on the academic level, and was in coexistence with a conservative academic theology, what was a mainline of a thinking in the institutional ecclesiastical circles. Some weakness logic coherence and absence of dynamism who exist in the West scholasticism is right objection just partly and unsufficient. They emphasized the study of the classics as a model to be copied and for graceful style and eloquence. University is cultivated dialectical ontology, and working on a logical explanations who developed a conceptualistic methodology as it is best shown in the works of Michael Psellos. The magnifical encyclopedic work of patriarch Photius: *Myriobiblion*, and main work on the philosophy of language, *Amphylochia*, shows the positive attitude to the philosophy of Aristoteles and world sciences at all. With a sense for the history on the first place, and showings the originality and potencies for the new syntheses, that work of patriarch Photius means hi level on work on the fields of philosophical thinking, and creative meetings with a theological doctrines. Developing the predispositions for the way of thinking elaborating in the philosophy of Plato and Aristoteles (where disciplines are not limited factor for the reaching within the unity of first philosophy as a requesting knowledge), professors in Magnaur in the theology are adequate to the statements and problems of a Early Oecumenian Consilians, and absolving the conflicts close to scholastical doctrines, and supporting thesis of the transparent Gods activityes /actus purus/ and freedom for the God in His predestinations.[119] All what exist, exist by the will of First Existing Being, in His undivisible freedom and uncial authority.

After middle of a Ninth century, the rigid patriarch Ignatius must leave the ecclesiastical function, and on his place stand a Photius on the non ordinary way, in the just a six days (from 20-25 december 857.). But, it procedure caused so many suspicious latter. Ecclesial realists was in ability to be tolerant to the late iconoclasticals, and also to the people inspiring and portable incoming of the ideas of latine West, what recommended the Byzantine state also as a society inclinated to the opened intercultural education. Pope Nicolas I was send the authorized delegates invitated in Constantinople on a State Council in may 861., where in the presence of a Caesar Barda, a 318 padres make a decision and depose or remove from power ex-patriarch Ignatius, and confirm the legitimate of a Photius choice.[120] At the first place in

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The Professor of Philosophy was the head – the *Oeconomicos Didaskalos* – with the Professors of Grammar, Geometry and Astronomy under him."

[117] Paul Lemerle: *Le Premier humanism Byzatin*, Paris: Press Univ. de France, 1971, Chap. VI, p. 158-160.

[118] Paul Lemerle: *Le Premier humanism Byzatin*, Paris: Press Univ. de France, 1971, Chap. VI, p.165.

[119] It is also the opinion of one of the best known contemporary orthodox theologians – John Mayendorf, *The Byzantine theology*, chap. 5-10

[120] Photius writte to the Nicolas I about his opinions and deeply humanistic understandings: "When the faith is not endanger, common and catholic decisions are covered too. The man of reason respect the practice and lows of the others. He think that he is not mistake if he not hold them, and it is not unlegal to broke them." /*Letter 2.*, tothe Pope Nicolas, PG102: 604d- 605d/; and with it all the further byzantine culture takes a humanistic attitude. *Ibidem, p.75-115.*

that situation, Photius showing the sence for the history, tradition and historical developments, and power for absolving the problems by his great education. Respected and admirable by his pupils and succesors on cathedra in University, with a benefits of the confidence of Emperor, it gives to him the opportunity to enlaged ecclesial and state competences much more than many before and after him.[121]

One of Photius most eminent succesors and associated colegues on a kathedra of University in Constantinopel, was a Constantin the Philosopher (born at 827., and arrive at the Photius 841., after dead of the father who was a Drunarius under Strategus of a themes Macedonia). Together with a brother Methodius he was elected for the preaching mission of a deeply humanitarian character, to be operated in a religious service on a sclaven language. Slaven language was not completely strange to them, because they are growth in slaven area around the Thessalonike, they was able to make a selection and systematisation of a existing roules of writing, and with it pragmatisation start to fulfill the assignment of christianising and baptistide Moravians and Boulgars, Russians and Serbs. That position was not adorant at the adherents of a Rimocatholic Church because of strict causings and reprimands, but sharpen of the relationshipps between the Churchs of East and West make a stronger influence of a "Thessalonique brothers". Tensions makes so hi them authority who growth on the level of slavenian national self-awareness and political independence.[122] It is a fact that Slave peoples throw Christian baptizing are income in the circle of european etnicyties, and with it a gift to enjoy the knowledges transported from the side of humanistic forms of byzantian spirit.

Product of this early byzantine renaissance was a Michail Psellos (1018-1078), who have a completeness and more liberal approach to the sources of old greek philosophy, but given with a program clearness: "To be born for the knowing, am thanks to the labor pains of Plato and Aristoteles. They are born and formed me"[123], and with it instructed on a methodological labour in interdisciplinare relationship between philosophy and theology: "I whish you to know, that even Hellenic wisdom is fail (omit) to celebrated the Divinity and not adequate to a theology, she knows the nature as it is created by the Creator."[124]

In his meaning it appears exactly formalised a type of a logic, what we are today commonly calls hypothetic (ØpÒqhsij, "*suppositio*"), or a suppositional. Not a subjectivation, nor adjectivities, and not in relation on the things by themselves in Psellos logic, nor the modifications of them meanings, but on the modifications of it things itself. It was not have a meaning of a dismissing of a abstract common concepts, sed them reaching on a level of a thinking plurality where the abstract idea takes a way to considering the every general idea as a low and method for the infinity union of polymorphical thinking in the boundaries of giving generality, even not looking at it that `general statements` are a `bourning topic` for the developing of a `modern logic` in the history of thinking (logica modernorum). What is otherwise known should be introduced, so that the knowledge would keep the character of

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[121] Фёдор Успенский, *История возантинской империи*: Период Македонской династии (867-1057), Москва, 1997. /стр. 24./

[122] In the same book Uspenskiy noticed: "It is a liberal and human position by the question of the practicing a language, similar to the one of John Hrysostomos, but because of that he was not enjoyed the adorance and respected between the adherences in a Romancatholic Church because of sharp causings and reprimands." Rationality of the patriotic feelings takes off in the ideal measures of universal spirituality, but in the using of the selfgrounding of his character, or on the ground of the subjective relationshipp, patriotism is there being manifesting as a condition of universal genesis of intelligible being. Elementary practice of a patriotism have a shape of a particular character, but they are also giving a scientific ground, or a episthematic character, for the defending of a cultural-practic rationality. It is a reasonable moment who makes every shape of a human culture, and makes a safety moments of the sence for the reality of valuable facts of the living./

[123] Michael Psellos, *Letter on a negligent scholar*, Amsterdam, 1964., p. 146

[124] *Ibidem*.

viability. However, various epochs imply different tastes, so that the opinions regarding them are always conditioned, even though the conditional quality somewhere deeply reminds of something unconditional. As it is demonstrated in *Geschichte der Logik im Abendlande* from Prantl (Carl von), where he shows the situation of a imitators on the West of the logical making of a hypothesis, we may say that it logical making of a things is very old, and not just a copy painting in the representations of the presocratic knowledges. Main logical work of Psellos was nominated "*Inspection as the introduction in a logic knowledge of Aristoteles*"[125] At his work subjectivism is not main stream of thinking, because he lead right on a nominalistic statements of a western hypothetical dialectic and deformations in pure logic. In the beginning of his commentary he writte: "Dialectic is art of arts and a science upon sciences, who encircled ways of a showing the relations principally (¢rc¦j) of the all treatments (meqÒdon). And because of that is necessary that dialectic must be the cause for the producing a sciences. Own nominating dialectica gives from the `speech` (dialšxeoj), and her order gives from the name `interaction` and `speaking`, to be in the latest measure a dialogue between two, as a asking and answering. Or a dialectic name is by the `conversationalis` and `distinctions`. Clear is that in the dialectical continuum collocutors in relation distinguished them opinions as a two antagonistic sides. But, if the colloquium is not possible to start without the mediation of a loudings, on that way as the every sound is the some type of tuning, it means that it is necessary beginning from the tuning as a some first." Sounds and tuning vibrations as a louding things in a conversation are media for the colloquia, and there is visible the sence of a stillness or a peace on a tongue and in the mind. It is not in a contradiction with a theory of meanings and propositions. His commentary on a Aristoteles "Organon" /"About interpretation", "Introduction" of Porphyrios, on a "Cathegoriae", "First analythic", "Topic" (in a "Topic" chp. 25, he discussed about "meanning" (semas…a), and in the second chp. 26, about "supposition" (ØpÒqhsij)/. He speaks about meaning of a word as a substantialy looking /oÙsiode‹j, substantia/, and a ™pe…saktoi (attributiva) as a *adjectiva*, and *verba* also. Verbalising of a things, or a attribution of them is not a question of them meanings, sed of a modifications by themselves .

Subjectivation is the change of a position of substance as her supposition, and a adjectivation is changing of a attributes of a things as a making adherences. As a more direct than a meanings, supposition is not in a direct relationship with a things, but have a power of a details and disordering the most common meanings. Meanning of the concept of man in a supposition is a `white man` or a `man running` as a shape of a some substantial conceptualization, id est permissible of detailising conceptualization throw unity of a sound signalizing and meaning of them. Same thing is related to the attributive words. Suppositions are general (koin¾, - communis) and particular (diorismÁnh – discreta), by the applaying on a position of a thing, as a necessary existed (fusik¾ /naturalis/) and by accident (kat¦ sumbhbhkÎj /accidentalis/), in the relations of understanding of a general position, simplicity (¡plÁ /simplex/) or general meaning (t¦ katÕtera, t¦ tapeinÒtera), speaking as a subject or a predicate in a supposition (lexis parasemeiotice), where he takes a close definition as a mediation to the personal. Personal supposition (prwswp‹dh /personalis/) is a clear or confuse (diorismÁnh, determinate; sugkecimÁnh, confusa), and it is a tool for the distinguishing the general concepts of a individuum from the shematical sophismas. Subject is manifestating just

[125] That his work was in a complete translated on a latin language by the Peter the Spanish (known as a pope Ivan XXI, born in XII c. - + 1277.), and because of that understanding of a supposition is accessed in a western hypothetical dialectic, and in the middleages nominalism also, but without the platonic principles who supported Psellus. More in - Aleksandar M. Petrovic (2010), *Hegel and the dynamism of ideas of a platonic dialectic*: Contributions to the contemporary understanding of knowledge of logic as a ontologic and a theologic form of being, Novi Sad - Kosovska Mitrovica: University in Pristina, Philosophical phaculty in Kosovska Mitrovica /Serbia/; Culture of Polis; Graphomarceting

in a mobile shape kinhtÕj - mobiliter), when from him is possible to induced subspecies as a reasonable things (dianohmatikîj - distributive), if it is speaking about separable individuas with a unmovability (¢kinhtîj - immobiliter) of a general, if from that general is nothing more gouing on exept sophismas. It is necessary to overcoming the general statements after looking at collected illusions into them naive nature, and with a overcoming a naivistic judgments apodictic syllogisms may be exactly right and adequate to the dialectic position on which they really are exist. No matter how these ways made impacts aside and rambled into the psychological suspicious objectivism and naturalism that relativises phenomena on the grounds of the sensationalistic motivations, still the intention to find good enough answers to the ancient questions of divergence was realized according to the acceptable frame of understanding, giving the coherent definitions of philosophy that was created during several last centuries. Principles of a supposition are understandings of a hypothetical logic as a conceptual dialectic, what is not a sophisticly confused in ontological character of reality on what he exist. It is also a good replay on a nominalism and a new saecularisation of the concepts in a denominalisations and fragmentations of a unity of reality (against elements of naturalization and a anarchic moments in science was also Edmund Husserl, respect to her infinity goals).[126]

This learning of Michael Psellos are following the John from Italy and Nicephor Blemmides on them way, and the hypothetic logic on the West have a mixture with a nominalistic options as a type subjective denaying of a existence of common ideas and introducting of them in the human names and mind. But, some byzantian „humanists" latter, are emphasized the study of grammar, rhetoric, poetry, history, moral philosophy, but not science, metaphysics, dialectical logic, and not a platonic tradition as a `mad doctrines`. This was in the same time a break with medieval scholasticism which emphasized Aristotle, metaphysics, theology, logical dialectic, what emphasis was not always successes at all. John from Italy, as a guardian of the University (1076-1082) - `hypatos ton philosophon`, was on the opposite side to them, but with a formal causing for a heresies, and condemn because of a enormous using of a classical philosophy. He supported a `mad thinking` of a platonic lookings on a genesis and the nature of the world. It was not forbidden to investigated in logic and physics as a form of a `Hellenic studies`, but idealistic cosmogony makes a suspicious pagan mythology and tendentions to hypoptic meanings. Ital was submit to canonical sanctions because of the contradictory synthesis in one mythological kee of the Platonism and Christianity. Anthique theology, as she foundated by Plato and Aristotel in a critic of the mythopoetic reperaesentations of the folklore greek religion of his time, and in a instituation the conception of the God as a measure of all things, or a God of truth in a Lows, with a Aristoteles ascension of that concept above physical reality, was the challenge of the articulation in a science understanding in a first centuries of the christianity with a apparence of apologets who, as it says usually, hellenizated the christian faith. In a deep philosophical disscusion with a hypotheses of neoplatonic thinking, mainly in the shape of philosophy of Proclus, meets with it one of the magnific christian theologysts Dionisius Areopagit, heritraged a strong witnesses about kind of understanding, what also today making the main part of the best shape of christian theology. Ilustrative is also a enthusiasm with a doctrines of a St. Thomas Aquinatus et Dimitrios Cidonnis (1324-1389), and a verdict of his brother episcopus Proclos 1368., or the `saecular humanism`.[127] The struggles

[126] Edmund Husserl (1935), *Philosophy and the Crisis of European Man*, /Lecture delivered by Edmund Husserl, Vienna, (10 May 1935)/

[127] On this place it is not bad to make a reminiscence on a fourth letter of a Saint Dionisius Areopagites: "*Letter IV To Gaius Therapeutes***:** How, you ask, is Jesus, Who is beyond all, ranked essentially with all men? For, not as Author of men is he here called man, but as being in absolute whole essence truly man. But we do not define the Lord Jesus humanly, for He is not man only (neither superessential nor man only), but truly man, He Who is pre-eminently a lover of man, the Superessential, taking substance, above men and after men, from the substance of

between scopes of a constitution of a world was a part of the intellectual atmosphere, and `secular humanism` takes a strong force in the society.

After the education on the University in Magnaur (on the `low lewel` in studyng the Aristotelian philosophy, spetialy working on a logic problems), St. Grigorios Palama leaves the `outside knowledge` and went to the St. Mountain of Athos to enriched himself in the `real theory`of Gods wisdom in a ascetic practices of a prayers and theorematics. Thessalonique episcope Nil Cabassila (1320-1390), as a teacher of Cydonis was `a passionate enthousiast in relations of a books of Thomas`[128], and spetially of his ethics. Gregorius Scholaris also have a protomystical orientation and read his books passionately, but because of a last will of episcopus Marko Ephesius, he take the orthodox dress and stay a monk. Latinophrones Manuel Calecas (+1410) and Manuel Chrisolaras (+1415), together with a ep. Bessarion, latter cardinal of Romancatholic Church, using the Thomism for the restauration of a old pagan wisdom, against the monks praxis of denying the `worlds wisdom` in identification with a mundane philosophy. They investigated just a bed sides of a classical philosophy, and it `denying of denying` was a symptom of a health in the so many arrogant incriminations without real reason, exept the well known monks egopathism. Humanistic and renaissance singles have a bed habit and castomly clashed harshly with a dogmats of a Christian faith (Barlaam, who was a teacher of Petrarca seems firmly to have espoused the neo-Platonic tradition as he interpreted it from St. Dionysius Areopagites, but in the kee of a rationalistic theology and could not find common ground between his own rationalist views and those of hesychastes), and not rare makes a blasphemies. They are making a cultural clash with a classical philosophy also, and the best astheticus of the XX century sharp is writted: "And it was happened at the Barlaam, that God is as a independent thing and substance stay by himself in the shape of absolutely unknowing, and a energies in the form of them knowing and separation from God considerating as a material. With that is at once burred Christian transcendence of God, ie. His unmaterialistic, and a platonic indifference of material and unmaterial in the mystic experience. Because of that it was understandable and founded the infuriate varlaams against all practitions of a holly hesychiasm with his absolutely clear distinctions of a man and a Godsman, cultus and a secret, with his mystical techniques of a selfinvestigations, selfmanaging, confessions, pneumatical and heardly feelings…Barlaams dualism vith a enstranged of a rationalism stay a cartesianism and occasionalism, eith enstranged of subjectivismus (who don`t have a chance to not be enstranged, sed God is unknowable `thing in himself`, and it what is possible to knowing make a subject) – Kantianism, and with a weakness of the feeling for a transcendent (and him is impossible to not to be, because from the beginning the most important is declared as a unknowable)- a positivism, etc., etc. By word, if the Thavor Light is unseparable from the substance of God and by it God alone (even God alone is not a light) – in that case the orthodoxia is saved, or if the Light separable from the substance of God and by that is material

men. And it is nothing less, the ever Superessential, superfull of superessentiality, disregards the excess [*te tautes periousia*] of this, and having come truly into substance, took substance above substance, and above man works things of man. And a virgin supernaturally conceiving, and unstable water, holding up weight of material and earthly feet, and not giving way, but, by a supernatural power standing together so as not to be divided, demonstrate this. Why should anyone go through the rest, which are very many? Through which, he who looks with a divine vision, will know beyond mind, even the things affirmed regarding the love towards man, of (the Lord) Jesus, — things which possess a force of superlative negation. For, even, to speak summarily, He was not a man, not as 'not being man', but as 'being from men was beyond men', and was above man, having truly been born man; and for the rest, not having done things divine as God, nor things human as man, but exercising for us a certain new God-incarnate energy of God having become man." In this leter there is no doubt that `saecular humanism` have no right on his teaching, and that sanctions against him was not unjustice.

[128] Dim. Cidonnis, *Apology III*, Notizie:Mercati, p. 391

– in that case beginning the apocalyptic convulsions of a renaissance West"[129] In the ground of that view of meaning is the believing that God and his uncreated energies, spetially divine light, have a government in the universe, to make a kosmos to be as it is.
Today we have a similar problems with a utalitaristic theories and verdicts from them side. If the goals of a human living means just a satisfactions of a single desires and politic of a pathetic voluntary actions, we are again incoming in the natural states and civil agreement and culture development have no real significance for us. In a atmosphere of a natural passions of a Hobbes Leviathan, is not possible to make any cultural educated community or a world-history project on the level of practical philosophy. Decisionistic answers on that possible atmosphere shows a destructive signs for the all planet in the last century wars, and any future `democratic souverain dictature`, is not without the signs of a question, without the constitutional frames of a state lows and procedural realization of a sence of justicie state. We have naw a crisis of the side of a meaning what is usles and what is unuseless in society, and experience with a education program mand methodologies of lecturing in the past, may have a constitutive power for the resolving that big crisis. Measure of a `useless` have enormous political colour, and streams of a daily politic inclinations take the measures controlled by it political centres of powers, on the way of a directions for `usefull` working, very similar on it in the end of first millennium in Byzance. Great Serbian poet from XIX century, a bishop and master of a Montenegro is writing:

" *Man, lulled and fettered by the heavy sleep,*
Is doomed to gaze at frightful vision there,
And hardly may he in his slumber deem
That his own being is not a part of these.
It seems to him at times that he is freed
From all the heavy burden of his dream –
In vain! `Twas but a mocking hope! For then
He falls into a deeper realm of sleep,
A theater of visions direr far…
Desire, the insignator and blind teacher
Of dreadful passions, envy, malice, fear,
The inheritance of hell, abases man,
And deeper he sink than meanest beasts
- Whilst reason equals him to the immortals."[130]

Enlightened Christianity who teach about superme Being was not possible that may be a obstacle of a good faith, issued from the heart and from the `heart of hearth` /Saint Ap. Paul/, as a cleared place by metanoias for the growing in the spiritual body. On the other sides are the multiforming and reciclate forms of a savage mythologies in the shape of plenty newcompoused prophetes and deviant teechings as a surrogats of the true faith and clear euangelian teechings of our Lord. Byzance in a IX and X century take to us a gift of a recent sence for the philosophy of history, throw the writer of *Myriobiblion* and *Amphilochia/Of the Pure Style* (CXLVI); *Of the Serious Style* (CXLVII); *Of Political Style* (CXLVIII); *Of the Ten Orators* (CXLV-CLIX)*/*, philosopher and a patriarch Photius. History of the European people he makes a due with a practical sence for a human being, shown in the imagination and a directive on a missions work of the sclavinian brothers St. Cyrril and Method, who was fulfill it direction with amazing enthusiasm, and on the sclaven language disseminated christian

[129] Алексей Феодорович Лосев, *Очерки античного символизма и мифологии*, Москва, 1993., стр. 872-873.
[130] Петар II Петровић Његош, *Луча микрокозма*, Београд: Просвета, стихови 71-80. /Petar II Petrovic Njegos, *The Ray of microcosm*, Dedication/

teachings of Euangelia. There is also unbelievable energy of logothet Areta on collecting and working on a codexses of a old books, with a renaissance sence for the logical conceptualism shown in the works of Michail Psellos. On the University in Magnaur was and studied so many people in the emperors administration, writters of the histories, ecclesiasticals (including St. Gregorious Palamas) and many others. This old period absolutely have a power for philocallistic inspiration, and teach us today about values of a reason and to understanding better of a human being in the dimension of infinity, as a main contribution to the culture of European people, reached before more than whole millennium. It is, of course, referring to the spiritual form of Europe, by the very fact that it strives to accomplish its own ideal task in the spirit of infinity, contributes its best to the community of nations. In this total society with its ideal orientation, philosophy itself retains the role of guide, which is its special infinite task. Therefore the divine idea is the most adequate to itself in concerning the idea of Christianity.[131] Christian idea enables a complete concretization of the abstract concepts of singularity and duality, the same and different, as thoughtful things inspired by rational spirit. God revealed himself to the universe, thinking Hegel, as love so that: "It is that review of the other idea as an idea concerning manifestation, where the eternal idea directly became trustworthy for a man, and it is transferred into spiritual knowledge and also into the direct sensuality but in the way that changes can be found in it, the history of God, life that presents God himself."[132] Perfection is the representation with its own indefiniteness concerning the unity of thoughts and the concept with reality, while the concept is constituted in itself, it is being objectively realized which is regarded as the enriched consideration that derives from its own nature where there is no longer one-sidedness. Philosophy has the role of a free and universal theoretical disposition that embraces at once all ideals and the one overall ideal, in short, the universe of all norms and values, as the St. Constantin so long ago thinks. The existence of philosophy because of us, namely by human mediation, by studying it, philosophy makes a union of the estranged and lost to the extent in which it is possible for every single man to do it, and therefore it is being realized as life of yearning for wisdom regarding the whole entirety of truth. That kind of realization or the content of philosophy is her essential existence or an authentic bundle combination of the eidetic morphology, or the ideas in the wholeness of existence. Intelligence

[131] That's the spirit that arises only within a thoughtful man during the enthusiasm of the purely thoughtful consideration, since hearing that truth in the form of the usual presentation missed the opportunity of its general extension on the basis of its concept. The man can generally accept that truth for the spirit itself that is the one who performs the function of pure knowledge according to the dialectical strive for truth. The form of an idea is transformed into a concept as a result of the existence within itself and its authenticity is expressed by a person as subjective self through the relations with things when it overcame the nature of knowledge and its high aspects of absolutism and doing everything for yourself and according to yourself, destroying it by deeper reflection within itself after which there is a power of differentiating the good and evil, overcoming the abstractions of contradictions in itself.

[132] "Das ist diese Darstellung der zweiten Idee als Idee in der Erscheinung, wie die ewige Idee für die unmittelbare Gewißheit des Menschen geworden, d. h. Erscheinen ist. Daß sie Gewißheit für den Menschen werde, ist nothwendig sinnliche Gewißheit, aber die zugleich übergeht in das geistige Bewußtseyn und ebenso in unmittelbare Sinnlichkeit verkehrt ist, aber so, daß man darin sieht die Bewegung, Geschichte Gottes, das Leben, das Gott selbst ist." (G. W. F. Hegel, *Vorlesungen über die Philosophie der Religion*, Zweiter Band, Stuttgart-Bad Cannstatt, 1965[4]., S. 308.) Statements that the thing is like this or that is a matter of having an attitude but every statement considers the other one that is being made opposite to it without an end. Contradicting is consisted of naming the contradictions without any difference, while separations are being performed only by the existing spirit, since: "the spirit is only of the fact that infinity can be reached in contradictions." And that is in the way that "the need is satisfied in a way that the concept itself decides to become the existence or that the existence can be realized after conceptualizing" (p. 218). Therefore the existence is the reality that depends on considering God being in that way a reality that depends on the conceptualization, because being is a content of the conception, and it contradicts needs for demonstration, what is according to Hegel manifested as a contribution to the arguments of the logic of objectivisation of spirit wisdom.

is intelligence when it is being thought or realized in the ideological and not unideological and external way. Philosophy has constantly to exercise through European man its role of leadership for the whole of mankind. "Logos was crucified" while birth and death remain purely human realities. But it can and must also be said that a man rose from the dead and sits at the right hand of the Father having acquired characteristics, which "naturally" belong to God alone: immortality and glory. Through Christ's humanity deified according to its hypostatic union with the Logos, all members of the Body of Christ have access to "deification" by grace through the operation of the Spirit in the liturgy in Church.[133] A firm stand on Christ's individuality as on a man's one again raised the issue of the hypostatic union, and the unique hypostasis or person of Lord Christ is that of the Logos. As human beings rejected God's fellowship, their mutual rejoicing was replaced with a proud self-determination of humankind, which could only provoke God's anger. On opposite, here in Jesus Christos, there is a new beginning, a new joy. And all of this is possible because the new creation comes by the will of the God and realized by his Logos. Christos, being the Logos, is not only the savior of individual souls, sed reached a reveal code of ethics, and also a true philosophy as a Savior /Spas/ and the meaning of all of creation Logos in the minds attitudes /Slovene/.

It is necessary to give here the own informations about philosophical and theological streams of thinking on the East of Europe, to profound the picture of contributions of the East part of the common European spirit, significant for the possible rebirth of Europe from the spirit of deep understanding philosophy. But the drastic measures taken by Justinian in excluding both, pagans and non-Orthodox Christians, from the teaching profession and in closing the pagan University of Athens must have emphasized that the role of secular studies in Christian Byzantium was purely ancillary. Even if a small circle of intellectuals perpetuated the philosophical traditions of the ancient Greeks, the official position of both, Church and state, now considered philosophy as at best a tool for expressing Revelation, but it never admitted that philosophy was entitled to shape the very content of theological ideas. Formally acknowledged as a valid expression of religious ideas, in accepting these facts, adopted everything in Greek philosophy, which was compatible with Christian Revelation. The Philosophy of the Church Fathers presents the thought of the Fathers as a recasting of Christian beliefs in the form of a philosophy, which thereby produced also a Christian version of Greek philosophy. Gods in the plural, mythical powers of every kind, are objects belonging to the environing world, on the same level of reality as animal or man. In the concept of God, the singular is essential. Looking at this from the side of man, moreover, it is proper that the reality of God, both as being and as value, should be experienced as binding man interiorly. These results, then, an understandable blending of this absoluteness with that of philosophical ideality. In the overall process of idealization that philosophy undertakes, God is, in the analogy by the word `logos` - logicized, and becomes even the bearer of the absolute intellect, logos who invokes faith itself as evidence, and thus as a proper and most profound mode of grounding true being.

[133] In our Lord Jesus Christ, human nature is united with the hypostasis of the Logos and while remaining fully itself is liberated from sin, the source of which is the gnomic or scientific will. Because it is "en-hypostasized" in Logos Himself, Christ's humanity is perfect humanity. In the mysterious process, which started with His conception in the Virgin's womb, Jesus passed through natural growth, ignorance, suffering, and even death: all of experiences of the fallen humanity, which He had come to save, and He fulfilled through the resurrection the ultimate human destiny. The doctrine of "deification" is based upon the fundamental patristic presupposition that communion with God does not diminish or destroy humanity but makes it fully human.

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ROLE OF INTEGRATED MARKETING COMMUNICATIONS IN EDUCATION[134]

Ana Ivanovska, Dijana Damevska
Business Academy Smilevski BAS, Skopje, Macedonia

Abstract

Communication is an important part of human life.

The exercise of appropriate communication and impact on individuals in the decision-making means combining the elements of the marketing mix of communication.

The main role of a marketing communication integrated in education is to coordinate and integrate the channels of communication and cause certain behavior, specific action in the recipient - prospective students. The way you communicate with the public, the way messages are transmitted through an integrated marketing campaign coordinated use of relations releases and a full range of marketing techniques change the future of higher education institutions - SAI.

Thus, on the one hand will allow for greater promotion of modern, successful and effective higher education institutions to promote their educational programs and policies, its vision, mission and goals. On the other hand, will attract more potential students to be part of positive work climate and prijatiot stimulating setting.

Keywords: integrated a marketing communication, channels of communication, education.

Integration and coordination channel communications to better affirmation of educational institutions

Marketing communications mix, also called promotional mix is composed of several elements that can be used separately or in various combinations in order institutions to communicate with its target audience.

Co order more effective communication and appropriate impact on consumer decision-making process, institutions often have to combine the elements of the marketing mix of communication. Integrated with a marketing communication - IMC includes strategic analysis, selection, implementation and control of all elements of the marketing mix of communication. That it coordinates and implements:

- Economic propaganda
- Personal selling,
- Sale promotion
- Public relations and publicity and
- DirectInput and on-line marketing.

IMC refers to the way in which the,, dialogue "with others. The aim of this concept is delivering messages and successfully positioning them in the minds of your target audience and their rational response. That is creating a strategy to successfully combat the competition.

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The question is how higher education institutions apply the elements of the IMC and the extent of public communication to convey a specific message, specific content.

These forms of communication can basically be divided into two groups.

The first group includes those forms that are accomplished through direct communication, usually face-to-face communication, and second forms that are realized through indirect communication, ie through a medium.

Ekonomskskata propaganda is impersonal paid promotion that uses mass media company with its public.

This means that the institutions that use this form of promotion convey their message, distribute to the general public for which transfer pay certain amounts and promotion through television, radio, billboards, newspapers and so on.

In its application can promote the already existing image of the higher education institution or to create the same longevity.

You can convey the most authentic way the policy of the institution, the way of learning, career opportunities it offers. Its application is very effective because though it communicates with the public, but also allows promoting low cost per person.

Sale promotion is one of the elements of the IMC who need to apply higher education institutions. Sale promotion will incorporate elements that will encourage individuals to attract new customers to their services. That is encouraging enrollment of prospective students of higher education institution. It is thought that its application is achieved greater effects than economic propaganda with lower costs to the greater promotion.

Public relations and publicity, vluchuvaat creating a positive image of the institution. The main objective is to build a good relationship with the public. As a form of unpaid way of promotion requires fitting representation of the higher education institution.

This way the promotion will incorporate the highest credibility because all information about the institution, studies, Usov, teachers etc. presents an independent third party. That's the main advantage of this type of promotion. As a way of promoting free. Often times though positive can create negative publicity that can not be controlled because it provides expert opinion, an expert in the field of independent institution.

Personal selling again includes presentation of the institution. Commonly included people from SAI possessing presentation techniques and skills. They generate the most appropriate way of personal contact with the public and is a bridge between the institution and the public.

In its application is realized interactive communication with the spot answers all questions.

Direct marketing consists of establishing direct communication with carefully selected individuals in order to achieve immediate, quick response in order to safeguard them lasting relationships. The application of direct marketing is selected target group that realizes the communication. It is realized through the use of telephone, postal services, electronic mail, Internet and other forms of direct communication.

Today in a dynamic and changing environment, it is necessary to mention online marketing including promotion through websites, forums, blogs, groups, mail users not a service directly informed. This mode of communication is the most commonly applied today most strategies are based on the element of IMC.

Primate models of IMC by the universities institution

In today's economic conditions, in terms of strong market competition in all areas of activity of companies, organized approach is necessary in the collection (and then the processing and analysis) of data and information necessary to solve specific problems, but also to achieve greater results. The most important is the communication between users and providers of certain services or between senders and recipients of certain information which is related to a particular business. Integrated marketing communication activities underscore embodies the dynamics of marketing communications in the 21st century.

In this regard do research which analyzed how FAQ apply elements of integrated a marketing communication. For this purpose we made research using a questionnaire which includes 90 respondents.

The questionnaire contained 10 questions. After the analysis yields the following conclusions.

Of all respondents, 40 of them are students of private and state visokoobrazovniinstitucii and 50 respondents who are prospective students are students in secondary education. Of those who already study 27 of them are students of private HEIs, and 13 of the state of the SAI. Out of them 17 are part-time students. The rest are students.

Table 1. Current and prospective students

No.		Total
1	Current Students	40
2	Potential students	50
Total		**90**

The issue of choosing the SAI which is determined, 27 of them are students of a private educational institution said that curricula and blending theory with practice - 50:50, is the main reason why we decided on this kind of education. The remaining 13 are students at public HEI as a major factor that has chosen this kind of education listed tradition of SAI, the expertise of the teaching staff. Those potential students as a major deciding factor in their choice listed offer the best conditions for studying and receiving worldwide recognized diploma.

Table 2. Type of SAI

No.		Total
1	Private SAI	27
2	State SAI	13
Total		**40**

The question of how informed of the existence of the SAI, policies and programs they offer, only 8 of them said that through their promotion during the year (while still were decisive phase), all other 32 respondents said that the impact of environment, family and friends had the major impact. Prospective students responded that their decision on the greatest impact has their desires, ambitions and previous knowledge they have, but finances are a major role, but does not neglect the receiving professional degree. But think about the final decision between private or public HEIs which will be upgraded as future students.

The question of whether and how informed staff, teaching programs SAI through elements of IMC, respondents said that they occasionally saw a TV ad for SAI odnodno only during enrollment zabalezhale on TV and heard on radio.

For the promotion of IMC through private sales - met only open days for public HEIs and occasionally fairs education. Respondents pleaded that it is desirable to have such events more often and thus will promote SAI on the one hand, will increase the number of students and prospective students will also be timely informed - on the other side. For public relations - most respondents answered number that local TV stations are those that promote SAI which in this regoin and build positive poblicitet but consider the state level should be increased publicity and public relations. Most of them said that their direct and online marketing is onaj element which today has a dominant role. Thanks to social networks can visit the pages of SAI to inform teachers, their programs, type of study, the opportunities and conditions offered.

Asked how would you rank the elements of the IMC, according to their application by the SAI dobvme sit answers:

Table 3. Ranking of the elements of IMC

Rating No.	No. of items not IMC	Number of respondents
1	DirectInput and on-line marketing	34
2	public relations and publicity, and	26
3	personal sales	23
4	Economic propaganda	7
5	selling promotion	0
Total		**90**

The research and application of the elements of the IMC in SAI, we came to the conclusion that need more enforcement. In the first place, according to the application and information of respondents put social survived and online marketing.

Thanks to the media in second place rank publicity and public relations. Third place on the information they receive promotion put face to face, and the fourth is in their view, the application of economic propaganda. None of the respondents answered that SAI apply way short of encouraging the public to use the thinned services.

The creation of a solid Internet marketing strategy gives priority to the company. Internet marketing should be used, but not limited to osvrdnuvaat sais it requires the integration and coordination of other elements of the IMC for the most efficient corporate marketing strategy. It is necessary in the future greater use of elements of the IMC, the SAI to adapt to dynamic and technological changes, increasing competition and reducing uncertainty.

This will enable better identification and promotion of the objectives, policies and plans of the SAI. An increasing application will allow:

Reduction of uncertainty and risk in the work and overcome the competition,
increasing the probability of success with major promotions
Increasing the effectiveness of the work and the teaching,
- In response to the rapid changes in the market,
- A greater number of students enrolled,
Increasing profitability

- A combination of the elements of the IMC to maintain the current position of the SAI and must be improved.

Because only through better integration of marketing activities enabling fulfillment of the vision, mission and goals are each SAI and reaches the desired future condition.

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MODERN TRENDS IN PRIVATE SCHOOLS FOR HIGH SCHOOL EDUCATION[135]

Elida Todorovski
Business Academy Smilevski – Skopje, Macedonia

Introduction

...Between the period of the childhood and maturity of man, has a period which is profiled his personality and are determined the directions and guidelines for all life.It is the period of reansition from childhood in maturity.In this period the child is take the exam of maturity and when that child is adult belongs in the world with the others adults equally.This conclusion says that this period is the most important in the life and because of that deserves special attention.

Quality of secondary education is the key for successful preparation for the children in the world of adults.With commitment and dynamic rhythm this education should be open to children, their wide horizons of their abilities and talents in order to recognize their qualities and to understand the challenges before them...

Why private schools?

That is question which as a constant linger in the developed countries of our country. There are many formal answers: pluralism in education small educational groups,elastic adjustments of teaching plans and programs,motivated and top professors,teaching adjusted with the working time on the parents and enrichment on the program with extracurricular activities.But,what it means to me is that Macedonia has rich and veneravle educational tradition and especially multicultural heritage in which private schools can be just some natural consequence on these advantages.The challenge and oppurtunities that offered the private high education sure is for those who want quality education with high standards and prestige.The modern teaching approaches are encourage the young person to be active and to participate in the process of learning.The cooperativeness and many extracurricular activities provides an opporunity for personal growht and development as personalities.All this for me is represent a quality step in the endeavor in to european education and oppurtunities for the further educated in abroad.

Are private schools have justified the existence around the world?

Yes,because with the fortune on the different programs they offer new opportunities and in the educational sphere they create a healthy competition and

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results who are more then visible in the developed Europe and US. While it is known that education in general is very unwieldy, inert composition that does not suffer any radical and rapid change, the emergence of the first private schools shows that through small steps and persistent teaching process may have to be updated on the latest scientific and technical achievements to become an integral part of education and to adapt to modern flow and ready to greet the future in which young people will play a key role.

Modern organization of teaching

- Given that said high school education is a complex part of the educational system, it is difficult to list all the challenges to which are private schools. However some basic trends we used as guidance in creating solutions, and they relate to the teaching process.
- The modern organization of teaching in the world covers several key points that determination and private schools in the country. These are: „Differentiation and individualization of instruction, allowing targeting of students according to their abilities and interests, as well as individual pace of progress. This is achieved through: elective classes, flexible curricula, teaching techniques adapted to different styles of thinking of students, as well as the opportunity for rapid advancement of talented and hardworking students;
- Independence, creativity and innovation in teaching;
- Multimedia and interactive teaching;
- Multilingual and multicultural education, which reinforces cooperation between European countries.
- Application of modern information technologies;
- Greater participation of students, parents and other stakeholders in the management of the school.“
- Cooperation and strengthen links between the school and the labor market, and building the entrepreneurial spirit of things;
- Developing systems for evaluation and self-evaluation of students, which allows valuation of a number of activities, as well as developing the students responsibility for their own learning;
- Preparation standards for evaluating teachers and building adequate methodology for determining the rating of private schools.

„Benefits of such structural and programmatic adjustments are:

- improving the quality and effectiveness of secondary school, in accordance with the new demands of society and the dismissed deals of teaching and learning;
- building environment for lifelong learning, higher patency, eligibility according to the labor market and respect for the established standards;
- introducing greater democracy as a mixture of rights and obligations of the students, their parents and all other factors in the educational process.“

- The findings applied in the teaching and educational work in the current practice shows that from day to day completely changed the culture of private schools, completely changing the program orientation enriched learning in the classroom.
- In private schools seeks thorough innovation of the educational process, paving the way to enriched learning, build a new culture of school.Often are analytical estimates for learned teaching material;
- specialized classrooms develop into cabinets;
- There humanized interior and exterior of the teaching content areas;
- shows a higher degree of creativity in verbal and written expression of the students;
- received awards from prominent public competitions, reviews and competitions for students;
- cooperation between teachers, professional service and parents;
- enriched teaching methodology and technology organization hour;
- traditional teaching completely abandoned;
- enriched teamwork.

In private schools have their own pedagogical documents validity daily, themed and annual planning are made at the level of the professional assets and specialized service in consultation with associates of PMO Macedonia.It tells us that the entry in the teaching is completely planned.

Processing is particularly enriched area of relationships in the classroom where the student appears as a researcher driven by professional skills and competencies of teacher mediation between the student and the curriculum.

The output is the most important part of the process of quality measurement enriched learning through various checks adopted teaching material. I go to that measurements be made by way of written expression, summary tests, teaching papers with differentiated and undifferentiated way to work, in the opening five minutes examination and in the final part of the class, and tests of weight level. After each checking follows an analytical assessment of comprehension of the curriculum and program.

Classrooms look like laboratories where the atmosphere is pleasant to work and where steps towards new areas of science. The student is more free to ask. Relationships and interacting with the teacher and students are enriched. The teacher is a mediator who dosed curriculum content in the interest of student knowledge as motivator of enriched understanding.

„In that sense evaluated individual abilities of the student, and given the opportunity to progress according to their own pace in acquiring the knowledge they have practical application.The perseived effectiveness in overcoming the curricula. Is estimated for the perception of student progress in the classroom coordinated by teacher.“

Tabular and graphical display of the interviewed students from private schools:
Chart 1

Private schools	**f**	**%**
Yahya Kemal	**17**	**14**
FIRST PRIVATE HIGH SCHOOL	**25**	**21**
Nova	**43**	**36**
Fifth Private High School	**35**	**29**
Total	**120**	**100**

The second question is how prevalent modern trends in your school, I received the following views and opinions:

Chart4

Views of students	***Are not present***		***Not included***		***Partly represented***		***Represented***		***Quite represented***		**Total**	
1.Individualization in teaching	f	**2**	f	**6**	f	**24**	f	**45**	f	**43**	f	**120**
	%	**1,666**	%	**5**	%	**20**	%	**37,5**	%	**35,83**	%	**100**
2 Independent work in teaching	f	**3**	f	**5**	f	**25**	f	**49**	f	**38**	f	**120**
	%	**2,5**	%	**4,166**	%	**20,83**	%	**40,83**	%	**31,66**	%	**100**
3 Creativity and Innovation	f	**1**	f	**9**	f	**20**	f	**44**	f	**46**	f	**120**
	%	**0,833**	%	**7,5**	%	**16,66**	%	**36,66**	%	**38,33**	%	**100**
4 Multimedia teaching	f	**3**	f	**4**	f	**27**	f	**43**	f	**43**	f	**120**
	%	**2,5**	%	**3,333**	%	**22,5**	%	**35,83**	%	**35,83**	%	**100**
5Interactive teaching	f	**1**	f	**4**	f	**22**	f	**47**	f	**46**	f	**120**
	%	**0,833**	%	**3,333**	%	**18,33**	%	**39,16**	%	**38,33**	%	**100**
6 Applying information technology	f	**2**	f	**5**	f	**19**	f	**47**	f	**47**	f	**120**
	%	**1,666**	%	**4,166**	%	**15,83**	%	**39,16**	%	**39,16**	%	**100**
	f	**2**	f	**4**	f	**8**	f	**38**	f	**68**	f	**120**

7 Presence of two or more languages	%	**1,666**	%	**3,333**	%	**6,666**	%	**31,66**	%	**56,66**	%	**100**
8 Greater representation of practical instruction	f	**4**	f	**5**	f	**29**	f	**41**	f	**41**	f	**120**
	%	**3,333**	%	**4,166**	%	**24,16**	%	**34,16**	%	**34,16**	%	**100**

Of the total number of students 73.33% answered that individualization is represented in their schools. This is a positive trend, where each student can progress according to their abilities. Based on more elements can reasonably conclude that teaching is an individual approach and provide necessary conditions for optimal expression and confirmation of individuality of each student to the extent that it is primarily and dominantly oriented: to create teaching situations students to work independently and to winning the culture of independent work (instead adopt only content unidirectional be transmitted), to encourage and develop memory and playback of the curriculum, but also their mental processing and approval of the overall mental commitment and application of numerous mental operations(analysis, synthesis, induction, deduction, comparison, systematization, proof, locking, evaluation, etc.), to encourage and develop such convergent thinking and behavior in learning, and the diverse, creative thinking and behavior as expressed through multiple capabilities to anticipate and define specific problems to produce a variety of ideas to solve new problems, and create various teaching situations in which students individually or in groups micro solve problems of theoretical and practical nature.

Stands of students for practical application of teaching in their schools:Chart 7

Stands of students							
Private school	*Are not present*	*Not included*	*Partially represented*	*Represented*	*Quite represented*	*Total*	*X*
Yahya Kemal	**1**	**0**	**4**	**9**	**3**	**17**	**3.76**
First private high school	**0**	**0**	**6**	**8**	**11**	**25**	**4.20**
Nova	**0**	**1**	**13**	**12**	**17**	**43**	**4.04**
Fifth private high school	**3**	**4**	**6**	**12**	**10**	**35**	**3.62**
Total	**4**	**5**	**29**	**41**	**41**	**120**	**/**

X^2=18.5 p<0.01 v=12

Positive results and the claim that private schools are a great representation of practical instruction.
Of the total number of students 68.32% agree that their schools provide practical instruction.

The equipment of many laboratories, classrooms, IT rooms etc. are able to realize the practical instruction, a requirement for quality teaching. The acquisition of a larger volume of knowledge, the permanence of knowledge, motivation for learning is greater if the student everything that theoretically you hear while you can touch, see, concluded. In private schools are equipped laboratories for biology, chemistry, physics, where students do various tests and experiments we come to certain information, opinions, conclusions. With this kind of work acquired knowledge are permanent and richer.

Representation of the practical training is the answer to all students from private schools, and we see that the mean of the students of Yahya Kemal is 3.76, the students of the First private High School 4.20 for students from Nova 4:04, and the students of the Fifth Private High School 3.62.

Since X2 = 18.5 X20.01 = 26.217 with significance level of 0.01 we conclude that there is no statistically significant difference in the responses of the students in this matter, which means that the practical training is part of the private schools. Graphic display of the responses of the students on the question of practical application of teaching:

Concluding remarks

The whole world stands on the threshold of a new birth and the burning desire to train generations who will climb the highest civilization pedestals. So today most all developed countries invest in education just because they are convinced that tomorrow's real owners of these countries will be exactly the generations with good education. The way to empower future generations, education that will be useful both for themselves and for their country, going through schools that leave lasting signatures results.

We are witnessing a time in which private schools are our reality. Their goal is to educate generations of young people who will be prepared to master the challenges of the modern world, to be always polite and positive mood, tolerant and willing to dialogue in all areas of their lives.

Students who are enrolled in private schools have the opportunity to choose a different way of education, work in small groups, great equipped cabinets, active learn- hour filled with many activities and practical teaching, multimedia teaching software with modern, scientific excursions...

Private secondary education is more focused on the student and their needs.The modern teaching approaches encourage the young person to participate actively in the learning process.Working conditions as well as modern equipment

of offices where it is realized through practical training: Attempts, experiments, analysis, comparisons, lock, scientific research activity, speaking of schools where students think and act as they thought a physicist, chemist, historian, mathematician or concept which implements place for learning science, business, development of science by students ie represent schools that educate future scientists.

Cooperativeness and numerous extracurricular activities give students the opportunity for personal growth and development as a person.

Quality secondary education according to European and international standards, is part of private schools, whose main function is thorough preparation of students for further education and acquiring knowledge that are the basis for all directions of university studies.Systematic is working to understand the talented students in certain areas, their participation in the competitions and achieving high performance while scholarships, awards, certificates, and assessment of severity is and efforts of private schools.

The primary task of teachers and associates is systematic development of individual, physical and intellectual abilities, humanistic, ethical, esthetic and civil values of the individual, encouraging creativity, cooperation, mutual respect, and above all building a complete person with high moral values.Many will say that private schools are elitist institutions, available only to a small number of students. I do not think so, elite private schools are only for the quality of education offered and what results they achieve.

EVALUATION OF THE TEACHING PROCESS WITHIN POLICY FRAMEWORK FOR EDUCATION IN THE REPUBLIC OF SERBIA[136,137]

Ivan Stojšić, Snežana Babić-Kekez
University of Novi Sad, Faculty of Sciences, Novi Sad, Serbia
Ana Kekez-Kljajić
University of Niš, Faculty of Law, Niš, Serbia

Abstract

Starting from the theoretical point of view, this paper implements qualitative analysis of documents to examine the place and importance of evaluation of the teaching process in the education system of the Republic of Serbia. For a long time, the Republic of Serbia didn't implement a proper system for entire and quality evaluation of the teaching system. Dominant evaluation activity encompassed primarily students' assessment, while other forms of evaluation (such as evaluation of the teachers' assessment, and evaluation of: text books and teaching tools, curricula, work of the professional services, didactic efficiency of teaching units, conditions and resources of the educational institution and various forms of self-evaluation) were just sporadically present. The subject of this paper is evaluation of teaching process as an integral part of the overall evaluation of educational process in the school. The aim is to provide answers to the key issues of evaluation of the teaching process and to improve teaching quality assurance mechanisms, via taking into consideration regulations and methods of teaching evaluation.

Keywords: *evaluation of the teaching process, self-evaluation of the teaching process, ensuring quality of teaching process*

INTRODUCTION

In case that certain work domain is omitted from the evaluation system, it usually causes stagnation, and good practice is decreasing to simplified forms of realisation. Evaluation provides permanent feedback on teaching process development enabling improvement of aforementioned activities. Also evaluation controls and stimulates each new step integrated into education process, and recognising evaluation results influences on achieving better working success as well as on modernising educational process. It is necessary to add that outgrow of evaluation to self-evaluation is one of the most important tasks to be accomplished in the course of the teaching process (Vilotijević, 1992).

In the beginning of the year 2000, the Republic of Serbia started with the reform of the evaluation system in the field of education process. However, the aforementioned reforms were realised very modestly. Improvement was made in the year 2005 when the *Handbook for self-evaluation and evaluation of the schools performance* (*Priručnik za samovrednovanje i*

[136] Specialized paper

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vrednovanje rada škole) was issued. The handbook promotes self-evaluation as the instrument that should improve and innovate schools' activities (Grupa autora, 2005). Radical changes on evaluation of the teaching and educational process in general, arise after adoption of the *Rulebook on evaluation of quality performance of the institutions* (*Pravilnik o vrednovanju kvaliteta rada ustanova*). This rulebook defines: authorities and bodies of the institutions in charge of evaluation/self-evaluation, procedures on follow up the accomplishment of curricula, bases and measurement for evaluation and self-evaluation, content and method of publishing the results of self-evaluation and evaluation of the quality performance of the institutions ("Official Gazette of the Republic of Serbia", no. 9/2012).

Besides Ministry of Education, Science and Technological Development several other institutions are in charged for follow up, quality improvement and development of the education system in the Republic of Serbia such as: National Education Board, Institute for the Improvement of Education and Institute for Education Quality and Evaluation (Grupa autora, 2005). Institute for Education Quality and Evaluation (*Zavod za vrednovanje kvaliteta obrazovanja i vaspitanja*) participates also in external evaluation by evaluation of the students' achievements on final and A level exams ("Official Gazette of the Republic of Serbia", no. 9/2012). Centre for Evaluation in Education and Science – CEON operates with the issues of evaluation in science and higher education in the Republic of Serbia (ceon.rs), while in the field of pre-school self-evaluation IMPRES Project plays important role (www.impres.rs).

Methodology

The subject of this paper is evaluation of teaching process as an integral part of the overall evaluation of educational process in the school. The aim is to provide answers to the key issues of evaluation of the teaching process and to improve teaching quality assurance mechanisms, via taking into consideration regulations and methods of teaching evaluation. Tasks are: 1. to perceive theoretical approaches in order to define evaluation of upbringing and education with all necessary aspects in evaluation of the teaching process, and 2. analyse regulations and quality standards that encompass evaluation of the teaching process.

RESULTS

In didactics and pedagogy evaluation represents system of measurement, estimation of effects and results of teaching and education respectively (Gojkov, 2012). Evaluation could be defined as process of deduction on outcomes of the educational process on the basis of comparison of asserted condition with precisely defined criterion, of which the object is identification of real condition and improvement of the quality, and which as the process is an integral part of the planning, realisation, follow up and update (Grupa autora, 2005). Evaluation of the activities in teaching process is complex and multi-dimensional process enabling estimation of teaching quality and gives recommendations for further teaching activities, creating environment for more efficient and rational organisation of the teaching process respectively (Špijunović, 2007). Majority of the evaluation theoreticians considers that it is necessary to precede determination of aims and tasks over the evaluation, apropos defining of certain values that are desirably considered within evaluation process (Vilotijević, 1992). The level of follow up system is also important for evaluation, since this system precedes evaluation. Evaluation information is gathered by follow up process, therefore it has to be encompassed, selective and economical (Gojkov, 2012).

Teaching is in the centre of education system and according to Handal (2003) inasmuch teaching process is right, education outcome should be right, under condition that students are capable and have descent conditions to make use of teaching.

Teaching represents specific cognition process that at the macro level comprises following stages: preparation, new content processing, practice, repetition and evaluation of implemented knowledge. Each of the teaching stages has its own cognitive-logical, psychological, material-technical, methodological and cybernetic micro elements. Optimum results of a teaching unit are achieved only if the teaching is perceived as a unique system where all parts are harmoniously joined (Vilotijević, 1995).

When speaking about evaluation of the teaching process it is necessary to think not only about the practice today, but about the perspective of the teaching process in the future (Vilotijević, 1992). Evaluation of teaching doesn't impose any final judgement on whether the teaching process is good or not, but gives information essential for development of the better teaching process. That kind of perception is supposed to be a measurement for all institutions: science institutions in charge of education, state administration (Ministry of Education), teachers, students to take the joint benefit. Results of evaluation should be utilised as a support resource in achieving the best possible teaching process and the best possible learning process (Handal, 2003).

According to Špijunović (2007) key issues of teaching evaluation are: what is evaluated in teaching process, what is the aim of evaluation, who is performing evaluation and the method of evaluation. It possible to provide quite different answers to the issues of teaching process evaluation. Therefore, according to Handal (2003) what shall be evaluation in the teaching process depends on what we aspire to change in the teaching process and quantity of available resources. Same author gives possible answers to the rest of the issues. As the aim of evaluation the author emphasising establishing of service for actions planning in order to achieve result as good as possible (evaluation of the teaching process should have directioning aim, not the control one, respectively). Teaching evaluation has to be joint venture so that evaluation could be performed by all interested parties (both external and internal evaluation could be organised), so this process doesn't exclude both teachers and students. Teachers could perform teaching evaluation of their colleagues one to each other that have provided very good results. Students could join to referent groups involved with the teaching evaluation and in that manner have the direct influence to the improvement of the teaching process, subsequently provide with questionnaires or organise a discussion in order to determine situation of the teaching process and possible method for its improvement. One of the methods to perform evaluation is to follow up teaching functioning comparing to what have been planned, with previously constructed instruments. Questionnaires provided to students at the end of semester (or school year) are massively utilised. Better effects are achieved when teaching evaluation is performed during the teaching process when results could be utilised to perform certain corrections while teaching process is still in ongoing phase in order to ensure the quality of teaching.

Vilotijević (1995) emphasises several categories in the field of teaching class evaluation such as:

1. *Evaluation of the student-teacher interaction* – this type of evaluation provides assessment of the communication within the teaching unit. Various styles of class conducting lead to various social communication and interactions in the class. It is necessary to analyse questions asked by both teachers and students during the class. Verbal communication has the influence to the learning process and to the motivation of the students. There are more than a hundred models applied in this type of evaluations and the most popular ones are: Flanders's interaction analysis categories system (deals with direct and indirect influence of the teacher to

the students) and Jarvis category system (serves for recording of the verbal activities of the teachers and students).

2. *Evaluation of socio-emotional climate during the class* - is primarily based on behavioural analysis of the teachers in the classroom, since the climate in the classroom is determined to the great extent by the ratio of teachers to students. The emotional climate in the classroom is affected by: quality of interaction between teachers and students, the degree of democratic relations in the classroom, teachers' behavioural flexibility, personality features, leadership style and management of the educational process in the classroom etc. This type of evaluation may utilise: Withall's model for determining the dimensions of social-emotional climate during the class, as well as various types of protocols and scales to evaluate the social climate during the class.

3. *Evaluation of the teaching unit successfulness* – avails as the reflection of the class, since after the class it can be reviewed with all elements. Mörsch's model is often used for this type of evaluation, or modification of this model. This model (mostly its modification) enables the recording of the teachers and students and their successfulness during the class, as well as calculation of the ratio of certain elements within determined categories.

4. *Evaluation of the teaching unit articulation* – is applied for recording of the didactical organisation of the class. Instruments used for this type of evaluation are: record sheets and estimation scales. Unlike record sheets that are just stating certain situation, estimation scales can determine level of presence of the certain didactical attribute. Evaluation results are used for promotion of the didactical organisation of the class performance, implementation of the certain corrective measures, respectively.

5. *Evaluation of the application of didactical forms at the class* – avails for determination of dominant forms of teacher's performance, by analysing, for four times, teaching units of one teacher. This form of evaluation is to encourage teachers to apply innovations in the teaching process, and to apply team work, work in couples or individual form of work.

6. *Evaluation of teaching methods application in the class* – avails to register dominant methods of certain teacher's performance (four visits during one school year) in order to estimate to what extent teacher applies certain methods, since the efficiency of the teaching units greatly depends on selection and adequate application of the teaching methods. For this type of evaluation certain check lists could be prepared. Forms and method of performance are inter-connected, therefore their evaluation could be conducted concurrently.

7. *Evaluation of contemplative activisation, group processes and feedback quality during the class* – is of great importance since it evaluates some of the key elements of didactical processes during the class. Contemplating activity is based on the stimulation of students, apropos to make such influence to cause the readiness attitude and mental readiness. Group dynamics refers to the condition of mutual discussion process, afterwards on to connections between individuals in the group, and how group members help each other and encourage one another to work. Feedback serves as a progress image and impact on student involvement and their quality of work. The instrument used for this evaluation is usually certain type of evaluation scale, which records the intensity of manifestation of certain didactic features. It is necessary to analyse the efficiency of the teaching unit for each category separately (contemplative activity, group processes and feedback).

8. *Evaluation of the teaching unit preparation* – is based on the influence of the preparation quality for the accomplished result in the teaching process. To apply an innovation in one teaching unit, it is necessary to implement 25 classes of preparation. Evaluation sheets and inspection of the didactical record could be used for evaluation.

Analysis of regulations of the teaching process evaluation

Since 2012, the Republic of Serbia implemented by the *Rulebook on evaluation of quality performance of the institutions* the evaluation and self-evaluation ("Official Gazette of the Republic of Serbia", no. 9/2012). According to the aforementioned rulebook the evaluation is defined as quality estimation of the institution performed on the basis of the quality standards of the institution's performance, while self-evaluation is defined as quality estimation implemented by the institution on the bases of the performance quality standards. According to the same rulebook evaluation is performed through self-evaluation (within the five years deadline the institution is obliged to perform self-evaluation of all evaluation fields defined by the standards) and through external evaluation (represents quality evaluation of all fields defined by the standards at least once in five years). Self-evaluation is performed by the team members of: representative of the competent authority, Parents' Board, Students' Parliament, management body of the institution and the principal. External evaluation is performed by the Ministry of Education, Science and Technological Development, via education advisors and Institute for Education Quality and Evaluation by their employees trained for external evaluation (external auditors). External evaluation is also performed in a team work. After performed self-evaluation a report on self-evaluation is complied and submitted by the principal to the Education Board, Parents' Board and Management Body of the Institution. Subsequently to external evaluation, draft report is compiled the principal is introduced to, afterwards bringing final written report. On the basis of the external evaluation the institution comply the Plan for improving the intuition's performance. Institute for Education Quality and Evaluation complies annual report on external evaluation in the Republic of Serbia and submits it to the Ministry of Education, Science and Technological development to be published at their webpage.

Institute for Education Quality and Evaluation in the year 2010 passed the document on *Quality standards of educational institutions* (*Standardi kvaliteta rada obrazovno-vaspitnih ustanova*) that extracted seven areas, including the *Teaching and Learning*. Within this field seven standards and 38 indicators were defined used for teaching evaluation, teaching unit respectively.

Table 1. Standards and indicators in the field of "Teaching and Learning" within the framework of the Quality standards of the educational institutions

STANDARDS	INDICATORS
1. Teacher applies appropriate didactical-methodical solutions during the class.	*Teacher clearly emphasises learning objectives.*
	Teacher gives instructions and explanations that are clear to students.
	Teacher emphasises key terms students should learn.
	Teacher uses teaching methods effective for the object of the teaching unit.
	Teacher gradually asks more and more complex questions/ tasks/requests.
2. Teacher teaches various learning techniques during the class.	*Teacher teaches students how to use various ways/approaches for solving tasks/problems.*
	Teacher teaches students how to merge new lessons with the previously adopts ones.

	Teacher teaches students how to merge teaching contents with the everyday life examples.
	Teacher teaches students how to connect contents from various fields during the learning process.
	Teacher teaches students to set up learning targets.
3. Teacher adjusts class activities to the educational needs of the students.	*Teacher adjusts requests to the students' capabilities.*
	Teacher adjusts rate of work to various needs of the students.
	Teacher adjusts teaching material to the individual features of the students.
	Teacher dedicates time to the students in accordance to their educational needs.
	Teacher applies specific tasks/materials on the basis of individual education plan for the students in need for additional educational support.
4. Students acquire knowledge at the class.	*Students are interested in class activities.*
	Students actively participate in class activities.
	Activities/work of the students indicates whether students have understood the subject of learning during the class.
	Students use available knowledge resources.
	Students use feedback in order to solve task/improve learning.
	Students estimate accuracy of the answers/solutions.
	Students are able to explain how they have come to the solution.
5. Teacher efficiently manages learning process at the class.	*Teacher efficiently structures and merges parts of the class.*
	Teacher efficiently use time at the class.
	Teacher in constructive manner establishes and maintains discipline in accordance to the agreed rules.
	Teacher functionally uses existing teaching tools.
	Teacher directs interaction between students into learning function (using questions, ideas, comments of the students for class activities).
	Teacher assesses if the class targets were achieved.
6. Teacher uses evaluation proceedings in the function of further learning.	*Teacher assesses pursuing the Rulebook on students' assessment.*
	Teacher adjusts requests to students' possibilities.
	Teacher commends students' improvement.
	Teacher gives full and understandable feedback to students on their activities.
	Teacher teaches students how to assess their improvement.

7. Teacher creates encouragement atmosphere for activities during the class.	*Teacher shows respect toward students.*
	Teacher express empathy toward students.
	Teacher adequately reacts to inter-disrespect of the students.
	Teacher uses various methods to motivate students.
	Teacher provides students with possibility to ask questions, discuss and make comments with regard to the class subject.

Source: Standardi kvaliteta rada obrazovno-vaspitnih ustanova (2010). Beograd: Zavod za vrednovanje kvaliteta obrazovanja i vaspitanja and Pravilnik o standardima kvaliteta rada ustanove, "Službeni glasnik RS", broj 7/2011("Official Gazette of the Republic of Serbia", no. 7/2011).

Self-evaluation is all about perception of the teacher as a reflective practitioner who is thinking about personal work, analysis its actions, activities and results used to promote work and teaching practice (Nikodinovska-Bančotovska, 2006). In the *Handbook for self-evaluation and evaluation of the schools performance* (Grupa autora, 2005) the objective of self-evaluation is determined as improvement of the school performance, whereas its importance is that it releases the school from the tension arisen as the consequence of the external evaluation. This handbook emphasise seven key areas, and one of them is *Teaching and Learning*.

Table 2. Scope of evaluation and indicators within the key field Teaching and Learning according to the Handbook for self-evaluation and evaluation of the schools performance

SCOPE OF EVALUATION	INDICATORS
1. Planning and preparation	*Planning*
	Preparation
2. Teaching process	*Communication and cooperation*
	Rationality and organisation
	Students' encouragement
	Correlation and knowledge application
3. Studying	*Students' responsibility*
	Learning method
4. Follow up of students' progress	*Follow up and assessment*
	Reports

Source: Grupa autora (2005).

According to the *Handbook* (Grupa autora, 2005) evaluation of the key field *Teaching and Learning* is performed by comparing the determined condition to the descriptions grouped in the four levels (the best is level 4, and the worst one is level 1) for each field of evaluation and pertaining indicators. Information resources for evaluating the field *Planning and preparation* are: plans for teachers activities; written preparation of teachers; minutes of the experts board; notes of the teachers; teaching material and students notebooks, while information resources for evaluation in the evaluation field the *Teaching process:* clear insight into the teaching process, as well as application of questionnaires, surveys, scales, checklists

and other tools. The authors have also compiled possible questionnaires (and scale) for teachers, students, parents and school board members that can be used in the evaluation and self-evaluation for each area of evaluation in particular.

Project "*Modernizacija sistema srednjeg stručnog obrazovanja u Srbiji*" funded by the European Union, recognizes necessity for improvement of the process of self-evaluation in secondary vocational schools. Within the project, among other things, one guide and one manual related to the self-evaluation/evaluation were published: "*Vodič za samovrednovanje za ustanove u stručnom obrazovanju*" (the guide published in 2012) and "*Priručnik za praćenje rada kolega jednakih po obrazovanju i poziciji*" (the manual published in 2013).

Secondary vocational education has its own specifics and therefore require addition to the *Quality standards of the educational institutions, so Additional quality standards for vocational education* (*Dodatni standardi kvaliteta za stručno obrazovanje*) were constructed. In *Additional quality standards for vocational education* field *Teaching and Learning* has been expanded and includes nine standards and 58 indicators. New standards and indicators are related to the acquisition of skills and learning through practical forms of teaching within and outside the institution (Vodič za samovrednovanje za ustanove u stručnom obrazovanju, 2012).

DISCUSION AND CONCLUSION

For a long time, the Republic of Serbia didn't implement integral evaluation system for education system overall (Havelka et al., 2001) hence the issue of teaching process evaluation was neglected. Since the year 2000, complex evaluation of the education system attracts more attentions, nevertheless pioneer initiatives on the aforementioned issue didn't have significant results in the practice. As of the year 2005, until present significant motions were made in the scope of evaluation and self-evaluation at all levels of education. Quality standards and rulebook on evaluation were implemented. Schools are obliged to perform evaluation within 5 years period, in all seven fields defined by the *Quality standards of the educational institutions* (including field *Teaching and Learning*), and to control all fields by external evaluation (at least once within 5 years cycle). Also, numerous seminars and lectures on evaluation and self-evaluation were organised, and teachers are encouraged to actively participate in this process as reflexive practitioners and to improve teaching and increase education effects by actionable researches. The aim of teaching process evaluation is to improve teaching process hence it is better to perform evaluation during the teaching units, not at the end of the teaching process. Students are usually more satisfied when knowing that evaluation could improve teaching process, they are currently enrolled with, than when the change shall affect the next generation.

Researchers engaged with education process emphasize self-evaluation as more preferred form of evaluation that should be continuously implemented at school, and that the external evaluation is effective only if the external auditors have modern knowledge/information and if they, whose work is being evaluated are involved in the very process.

Issues with the evaluation process occur when evaluation is implemented as obligation and when understood as a control that could lead to negative consequences and sanctions. Teachers and students (and all other participants in the evaluation) have to be trained to evaluate and self-evaluate. The evaluation performed in order to symbolically satisfy a legislative obligation has not many effects, nor implications. Teaching process evaluation is above all important for teachers and students, since it enables to develop the teaching process by the feedback that shall contribute to better inter-communication and better educational results.

By taking into consideration current situation in the Republic of Serbia regarding teaching evaluation it could be concluded that the greatest importance of self-evaluation and external evaluation in this filed in complying development plan of the school to improve the teaching pursing the reports on performed self-evaluation and external evaluation. The development plan should anticipate what activities need to be implemented and to what purpose, temporal dynamics and method of monitoring the measures implementation leading to better results in the teaching process. It is very important to improve teachers' competencies (through permanent professional development) in order to be successful as reflective practitioners, as well as developing and improving not only teaching process, but the entire educational system.

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TEACHING MATHEMATICS AND MATHEMATICALLY GIFTED STUDENTS[138]

Zoran Horvat, Ante Kolak
Faculty of Humanities and Social Sciences, University of Zagreb, Department of Pedagogy

Abstract

The objective of the study reported in this paper was to investigate problems of a specific student group within a gifted students group consisting of mathematically gifted students. Other findings distinguished various theoretical approaches to the study of mathematical giftedness and the importance of developing multiple intelligences. Different authors explain that the mathematical-logical intelligence still occupies a firm position on the pedestal of all intelligences and connect it with professional egoism among math teachers as well as to the high status awarded to mathematically gifted students in the school hierarchy. Based on insight into additional research we have identified the profile of mathematically gifted students through indicative personality traits and student's characteristics. The methodic-didactic challenges of teaching mathematics focus on the acceleration process and curriculum enrichment as well as on the selection of a teaching strategy that takes into account all the guidelines and findings obtained by studying the mathematically gifted students. Many studies have shown that gifted students need to be treated and taught in a supportive family and school environment and provided with a series of favourable environmental factors to realise their potential. The authors have listed competencies of efficient teachers and underlined how a successful math teacher must have a wide range of theoretical and practical knowledge of gifted students and know all the specifics of teaching mathematics.

Keywords: teaching of mathematics, mathematical giftedness, gifted student, mathematics teacher competencies

Introduction

A specific student group within a group of gifted students consists of mathematically gifted students. These students possess above-average general abilities and have higher-than-average scores on tests of mathematical ability (specific abilities). These students develop a specific interest in the area of mathematics during their schooling and thanks to their abilities and adequate educational support from their environment show exceptional results in mathematics. By studying the mathematically gifted students we can identify giftedness from various aspects since the terminology does not provide a consistent and unambiguous definition of mathematically gifted students. Some authors (Vlahović-Štetić, 2005) discussed the various theoretical approaches to giftedness, among which an approach centred on genetic factors (Terman, Oden, 1959; Vlahović-Štetić, 2005), cognitive models (Sterberg, 2001), the learning on student achievement (Renzulli, 1986), as well as the systematic approach (Tannenbaum, 1983). From the historical point of view, the genetic study was dominant in the past over other studies. Recently the study was enriched by the theory of multiple intelligences which

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highlights the importance of observing intelligence in different areas of student development. Gardner (1983) suggested seven different types of intelligence in the following areas: logical-mathematical, verbal-linguistic, visual-spatial, bodily-kinaesthetic, musical, interpersonal and intrapersonal. Despite the popularity of multiple intelligences and their various directions of development, which have found its reflection in teaching practice (especially in the integrated classes), society through its unwritten rules and value system furtively imposes its definition of giftedness. The aforementioned multiple intelligences do not share equal status in society and are not all equally appreciated. Despite the importance of interpersonal intelligence for group functioning and creating work teams, as well as intrapersonal to reflect on oneself, logical-mathematical intelligence, in addition to verbal-linguistic occupies a firm place on the pedestal of intelligence. Therefore, the status of gifted mathematics students in the school hierarchy is rather high, which significantly affects the position of mathematically gifted students as well as the status of math teachers. In connection with this, a new area of research has opened in relation to professional egoism of math teachers.

Mathematically gifted students

One of the important issues for researchers of students' mathematical aptitude refers to identifying characteristics of mathematically gifted students. This is the problem discussed by numerous authors (Koren, 1989; Detterman, 1989, Daniel, 1989; Čudina-Obradović, 1991; Wilkinson 1993; Wieczerkowski, Cropley, Prado, 2000; Vlahović-Štetić, 2005; Cvetković-Lay, Sekulić-Majurec, 2008) who have identified some important characteristics. Mathematically gifted students are better at memorizing numbers, spatial relationships and can skilfully use the numeric information. Students often show average or above-average scores on verbal ability tests in addition to high numerical ability and mathematical reasoning skills. Non-cognitive characteristics of mathematically gifted students focus on flexibility, openness to new experiences, tolerance of uncertainty, positive self-image, curiosity, willingness to take risks and commitment to the task. Some of the differences have been determined according to students' gender. Male students have a more positive attitude towards the teaching of mathematics, while female students demonstrate a visible anxiety of mathematics (Arambašić et al, 2005). In determining mathematical giftedness within the component structure (profile) of giftedness by means of scale assessment PROFNAD (which includes 48 characteristics indicative of student conduct). Koren questions whether a student expresses propensity to quantifying natural and social phenomena, whether he works systematically, does he like to systematise things and phenomena in structures and arrays, and does he use the processes of fast abstraction and generalizations (Koren, 1989). Čudina-Obradović (1991) observes mathematical giftedness through the interaction of different narrow abilities: numerical, memory and planning skills, spatial visualization skills, ability to think logically and to observe connections. In addition to these characteristics, some authors distinguish the power of abstraction and mathematical intuition, aspiration to rational problem solving as well as finding similarities in differences (Dejić, 2002). Renzulli's three-ring conception of giftedness besides abilities also includes students' motivation, creativity and opens up the issue of distinguishing between mathematical abilities and mathematical creativity. Creative students are simultaneously gifted students but gifted students are not necessarily creative students (Vlahović-Štetić, 2007). Given that creativity involves the creation as a result of work of a creative individual, the question arises whether mathematical creatives must be excellent mathematicians - experts in their field. The pedagogical approach determines creativity as a guideline that develops at all age levels and in this direction can we deliberate on the definition of mathematical creativity. Some researchers have shown that signs of students' gifted

characteristics may emerge during childhood. "In childhood, there are two characteristics that significantly differentiate future gifted mathematicians from other children, like setting purposeful questions, solitary activities and daydreaming. In adolescence, these individuals show two main characteristics: self-learning and great abilities in mathematics and/or physics. "(Čudina-Obradović, 1991:139). In the student-centered approach, mathematically gifted student needs to be provided with an educational support package without neglecting the nurturing component that will not tolerate and develop classroom and school climate where the mathematically gifted student will be considered unusual or strange. A gifted mathematician should at the same time be a happy student and this should be the challenge of pedagogical activities. In researching the role of mathematics on personality development the authors stated some individual characteristics such as self-esteem, self-confidence, willingness to take responsibility, self-discipline, collaborative skills, patience (especially in the process of problem solving) and the possibility of understanding that can be nurtured as "understanding the beauty and elegance of mathematical evidence and understanding the relationship between mathematics and life"(Arsnalagić, 2011:18). Some studies have discussed the determination of differences in conative and emotional characteristics of mathematically gifted students (Vizek-Vidović et al, 1996). The study found a statistically significant difference between mathematically gifted students and average students in the category of math anxiety as well as in the attribution of success and failure in mathematics. "Mathematically gifted students attributed their success and failure at a significantly lesser extent to external factors than the average age group. They also assessed inadequate ability and personality traits as less important for failure". (Vizek Vidović et al, 1996: 629). In the same study the math anxiety variable also proved to be significant. The data showed that a group of gifted students experienced unpleasant emotional reaction to the teaching of mathematics at a significantly lesser extent as opposed to average students. Some methodists of mathematics distinguished three key issues that characterize mathematically gifted students and are related to the ability:

1.What are special abilities in mathematics?

2.What abilities does a student need to be successful in mathematics?

3. How do these special mathematical abilities develop? (Kadum, 2006:96)

The answer to these questions shows a guideline in the methodic-didactic teaching of mathematics to gifted students.

The methodic-didactic challenges of teaching mathematics

According to Johnson (2001) and other authors, teaching mathematics to mathematically gifted students should be different from teaching other students. A systematic approach to the study of giftedness shows the importance of many factors that contribute significantly to this need, among other factors we can distinguish the support from their environment (family, school system). In the school system one of the biggest methodic-didactic challenges is the problem of early detection and identification of gifted mathematics students. In addition to detection and identification of giftedness, other successful strategies for developing mathematical giftedness include monitoring development, educational treatment and professional growth (Rosić, Vrcelj, Mušanović, 2004). In the area of detection and identification of mathematically gifted students, significant contributions have been made by the research that acknowledged difficulties in early detection of scientifically proven gifted students in mathematics and proposed the so called intelligent expert systems in order to help teachers make decisions about mathematical giftedness (Pavleković, Zekić-Sušac, Đurđevic, 2010). The system is based on decision rules and inference mechanism that classifies students according to the following categories: a student who is gifted in mathematics, a student who

shows a special interest in mathematics, the student with average mathematical competencies and student with underdeveloped mathematical competencies. For the support program to gifted mathematics students it is essential to distinguish between the first two categories of students, where a student from the first category significantly exceeds the expectations of the mathematics curriculum of peer age, while the student in the other category is in line or somewhat exceeding the expectations of the curriculum guidelines (Pavleković, Zekić-Sušac, Đurđević, 2007). Authors reported a difference in these two categories in the form of students' activity in math contests which belongs to the first category of students but not the second. At this point we should be careful because the students' (non) participation in contests can be influenced by numerous other factors such as disinterested teachers, the lack of parents' willingness, lack of school involvement, spatial and financial difficulties, inadequate emotional reactions of students to the competition... The components of mathematical giftedness included in the expert system's knowledge base linked to mathematical competencies pertain to numbers and calculations, size and measurement, spatial relationships and forms, organizing data and problem-solving situations. The results of the research show that teachers and the expert system assessed only 53.04% of the students equally, and that there were significant statistical differences in estimates between the categories of mathematically gifted students and those who were not. (Pavleković, Zekić-Sušac, Đurđević, 2011). The second major methodic-didactic challenge is the support strategy for the gifted mathematics students. It may be based on acceleration by means of early entry into the school system or skipping class. Under acceleration we mean any acceleration placing the gifted student in the advanced class above his chronological age. Acceleration has its benefits (prevents the development of mental laziness, avoids boredom, reduces egoism and gifted students' vanity, allows early completion of schooling), but also serious shortcomings (student is not ready in the social, emotional and physical sense, student is unwilling to be separated from friends, high level of anxiety and stress). When considering acceleration it is always suggested to get a second opinion (before the final decision) and consider the various aspects of acceleration, such as acceleration within subjects (mathematics) and acceleration within the class. In addition to acceleration, there is the possibility of curriculum enrichment by deepening and broadening the experience of learning mathematics with emphasis on qualitative development of the ability to think, not to quantitatively accumulate facts. As a famous curriculum enrichment model there is Renzulli`s model called the *three-ring conception of giftedness*, which in the form of a crossword differentiates terms, knowledge, procedural skills and attitudes in three categories: we should, we could, we would (George, 2005). Core curriculums are not challenging enough for the gifted mathematics students which can manifest in an emotional reaction of boredom that occurs as situational boredom. This means that boredom does not manifest as a personality characteristic of gifted mathematician, nor does mathematics trigger an emotional reaction of boredom, instead the unchallenging and inappropriate content causes the emotional reaction of boredom. The focus on content enrichment should be followed by the personal student development. Therefore, students should be provided with such forms and work methods that will be challenging in content but will also ensure developing communication skills, foster collaborative relationships and teamwork skills and develop a positive self-image. In determining the methodic-didactic strategy it is essential to include self-learning and accelerated teaching, appreciate students' need for solitary activities, provide time necessary for answers to meaningful questions, form student groups that will address common interesting activities (project work), ensure the availability of necessary sources of knowledge, mentors and experts (contact with a scientist). Some authors place particular emphasis on the importance of math teacher's creativity in his uses of mathematical stories and anecdotes, the

so called "aha effect" that refers to suddenly understanding a previously incomprehensible problem on the principle of eureka (Dejić, 2004).

Competencies of mathematics teachers working with gifted students

Mathematics as a science, but also as a school subject is in a privileged position to detect and attract gifted students due to its logical structure and the nature of content. Teachers of mathematics have the most important role and bear responsibility since mathematical talent is one of the main indicators of generally gifted students. Math methodist Kurnik (2009) reported that modern teaching of mathematics requires and sets to solve two main problems: the development of creative thinking and creative abilities of students, as well as the problem of proper teacher training. Many authors do not specifically state what competencies are, they rather define them in the context of means to an end, usually as the ability to successfully solve individual or social demands, or for a successful performance of a variety of activities and tasks (eg. Rychen, 2003; according to Jurčić 2012). Most authors define them specifically as a system of proficiencies, skills, individual dispositions and characteristics that enable the individual to actively participate in a situation. (eg. Hrvatić, 2007). Jurčić (2012) defines the pedagogical competencies of contemporary teachers as: personal, subject, communicational, methodological-didactic, self-reflective, social, emotional, civic and intercultural competence. He also claims that a pre-requisite for effective teaching are teachers' pedagogical competencies in five areas: methodology of building the teaching curriculum, organization and management of the educational process; creating a learning environment in class; student assessment in school; creating a model of co-operation with parents. Teacher competence is one of the key issues of determining educational system's quality, and there is a constant determination to define the competencies of successful teachers and characteristics that distinguish them from less successful teachers. Feldhusen (1997) found in his research on the qualities of effective teachers working with gifted students that effective teachers of gifted and talented students were similar to their students (Feldhusen, 1997; according to Chan 2011). Effective teachers of gifted students had these characteristics: high intelligence, orientation on achievement, flexibility, recognised individual differences, cultural and intellectual interests and had a personal relationships with gifted students. Some research findings outline that effective teachers, among other things, have a heightened awareness to identify, evaluate and analyse all actions and activities in the classroom, so they are more productive in finding the best solutions for them (Sherin, Jacobs, Philipp, 2011). Tirri (2008) reported that in the last decades, an increasing number of studies has focused on the quality of teacher's pedagogical thinking. Accordingly, the author states that a successful teacher should create positive and engaging learning environment. According to Sriraman (2005), many authors consider creative thinking as indispensable in the development of mathematical giftedness, and he indicated there are currently many disagreements about creativity in teaching mathematics. The reason lies in the perception of creativity as the highest form of giftedness, and the fact that creativity is the ability that contributes to science development the most. Based on students' needs and the nature of mathematics subject matter Nisbet (1990) proposed guidelines for successful teaching mathematics and other science subjects as following: talking out loud (explaining the thought processes) while solving tasks and problems; demonstrating the process of solving complextasks, reasoned analysis of the solving and thinking process, cooperative learning; Socratic method (Nisbet, 1990; according to Leikin, 2011). The author emphasized the importance of using these methods also when working with gifted students. In teaching mathematics there is still a conviction that only few students are able to successfully learn mathematics. That is why one of the key issues in teaching mathematics focuses on a special

skill set for mathematics, which can undoubtedly refer to the central pedagogical problem- *the problem of giftedness and education* (Giesecke, 1993). The problem has been referred to frequently in teaching mathematics and always impacts the students from the beginning of their education, either through the issue of giftedness, or through specific difficulties in learning mathematics. The question of ability that students possess is only one aspect of their further development in mathematics, while the emphasis should lie on their attitude towards mathematics, the level of confidence in learning mathematics and work habits (Arambašić, Vlahović-Štetić, Severinac, 2004; Ashcraft,2002, Hopko and others, 2003; Lampert, 1990, Sherman and Christian, 1999; Xin Ma, 1999). Research has demonstrated there are no exceptions in gifted students, where a stimulating and supportive family environment was found to be the main factor for their subsequent academic and professional success (Tomlinson-Keasy and Little, 1990; according to Vizek-Vidović, Vlahović-Štetić, Arambašić, 1996). In support of this, the international education surveys TIMSS and PISA, find that the average student's achievement in mathematics depends on: the degree of fluency in the language of the test, home library, parents' education, availability of computers and the Internet, dispositions towards mathematics, the level of self-beliefs in learning mathematics, school environment, etc. (TIMSS report, 2011; PISA results, 2012). Koshy et al (2009) have therefore conceived a model of the so-called *success cycle* in developing mathematical abilities and the mathematical giftedness. They report that the cycle consists of three key components: confidence in student's own abilities, positive attitudes towards mathematics and motivation; hard work, persistence and the need for challenging tasks; achievement and success in mathematics. The authors state that the cycle has no specific starting point, all components are interlinked and have a positive effect on effective learning of mathematics. Identification of mathematical giftedness stems from general mathematical skill and their recognition capabilities. As mentioned before, the problem of early identification and recognition of mathematically gifted students is a key element of their further development. Therefore the mathematics teacher should be familiar with many concepts from psychology within pedagogy in order to methodically and didactically work towards developing students' full potential. Only then can he, through his work, coordinate students' abilities, needs, attitudes and beliefs with clear objectives, goal setting methods and assessments specified in the curriculum. Leikin (2011) claims that mathematics teachers and researchers in the field of mathematics education for the gifted have to pay attention in their work to two interrelated ways: theoretical understanding of giftedness and creativity in terms of thinking, learning and teaching; practical application of understanding giftedness in order to help students realise their talent and encourage them to be creative. Various abilities and skills that lead to the effective learning of mathematics have been recognised, but in practice the problem is to determine how many do we need and to what extent, in order to consider someone mathematically gifted or talented. Here we should distinguish between the abilities necessary for mastering school mathematics from those required for a successful scientific career in mathematics. In fact, many equate the two terms, and exaggerate the basic math skills required for successful completion of primary and secondary school (Kolmogorov 1964, according to Kadum, 2006). Given that in teaching mathematics we usually come across extreme views when it comes to attitudes and mathematical abilities, some authors due to the specifics of teaching mathematics determined the so-called "anti-anxiety curriculum", which should eliminate negative attitudes and increase student motivation (Geist, 2010). This should become a guideline for a kind of hidden curriculum in teaching mathematics as an integral part of didactic reflection on the teaching of mathematics, the development of mathematical abilities and mathematical giftedness. The problem of mathematical abilities and giftedness needs to be addressed as a whole and based on respecting students' individuality in all its characteristics, because mathematical abilities do

not act independently from other personal characteristics and math teachers need to develop basic pedagogical thinking about teaching and students accordingly.

Conclusion

Given the ambiguity in terminology describing mathematical giftedness, each reflection on gifted students' education, requires highly developed knowledge within the area. One of the biggest challenges of teaching mathematics is to determine students' competencies, which refers to the combination of abilities, skills, attitudes and values that students foster towards mathematics. In this respect mathematics teachers can use the help of various expert systems. They should facilitate the development of students' potential by creating a stimulating learning environment throughout the education of gifted as well as average students. In an effort to identify and nurture students' talents, efficient math teacher has to demonstrate advanced levels of expertise and highly developed pedagogical competencies.

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ESTABLISHING STRATEGY OF POSITIONING AND REPOSITIONING IN HIGHER EDUCATION[139]

Goce Menikinoski, Pece Nikoloski
Faculty of Economics - Prilep, St. Kliment Ohridski - Bitola, Macedonia

Abstract

Positioning is one of the central problems in marketing. Is also a key stage in target marketing that follows after segmentation and selection of target market. Defined as the act of shaping the organization, so you understand your target market and assess the place where the organization over the competition. Precisely because of this fact the goal of research in this paper is solving the problem of forming a strategy for positioning and repositioning at the institution for higer education. The cometition in the higer education today is very intensive. There are many faculties and less students. So, positiong is key factor for success in such enviroment.

As methods to be used in methods of analysis, synthesis and comparison. For the survey will be made and a questionnaire to collect primary data problem, which will further be used to carry the appropriate conclusions.

This research is expected to reveal some strategies that would be effective in positioning institution for higer education of higer education to determine their impact on the image of the institution for higer education. Positioning actually a place of the institution for higer education occupies in the minds of students. It is the result of ranking based on some attributes that are important to students. Positioning is evaluated by measuring the perception and performance of the target segment. Differences and similarities between the service and the brand image created multidimensional space called the map of perception.This paper will contribute and relief in terms of defining the strategy for positioning the institution for higer education .Using survey will obtain information about the most important attributes that have the greatest impact on students attitudes. Based on these attributes will continue to build a strategy of positioning which in turn affects the image of the institution for higer education. The image is built over a long period of time and once image is very difficult to change. Because of this situation is very important in positioning to build a good image of the institution for higer education (faculty or university).

Keywords: positioning, repositioning, competition, image attributes.

INTRODUCTION

Today many marketers promote only a convenience for your targeted market. The institution for higer education developed a unique sales offer for each brand and remains on it. So tooth paste institution for higer education Grest constantly promotes the protection of caries. Each brand must choose only one feature and out as number one in this feature, thus building image. Buyers are prone to memory number one in the messages, especially in a society where it is littered with high information. Positioning with a single convenience is not the best. Positioning based on double convenience may be necessary if two or more companies are best

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towards the same feature. For example, Volvo has positioned their cars as reliable and najtrajni. There are cases of positioning the three facilities.

Position of the institution for higer education of higer education (faculty and university) is question that can be disused as well as position of the companies. Each instituion for higer education is tring to find way for position in the mind of the students. Studens are buyers of the services of the institution for higer education for higer education.

Communicative positioning of the institution for higer education for higer education in favor of building its image

When faculty developed a clear positioning strategy, suppose that she chose the best strategy for quality. Quality communicate with selected physical signs and zborovikoi people usually use for quality assessment. For example, the manufacturer of lawn mowers mower claims that his mower is strong and uses a noisy engine, why students think that noisy mowers are simultaneously strong. Quality communicate through other elements of marketing. The high price usually signals high quality service. The image quality of the service affect the packaging, advertising and promotion. Listed a number of examples where the image quality of a mark may be threatened, and thus the image of the institution for higer education. Well-known brand of frozen food lost their image, why was often on sale. The image at top beer was threatened when the beer began to be filled in cans, not glass bottles. Highly valued television receiver has lost its image of quality, when he began to sell in stores for the consumer. The image of the producer also contributed to gledanjata to quality.

Strategy of repositioning of the institution for higer education

During his life many times the service can be positioned. The strategy of repositioning the current stage of maturity and decline. In this phase, management should decide whether to extend the life of the service. Repositioning of the faculty contributes to management to decide whether to maintain the superiority of the service or to withdraw from the market and develop new service. The reasons for repositioning are numerous, but usually manifest in stagnation or decline in sales or loss in market share. It is necessary to investigate the main reasons for repositioning.

Repositioning a review of the current positioning of the service and acinstitution for higer educationing marketing mix and the requirements of new attractive positions. There are three ways of repositioning of-service:

1. For existing students
2. For new students
3. For new use

In the first case repositioning is based on the change of image or value of the marketing offer. If the first bit of positioning strategy was aimed at existing students, repositioning can be done by promoting the various uses of existing service or attracting new students.

Repositioning of the service is the institution for higer education's effort to change the image or the value of marketing offer so that the target segment to understand and evaluate marketing offer that changes in the competition. Repositioning means minor changes to the image and value of the offering organization. The focus of psychological repositioning is considerably change the image. In actual repositioning is a change in the value of the offer and the strategic repositioning are made significant changes to the tender value and image. Insufficient struggle for the service over the competition and the existence of competitive advantage of certain target markets or loss of consumer preference requires repositioning of the service, be it physical repositioning, either psychological or direct repositioning in relation to competitive tender.

The process of repositioning the service is the same as orginalnoto positioning with emphasis in repositioning is seeing new positions. Service differentiation in terms of

konkurenstkite service to achieve better positions can be done by building recognition, reducing costs, improving quality, superior service, innovation developing partnerships with students. In selecting new positions to assess two factors: income and expenses.

The term service positioning refers to the decision and activities that are planned creation and maintenance of certain service institution for higer education in the consumer consciousness.

The institution for higer education must carefully choose the method by which to differentiate and out over the competition. The valuable are those distinctions that meet certain criteria including:

- Importance
- Pointing
- Superiority
- Communicativeness
- The ability to copy
- Affordability
- Profitability

Positioning of the institution for higer education is part of a natural process when done market segmentation. Segmentation enables the institution for higer education to focus on a particular brand of a certain part of the total market. Successful positioning of the service helps in servicing specific market segment by creating awareness of the concept in the consumer market segment. The institution for higer education can position your service so that it will compete directly with his as any specific example of Coca cola and Pepsi, or to avoid competition.

Positioning is the act of shaping the institution for higer education's offer and image so that it occupies a significant position in competitivnes awareness of the consumer. To make positioning the institution for higer education must determine how and what differences will promote the target segment. Today many markers represent stand for displaying only a convenience that has the service.

Today they can recognize different positioning strategies including:

- Positioning according to the characteristics
- Positioning by benefits
- Positioning by application
- Positioning by user
- Positioning by quality
- Positioning by Price

When the institution for higer education will decide on the repositioning of the service can select a strategy of differentiation in image. The difference is the act of forming a group of significant differences, as offering a institution for higer education apart from offering some competitors. The differentiation of their service and services to avoid direct competition. Even when competing messages seem equal, buyers can to treat the image of the institution for higer education or brand's image. The image is a picture or performance that form the market and public institution for higer education, business model or specific service or service. The high price usually signals high quality service. The image quality of the service affect the packaging, advertising and promotion. Listed a number of examples where the image quality of a mark may be threatened, and thus the image of the institution for higer education. Well-known brand of frozen food lost their image, why was often on sale. The image at top beer was threatened when the beer began to be filled in cans, not glass bottles. Highly valued television receiver has lost its image of quality, when he began to sell in stores for the consumer. The image of the producer also contributed to gledanjata to quality.

The brand as a combination of rational and emotional elements and symbols, and symbol of the marketing offer, creates image and market recognition. The positive market image symbolizes quality overall marketing offer. The quality of the achieved image directly manifested through the level of loyalty of students and end consumers. The image is very complex, serious, long-term professional and multidimensional work. The effects are not achieved easily and quickly. The goal is to transform the initial identity to the status of a known institution for higer education. Today are increasingly talking about selling an image rather than goods. Brazilian institution for higer education carefully plotted their marketing goals and success in the U.S. due to a sophisticated advertising that is run alongside other media through TV advertising and billboards. In order to avoid protectionist feeling in the campaign does not mention the origin of shoes. It is necessary to distinguish between identity and image. Identity includes a way to identify the institution for higer education or wants to position its service. The image is the way the public perceives the institution for higer education or its service. The institution for higer education creates identity and positioning in order to shape the public image, but other factors may be involved in determining different image.

The image creates three things about the service. First, transmits a unique message about the nature of the service and evaluation of the bid. Voro, transmits a message in a different way so it can not be replaced with a similar message from a competitor. Third, given emotional force, which affects the heart and mind of the buyer.

Creating a strong image requires creativity and hard work. The image can only be implanted in the minds of the public through the night or be established through a medium. The image must be transmitted through all the possibilities of communication (integrated marketing communications) media and constantly placed in the public. If IBM means service, this message must be expressed by the symbols to appear in print and audiovisual media and clearly expressed in a mood and behavior. Institution for higer education that constantly transmit messages, confusing students and they are vulnerable against competitors that have strong messages. Potent image consists of one or more symbols that promote recognition of the institution for higer education. Institution for higer education logos must be designed so that must be recognized in the field. Some symbols must be processed in their ads to impart a specific characteristic of the institution for higer education or brand. Advertisements need to impart words, mood, level of effectiveness, something that stands out. The message should be reproduced in other publications such as annual reports, brochures, catalogs and the like. Documents, business manuals, the institution for higer education's service require EDA reflect the image that the institution for higer education wants to impart. Physical space in which a institution for higer education produces or submit their income and services a strong generator of the image. Insurance institution for higer education wants to build a friendship, you must select a good design of the building, interior, Employee Relations, color, materials and furniture.

The institution for higer education can build image through event sponsors. IBM identified as a sponsor of cultural events such as symphony concerts and art exhibitions. The main factors that differentiate the service are: ordering, delivery, installation, training the customer, consulting with students, maintenance, repair and other factors. The easy orders in regards to how much the buyer is easy to order something from the institution for higer education. So today many banks receiving house banking software, which helps the buyer to collect the information and banking transactions.

In his lifetime service can repeatedly be positioned. The strategy of repositioning the current stage of maturity and decline. In these phases the institution for higer education should decide whether to extend the life of the service, to reposition it to continue its superiority or withdraw from the market and develop new service. The reasons for re-positioning or

repositioning of the service are many, but most manifest in the case of stagnation or decline in sales or loss of market share. Factors that lead to inequality of current positioning and initiate necessary for innovation are: changing preferences and demands of consumers, the action of competition in the form of repositioning or vovoeduvanje new service, rapid technological changes that reduce the lifespan of the service and carry out change requirements of students through the discovery of new materials and technological procedures that led to the obsolescence of a series of service, globalization, state regulation, cost and availability of materials, demographic changes, relationships with suppliers, alliances, etc..

The aim of repositioning the extension of the lifespan of the service and correct the mistakes made during poziicioniranjeto. By repositioning the institution for higer education aims to change the image or the value of the offer. The necessity of separating the service over the competition or request konkurensta advantage of target markets or loss of consumer preferences requires the repositioning of the service and whether it is through physical differentiation, either directly or psychological differentiation differentiation in terms of konkurenstakata offer . With the prevalence of the problem can not speak for six strategies of repositioning:

- Modifying the service - a real modification;
- Change of conviction for the brand - psychological differentiation;
- Change in the conviction of konkurenstkite marks - konkurenstko Repositioning;
- Change the value of the significant attributes;
- Drawing attention to neglected attributes of the service;
- Changing the model of an ideal service for the consumer.

Changes include repositioning the target market, differentiation or both features. Using differentiating the service and target market, as key variables can be defined by the four generic strategy for repositioning:

The first strategic option is the service and target market to remain the same and change the image of the service. Functional service is good, but is unsuccessful due to inadequate image. Repositioning of the service means the service can be modified to be prifatlic the existing market.

Intangible's strategy of repositioning required to choose a different target market. Palpable repositioning strategy seeks to change the service and target market. The institution for higer education can be determined to move up or down market, introducing new service to meet the needs of your target market.

Often repositioning requires changing all instruments or creating new marketing mix. In this case it comes to offensive attack on a competitor to increase market share. Sometimes it is a defensive orientation, which means to go to other market segments, mainly to avoid competition. In practice very often used as price and quality positioning and for repositioning. The price and quality are suitable to go up and down, and repositioning to be tangible and intangible.

The process of repositioning is the same as the original positioning, repositioning with the emphasis put on recognition of new positions. Service differentiation in terms of competitor to achieve better positions can be done by building recognition, reducing costs, improving quality, superior service, innovation, developing partnerships with students and the like. When choosing a new position to evaluate two factors. The first is cost, while changing the brand of a particular segment. Costs related to quality, service, packaging, promotion, image. Another factor relates to income derived by a brand in its new position. It is aimed at increasing the number of consumer segments, the average rate of purchases, number and strength of price competition and the newly formed service of that segment.

CONCLUSION

From the above it in this paper we can conclude that it is very important that a strategy of positioning the institution for higer education will apply. Before the advent of the market must be well conceived overall marketing offer and combination of instruments of marketing mix. This should be taken so early to create a positive image for the service in the minds of consumers. Constructed image of the defense strategy of positioning must be maintained. You should also keep an eye on when the institution for higer education needs to decide on repositioning. It is usually done when the service is in stage of maturity or decline to continue its life cycle. Each institution for higer education has available several types of positioning strategies and reposition. Which of these strategies will choose mostly depends on the preferences and demands of consumers and competition. The best is when you go with a strategy of differentiation and thus the service stand out from the competition for its quality, price, promotion or some other attribute. Repositioning very difficult to apply, owing to the fact that it is very difficult to change attitudes of consumers who already have an established position on the particular service and its image. But it certainly does not mean that it is impossible, because with appropriate marketing programs and strategies and longer term it may change. The image of the service largely depends on the image that has institution for higer education. Corporate reputation of the institution for higer education are transferred to the image of the service it offers. So unless the institution for higer education should pay attention to creating an appropriate marketing mix should be careful and stretgiite that will apply to building a positive corporate image. Macedonian universities have realized all the seriousness of positioning and repositioning and largely try creating their strategies. They are clear that if they have cometitive advantage that is most important has to offer service that will differ from competitors.

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