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C O N T E N T

Lupco Kevereski, Metodija Stojanovski, Dobri Petrovski
DIFFERENCES IN EMOTIONAL INTELLIGENCE BETWEEN PUPILS IN PRIMARY AND SECONDARY SCHOOL 7

Vesna Horvatovic
COMPARATIVE ANALYSIS OF THE CURRICULUM/THE FIELD OF LITERATURE AND READING FOR MACEDONIAN AND CROATIAN LANGUAGE 15

Zhanna Tolysbayeva
READING GENDER TALE AS A PEDAGOGICAL PROBLEM 23

Lidija Davidovska
THE ROLE OF PERSONIFICATION IN RICHARD HUGO'S POETRY 28

Sashka Dimitrovska
CREATIVE ACTIVITIES FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE BY USING MUSICAL SONG 34

Violeta Januševa
COMMUNICATION AS CONTENT IN THE GYMNASIUM AND VOCATIONAL EDUCATION IN THE REPUBLIC OF MACEDONIA 40

Bisera Kostadinovska
VOCABULARY ACQUISITION TECHNIQUES AND METHODS IN THE ENGLISH LANGUAGE CURRICULUM IN THE REPUBLIC OF MACEDONIA 48

Marzanna Seweryn-Kuzmanovska, Sonja Chalamani
NEW APPROACHES IN SOLVING MATH TASKS OF THE PEDAGOGICAL FACULTIES 53

Metodi Glavche, Risto Malcheski, Katerina Anevska
THE IMPORTANCE OF THE MATHEMATICAL TASKS FOR THE DEVELOPMENT OF THE QUALITY OF THINKING OF THE ELEMENTARY SCHOOL STUDENTS 58

Marija Apostolova Nikolovska, Ankica Vitanova
THE TEACHERS' STANDPOINTS ON COUNSELLING PARENTS AS A NEW CHALLENGE IN PRIMARY EDUCATION IN THE REPUBLIC OF MACEDONIA ... 65

Marija Canova
THE IMPORTANCE OF WORK VALUES FOR YOUNG PEOPLE WHEN CHOOSING A PROFESSION 69

Toni Soklevski
THE COMPETENCES OF PROJECT MANAGERS INFLUENCE THE SUCCESFUL PROJECT MANAGEMENT 75

Natalija Aceska
EDUCATION FOR SUSTAINABLE DEVELOPMENT – A CHALLENGE FOR BIOLOGY TEACHERS IN THE EDUCATIONAL PROCESS IN THE REPUBLIC OF MACEDONIA 82

Lidija Kondinska
INFORMATION IMPORTANCE BY PARENTS OF CHILDREN WITH SPECIAL NEEDS IN THE PROCESS OF THEIR EDUCATION 90

Viktorija Petkovska
ASSIGNING HOMEWORK TO ESP UNIVERSITY STUDENTS AND PROSPECTIVE EL TEACHERS 99

Jasminka Kocoska
TEACHING AND LEARNING APPROACHES OF CIVIC EDUCATION 104

Lidija Kondinska
PREPARATION OF INDIVIDUAL EDUCATIONAL PLAN FOR CHIDLREN WHO HAVE DIFFICULTIES IN STUDYING, DISSABILITIES IN THE DEVELOPMENT OR INVALIDITY AND LIVE IN SOCIALLY NON STIMULATED ENVIRONMENT... 111

Hatixhe Hoxha
THE USE OF COMPOSITES IN THE FIELD OF TERMINOLOGY 119

Mime Taseska-Kitanovska
CREATIVE ACTIVITIES FOR LEARNING THE ORTHOGRAPHY RULES IN THE PRIMARY EDUCATION 122

DIFFERENCES IN EMOTIONAL INTELLIGENCE BETWEEN PUPILS IN PRIMARY AND SECONDARY SCHOOL[1]

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Abstract

Emotional intelligence now-a-days is one of the most important thing in all scientific researches. In this paper we will present one of the most significant ways of measuring EQ that was developed by Reuven Bar-On. His conceptual model contains five target factors: intrapersonal: consciousness and self-expression; interpersonal: social awareness and interaction, stress management: emotional management and control; adaptation: change management, general mood: self motivation. Through Bar-On's research we will draw an picture about the results from the research that we realized by using Bar-On's model of measurement EQ in 5 elementary and 5 secondary schools in Macedonia, where we measure EQ of 50 gifted and talented students. The aim of the research is to give answer to the following question: What are the specific differences between the gifted and talented students? The results of the research would be in function of the needs of teachers and expert associates build for making and creating institutional strategies and personal understanding and development of emotional intelligence in gifted and other students.

Key words: *Bar-On model, self-expression, gifted and talented, interaction, self - motivation.*

INTRODUCTION

The aim of the research is to give answer to the following question: What are the specific characteristics of the EQ for the gifted and talented students? The concept of emotional intelligence in psychology is dating from the early 90s of last century, which was introduced by authors Peter Salovey Yale University and John D. Mayer of New Hempshire universities. They first defined emotional intelligence as "the ability to differentiate their own and others' feelings and emotions, and used this information as a guide for reflection and action" (Salovey and Mayer, 1990). They are building the theoretical basis of emotional intelligence and they have taken the sub-species of social intelligence in Gardners theory of multiple intelligence (inter and intra personal intelligence), and Sternbergs triarhichic theory of intelligence (practical intelligence), dating from 80 years of last century. Through more than a decade of hard lobbying Mayer, Salovey and Caruso have managed to further develop and learn to defend their concept of emotional intelligence. To that end, they created tests with appropriate metric for measuring characteristics of emotional intelligence. It seems that this phenomenon is slowly becoming equal family member "with great intelligence and chance to become equal with other accepted models of intelligence (Takšić, 1998; Kulenovic,

[1] Original scientific paper

2000). It means Mayer et al. (2000)" is no longer possible to the question whether there is emotional intelligence, but is it important in different life areas.

Conceptual models of emotional intelligence

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

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

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

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

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

According to Bar-On model, *emotional-social intelligence is the intersection of interrelated emotional and social competencies, skills that determine how well you understand and express yourself, how we understand others and are behaving towards them, how we deal with everyday requirements challenges and pressures.* Emotional and social skills and competencies included in this wide definition are based at the 5th tee - factors и 15 sub-factors that comprise the Bar model of socio emotional intelligence. Most descriptions, definitions and conceptualization of emotional-social intelligence included one or more of the following key components of Bar-On conceptual model: (1) ability to understand emotions as they are, how our feelings and express themselves; (2) ability to understand other's feelings and behavior of other people, (3) ability to manage and control their own emotions, (4) ability to manage change and resolve problems of intra and interpersonal nature, (5) ability to generate a positive mood and self-motivated. This meta-factors of conceptual model of emotional-social intelligence are listed as follows in Bar-On measures for this model: intrapersonal *(self and self-expression);* Interpersonal *(social awareness and interaction):* Stress Management *(emotional Management and);* Adaptability *(management with);* General mood *(self - motivation).* Each of these 5 meta-factors consisting of adequate number of closely related competencies and skills. In accordance with the way this conceptual model is understood, the question what it means to be emotionally

and socially intelligent? The answer relates to the already established thesis that emerges from the bar of the model, and it means to be effectively understood and expressed themselves, to understand the behavior of others and to behave properly toward others and to successfully deal with everyday needs, challenges and pressures. At the interpersonal level is to be aware of other emotions, feelings and needs, and establish and maintain cooperation, constructive and mutually satisfying relationships. Being emotionally and socially intelligent means to effectively manage personal, social and other changes and realistic and flexible to handle the immediate situations, solve problems and make decisions. As a consequence, we need to manage emotions so that they work for us, not against us, and we should be sufficiently optimistic, positive and self-motivated.

Methodology of research

Problem: Teachers' setting in which gifted and talented students are involved in various educational models of education is burdened by the constant tendency of the preference of high academic achievement. In this sense, the basic problem in research concerning the treatment of emotional and social competence of gifted and talented their manifest forms, features and development. Of course this problem will be seen through the prism of the Bar-on's model of socio-emotional intelligence.

Goals:

o Development of devices for assessing the socio-emotional abilities of gifted and talented students;

o Identification of the situation regarding the treatment of socio-emotional ability of gifted and talented students;

o Making premise about encouraging and development of socio-emotional abilities of gifted and talented;

General hypothesis

Socio-emotional competencies have a significant importance on the adaptation, success and performance in the manifestation of intrapersonal and interpersonal relationships and features of gifted and talented education. There are 5 meta-factors consisting of adequate number

Hypotheses 1. Intrapersonal – gifted and talented students from secondary schools have higher developed self-knowledge and self-expression than gifted and talented students in primary schools;

Hypotheses 2. Interpersonal - gifted and talented students from primary schools are more social aware than gifted and talented students from secondary schools;

Hypotheses 3. Stress Management – gifted and talented students from secondary schools are more emotionally conscious than gifted and talented students in primary schools;

Hypotheses 4. Adaptability - gifted and talented students from primary schools have higher ability to recognize changes than gifted and talented students from secondary;

Hypotheses 5. General mood - gifted and talented students from primary schools are more self-motivated than gifted and talented students from secondary .

Sample: The study included 100 students of which 50 are gifted and 50 talented students. There were students from 6 primary schools and 6 secondary schools in the Republic of Macedonia in the Guards: Skopje, Bitola, Veles, Prilep, Ohrid, Struga. The criteria for selection of gifted and talented have previously identified and defined by associates in schools. These are: pre-set EQ and IQ intelligence quotient, the highest

achievements of international and national competitions and other criteria.

Instruments: As a result of this research is material specially designed test to assess the socio-emotional intelligence SEI-30. The test is constructed according to the bar of the model that it involved 5 subtests and consists of 30 questions. The questions are also structured to include five of which you subtests in his first-subtest intrapersonal characteristics has 10 questions, in the second subtest, interpersonal relations, there are 6 questions in the third subtest-stress management has 4 questions, in the fourth subtest-adaptation has 6 questions in the subtest-fifth general mood has 4 questions. The general assessment contains three levels of socio-emotional intelligence and low, medium and high. The assessment and evaluation of the test is based on the appropriate key made the assessment of responses.

Results and discussion

Results and discussion of the research data will be represented by hypotheses.

Frequencies of levels
LEVEL IP

Level_IP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	68	68,0	68,0	68,0
	Sec.	32	32,0	32,0	100,0
	Total	100	100,0	100,0	

LEVEL IR

Level_IR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	26	26,0	26,0	26,0
	Sec.	74	74,0	74,0	100,0
	Total	100	100,0	100,0	

LEVEL S

Level_S

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	30	30,0	30,0	30,0
	Sec.	70	70,0	70,0	100,0
	Total	100	100,0	100,0	

LEVEL A

Level_A

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	18	18,0	18,0	18,0
	Sec.	82	82,0	82,0	100,0
	Total	100	100,0	100,0	

LEVEL O

Level_O

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	2	2,0	2,0	2,0
	Sec.	98	98,0	98,0	100,0
	Total	100	100,0	100,0	

Descriptive statistic for whole results:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Total	100	99,00	123,00	109,4600	9,16561
Valid N (listwise)	100				

Level_SEI * Gifted Cross tabulation

Count

		Gifted	Talented	Total
Level_SEI	Medium		14	14
	High	50	36	86
Total		50	50	100

Hypotheses 1. Intrapersonal – gifted and talented students from secondary schools have higher developed self-knowledge and self-expression than gifted and talented students in primary schools;

P=0,000<0.01which means that this changeable are independent, that on level of SEI influence the level of giftedness. From the table for cross tabulation we can see that gifted and talented from secondary school have higher level of SEI than gifted and talented in primary school.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	16,279[b]	1	,000		
Continuity Correction[a]	14,037	1	,000		
Likelihood Ratio	21,697	1	,000		
Fisher's Exact Test				,000	,000
N of Valid Cases	100				

a. Computed only for a 2x2 table

b. 0 cells (,0%) have expected count less than 5. The minimum expected count is 7,00.

Hypotheses 2. Adaptability - gifted and talented students from primary schools have higher ability to recognize changes than gifted and talented students from secondary;

Group Statistics

	Gifted	N	Mean	Std. Deviation	Std. Error Mean
SEI_	1,00	50	100,8000	1,21218	,17143
	2,00	50	118,1200	3,89997	,55154

Hypotheses 3. Stress Management – gifted and talented students from secondary schools are more emotionally conscious than gifted and talented students in primary schools;

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SEI_	Equal variances assumed	126,404	,000	-29,988	98	,000	-17,3200	,57757	-18,46616	-16,17384
	Equal variances not assumed			-29,988	58,380	,000	-17,3200	,57757	-18,47597	-16,16403

Having in concern that p=0, 00<0.01 we get statistical significant difference in socio-emotional intelligence between – gifted and talented students from secondary schools who are more emotionally conscious than gifted and talented students in primary schools;

Hypotheses 4. Interpersonal - gifted and talented students from primary schools are more social aware than gifted and talented students from secondary schools;

Level_IP Cross tabulation

		Level_IP		Total
		Primary	Seco.	
Gifted	Talented	18	32	50
		50		50
Total		68	32	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	47,059[b]	1	,000		
Continuity Correction[a]	44,164	1	,000		
Likelihood Ratio	60,032	1	,000		
Fisher's Exact Test				,000	,000
N of Valid Cases	100				

a. Computed only for a 2x2 table

b. 0 cells (,0%) have expected count less than 5. The minimum expected count is 16,00.

Using Chi-square of test for independences of changeable levels of gifted (medial and gifted) and level of intrapersonal communications we get p=0,000<0.01,which means that this changeable are independent, and on level of interpersonal communications have influence the level of giftedness. Of table for cross tabulation we can see that gifted have higher level of interpersonal communication from medial.

Hypotheses 5. General mood - gifted and talented students from primary schools are more self-motivated than gifted and talented students from secondary.

NADAR * NIVO_S Crosstabulation

Count

		NIVO_S		Total
		sredno	visoko	
NADAR	nadareni		50	50
	prosecni	30	20	50
Total		30	70	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	42,857[b]	1	,000		
Continuity Correction[a]	40,048	1	,000		
Likelihood Ratio	54,872	1	,000		
Fisher's Exact Test				,000	,000
N of Valid Cases	100				

a. Computed only for a 2x2 table

b. 0 cells (,0%) have expected count less than 5. The minimum expected count is 15,00.

Using Chi-square test for independence level of giftedness (medial and gifted) and level of reaction on stress situations we get p=0,000<0.01, which means that this changeable are not independent. Gifted have higher level of reactions in stress situations than medial pupils.

Conclusion

In this paper as a result of theoretical and empirical research we can extract several conclusions. This findings can help teachers for planning, organizing and working with gifted and talented. About this research we can say two main things, it's the first kind of this research and as a second is inadequately representative. But it opens many questions about gifted and talented in practices.

- higher developed self-knowledge and self-expression,

- gifted and talented students from primary schools have higher ability to recognize changes,
- gifted and talented students from secondary schools are more emotionally conscious, gifted and
- talented students from primary schools are more social aware, gifted and talented students from primary schools are more self-motivated.

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COMPARATIVE ANALYSIS OF THE CURRICULUM/THE FIELD OF LITERATURE AND READING FOR MACEDONIAN AND CROATIAN LANGUAGE[2]

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Abstract

The subject matter of analysis is the teaching field of literature and reading within the curriculum for Macedonian language and Croatian language according to the age of students.

The analysis develops gradually. The objectives in the curriculum for Macedonian language indicate application of knowledge and skills, acquisition of competences by students for an independent reading and perception of literary works of all genres.

In the curriculum for Croatian language there are general assignments for development of complex cognitive-emotional processes; acquisition of competences by students for an independent reading and perception of literary works of all genres.

In the curriculum for Macedonian language there is a balanced presence of concepts from lyric, epic and drama and from the popular literature. The concepts are adjusted according to the age of students, enabling development of abilities for independent reading and analysis of literary text, cognitive interests, curiosity, personal experience etc.

The adoption of concepts should be encouraged by using appropriately selected content and literary works. If this requisite is not met, the adoption of most of the concepts would be significantly hindered.

In the curriculum for Croatian language, the concepts of the three literary genres are present from sixth to eighth grade. In some of the stylistic devices there is a specific incompatibility with the age of students. However, every literature has its national specifics.

The expected results in the curriculum for Macedonian language include:

- application of knowledge in the field of language;
- analysis, interpretation, poetic, prose, dramatic text;
- critical and creative approach to literary, scientific and other forms of text;
- transformation of one literary text into another;
- correlation with contents in the field of arts;
- preparation of a linguistic expression/speech on a given topic;
- different forms of written expression;
- reading books of different genres and types.

With the curriculum for Croatian language in the field of literature and reading, the expected achievements are presented with the basic concepts, gradually from sixth to eighth grade. Overview of the concepts and the expected achievements of the students is contained in the analysis of the basic concepts.

Key words: *curriculum; field of literature and reading; literary-genre classification of reading; analysis / assessments; age of students*.

[2] Original scientific paper

Analysis of the teaching field of literature and reading in the curricula for Macedonian and Croatian language

1. Didactic components of the curricula for Macedonian and Croatian language

Within the field of literature and reading in the curricula for Macedonian language for seventh, eighth and ninth grade and Croatian language for sixth, seventh and eighth grade, in this part of our analysis we would cover the following aspects:

- objectives that refer to adoption and development of student skills and abilities in the field of literature and reading;
- contents and basic concepts;
- expected results.

From the comparative analysis of the curriculum for Macedonian language for seventh, eighth and ninth grade and the curriculum for Croatian language for sixth, seventh and eighth grade, one can perceive that they contain the basic didactic components

- objectives, that is, assignments of the teaching process
- topics, contents and concepts that have been systematized by fields and grades (language, literature and reading, expression and creation and media culture)
- expected results of the students in the curriculum for Macedonian language that have been planned at the level of a development period, while in the curriculum for Croatian language they are planned by grades with the concepts within every field.

In the curricula there are some specifics in regard to the following elements:

- an integral part of the curriculum for Macedonian language are the activities and the methods in the teaching process and the didactic recommendations (which are not present in the curriculum for Croatian language)
- in the curriculum for Croatian language there are optional contents by grades and a list of literary works offered as books to read, as well as a list of films (which are not present in the curriculum for Macedonian language).

From the overviews that we made for the research, one can perceive that in the curriculum for seventh, eighth and ninth grade, the prevailing field according to its volume is - language, over the field – literature and reading.

In the field literature and reading in the curriculum for Macedonian language for seventh, eighth and ninth grade, specific objectives for the books have been defined, however the list of literary works offered as reading is not their integral part.

2. Assessments regarding the objectives in the curricula

The following objectives have been defined in the curriculum for Macedonian language for seventh grade, for the field literature and reading:

- the student should explain the characteristics of authorial poetry compared to popular poetry;
- to classify the lyric poems according to the motives (patriotic, landscape, love, humorous)
- to perform a compositional analysis of a poem (verse, strophe, types of rhyme according to the accent);
- to indicate and interpret the figures of speech in texts;
- to provide personal examples (when creating his/her own works);
- to distinguish fable and content;
- to determine a theme and an idea of literary works;
- to explain the differences between a narrator in the first and the third person and omniscient narrator;

- to perceive the elements of myth, legends and traditions
- to recognize the specifics of the basic drama types, with a special emphasis on tragedy and comedy;
- to perceive the specifics of radio-drama for children;
- to be able to retell the fable of a literary work he/she read;
- to determine and explain a motive, a theme, an idea of a literary work he/she read;
- to determine the narrator, the literary genre and type of the literary works;
- to be able to discuss with arguments about the content, a problem of the literary work, or about the characters (external and internal characteristics).[3]

The following objectives have been defined in the curriculum for Macedonian language in the field of literature and reading:

- the student should know the characteristics of the social poems and elegies;
- to become familiar with the characteristics of the lyric poems;
- to acquire competences to perform an analysis of the lyric poems;
- to acquire competences to perform an analysis of the poems from the Macedonian popular and authorial literature;
- to know the specifics of the lyric poems in a verse;
- to distinguish ballads and romances according to the basic motive;
- to acquire competences to analyze ballads and romances;
- to recognize the figures of speech as a characteristic of the artistic text;
- to acquire competences to find these figures of speech in literary works from the Macedonian popular and authorial literature;
- to recognize the basic characteristics of a novel;
- to convey with his/her own words some parts of a novel;
- to compare a story and a novel according to their characteristics;
- to know the characteristics of a diary as a scientific-literary genre;
- to support the writing of a diary;
- to recognize the characteristics of the drama text;
- to be able to retell (both orally and in writing) a fable and parts of a literary work he/she had read;
- to determine a motive, a theme, an idea, descriptions in a text;
- to determine the types of literary work, the narrator and the characters;
- to acquire competences to interpret the characters (external and internal characteristics).[4]

The following objectives have been defined in the curriculum for Macedonian language for ninth grade for the field of literature and reading:

- the student should recognize the specifics of a poem;
- to be able to interpret a poem;
- to recognize the types of rhyme;
- to find examples with appropriate types of rhyme;
- to acquire competences to find the figures of speech in literary works from the Macedonian popular and authorial literature;
- to be able to interpret the function of the figures of speech in the artistic text;
- to recognize the basic characteristics of the types of novels;
- to interpret parts of different types of novels;
- to know the five compositional stages of drama;

[3] Curriculum for Macedonian language for VII grade of the nine-year primary education, 2007, Bureau for Development of Education, Skopje

[4] Curriculum for Macedonian language for VIII grade of the nine-year primary education, 2007, Bureau for Development of Education, Skopje

- to comment on the stages in the appropriate dramatic excerpts;
- to perceive and understand the dual nature of the dramatic text (as a literary work that we read and as a model for stage performance);
- to know the specifics of the literary-scientific genres;
- to interpret parts of literary-scientific works;
- to be able to interpret integrally and entirely, literary works from different literary genres and types.[5]

As we have mentioned in the beginning, when the didactic components of the curricula were reviewed, in the curriculum of the Republic of Croatia, the assignments of the teachers are the starting component for planning the teaching process. In this regard, general assignments have been defined for the field of literature, which are used as directions of teaching for all grades. These include the following:

- cognition and perception of literary works;
- development of a sense of a literary word;
- development of the need to read artistic literature;
- acquiring competences for independent reading and perception of literary works.[6]

One can notice that in the curriculum for Macedonian language, the specific objectives which have been largely presented with an analytical approach, and appropriately to the age of students, indicate application of knowledge and skills, whereby competences are acquired for independent reading and perception of literary works from all genres.

In the curriculum for Croatian language, the defined assignments in the teaching field of literature are more general and refer to the complex cognitive-emotional processes, whereby again the students acquire competences for independent reading and perception of literary works from all genres.

3. Assessments of the contents and the basic concepts

In the curriculum for Macedonian language for the field of literature and reading, the following basic concepts have been planned, which should be adopted by the students, and which are contained in the teaching contents, as follows:

<u>in seventh grade:</u>

- authorial poetry; popular poetry;
- motive;
- composition of a poem;
- figures of speech: onomatopoeia, simile and metaphor
- fable, theme, idea;
- omniscient narrator (narrator);
- myth, legends and traditions;
- tragedy, comedy, contemporary drama and radio drama;

<u>in eighth grade:</u>

- social poems, elegy;
- ballad, romance;
- refrain, gradation, apostrophe, hyperbole;
- novel;
- diary;
- dramatic text

[5] Curriculum for Macedonian language for IX grade of the nine-year primary education, 2007, Bureau for Development of Education, Skopje

[6] Curriculum and programme for primary school-Croatian language, 2006, pg. 25

in ninth grade:

- poem;
- parallel rhyme, cross rhyme, internal rhyme;
- allegory, symbol, Slavic antithesis, irony;
- adventure novel, scientific-fantastic novel, love novel;
- exposition, rising action, climax, falling action, dénouement (resolution)
- dual nature of a dramatic text;
- biography, autobiography, travelogue, reportage

In seventh, eighth and ninth grade, the students in the field of literature and reading adopt 20 basic concepts.

In the curriculum for Croatian language for the field of literature, the following basic concepts have been systematized, which should be adopted by the students, and which are contained in the teaching contents, as follows:

in sixth grade:

- theme, motive;
- popular literature;
- epithet;
- epic decasyllable;
- epic and lyric poem
- short novel, anecdote, joke;
- lyric-epic work, composition;
- historical novel, science-fiction novel;
- poetic imagery;
- assonance, alliteration
- patriotic motive;
- strophe and rhyme types;
- drama, elements of drama composition

in seventh grade:

- idea;
- composition, chronological order, retrospective;
- myth, legend, theme of a myth and a legend, characters in a myth and a legend;
- biography, autobiography;
- social novel, social story, social poem,
- crime story and crime novel;
- ethical, psychological, social characterization of a character, portrayal, motivation of the actions of the artistic character;
- metaphor, hyperbole, gradation;
- sonnet, ballad;
- reflexive and religious poem;
- comedy, tragedy, dual nature of the drama text

in eighth grade:

- humor, irony, satire;
- travelogue;
- novel, psychological and emotional representation of a character;
- classical fairy tale, modern fairy tale;
- epic, epic hero, epic singing;
- symbol, allegory;
- relation between a theme and a motive, prose poetry;
- ellipse, inversion;
- monodrama, protagonist, antagonist, internal monologue;

- narrator, lyrical subject

From sixth to eighth grade in the field of literature, according to the indicated curricula for Croatian language, in the field of literature the students adopt about 30 basic concepts.

From the provided overview of the basic terms in the field of literature and reading, in the curriculum for Macedonian language for seventh, eighth and ninth grade, we can perceive that there is a balanced representation of concepts from the three literary genres: lyric, epic and drama, as well terms from the popular literature.

The concepts are knowingly systematized according to their complexity complying with the principle of adjustment according to the age and the previous knowledge of students.

One can notice that with the progress to a higher grade, the concepts deepen, thereby developing ability of the students to read independently and to analyze a literary text, as well as their cognitive interests, curiosity, personal experience etc.

Although the field of literature and reading in the curriculum for Macedonian language is well though-out didactically, we estimate that the successful adoption of the concepts by the students should be achieved primarily through the use of appropriately selected literature works. If this requisite is not met, the adoption of most of the abstract concepts would be significantly hindered, if these are not adopted through an analysis of literary texts that contain them (activities for recognition, description, comparison and grouping).

In the overview of terms that have been systematized in the field of literature in the curriculum for sixth, seventh and eighth grade for Croatian language, one can perceive that there are present concepts from the three literary genres. Same as in the Macedonian language programmes, the concepts grade according to complexity as we progress to a higher grade. We estimate that in the part of concepts about the figures of speech in the curriculum for eight grade, there is a specific incompatibility with the age of students. However, we take into consideration that every popular literature has its specifics that should be studied, hence we perceive that there are some deviations in the part of some literary concepts.

4. Assessments for the expected results

In accordance with the concept for the nine-year primary education, expected results have been planned in the curriculum for Macedonian language for every development period. Hence, for the development period from seventh to ninth grade in the teaching process for the field of literature and reading, the following results are expected, as follows:

- applies the acquired knowledge of phonetics, morphology, syntax in written and oral expression;
- analyses, interprets poetic, prose, drama text;
- integrally (entirely) reads books of different genres and types;
- critically and creatively assesses literary, scientific and other types of texts;
- transforms one type of literary text into another;
- makes a correlation with contents from other teaching fields, especially with the artistic fields – art, music, film, theater etc.;
- prepares a language expression (speech) and speaks on a given topic;
- writes different forms of written expression

The expected achievements of the students have been planned with the curriculum for Croatian language, in the field of literature for sixth, seventh and eighth grade. They are systematized with the basic concepts, as follows:

<u>in sixth grade :</u>

- replacement and distinguishing motives;
- identifying characteristics of an epic poem, a lyric poem and a popular poem;

- distinguishing a novel according to themes and motives; recognition of ways of retelling;
- discerning a poetic imagery;
- recognition of differences of dialects;
- determination and naming characteristics of dramatic text.

in seventh grade:

- perception of an idea in a literary work;
- perception of a composition in a prose text;
- perception of characteristics of a myth and a legend and distinguishing a myth and a legend;
- knows characteristics of a biography and an autobiography;
- perceives special motives and themes in texts from poetry and prose;
- perceives characteristics of characters in a literary work;
- recognizes/explains metaphor, hyperbole, gradation;
- recognizes a sonata, lyric-epic characteristics in a ballad, motives in lyric poems;
- distinguishes comedy and tragedy.

in eighth grade:

- perceives the relation of the narrator, the poet, the author and the theme of the work;
- perceives the characteristics of a travelogue and a novel, and the relationships between the characters;
- distinguishes modern and classical fairy tale;
- perceives the characteristics of an epic, its parts and characters;
- perceives the relation between motives and lyrical images;
- recognizes and explains allegory;
- perceives the characteristics of a monodrama.

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READING GENDER TALE AS A PEDAGOGICAL PROBLEM[7]

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It is an excellently designed book "Specular charms" of a modern poet, theorist of literature and lit crit Yelene Zeifert (1). The book – laureate of all-Russian competition "Russian Germans in the forefront of the Future which was hold in 2011 y by International union of German culture and was issued at the close of competition.

Having a great respect to Yelena Zeifert, whose poet talent amazes in each new text I could not read her gifted book …. I had read it and I have had a question what is this text? If to read the preface this fairy tale addresses to intermediate children and also designed for family use. (1). I tried to imagine all my family occupying themselves with such old activity as reading a good book. Father, mother, grandmother, grandfather and a child are reading a book aloud for enjoying it. We did not obtained the idyll when I had presented the fairy tale "Specular charms" of Ye.Zeifert for family reading.

Let's reread this fairy-tale again together, dear author and reader! In short I will retell the plot of this fairy-tale. In the center of German princedom Engelsang (there is a note in the book: "princedom names and names are ascended to german words and expressions" (1, p.4)) the royal family live: a king, a queen and their daughter Alberta of fifteen years old. Five years ago there was a tragedy in royal family: suddenly a twin sister of Alberta disappeared – her name is Berta. White magicians and witches were called for searching for princess. The supreme white witch said that the black magician in the form of Black Raven had stolen the girl. Through the efforts of the king and the White magicians, Black raven was destroyed but the mystery of the disappearance of Princess Berta went with him. Only the Lake of Truth could reveal the secret, but neither young man, powered by the promise of the King to be husband of the princess, could not reach it. Deeply grieved for Beta, the king and the queen carried over all their love to the second daughter. Alberta grow up a very beautiful girl but capricious and willful. One day at the time of the playing with her friends Alberta offended Shpigelmeister , Master of specular arts, but in the morning she saw an awful monstrosity in the mirror instead of her nice face. The king gathered council of White magicians and witches who was reproducing with joint efforts the events of the meeting with Shpigelmeister, they understand that it is casted a spell on the girl (instead of her nice face she sees a monster), and they propose to punish Shpigelmeister. Supreme white witch told not to hurry with conclusions (appealingly remember about the sorrowful ramifications of reprisal against Black raven and one old witch remembered the old method: if those, who from force of spell interchanged their reflections, put in front of the mirror, their reflections will return to their places. But how to do it nobody knew.

Of course, according to the laws of fantasy genre the king ordered to destroy all the mirrors, mirror-like surfaces and other specular surfaces, even puddles after the rain were carefully sanded. At the same time there was appeared a handsome man-gardener named Carl. No one knew where he came from. A little later, the author says that Karl – Shpigelmeyster's son, who escaped at the time when Master of specular arts left the kingdom in hurry. At the site of the destroyed crystal fountain he dropped Living Glade of flowers in the form of rainbow. Charles falls in love with Albert. He learns about the spell which was

[7] Original scientific paper

put abeah on her, and he decided to go to the lake of Truth. Wonder-rainbow set off the journey with him, which would help him to overcome the Spider River, to pass the city of Purple-eyed residents, to find the Invisible Bridge, to reach the Lake of Truth. To the questions "Where does the monster live, the reflection of it pursues the princess Albert? Where does Bert live, who is sister of Alberta? "Lake showed the same image: the native home of Charles and a monster, which was excited him not disgust but pity. Caused the boy did not disgust and pity.

Carl returned, told everything to the King, he sent the people for monster capture, the monster had been captured, tested the old method of reflection return, and her beautiful reflection returned to Alberta. In honor of removing spell it was announced that there would be the feast for all kingdom, but nobody remembered about Carl. In these days the queen had a dream where Berta cried and begged her mother to find her. The queen understood that the monster is her lost daughter. Mother went down the cellar, hugged her daughter and she turned to her beautiful daughter Berta before her eyes. Berta told about kidnapping and spell of Black raven (if somebody from her relatives knows her in such guise, the spell removed), about the kindness of Shpigelmeister who took care of her during these years. Master of specular arts had returned to the city at the time of feast and at once he was put under the arrest. He felt that his son is unhappy and decided to help him. Keeping his speech before the King, Shpigelmeister unfolded about his life honestly, and told that he had known about the spell of Black raven before the evil befell but he did not tell the King because nobody could ever return Berta. He begged for mercy which he put on Alberta and begged the King not to be opposed to happiness of Berta and his son Carl. The King was angry and sent the son and his father away from the kingdom. With the words “I have nothing to do in Engelsang. But you are not wanted here, Yakob…” Shpigelmeister carries the King into the mirror. In a week the kingdom celebrated new wedding of the new king Carl and the new queen Berta. In the fairy-tale epilogue the author reports that Alberta will be married to a rich king from the neighboring princedom at the nearest future. Ex-queen visited her husband in the specular world. It was told about Carl’s mother and sister, that they became waiting ladies. Another fairy tale will tell what happens with Shpigelmeister and the King Yakob.

Of course, in the retelling there were omitted many descriptive and detailing fragments of the text as the book quite voluminous. The text is replete with literary allusions (which is the similarity the biographies of V.Zhukovskiy and Carl, born of the captives of Turkish women), cultural allusions, remarkably involved in the plot of a fairy tale game postmodern aesthetics. There were very much cinema-dramaturg techniques in the tale which help to place and see the staging. And the whole texture of the text reveals the author's specific position. More precisely - gender conditional personality of the author.

Literary fairy tale always provides information about the degree of deviation of individual author's consciousness of the collective unconscious. As collective unconsciousness folk tale with all genre different characters is presented. Since the days of the Brothers Grimm gender issue has received the status of the current, and then moved into the category of the general question. For storytellers in Europe and Asia a general place was become a commonplace description of conflict relations of husband and wife, the wife claims to a leadership position in the family, no longer requires proof of aggressive and cunning stepmother, but about the weakness of the husband-man have been written so much that it is a wonder of nowhere holding (indeed magical!) hero-winner. As you can see, any writer in the literary fairy tale shifts artistic picture of fairy tale world in accordance with their experience of life and worldview

Reading the story of Ye.Zeifert I understand also that with all the positivism-shaped plot of the text as the tale basis it is put quite sad gender outlook on many features.

I will begin with it that the motive of loss from which fairy tales traditionally begins, in this text it is very specific. A part of hereditary feminine beginning is lost: one of the princess was lost. It is telling that the kind hearty loving half of one feminine nature. The Queen Mother, who is able to forgive and to bear the character of her husband, a loving proved in the tale in his ability to love, to my great readers' unfortunately she did not repeat her indivisible integrity in daughters. Girls twins found a contradictory essence of woman in general, or the stage of decay of once the totality of womanhood. And in this case the tale is read as a tale of the return of femininity.

Gender of dominance is seen in the system of major and minor characters. At the most superficial examination it becomes clear the balance of power with the primary advantage of women's images:

Feminine images	Male images
Alberta	Shpigelmeister
Berta	King
Queen	Mister Raven
Gentlewomen Rosa, Blanka, Irma, Ann	Olakresy(the destroyers of mirrors)
Angelika,Erica	youths, died on the way to the lake of Truth
Supreme white witch	
Witch	WizardsVasserauge, Vasserpop,
Old Faery	Leevort, Tsunge, Valgaist
Reseda, Shpigelmeister’s wife	the King of the neighbor princedom
Isolda. Shpigelmeister’s daughter	Shteerhoilen

All the best qualities were inherent to tale heroines (pro-active attitude, beauty, wisdom, confidence in their thoughts and actions, love); and on a share of the male part it is got the untruth to the word, the lack of logic and intuition, callousness, reaching to the severity of the treatment with relatives, pride and arrogance. Five wizards in his magic activity and then turn on Supreme White Witch, and where her opinion and her word is not disputed. Even the applicant for the image of an absolutely positive hero Carl, Ye.Zeifert refused in male initiative and capacity. Where and in what Russian folk tale instead of winner Ivan Tsarevich, his father makes obeisance??? For the hand of Princess Berta, Carl asks his dad magician to do it. The final of the tale fixes the ugly situation: through the looking glass, as to the monitor screen, there were thrown out two of the most brutal men (wizard dragged the king in the world behind the mirror)! Out of sight, out of mind!

Preponderance of female characters evident, especially when you consider acting trend in a fairy tale in the decrease of the active male population: Black Raven was killed, Master of specular arts and the King dropped in Wonderland, more than half of the male population of the kingdom were killed when they tried to reach the Lake of Truth. In the final tale in the world of people (non-wizards and sorcerers) only Carl and unnamed king of the neighboring kingdom will remain.

Beauty - the key word in the fairy tale of Ye.Zeifert. All the heroes of fairy tales are tested for beauty, and there is difference of the text of Ye.Zeifert from its predecessors. Descriptions of people pass through the assessment of the nature of "beautiful" - "ugly". Even purple-eyed residents, performing the role of anti-heroes, are fine. Appalling, but impressive in his image it is Black Raven. Pretty enough is Shpigelmeister. Of all the active characters, only spiders are described as "disgusting" (but this is girlish fear, what is Carl about it here, bushranger and nature lover who sees the Spider River?). Author's feminine beauty assessment always detects its presence or in the epithet ("It will certainly be an amazing embroidered dress with precious stones " (1)), or even in the sign of heightened emotion ("What kind of luxurious golden curls twisted from her shoulders up to the grass !!! "(1)).

The idea of beauty to such an extent captured heroes of fairy tales that no one hero of the tale was not ready to fall in love with a monster with kind eyes or heart. Even Master of specular arts, who knew that the monster - is Bert, did not dare to allow her to approach to his beautiful wife and children, and held her captive ... Only mother was ready to take her daughter in an ugly form.

How this Fairy tale is necessary for us just fixated on the visible-lovely and not wishing to enter in the direction of many essential phenomena of life.

It is very interesting the author makes adjustments to the understanding of the status of the hero: affectation of the storyline with her chronotopic hopping disturbes an event line of the fairy- tale and creates the phenomenon of the main "floating" hero. The honor is began with Alberta, a detailed description of her appearance, character, fun, environment, her sudden illness; then the story leads by Carl (Alberta fades into the background); and in the final Shpigelmeister became the central character (and boldly exposes the King and asks him the hand of Berta for his son), while Albert casually married off to a neighboring anyone in this tale who is unknown king and as Carl was silent, so it still was.

So who is the protagonist of this tale? If they are three, then what is this tale? If the archetypal image of Alberta goes to Baba Yaga, and Berta symbolizes harmony and love-found (Vasilisa the Wise or Helen?), Then why so much attention is paid to the description of Alberta? And then, it's Alberta, who is capricious, willful, selfish, interesting for Karl but not Berta. And the author is not just admired Alberta: "the girl of fifteen years is aware of her beauty. Alberta glanced at ladies-girlfriends, but then (oh, she is still a child at heart!) forgets her high position of the beautiful princess and shrieked with laughter, looking forward to a new funny prank ... "(1); "... When Alberta opened her emerald eyes, Her Majesty stroked the golden hair of her daughter and tenderly said ..." (1).

In the final of the fairy tale that overwhelmed by its zigzag events remains unanswered to the question of how the love of selfish Albert degenerated into a love for wicker girl Berta? It seems so gender sincerity and frankness declared itself, "Yes, I'm a woman, and different to the obscene. But you fell in love with me as I am being. "But to read up to a story, I cannot find the confidence in man, rushing between the twin sisters.

In the fairy tale of Ye.Zeifert the easy typology of heroes is absent. If a fabulous good wins, why unrepentant Alberta gets the right to life? Perhaps it is not gender condoning of author to her character, but a consequence of the more complicated modern reality. Revealing (and it's also important for didactic tales) pages where Shpigelmeister - a very difficult character - ask publicly for forgiveness. He is tough enough in relation to his family, a limited kind to Enchanted Berta (because goodness is infinite), but this did not prevent him to wake up to the end of the tale - again show his sadistic tendencies (king was dragged in Wonderland!).

Much more complicated is the king, who is in the rhythm of the pendulum, is moving from bad to good, and vice versa. The King admits that he was a proud man at a meeting with the Black Raven, but then confirms that now he would not be dropped to her knees, and at the end of the story many times demonstrated its not the best features. And he paid for it with his life. Where is the forgiveness of the author where Shpigelmeister pulls into a magical mirror the King Jacob? The Fairy tale ends with a scene of violence and coarse covered pseudo-sentimental phrase, "ex-queen, of course, longed for her husband, but, they say that with the help of Supreme White Witch she is easily appeared in Wonderland" [7, p.46].

So whether it is possible to read this gender fairy tale as the fairy-tale about love? If love is modified (was brave and heroic Charles, who overcame trials in the name of love, and has turned to quiet crying and rejected by the king and his daughter?). If Carl changes the objects of love, first fell in love with Albert, then Bert? Or he falls only in the beauty of the outside? If Albert does not like anybody at all, but only plays in the love of others ("No no

sense, this is a game!" - So she says to her court). If Albert has not learned the lessons of love from her history and the history of the sisters and continues to be selfish and callous girl, and then happily marries a wealthy neighbor king? If the queen is happy apart with the king as well as the wife of Shpigelmeister, which by the way was so fond of his wife, that all his life to keep her away from the court!

So suddenly in the genre of children's literary tales female consciousness depressurized. The tale of Ye.Zeifert performed its distinctive role: as the one self-playing flute, she told the world about how restless are gender relations in "the Danish kingdom." ... I do not know whether the child is older than 12 years (the site allows entry to children over this age) to understand the truth that the author is trying to tell them. But, I am sure, the readership of the fairy-tale of Ye.Zeifert will be expanded if to add to the subtitle only one line: "gender Tale." Bravo to gender tale spanning into the Wonderland all the anomalies of modern gender relations!

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THE ROLE OF PERSONIFICATION IN RICHARD HUGO'S POETRY[8]

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Abstract

The paper aims to illustrate how personification as one of the dominant tropes and a stylistic feature of Richard Hugo's poetry stylistically and linguistically restates and "supports" a range of phenomenological themes as it is structured and inherently formed as the Subject–Object relationship. Although this paper only focuses on his 1970s collections, *The Lady in Kicking Horse Reservoir* (1973), *What Thou Lovest Well Remains American* (1975), this tendency can be witnessed throughout his work. By ascribing human characteristics to the Object, the Subject is projecting its Self upon and perceiving Nature according to its own human terms.

Key words*: personification, Subject, Object, phenomenology*

The paper aims to illustrate how personification as one of the dominant tropes and a stylistic feature of Richard Hugo's poetry stylistically and linguistically restates and "supports" a range of phenomenological themes as it is structured and inherently formed as the Subject–Object relationship. Although this paper only focuses on his 1970s collections, *The Lady in Kicking Horse Reservoir* (1973), *What Thou Lovest Well Remains American* (1975), this tendency can be witnessed throughout his work. By ascribing human characteristics to the Object, the Subject is projecting its Self upon and perceiving Nature according to its own human terms.

The Subject (the poetic voice) in Hugo's poems constantly positions itself in relation to the Object, the towns and the places he visits and narrates. Namely, they become Hugo's main chronotope that trigger emotions in the poetic voice or the narrator, which can be often translated into a general sense of failure or a resignation toward unresolved past and present issues. These emotions influence the narrator's perceptions of the towns, and we are inclined to see his presentations of the towns as projections of his own Self and his attendant suppressed feelings. Thus, the Subject's projection of human faculties and characteristics upon the Object reflects the awareness that it is only the Speaker's immanent consciousness that we see in the Other.

The stages of the Subject's consciousness and his equally changing perceptions are examined here in relation to some of Sartre's and Heidegger's primary phenomenological concepts. Despite the profound differences in their thinking and definitions of their main concepts, these two philosophers refer to the states of human perception and self-perception as: (i) *being-for-itself*— a state where the Subject is conscious and aware of itself as such; (ii) *being-in-itself*—a state where the Subject is not conscious or not aware of itself; (iii) Sartre's "bad faith"—a state in which a person is in self-deception and escapes the responsible freedom of Being-for-itself. More often than not these perceptions in Hugo's poetry are an interplay in which the Subject, searching for his true sense of self, relives the imaginary lives

[8] Original scientific paper

and situations of these towns. Personified they become his other Self, a true reflection of his emotional states. Thus, the analysis primarily dwells on the elusive self-perceptions of the speaker as a conscious *being-for-itself* and on his perceptions, constructed as personifications, of the Object as a non-conscious *being-in-itself*. Since Sartre develops and explicates these concepts only in the context of his other phenomenological ideas developed in his *Being and Nothingness*, there are hardly any straightforward definitions of the human pre-reflective state of *being-in-itself* and the reflective state of *being-for-itself* except for some statements given contextually which describe their characteristics and ramifications:

> [I]f being is in itself, this means that it does not refer to itself as self-consciousness does. It is this self. . . . In fact being is opaque to itself precisely because it is filled with itself. This can be better expressed by saying that *being is what it is.* (21)

> The for-itself is the in-itself loosing itself as in-itself in order to found itself as consciousness. Thus consciousness holds within itself its own being-as-consciousness, and since it is its own nihilation, it can refer only to itself. . . . It is not only that the for-itself as a nihilated in-itself is itself given a foundation, but with it foundation appears for the first time. (106)

The personified towns reflect the phenomenological states which the Subject's consciousness undergoes as it encounters the Object, the towns. As Michel Dobberstein states, it is "a poetry whose relentless focus on the tension between place and self, compels attention to a peculiarly American way of being, a phenomenology of failure, degradation, and loss" (425). The narrator's projections of his feelings about past and present losses, loneliness, unfulfilled emotional needs and melancholy are stoically accepted as existential "facts" of any life. They reveal a low key, emotionally "hurting" agent in a quest of self-discovery and self-acceptance in the world encountered on his journeying through the spiritual and physical geography of Montana and the American Northwest. And, as Hugo states in his book of essays: a "Quest for a self is fundamental to poetry" (*Triggering Town* 33).

The poems often depict the human protagonist being "thrown" into the vast and overwhelming space of the non-human world and projecting his own perceptions and concerns upon them. The first stanza of "Turtle Lake" demonstrates this tendency:

> The wind at Dog Lake whispered 'stranger' 'stranger'
> and we drove away. When we drove down that hill
> and flared out on the empty prairie, home seemed
> less ashamed of us. My Buick hit a note too high
> for dogs at 85 and cattails bowed like subjects
> where we flashed through swamp. The wind died
> back of us in slipstream. The sky kept chanting
> 'move like you are moved by water.' When we rolled
> into Polson we were clean as kings. (*CP* 239-40)

In this poem "the wind" whispers "stranger" to the human beings or the human beings "heard" their own feeling whispered in that place. Then, they "hear" all the non-human creatures and the inanimate objects "talking" and "communicating" with them in their own, non-human language. The whole stanza is interwoven with a series of personifications that capture the image and the atmosphere of two human beings totally alone in the overwhelming

world of nature, to the point of experiencing nature as another consciousness, a being-for-itself. The relationship between these two consciousnesses develops further then, as the wind at Dog Lake rejects them by calling them strangers. They then approach their home in a manner that makes it their home. Consequently, the "cattails bow" with respect to them, while the "sky" encourages them to keep moving. As the relationship with nature becomes consummated, they come out "clean" and powerful "as kings". This is an intimate relationship in which the human participants can hear and see nature better as the Other, since they can hear "the beat of trout hearts" which "amplifies" as an echo against the mountains:

> Turtle is a lake the odd can own. It spreads
> mercurial around those pastoral knolls.
> The water waits so still, we listen to grim planets
> for advice. The beat of trout hearts amplifies
> against the Mission Range and when that throb returns
> our faces glow the color of the lake. This
> is where we change our names. Five clouds cross
> the sun: the lake has been six colors,
> counting that dejected gray our lives brought in. (*CP* 240)

The human members of this relationship can see themselves as the owners of Turtle Lake. They describe their "property" in terms of another natural element, "mercurial", and assume that the stillness of the place is deliberate, intended to allow them to communicate with the other parts of the universe: "The water waits so still, we listen to grim planets / for advice". The circuitous relationship between the humans and nature begins with a sound, the beat of "trout hearts", and finishes reflected as a "glow" on their faces. The sounds, light and colors, and the hard and the liquid elements, all spill over into one another: "The beat of trout hearts amplifies / against the Mission Range and when that throb returns / our faces glow the color of the lake". After being in the middle of this natural circle, one's consciousness is altered and one must change or lose one's human name and one's self-perception, as the poem states: "This is where we change our names".

Despite being deeply immersed in the natural world, the humans in the poem are aware of their input in the whole picture; they are "counting that dejected gray" their "lives brought in" this world. Thus, they confess their inevitable phenomenological "sin" of projecting their Selves upon nature as the Other. The last stanza concludes:

> The old man fishing fills his limit and goes home.
> The heron takes his limit: one. All five clouds
> poured east to oblivion and from the west advice
> is pouring in. The mute wind
> deeds the lake to us. Our homes have burned down
> back where wind turned hungry friends away.
> Whatever color water wants, we grant it with a wave.
> We believe this luxury of bondage, the warm way
> mountains call us citizen in debt. (*CP* 240)

This last stanza talks about various "transactions" between the humans and the natural world: the "fishermen" takes his share from the lake; the "wind" leaves the "ownership" of the lake to them, who then use their property to make waves and grant the lake "whatever color water wants". The poem ends with a lucid awareness of how precious the "luxury of

bondage" to nature is, and how we remain indebted to it, "the warm way / mountains call us citizens in debt".

"Turtle Lake" is a rare example of a poetic structure entirely based on personifications of nature, especially of its inanimate components. It reflects the inevitable Subject-Object relationship in which only one side is active, the perceiving and the projecting one as a being-for-itself. In this in-itself world of nature, it seems that the human beings projected their dejection and melancholy ("that dejected gray our lives brought in").

As a means of restating the speaker's subjective perceptions of reality, personification also sets the tone of "Dixon". Once again, it is difficult to decide which stage of the phenomenological circle the poem depicts. Is it the depressing place that triggers existential despair and puts the speaker in a constant state of "bad faith", or is it the speaker who projects such feelings upon the town? As "Dixon" demonstrates, it is one of the *triggering town* poems, while its constant personifications suggest a human perception of, and projection onto, reality influenced by the speaker's self-perception and his emotional state of mind. The first two stanzas begin:

> Light crawls timid over fields
> from some vague source behind the hills,
> too gray to be the sun. Any morning
> brings the same, a test of stamina,
> your capacity to live the long day out
> paced by the hesitant river. No chance
> you might discover someone dead.
> Always you curse the limited goods
> in the store and your limited money.
> You learn to ignore the wind leak
> in your shack. On bad days in the bar
> you drink until you are a mayor.
>
> On neutral days you hope the school
> is adequate though you're no father
> and your wife left decades back
> when the train still ran. You look
> hours down the track. Perhaps a freight.
> Only the arrogant wind. You think
> the browns are running, hitting bait.
> You have waited and waited for mail,
> a wedding invitation, a postcard
> from New York. You reread the book
> about red lovers one more time,
> pages torn and the cover gone. (*CP* 213)

The speaker can see "light" in his situation, but it is "crawling" and "timid", and he cannot be certain where it comes from as it is "too gray to be the sun". This is the first perception of a depressed man for whom going through the day is a "test of stamina". On such a day, even the river's flow seems "hesitant", while getting drunk and totally losing one's sense of reality allows one to fantasize about being a mayor, a figure of authority, and about control of one's life. Through the personifications "timid light", "hesitant river" and "arrogant wind", *we* can see how *he* sees the town, and consequently, understand his feelings

of depression, lethargy and helplessness. Essentially, he has made a choice by not choosing as a being for-itself, "condemned to freedom", according to Sartre's existential philosophy.[9]

The days of the depressed man in Dixon are primarily described in the second stanza as either long waits for the future or periods spent living in the past. Accordingly, there is no action or resolution for action. There is a sense of indifference and absence of a firm grip on reality; for example, he worries about the inadequacy of schools in Dixon, although he does not have children or a wife. Michael Dobberstein most succinctly identifies the "depressed man" in Hugo's poems:

> Stranded in an "odd empty town," parceling out his sense of failure like communion wafers to those as debased as himself, the narrator ritualizes his degradation into a sort of sacrament of despair, and becomes himself emblematic of the doomed American, rootless, antiheroic, his only true home a community of souls as damned as his own. (428)

Once again, it is difficult to determine whether it is the town, the train that stopped long time ago or the "arrogant wind" that is responsible for his existential inertia and feeling of utter desertion. On the one hand, the poem briefly suggests that at a certain point in time, the speaker became like the town—poor, failed and depressed without prospect for change. On the other hand, the poem seems to suggest that the town has its own share in his depression. By trying to determine what comes first, we enter into the phenomenological circuit that repeats itself in many of Hugo's poems. Personification is another indication of the human mind projecting its own state of "bad faith" onto the Other, on the town. At the same time, it shows how the language "supports" and reiterates the phenomenological themes of the poem.

As we can see, personification is an important linguistic and stylistic support for the primary phenomenological "investigations" in this poetry. It essentially enacts an aspect of the Subject-Object relationship—the Subject's projections of human faculties and characteristics upon the Object. By this action, Hugo creates another imaginary consciousness, another being-for-itself which he can hear speaking to him. However, in the never-ending and alterable states of consciousness and perceptions, the poems are always aware that it is only the Speaker's immanent consciousness that we see in the Other. Therefore, Hugo's attitude towards Nature as the Object, is neither the familiar Emersonian notion nor Wright's numinous Other. For Hugo, nature does not speak, rather we "make" nature speak the things to us that we want to hear. This is the attitude of a realist.

The stylistic analyses lead to the conclusion that the particular consciousness and its changeable states in the phenomenological quest to know the Object and itself through its surroundings confirm the presence of a fully particularized and individualized agent struggling to "touch" the intangible fibers that connect his consciousness to the world outside, that is, to the Object. Personification is one of the most common stylistic structures that hold that Subject-Object relationship. This process involves the immanent agent being immersed in the Object, in Nature, or in the string of small, Northwestern, American towns and places, entering different emotional and other "transactional" relationships with them. These Subject-Object relationships are always depicted as fully structured experiences in which the

[9] In *Being and Nothingness* Sartre insists repeatedly that the very being of the for-itself is "condemned to be free. This means that no limit to my freedom can be found except freedom itself or, if you prefer, that we are not free to cease being free. To the extent that the for-itself wishes to hide its own nothingness from itself and to incorporate the in-itself as its true mode of being, it is trying also to hide its freedom from itself" (462).

context—the towns and their imaginary stories—become the main poetic "message", the main poetic experience. The triggering town becomes the other protagonist in addition to the human voice/speaker of these poems. Their relationship, I would argue, becomes one of the main thematic and phenomenological preoccupations of Hugo's poetry.

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CREATIVE ACTIVITIES FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE BY USING MUSICAL SONG[10]

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Abstract

This research paper focuses on the use of songs in class and it critically reviews the teaching procedures applied. The analysis is based on the classroom procedures in references to the song *We are the champions by Queen.* The creative activities for teaching English as a Foreign Language by using musical songs is one of the challenges of teaching English as a foreign language. A solution to the scarcity of effective materials is the implementation of creative classroom activities that move beyond reliance on schoolbooks. These activities can enliven instruction, and can be developed using other authentic materials from the target culture. Some activities introduce students to cultural information or characteristics, while other activities can make up the backbone of the language component of the program. One of the big problems we all face as teachers, whether teaching English to children or adults, is maintaining learners' interest throughout the lessons. Consequently, the teachers often have to be very creative in the techniques that are used. What makes music such a great teaching tool is its universal appeal, connecting all cultures and languages. This makes it one of the best and most motivating resources in the classroom, regardless of the age or background of the learner.

Keywords: creative, teaching, songs, schoolbooks

1. Introduction

Almost everyone likes music. Though different people have different musical preferences, almost everyone likes one sort or another and very few people find no melodies that appeal to them. Music and language learning are related. Both are human communication through sound.

In this research the activities that have be done for the classes are connected to teaching English language by using a song. The following activities have been used successful in teaching English as a foreign language to the students in the private school *Kariera and Uspeh Probishtip* improving the skills of listening, reading, speaking and writing.

2. Why Music in the Classroom

Music is Fun

Since almost everyone likes one sort of music or another, the students will enjoy bringing a melody into the classroom. Music keeps students engaged and increases participation. Students who have fun learn better, and music can bring a new kind of fun teaching students. Using a variety of music styles in the classroom will engage the majority

[10] Original scientific paper

of students. Including classical music, simple tunes and today's popular music whenever it is possible maybe rewarding students will be encouraged to share their favorite songs when it is appropriate.

Music Teaches Language

Music can help students learn more about language itself. Besides teaching new vocabulary, language learning set to music will help students understand rhythm, stress and intonation. Also music can be used to teach pronunciation, pacing and rhyme. Simple jingles are an entertaining and engaging way to teach dry grammatical concepts, and students will remember these rules better when they find themselves humming the lyrics several times throughout the week.

Music helps Learning

Studies[11] on music have shown that it increases concentration, improves memory and decreases stress. Simply playing classical music in the background as the teacher instructs or the students study will make a difference in their performance. And let's not forget that music is also one of the learning styles many of the students will possess, so including music in the classroom will help students to pay attention and remember the information presented.

Music can set a Mood

Music can do more than teach concepts. According to Dr. John L. Vitale, Associate Professor of Education in his "Research Methods" of teaching music, the background music can improve overall learning (particularly classical music), or music can help you transition the students from one topic to another, from one mood to another. Particularly in a classroom of children, music can give instructions and help students change their mindset from one activity to the next. Music can be used between subjects or activities or for putting instructions in a more attractive package.

Music Teaches Culture

A close look is taken at the music of any culture, offer an inside values that culture possesses. Using English music in the classroom can teach the students about the culture in which they are now living. Also giving the students a chance to share music from their own countries will open the door to easy communication between the students and teacher. Music can be used as a starting off point to talk about cultural issues or to communicate values. Also, paying attention to the music that the students like will give the teacher insight into their values as well.

3. A Research of creative activities for teaching English as a Foreign Language by using musical songs

Music can be used to help control a classroom environment or to support the content within the class. It can be used to signal different transitions within the class as well as to serve as writing prompt itself. The program of teaching English language involves a lot of musical songs. The classical method for teaching a song are based on unfamiliar words and listening them a couple of times. In the private school for foreign languages Kariera I Uspeh – Probishtip, with students aged 14 years, I conducted a research on creative activities for teaching English as a Foreign Language by using musical songs.

Firstly, I used the classical method for teaching the song by *Queen – We are the champions.* The class was really boring; we read the text, found the unfamiliar words, translated the song and started listening and singing. Then, we wrote the given exercises in

[11] Brewer, Chris. *Music and Learning: Seven Ways to Use Music in the Classroom*. Tequesta, Florida: LifeSounds, 1995

the book and the students went home without any impression from this song which has a powerful text and is one of the greatest world known popular hits.

Next class, I prepared a lot of creative activities with the same song. Taking into consideration that *Queen's – We are the champions* is very powerful and passionate song representing power, champions, glory, courage, I thought that the students need to remember this song.

While research suggests that an emphasis on knowing and naming poetic form and feature tends to dominate primary practice (Hull, 2001; Wilson, 2005a), this is not inevitable. In relation to reading, this avoids songs being subjected to analysis for the sake of naming literary techniques and reduces the tendency of teachers to ask 'recitation questions', which result in children offering predictable and convergent answers (Mroz et al., 2000). Instead the students' own questions and thoughts need to take centre stage and their problems and confusions voiced, discussed and responded to, through active examination and reflection. In other words such classes should be as student centered as possible.

In reading and responding to different poetic forms, creative teachers enable students to experience the structures, language, rhythms and patterns of poetry in action. We read the song again and we translated it. Later we watched a video clip of the song with the purpose of meeting the learners' needs in terms of learning styles. The class continues with asking questions: 'What is a champion?' 'What kinds of champions are there in the world?' 'Why do you want to be a champion?' Such questions tend to work really well as conversation starters, so group three or four learners together and then get feedback from each group on their thoughts.

The students come up with a lot of interesting views about these questions, but I will mention the most interesting ones, for example:

'What is a champion?

- *To be a champion, I think you have to see the big picture. It's not about winning and losing; it's about every day hard work and about thriving on a challenge. It's about embracing the pain that you'll experience at the end of a race and not being afraid. I think people think too hard and get afraid of a certain challenge. (a student found this statement on internet)*

'What kinds of champions are there in the world?'

- *Every human can be a champion – for example I am a champion of sleeping.* (this question can make a positive attitude in the class)

'Why do you want to be a champion?'

- *I am determined to be a national champion, that is all I want in life, but to me, my football is the most important thing. I would give up anything to be a champion. I am not great yet, I'm very good. I need to be a champion; I need to prove it to myself and everyone else who has told me wrong. I need to know what it takes to be a national champion. I will be very famous and a lot of beautiful girls will love me.*

Next step was focusing on a particular verb tense or aspect of grammar. Generally every song is written on a particular verb tense. This is an opportunity to get close in terms of uncovering the grammar. Also, the focus on vocabulary, idioms and expressions is useful to the creative and artistic use of vocabulary in lyrics.

Reviewing this song again made my students confused why we are doing this again. After all revision and learning of the song I have started with the following activities according to Berwald[12], J.P. (1987):

[12] Berwald, J.P. (1987). "Teaching foreign languages with realia and other authentic materials. ERIC Q & A." Washington, DC: ERIC Clearinghouse on Languages and Linguistics. (ERIC Document Reproduction Service No. ED 289 367)

* Cloze Procedure

Selected key words are removed from the text of the song and are placed in a word list that precedes the song lyrics. Students fill in the missing words as they listen to the song.

* Word Bingo

Students select words from the text of the song and place them in a bingo grid. Individually or in small groups, students then mark off the words as they hear them in the song. The first student or group to check off all the words is the winner.

* Reordering

Particular phrases of the song are listed in an incorrect order. Students must number the phrases in the order that they appear in the song. An alternative activity is to write the song phrases on sentence strips. Students must then organize the strips in the proper order.

* Retelling

Depending on the language capabilities of the students, retelling can begin with a simulation of the action within the song. Then, the students retell the story of the song in their own words, in a round, with each student contributing as much as he or she can in one sentence. As an extension of this activity, students could work in groups to illustrate scenes from the song. The groups could then retell the story using their illustrations.

* Discussion

The students begin by identifying the characters and their actions within the song, and then discuss the issues or meaning present in the song.

At the end, this idea was used. Nik Peachey, Teacher, Trainer, Materials writer, who works at British Council has presented this writing idea to at a training course, where I participated. The main focus of the activity is on developing writing skills, but it's also good for developing listening and reading skills and also for practicing past tenses and descriptive vocabulary.

The activity can be attended at most levels above elementary, as long as the students have some knowledge of past tenses, but it works best when they also know past continuous / progressive too. All teachers need to get things started is a sheet of plain paper for each pair of students.

The listening part comes first:

- Asking the students to draw the face of a person in the top right-hand corner of the page.
- Giving the person a name.
- Then asking the students to write five adjectives to describe the person's appearance.
- Next asking them to write five more adjectives to describe the person's character.
- After they've done this, asking the students to write three things that the person likes doing.
- Then asking them to write who the person lives with.

In this way students build up a character profile for the person they are going to write about.

The writing part:

- Teacher dictates the following sentence to the students: **'It was a dark and stormy night and'**. Stopping at this point and asking them to write in the name of the person they have drawn and followed by the word **'was'**.

Then asking the students to complete the sentence from their imagination and add one more sentence. Once all the students have added a sentence to their stories, get them to stop and pass the paper to the pair on their right (this means that every pair of students now has a new character). The students then read through the information and the beginning of the story and then add one more sentence to it. Once they've done this the teacher should ask them once more to pass the paper to the next pair on their right. Continuing with each pair of

students and adding a sentence to each story, gradually each story can be built up as the papers are passed around the class. Teacher should continue with this until she/he decides that the students are starting to lose interest or have written enough and then tell them to finish the story.

The class was very interesting and successful. Students were very impressed and satisfied. The students leaving the classroom were singing the song. They got more enriched with new vocabulary and knowledge which is great feedback for the teacher.

4. Conclusion

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

The students were so satisfied and happy by using these activities. All of these priorities are closely connected with communication in the sense of practical use of the foreign language that leads to the ability of the students to use the language actively, ability to react, respond, understand and orientate in real situations the learners can come across.

Finally, music is an instant attention getter! If you find your students getting off topic or unfocused, a song is all you might need to bring them back to task.

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COMMUNICATION AS CONTENT IN THE GYMNASIUM AND VOCATIONAL EDUCATION IN THE REPUBLIC OF MACEDONIA[13]

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Abstract

Language is the most perfect means which allows people to express their emotions, wishes and needs, to convey their experience, to share information and to communicate among each other. There are different types of communication. Verbal communication is the most significant type of communication for people because it's essential existence is based on words (spoken or written) which help people to express themselves more easily and to deliver various messages in a more precise manner.

Taking into consideration the significance of verbal communication and its role in the educational process, this paper analyzes the Macedonian language and literature teaching curricula and the Macedonian language and literature course textbooks for gymnasium and vocational education in order to note the representation of communicational content which contributes to the development of students' language and writing skills, and to the enhancement of their achievements. The analyzed material and the informal conversations with teachers indicate that there is a need for an increase in the number of communicational content classes and for implementation of communication as a separate teaching subject.

Keywords: communication, teaching curricula, course textbook

1. Introduction. Verbal communication is in fact interpersonal because it implies the existence of at least two or more participants in the communication process in which one participant is the sender and the other is the receiver of the message. Communication is a relation of interaction in which information is exchanged and the interaction is based on the individuals who participate in the process of communication, i.e. on the communicators who share certain information among them, (Pandev, 2006: 11 – 12). In the teaching process the teacher and the student are the key subjects in communication. They constantly get into various interactions, changing the roles of communicators in the communication, i.e. the speaker can become an interlocutor, and vice versa the interlocutor can become a speaker. These interactions occur every day and they emphasize the role of communication in the educational process as well as the contribution to a successful communication which includes the expression of different perspectives, creation of understanding, and decrease in the conflicts and tensions. However, the communication between the teacher and the student is not a matter of elaboration of this paper.

Taking into consideration the significance of verbal communication and its role in the educational process, this paper analyzes the Macedonian language and literature teaching curricula and the Macedonian language and literature course textbooks for gymnasium and vocational education in order to note the representation of communicational content which contributes to the development of students' language and writing skills, and to the

[13] Revisional scientific paper

enhancement of their achievements. The analyzed material and the informal conversations with teachers indicate that there is a need for an increase in the number of communicational content classes and for implementation of communication as a separate teaching subject.

The communicational content, in the Macedonian language and literature teaching curricula and the Macedonian language and literature course textbooks, is especially relevant for the entire development of students (cognitive, emotional and social). Additionally, this kind of content makes a great contribution for students to develop consciousness for their own style of expressing in oral or written form, to raise consciousness of themselves as a part of the community, and to become competent for more successful communication in all segments of everyday life. This content has the function of enhancing the educational process and the independence of the students, and it contributes to more successful socialization of students in the society. Because of the relevance of communication in the society, today, communication has been introduced as a university discipline and a significant part of the faculties have postgraduate studies which are related or refer to communication.

2. Methodology of the research. In light of the paper's objective, firstly, there is an analysis of the teaching curricula for the teaching subject Macedonian language and literature for first, second, third and fourth year of gymnasium and vocational education, regarding the representation of communicational content. Then, there is an analysis of the course textbooks for the teaching subject Macedonian language and literature for first, second, third and fourth year of gymnasium and vocational education which are currently used in the Macedonian educational system, regarding the representation of communicational content and their contribution for the development of students' language and written skills. In addition, this paper includes the viewpoints of teachers regarding this matter which are gained by informal conversations with teachers who teach in gymnasium and vocational education in Republic of Macedonia. The results of the informal conversations also confirm the stated thesis which refers to the need for an increase in the number of communicational content classes and for implementation of communication as a separate teaching subject. The population consists of teachers who teach in gymnasium and vocational education and the sample consists of a hundred teachers who teach Macedonian language and literature and other subjects in the secondary education.

3. Results and discussion. Following are the results from the analyses of the Macedonian language and literature teaching curricula and course textbooks for gymnasium and vocational education (three-year and four-year) in Republic of Macedonia as well as the results from the informal conversations with teachers.

3.1. Teaching curricula – gymnasium (four-year). In the Macedonian Language and Literature Teaching Curriculum for first year of the gymnasium education, communication is included in the section "Language", in the area "Science of the language" as a part of the definitions for the sign and the communication, (Nastavna programa, prva godina, 2001: 4 – Teaching Curriculum, first year). In the Macedonian Language and Literature Teaching Curriculum for second year, in the section "Language" and the same area "Science of language", there is not communicational content, (Nastavna programa, vtora godina, 2002: 4 – Teaching Curriculum, second year). In the Macedonian Language and Literature Teaching Curriculum for third year there is not communicational content in the mentioned section and area as well, (Nastavna programa, treat godina, 2002: 4 – Teaching Curriculum, third year). The same happens in the Macedonian Language and Literature Teaching Curriculum for fourth year of the gymnasium education, (Nastavna programa, četvrta godina, 2002: 4 – 15 – Teaching Curriculum, fourth year).

3.2. Teaching curricula – three-year vocational education. In the Macedonian Language and Literature Teaching Curriculum for first year of the three-year vocational education, in the section "Language" and the subsection "Contents", there is the following

part: “Practical-professional communication: business conversation, minute book, report, offer, application, plea, request, letter (business and private)”. Additionally, in the subsection “Activities and methods” there are suggestions for using exercises for these forms of communication that include the following: “Exercises for simulation of business conversation. Exercises for independent creation of the texts (practical use of knowledge RAFT – role – the student is put in an imaginary role, audience – for whom the student’s work is intended, form – defined by the teacher, topic)”, (Nastavna programa, prva godina, 2013: 15 – 16 – Teaching Curriculum, first year). In the Macedonian Language and Literature Teaching Curriculum for second year, in the section “Language” and the subsection “Contents” there is the following part: “Practical-professional communication: report, news, invitation, paper, telegram”. Additionally, in the subsection “Activities and methods” for these forms of communication there is a suggestion for using the same (second) type of exercises which were used in the Teaching Curriculum for first year of education: “Exercises for independent creation of the texts (practical use of knowledge RAFT – role, audience, form, topic)”, (Nastavna programa, vtora godina, 2013: 10 – 11 – Teaching Curriculum, second year). In the Macedonian Language and Literature Teaching Curriculum for third year, in the section “Language” and the subsection “Contents” there is the following part: “Practical-professional communication: creative writing, essay writing”. Additionally, for this part, in the subsection “Activities and methods” the following forms are suggested: exercises for practical creation of an essay; exercises with already written essays that should be used as an illustration; exercises for argumentation of viewpoints; exercise for writing an essay in function of the final examination; exercise for writing a paper independently on a given topic with all the needed information for its elaboration (briefly, mutual evaluation), (Nastavna programa, treta godina, 2013: 11 – 12 – Teaching Curriculum, third year).

3.3. Teaching curricula – four-year vocational education. In the Macedonian Language and Literature Teaching Curriculum for first year of the four-year vocational education, the communicational content is included in the section “Macedonian Language”. Namely, in the subsection “Areas and contents” there is the previously stated part which refers to the practical-professional communication and here the same forms as in the Macedonian Language and Literature Teaching Curriculum for first year of the three-year vocational education are listed. Additionally, in the subsection “Didactic directions” exercises for simulation of business conversation which are the same (first) type of exercises as those given in the Teaching Curriculum for first year of the three-year vocational education are suggested. Further, there is also a suggestion for using practical preparations for practical use of the knowledge. Moreover, in the Teaching Curriculum for first year of the four-year vocational education, the communicational content is also given as a separate topic in the section “Macedonian language” and the area “Science of the language” where the teaching goal indicates that students should understand the difference between signal and symbolic, verbal and non-verbal, unidirectional and mutual communication, (Nastavna programa, prva godina, 2005: 12, 5 – Teaching Curriculum, first year). In the Macedonian Language and Literature Teaching Curriculum for second year, the communicational content is also given in the section “Macedonian language”. Namely, in the subsection “Areas and contents”, in the part Practical-professional communication the following forms of communication are given: conversation, description, narration and retelling, report, news, announcement, invitation, paper, telegram, impression, interpretation, reading and recitation. Further, in the subsection “Didactic directions” there are suggestions for using: exercises that stimulate conversation in which students state their viewpoints and arguments for certain questions; exercises for description of subjects and people from their surroundings, and also for description of their feelings and emotional reactions; exercises for precise expression of forms, colors, sizes etc.; exercises with already written texts in which students should note the structure and function;

exercises for expressing impressions of a certain sphere while taking into consideration the norms of the Macedonian standard language; exercises for interpretation of literary texts etc., (Nastavna programa, vtora godina, 2006: 10 – 12 – Teaching Curriculum, second year). In the Macedonian Language and Literature Teaching Curriculum for third year of the four-year vocational education, the communicational content is included in the section "Macedonian language". Namely, in the subsection "Areas and contents" there is the part Practical-professional communication but in this Curriculum only the essay (creative writing) is given as a form of communication, which is the same as in the Teaching Curriculum for third year of the three-year vocational education. However, in addition to this, in the Teaching Curriculum for third year of the four-year vocational education it is emphasized that a special attention should be given on the structure and the composition of the essay and its types. In the subsection "Didactic directions" there is a suggestion for using: exercises for defining the structure and function of the essay; exercises for argumentation of the viewpoints; exercises with already written essays; essay writing in function of the final examination, (Nastavna programa, treta godina, 2006: 8 – Teaching Curriculum, third year). In the Macedonian Language and Literature Teaching Curriculum for fourth year, the communicative content is included in the section "Macedonian language" and the subsection "Areas and Contents". Namely, in this Curriculum the part Practical-professional communication consists of four forms of communication: speech, comment, essay and review. In the subsection "Didactic directions" there are suggestions for: using exercises for independent appearance and an appearance in front of a wider audience; interpretation of a text that has already been read from different functional styles; giving a comment by using facts and logical arguments; writing an essay while taking into consideration the language correctness and the structure of the essay; writing reviews for text that belongs to different functional styles, (Nastavna programa, četvrta godina, 2008: 10 – Teaching curriculum, fourth year).

The analysis of the Macedonian language and literature teaching curricula for first, second, third and fourth year of gymnasium and vocational education demonstrates that in the gymnasium the communicational content has smaller representation in comparison with the vocational education but the motivation for this situation is not quite clear. Actually, this matter becomes even more unclear when it is taken into consideration the fact that the practical-professional communication is present in the vocational education (three-year and four-year) but totally absent from the gymnasium even though the forms of communication are equally important for the students of gymnasium and vocational education. Further, in the Teaching Curriculum for third year of the three-year vocational education and the Teaching Curriculum for third year of the four-year vocational education it could be noted that a great deal of attention is dedicated to the essay as a form of written expression and to its composition. Moreover, in these two curricula there is an emphasis on the writing of an essay in function of the final examination. However, this communicational content is not present in any of the four teaching curricula for gymnasium despite the fact that all students of gymnasium and vocational education have to take the final examination. The communicational content that is present in the teaching curricula contributes to the development of students' language and writing skills. However, when taking into consideration the importance that communication has for the entire development of students, the analyses and the informal conversations with the teachers, it could be stated that there is a deficiency of communicational content, which leads to the need for an increase in the number of classes and for implementation of communication as a separate teaching subject.

3.4. Course textbooks – gymnasium. In the Macedonian language and literature course textbooks that are currently used in the Macedonian educational process for gymnasium (first, second, third and four year of education) there is not communicational

content. This situation is in accordance with the teaching goals given in the teaching curricula for this kind of education.

3.5. Course textbooks – three-year vocational education. In the course textbook for first year of the three-year vocational education there is a part which refers to the practical-professional communication, meaning that the communicational content is present in this course textbook. Namely, there is a definition of the term communication, an indication of its Latin origin and there is also a statement which indicates that for a successful communication there is a need of a sender and a receiver of the message. Further, in this course textbook the same forms of communication as in the Teaching Curriculum for first year of the three-year vocational education are given along with a short explanation and an example for each form. In the part where students should check their knowledge there are not practical examples, instead students should only state what they understand regarding the given forms, (Tocinovski, Mladenoski, 2010: 91 – 94). In the Macedonian language and literature course textbook for second year it is stated that there are many forms of communication such as: conversation, description, narration and retelling, report, news, announcement, invitation, paper and telegram. Further, there are also information regarding their characteristics and examples. From the analysis it could be noted that there are forms of communication which are not mentioned in the Teaching Curriculum for second year of the three-year vocational education: conversation, description, narration, retelling and announcement. Thus, these forms could be considered a supplement that is given in the course textbook. There are not exercises for these forms of communication in the course textbook, (Tocinovski, Mladenoski, 2010: 89 – 100). In the Macedonian language and literature course textbook for third year of the three-year vocational education, the essay (creative writing) is provided as a form of communication along with its characteristics. In the course textbook are also included: short explanation of the types of essay; list of the most significant Macedonian essayists; brief advices that need to be taken into consideration before the act of writing the essay. Regarding the advices, it could be noted that they do not provide students with enough help for writing an essay. Further, there are also examples but there are not exercises for practicing the writing skills, and neither for building and developing arguments, (Bošković, Ilievska, 2011: 50 – 51).

3.6. Course textbooks – four-year vocational education. In the Macedonian language and literature course textbook for first year of the four-year vocational education there is not a content which refers to the teaching goal regarding the difference between the different types of communication, given in the Teaching Curriculum for first year of the three-year vocational education. Further, in the course textbook the same forms of communication as in the Teaching Curriculum for the first year of the three-year education are given, (Tocinovski, Mladenoski, 2010: 91 – 94). In the Macedonian language and literature course textbook for second year it could be noted that there are forms of communication along with short explanation and examples but there are not any exercises. The analysis demonstrates that the given forms of communication in the course textbook (conversation, description, narration and retelling, report, news, announcement, invitation, paper, telegram) are the same as those given in the Teaching Curriculum for second year of the three-year vocational education with the only difference that four of them are not mentioned in the course textbook but are present in the Curriculum: impression, interpretation, reading and recitation, (Tocinovski, Mladenoski, 2010: 89 – 100). The course textbook for third year of the four-year vocational education is the same used in the three-year education, thus the same information about the essay is present, (Bošković, Ilievska, 2011: 50 – 51). In the Macedonian language and literature course textbook for fourth year there is also a part which refers to the practical-professional communication. Namely, in the course textbook the following elements are included: short description of the forms of

communication which are the same as the ones listed in the Teaching Curriculum; information about their characteristics; appropriate task for each of the forms. For example, students should prepare greeting speech, write a comment and review. However, in the course textbook there is not enough information that would help students complete the given tasks successfully, (Bošković, Ilievska, 2011: 26 – 29).

The analysis of the Macedonian language and literature course textbooks for first, second, third and fourth year of gymnasium and vocational education is a strong confirmation of the findings from the analysis of the teaching curricula. The content in the Macedonian language and literature course textbooks for gymnasium are compatible with the Teaching Curricula for gymnasium, i.e. there is not communicational content in them. Further, in the course textbooks for the three-year and four-year vocational education there is a presence of the part which refers to the practical-professional communication, meaning that the communicational content in the course textbooks is significantly compatible with the content in the Teaching curricula for this kind of education. However, it should also be noted that certain parts of the content of the Teaching curricula are not compatible with the content in the course textbooks because as it has previously been stated there are certain forms of communication that are present in the course textbooks but are not present in the Teaching curricula, and vice versa. The analysis also indicates that the content from the course textbooks provides information regarding the characteristics of the different forms of communication and there are also examples. However, there are not exercises for practicing these forms of communication and especially there is a lack of exercises for practicing essay writing as well as for building and developing arguments.

The informal conversations with the teachers who teach in gymnasium and vocational education in Republic of Macedonia confirm that the communicational content is most often taught as a part of the teaching subject Macedonian language and literature in the section "Language". These conversations also indicate that the communicational content is not a part of the other teaching subjects. Further, the teachers state that in the course textbooks there are a very few examples and exercises for practicing the forms of communication and especially for essay writing, thus they provide additional material in a form of exercises for the need of the classes on their own.

4. Conclusion. The analysis of the Macedonian language and literature teaching curricula, the analysis of the course textbooks for gymnasium and vocational education, and also the informal conversations with the teachers demonstrate that there is an unclear motivation for the small representation of the communicational content in the gymnasium in comparison with the vocational education (three-year and four-year). The Macedonian language and literature teaching curricula and the course textbooks for vocational education emphasize the role of the essay in function of the final examination but the analysis also demonstrates that this type of content is not provided in the teaching curricula and in the course textbooks for the gymnasium. The motivation for this situation is not clear especially because the communicational content for this form of communication is equally significant for students of gymnasium and vocational education because they all have to take the final examination. These analyses and the informal conversations demonstrate that even though there is more communicational content in the Teaching curricula and in the course textbooks for vocational education in comparison with those for gymnasium, still this content is not sufficient for students to practice their language and writing skills. This happens because the course textbooks mostly provide theoretical explanation and examples for the forms of communication but there are not many or what is more likely there aren't any exercises for practicing these forms. Consequently, when taking into consideration the relevance of the forms of communication and especially those for practicing the writing skills of the students,

it could be concluded that there is a need for an increase in the number of communicational content classes and for implementation of communication as a separate teaching subject.

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VOCABULARY ACQUISITION TECHNIQUES AND METHODS IN THE ENGLISH LANGUAGE CURRICULUM IN THE REPUBLIC OF MACEDONIA[14]

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Abstract

The aim of this research is to gain insight and examine the techniques for vocabulary acquisition used by the professors of English language in the secondary schools in Bitola, as well as whether these techniques have positive or negative outcome, and whether the vocabulary acquisition is done proportionately with the grammar and the phonetic system of the English language.

***Keywords**: English Language, vocabulary, technic, methods*

INTRODUCTION

The learning and teaching of the English language as a foreign language in the Republic of Macedonia has been a part of the educational system for a long time. As a result of the international *lingua franca* status of the English language worldwide, recently the number of classes per week increased more and more for the purpose of better and more efficient learning of this world language. The increasing need for the learning of the English language is more and more obvious in all society spheres, starting from the youngest age to the specific professional fields. This phenomenon asks itself for a continuous improvement of the English language teachers on all levels in the educational system. The improvement includes use of modern teaching aids, use of ICT during the teaching, improvement of the textbooks and all these in favor of profound mastering with the English language. As professors of the English language, we are confronted with the following challenge: (only) vocabulary learning or (only) learning of the grammar and grammatical rules and formulations. The one thing that the teachers of the English language and their students agree is that the need for vocabulary learning should not be ignored and as a result to this ignorance the grammatical system of the English language is being taught.

However, the situation with the instructions that are being given to the English language teachers didn't contribute to this statement. For a long time, the educational programs meant for the English language teachers paid little to no attention at all to the development and implementation of the techniques which can help the students to acquire the vocabulary of the English language easily. Most of the books meant for the education of the teachers instruct that the English teachers and professors should leave the students to learn all of the words that they need and the words that they will come across without their help. In fact, English language teachers and professors sometimes were given instructions that they shouldn't teach their students too much vocabulary until they have mastered the grammar and the phonetic system of the English language. The learning of the grammar and the phonetic

[14] Original scientific paper

system of the language has been emphasized, while the vocabulary was given little to no attention.

This may be due to the situation taking place in the beginning of the previous century when the vocabulary has been the most important part of the learning of the English language as a foreign and second language for a long time. Students were often told that they should have many classes and that they should know the equivalents in their native language, so that it can be said that they master the target language, i.e. the English language. But this "statement" omits the explanation that one should indeed master the number of words in one language to certain degree, but shouldn't be ignored the fact that to create some meaning, i.e. to create one complete and meaningful thought, one should also know how to combine those words to come to that meaning, i.e. combining of the words in a sentence.

Also, during that period, some teaching experts thought that the meaning of the words cannot be accurately and precisely described and given, so that's why it was the best to "skip" the learning of the vocabulary during the learning of the English language as a second and foreign language. Those teaching experts believe that because one word cannot be explained only with an equivalent in the native language and that it is too complex process; it cannot be accomplished in one class.

Another claim which underpinned the view that the vocabulary shouldn't be emphasized was the claim that the learning of the unknown words should be done only through experience, and that the learning of the vocabulary cannot be summed up only on the learning in the classroom.

Nevertheless, the learning of the dictionary i.e. the vocabulary of a foreign language seeks more than just the use of the dictionary and it is a really complex process. And due to this, today a much bigger attention is paid on the techniques for vocabulary learning.

The learning of the vocabulary of a foreign language, as it is the English language in this case, should be done abreast with the learning of the grammar and the phonetic system of that language. Today, many linguists deal with the study of the meaning of the words, i.e. the lexical problems which arise during the acquisition of the meaning of a certain word. Using these studies, the scientists realized that these problems very often interfere with the communication. And when the people do not use the correct words, the communication process is interrupted.

However this is not an entirely new thing for the language teachers and professors, in this case the English language. They know and are more than aware that if the student does not possess an adequate number of words of the language needed for communication, the student cannot communicate. The teachers and professors of the English language think that the learning of the vocabulary shouldn't be postponed only for the sake of the learning of the grammar. The learning of these two components should be done abreast, i.e. during the learning process not even one component should be omitted. The development of the 4 skills during the learning process of a – English – language: listening, speaking, reading and writing should be done abreast with the learning of the vocabulary and the grammar and the phonetic system of the language.

The aim of the research conducted for the needs of this paper is to give an insight into the techniques that are already being used during the acquisition of the vocabulary during the English language learning lessons in the high schools in Bitola.

METHODOLOGY OF RESEARCH

The aim of this research is to give an insight into the techniques that are already being used for the vocabulary learning during the English language learning in the high schools in Bitola.

Motif for the research – The new trends which emerge with the introduction of new aids in the English language teaching in the Republic of Macedonia should be adapted to the already existing techniques and methods, in this case, for the acquisition of the vocabulary during the learning of the English language as a foreign language. The new technical aids, the new textbooks and the new curricula in the educational system should be changed i.e. adapted for the purpose of better acquirement of any skill i.e. component during the learning of the English language.

Data Gathering Instruments **–** The instrument used to collect certain corpora for this research is a questionnaire, a combination of multiple choice questions and open questions.

Population **–** The population used for the research is the professors of English language in secondary school.

Research Sample **–** The research sample is presented by the professors of English language in secondary schools in Bitola, especially the professors of English language in the gymnasiums.

Aim of the research – The aim of this research, as it is previously mentioned, is to give an insight into the techniques that are already being used for vocabulary acquisition during the learning of the English language as a foreign language in the secondary schools in Bitola, for the purpose of finding which techniques are used and whether they have a positive outcome; whether the professors implement their own techniques; whether they work abreast with the acquisition of the vocabulary and the grammar and the phonetic system or they prefer acquisition only of the vocabulary or only the grammar and the phonetic system.

Having in mind the results, the same can be used for further improvement of the techniques and eliminating their weaknesses, as well as for further education of the staff.

RESULTS OF RECENT RESEARCHES

Recent researches on this topic and the insights about the same show that the acquisition of the vocabulary and the acquisition of the grammar and the phonetic system of the English language should be equally incorporated in the curricula, during the learning of the English language as a second and as a foreign language. Even though, the insights derived from the previous researches on this topic had been divided, recently equal attention is paid to the acquisition of vocabulary as to the acquisition of the grammar and the phonetic system of the English language.

RESEARCH

The research was conducted in the two gymnasiums in Bitola, i.e. with professors of English language who teach English language in all four years of the secondary school – gymnasium. This population was purposefully chosen because it is assumed that the students in the last two years of their secondary school would have more profound knowledge of the English language, i.e. the knowledge degree of the English language allows use of more advanced techniques and methods for acquisition of the new vocabulary. Additionally, these two secondary schools were chosen because the students learn the English language 4 years and they learn general English, i.e. English language which comprises and elaborates all four skills: listening, reading, writing and speaking, whereas in the other secondary schools, the English that the students learn is specialized, depending on the professional orientation of the secondary school itself.

ANALYSIS OF THE RESULTS

The professors of English language were asked about the forms and methods which they use for the acquisition of new vocabulary. Most of them answered that the forms and methods most often used for the acquisition of new vocabulary are the following:

- Communicative method
- Dialogue
- Audio-lingual method
- Discussion
- Presentation
- Matching paragraphs with headlines
- Filling blank fields in text
- Answering multiple choice questions
- Individual work
- Work in pairs
- Group work
- Use of flash cards, realia objects
- Use of synonyms, antonyms, etc.

All of the teachers of English interviewed stated that the Communicative method and the Discussion method are the methods that have the most positive incomes and give the best results when acquiring new vocabulary, since they help explain any unclear aspect of the new vocabulary. The teachers said that it is better to explain the new vocabulary when in the classroom through immediate examples, through communication and with talking to the students. Also, the assignments given to the students during the classes and for homework contribute to the above mentioned forms and methods, i.e. individual work is stimulated and the manner on which the student acquires the new vocabulary.

The use of synonyms and antonyms were also said to have an effect but the use of this technique is dependent on the level of knowledge of the English language of the students. They stated that this is a positive-outcome technique but it cannot be applied in every situation and to every level of students.

What the teachers also mentioned is that one of the best techniques for vocabulary acquisition is the Use of realia objects and flash cards but it can be done only with young learners of English since their acquisition is better using visual aids. On the other hand, if these techniques are used with older students of English- for example upper secondary grades or high school students, the outcome might be negative.

It should be mentioned that the acquisition of the new vocabulary also includes the word formation processes, i.e. all the elements which are used in the word formation.

The one thing that all of the interviewed professors pointed out was that they never use the method of translation neither orally nor with writing on the board, but instead the student is always stimulated to connect the term being learned with the his/her own experience.

DISCUSSION AND FUTURE INSIGHTS

We can conclude that the vocabulary is indeed an important part of the learning of the English language as a foreign language in the secondary, as well as in the primary schools in Republic of Macedonia. The learning of the English language is done on the basis on the development of the four basic skills: listening, reading, speaking and writing. No matter whether we are talking about learning new word or grammatical structures or phonetic differences in the English language, all components must be learned equally.

This research shows that connection with the experience i.e. the cognition with the concept being learned should be always made. The mechanic acquisition of the new vocabulary, i.e. the translation doesn't lead to permanent learning of the new vocabulary, but only short partial learning of the new vocabulary and more importantly, partially learning of the concepts and learning sections which are represented by the new unit of the vocabulary. This research also showed that teachers are drifting away from the traditional approaches and leaning into new, more creative ways of vocabulary acquisition. The teachers also pointed out that they are drifting away from the traditional methodology of teaching English as a foreign language in general or they try to adjust it, since, according to them, traditional methods do not give the desirable effects. Having stated that, teachers further on go to state the positive outcomes of the usage of the more modern approaches that require more communication and involvement of the students opposed to the more traditional techniques, like the Grammar translation method which is rarely used and most often avoided for usage in the classroom.

The results of this research present only a basis for further researches on this topic. This research showed that when teaching vocabulary, professors of English as a foreign language use various techniques and methods and are constantly implementing new ways and using new means of teaching. It is very important for the students to get the appropriate knowledge of the word stock of English vocabulary, and not just pure grammar. That is what the case should be like with both GE – General English and ESP – English for special purposes (vocational English).

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NEW APPROACHES IN SOLVING MATH TASKS OF THE PEDAGOGICAL FACULTIES[15]

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Abstract

In this paper we examined the typical mistakes made by students of Pedagogical faculties when they solve mathematical problems for high school courses in Macedonia.

Keywords*: mistakes in implication, mistakes in solving inequalities.*

Introduction

Teaching math at the Pedagogical faculties is one of the essential subjects in the curriculum because the degree of mathematical literacy which students will acquire in the faculty directly depends on the realization of the demands of the curriculum for all class teaching. Worldwide experiences speak and treat mathematics in so called main courses ,,essential subject "and the one preserves the treatment from the preschool groups to teaching at faculties of teachers.

In order to improve the teaching of mathematics at the Pedagogical faculties and incentive to raise the rating of the one at level at which it deserves, we will examine some students' mistakes in solving tasks in mathematics and the way of their eradication.

During the performing of exercises in math we encounter many mistakes made by students. The most common mistakes can be divided into two types:

1. Type I mistakes, i.e. mistakes that occur during the solving of tasks in the field of logic
2. Type II mistakes, i.e. mistakes that occur during the solving inequalities in one variable

1. Mistakes in solving tasks in the field of logic

First we will consider the mistakes of type I. Mistakes in the field of logic were the complex implication statement is used.

The implication of the statements p and q is called statement, marked with the symbol $p \Rightarrow q$ which is false when p is true and q is false, and is true in all other cases.

The statement $p \Rightarrow q$ is read:
,,If p, then q", ,,Of p follows q"

[15] Revisional scientific paper

The truth table for implication is:

p	q	$p \Rightarrow q$
T	T	T
T	$\perp$	$\perp$
$\perp$	T	T
$\perp$	$\perp$	T

The table contains four variants of the values T and $\perp$.

The problem with the students and also the reason for their mistakes occurs in understanding these variations, i.e. because the implication statement is not true only in one variant.

In literature it is very rare to encounter example that considers all these variants. Therefore we suggest to consider the following example.

There are given two statements p and q. The statement p gives us information about student X and its preparation for the exam. The statement *q* gives us information about the professor and his evaluation of the student' preparation.

Using the truth table for implication let s consider the possible variants:

a) $\tau(p)$=T, $\tau(q)$=T, $\tau(p \Rightarrow q)$=T;

p: The student X is well prepared for the exam.
q: The professor evaluates student with a positive grade.

If the student X is well prepared for the exam, then the student gets positive grade of the professor.

In that case the student is satisfied with his success.

b) $\tau(p)$=T, $\tau(q)=\perp$, $\tau(p \Rightarrow q)=\perp$;

p: The student X is well prepared for the exam.
q: The professor evaluates student with a negative grade.

If the student X is well prepared for the exam, than the student gets negative grade of the professor.

In that case the student is very discontent because his work is not property evaluated.

c) $\tau(p)=\perp$, $\tau(q)$=T, $\tau(p \Rightarrow q)$=T;

p: The student X is not well prepared for the exam.

q: The Professor evaluates student with a positive grade.

If the student X is not well prepared for the exam, then the professor gives him a positive grade.

In that case the student is satisfied, because his grate acquired is appropriate to the effort invested.

d) $\tau(p)=\perp$, $\tau(q)=\perp$, $\tau(p \Rightarrow q)$=T;

p: The student X is not well prepared for the exam.

q: The professor evaluates the student with a negative grade.

If the student X is not well prepared for the exam, then the student gets negative grade by the professor.

In that case the student is not satisfied of the success achieved, but the grade acquired is appropriate to the effort invested.

In the example above in a simple way we can explain all possible options and we can enable the students to learn with understanding.

2. Mistakes in the course of solving inequalities in one variable

Let's Consider a second example of mistakes, i.e. mistakes of type II. To solve the inequality $\frac{x}{x-2} > 0$.

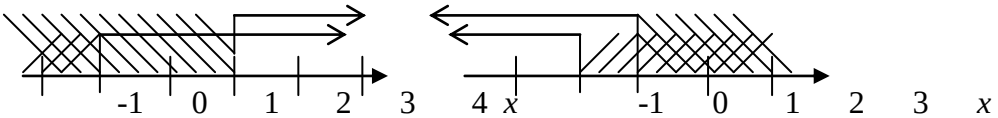
The inequality makes sense if $x-2 \neq 0$, i.e. $x \neq 2$. The left side of the inequality is given as a quotient. It will be a positive number, if two statements have the same signs, i.e. or both are positive, or both are negative. We have:

$$\begin{cases} x > 0 \\ x-2 > 0 \end{cases} \text{ or } \begin{cases} x < 0 \\ x-2 < 0 \end{cases},$$

we get:

$$\begin{cases} x > 0 \\ x > 2 \end{cases} \text{ or } \begin{cases} x < 0 \\ x < 2 \end{cases}.$$

Each of the two systems of inequalities are applied to the number line.



Solution of the inequality is a union of solutions M_1 and M_2 i.e. $M = M_1 \cup M_2$. We have $M = (-\infty,0) \cup (2,+\infty)$.

The mistakes appear in the moment when we should go on considering at the sign of the quotient.

At that moment, solving the inequality as equation, the students multiplied by the expression x-2 (which is the denominator of a fraction), not noticing that it can have positive and negative value (depending on the value of x). If the inequality is multiplied by a negative number, then its sign is changed to the opposite.

Then how can we solve the inequality in another way?

There is a way of solving, in which we use the multiplication of inequality, but not by the denominator of the fraction, but with its square, where is avoided the possibility of multiplication by a negative number.

We have: $\frac{x}{x-2} > 0 \ \big| \cdot (x-2)^2$, for $x \neq 2$.

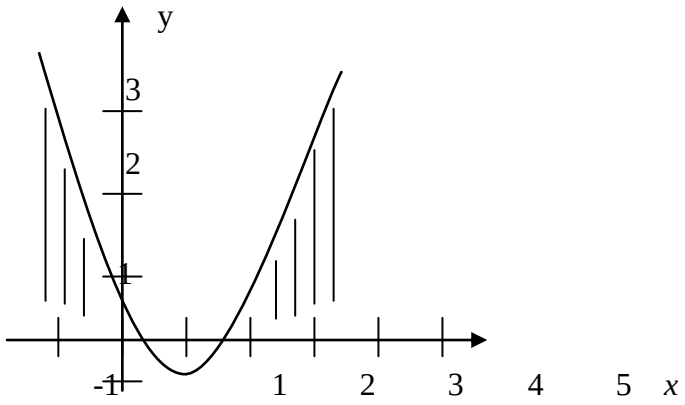
We get: $x(x-2)>0$.

We are looking for zeros of the function, located on the left side of the inequality.

We have: $x=0$ or $x-2=0$

$x_1=0$ or $x_2=2$.

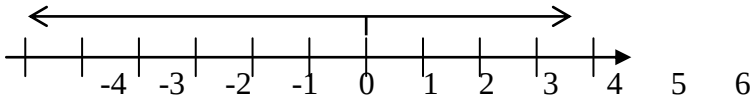
Both values are applied to number line OX. Since 0 and 2 are zeros of the square function $\left(x(x-2)=x^2-2x\right)$ whose graph is a parabola



We are looking for variable values for x which the $x(x-2)$ receives positive values. We get: $M=(-\infty,0)\cup(2,+\infty)$.

In the solving above is used the term square inequality. Thus that way of solving we can not use the tutorials in mathematics for a group of educators students, as the square equation, and even more inequality is not in the curriculum. Therefore we suggest another approach of solving this problem.

Consider once more the inequality $\frac{x}{x-2}>0$. The inequality makes sense if $x-2\neq 0$, i.e. $x\neq 2$. Then all real numbers on a number line with the number 2 are separated in two intervals, $(-\infty,2)$ and $(2,+\infty)$.



Then:

a) For $x\in(-\infty,2), x-2<0$.

In that case $\frac{x}{x-2}>0 \;\big|\cdot(x-2)$,

$x<0$.

We get $x \in (-\infty,0)$. Because, of the assumption, $x \in (-\infty,0)$ then $M_1 = (-\infty,0) \bigcap (-\infty,2)$, i.e. $M_1 = (-\infty,0)$.

b) For $x \in (2,+\infty), x-2>0$.

In that case $\frac{x}{x-2} > 0 \ \big| \cdot (x-2)$,

$x > 0$.

We get $x \in (0,+\infty)$. Because, of the assumption, $x \in (2,+\infty)$, then $M_2 = (0,+\infty) \bigcap (2,+\infty)$, i.e. $M_2 = (2,+\infty)$.

The final solution of the inequality $\frac{x}{x-2} > 0$ we get as a union of two answers M_1 and M_2 i.e. $M = (-\infty,0) \bigcup (2,+\infty)$.

With this method we enable to the students of the educators to be able to solve the 6inequality in other way more accessible for them.

Summary

The reader of this article can notice the intention of the authors to point out the two most typical mistakes that the students make when taking the exam of mathematics as well as the strategies and ways of their overcoming. That is in function of improvement of the quality of teaching mathematics on the pedagogical faculties and in function of improvement of the general knowledge of mathematics of the future teachers and educators.

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THE IMPORTANCE OF THE MATHEMATICAL TASKS FOR THE DEVELOPMENT OF THE QUALITY OF THINKING OF THE ELEMENTARY SCHOOL STUDENTS[16]

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Abstract

One of the specific goals of mathematics instruction is the forming and development of mathematical thinking, and especially the qualities of thinking such as: elasticity, pattern creating, depth, expedience, rationality, width, and critical thinking. The elementary school students do not have enough theoretical knowledge to develop the thinking qualities thoroughly. Nevertheless, this can be accomplished through adequate selection of mathematical tasks. This paper, apart from the theoretical review of the qualities of thinking, also makes an effort to choose mathematical tasks which we believe will contribute for better development of the qualities of thinking of the elementary school students.

1. INTRODUCTION

The general goals of mathematics instruction stem from the general goals of the education process whose aim is to shape individuals who will understand the laws of the development of nature and society and will consciously participate in changing the environment in which they live. However, apart from the general goals, mathematics instruction also has specific goals which are the result of the characteristics of mathematics as a science, its place and role in the modern system of sciences, technics and production and the importance of mathematics for the development of the modern world. The specific goals of mathematics instruction can be classified in different ways, but it is generally accepted that mathematics instruction should fulfill the following specific goals:

i) to learn the basic scientific methods,
ii) to form and develop the mathematical thinking, i.e. to develop the qualities of thinking,
iii) to acquire knowledge and skills for creating and using mathematical models,
iv) to develop the spatial images and geometrical intuition of the students,

[16] Revisional scientific paper

v) the students should learn how to see the mathematical part of a certain problem and write it using the language of mathematics, and after processing the gathered information they should interpret the gathered results related to the problem, and

vi) to encourage and maintain the students' interest in mathematics.

Primary task of the mathematics instructionisfulfilling the general and specific goals. We may say that fulfilling the general and specific goals of mathematics instruction is equally important. It is important to start fulfilling the general and specific goals of mathematics instruction in the elementary education. However, when it comes to the specific goals, our impression is that almost no attention is devoted to the forming and development of the mathematical thinking, i.e. the adequate development of the qualities of thinkingin elementary education. This condition is most frequently justified with the age of the students, as well as with the undeniable fact that the students of this age have minimal theoretical knowledge, and it is exactly this knowledge that promotes the overall development of the qualities of thinking. However, it seems like we are forgetting the division of the mathematical tasks according to the type of thinking, the methodology of solving tasks and the functions of the mathematical tasks, part of which are completely directed towards the qualities of thinking.

Having in mind the previously mentioned, in this paper we will focus our attention to the qualities of thinking and we will make an attempt by using examples and system tasks, to show that they can be developed in the elementary education students.

2. THE MATHEMATICAL TASKS AND THE QUALITIES OF THINKING

What is mathematical thinking? Does such thinking exist at all? If the answer to the second question is affirmative, then we should acknowledge that there are physical, biological, chemical, geographical and many other types of thinking, the number being equal to the number of scientific areas. Naturally, this is unacceptable. However, we should keep in mind that the accepted methods of thinking and structuring mathematical knowledgeareessentially differentfrom the ones in biology. This is not the case only with biology, since different methods are used for thinking and structuring the knowledge in different scientific areas. Certain approaches, methods of thinking, etc., were imposed as dominant or uniquely applicable depending on the character of the objects of research in the sciences. The rise to dominance of these approaches and methods is best seen through the study of the history of different scientific areas. The history of mathematics shows that the following approaches and methods are imposed in it:

i) technical procedures based on specific operations and relations,

ii) defining terms with the exception of the basic ones. The definition includes only the minimal properties which are sufficient for separating the objects,

iii) logical thinking is used to prove the properties of the objects, with the exception of the basic properties known as axioms.

The elements of these approaches and methods are also found in allof the remaining scientific areas.Nevertheless, due to numerous reasons, in mathematics they are imposed as uniquely applicable and they are the basis for determining the:

- elasticity of thinking,
- relying on thinking patterns,
- depth of thinking,
- adequacy of thinking,
- rationality of thinking,
- width of thinking and
- critical thinking.

The elasticity of thinking is characterized by the ability to easily cross from one way of problem solving to another, to find new ways for solving problems when the conditions are altered, etc. The importance of developing this thinking property in the elementary school students is beyond discussion, hence, here we will only give two examples which promote its development:

Example 1.

30 SMS in the mobile network 1 cost 18 denars, and 49 SMS in the mobile network 2 cost 28 denars. Which mobile network is cheaper? Explain the answer.

In order to solve this task the students only need to know the operations multiplication and division of numbers to 1000000 to solve this task in the following three elementary ways, at least:

First way. If 30 messages in the mobile network 1 cost 18 denars, then 10 messages cost $18:3=6$ denars. If 40 messages in the mobile network 2 cost 28 denars, then 10 messages cost $28:4=7$ denars. Since $6<7$, the price of one message is lower in the mobile network 1.

Second way.30 messages in the mobile network 1 cost $18\cdot 100=1800$ deni, hence one message costs $1800:30=60$ deni. 40 messages in the mobile network 2 cost $28\cdot 100=2800$ deni, hence one message costs $2800:40=70$. Since $60<70$, the price of one message is lower in the mobile network 1.

Third way. If 30 messages in the mobile network 1 cost 18 denars, then 120 messages cost $18\cdot 4=72$ denars. If 40 messages in the mobile network 2 cost 28 denars, then 120 messages cost $28\cdot 3=84$ denars. Since $72<84$, the price of one message is lower in mobile network 1.■

Example 2.

Several passengers got on the bus at the first bus station. Half of them got off at the second bus station and two new passengers got on. Half of the passengers got off at the third bus station and three new passengers got on. Half of the passengers got off at the fourth bus station, and four more got on, and at this point the number of passengers on the bus was seven. How many passengers got on the bus at the firs bus station?

This task can be used to develop the elasticity of thinking of the students from grade V, since it can be solved in the following two essentially different ways:

I way. The number of passengers who got on the bus at the first bus station is marked with *x*. After the second bus station we have $x:2+2$, and after the third $(x:2+2):2+3$ passengers. According to this, after the fourth bus station we have $[(x:2+2):2+3]:2+4$ passengers, which gives us the following equation $[(x:2+2):2+3]:2+4=7$, and the following solution $x=8$.

II way. 4 passengers got on at the fourth bus station, and since afterwards there were 7 passengers, we conclude that before these passengers got on the bus, there were 3 passengers and this is half the number of passengers who travelled between the third and fourth bus station, which means that their number is six. Hence, we have $7\to 3\to 6$.

Half of the passengers got off at the third bus station and three got on, since there were 6 passengers, we have $7\to 3\to 6$. Hence, the number of passengers before the third bus station was 6.

Half of the passengers got off at the second bus station and two new passengers got on, hence $6\to 4\to 8$. Finally, the number of passengers who travelled between the first and the second station is 8, which means that 8 passengers got on at the first bus station.■

*Relying on patterns*is a thinking property which mostly appears as a serious obstacle when creative work is concerned. The research shows that when it comes to solving tasks, the students most frequently follow learned patterns. This allows us to conclude that making patterns does not only have negative consequences. Namely, by repeating it several times it can helptransform the acquired knowledge referring to the operations into technical procedures. In order to overcome making patterns, the students have to be carefullyinstructed by the experienced teachers, by frequently saying this to the students:

- Try to solve the task in a different way. Remember that there are many ways for solving this task and not only one.
- Is it possible to solve this task in a different way?

Apart from instructing the students with the previously mentioned and similar comments, in order to overcome making patterns it is desirable to occasionally use specific tasks, such as the one in example 3, or some "nonmathematical" tasks, such as the one in example 4.

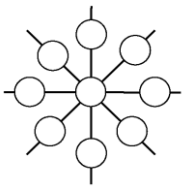
Example 3. Lile, Mare and Kate are adding their mathematics grades. Each of them has 4 grades. It is known that

- all of Lile'sgrades of are odd numbers that are equal and their sum is greater than 16.
- all ofMare'sgrades of are different,
- all of Kate's grades are equal, their sum is a double-digit number which is divisible by 8, and
- the sum of all their grades when divided by 10 leaves a remainder of 8.

Find the grades of Lile, Mare and Kate!■

Example 4. Slavko and Jordan went fishing with their sons. Slavko caught as many fish as his son, and Jordan caught three times more fish than his son. 35 fish were caught in total. The name of Slavko's son is Nikola. What is the name of Jordan's son? ■

The depth of thinking is characterized with the ability to delve deep into the essence of the facts, to see their connection with the other facts, to model different situations, to see how these models could be applied in practice, etc. In fact, the depth of thinking comes to expression when acquiringmathematical knowledge in the upper grades of primary school. However, if an adequate selection of tasks is made, this thinking property can be nurtured much earlier. This goal can be fulfilled with the help of the mathematical rebus puzzles, and this can be seen with the help of the following example.



Example 5.

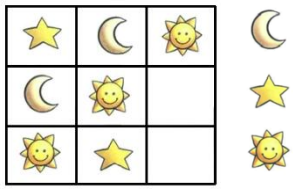
Write down the numbers 1, 2, 3, 4, 5, 6, 7, 8 and 9 in the circles in such a way that the sum of the numbers in the circles in each straight line is equal. Find all possible solutions.

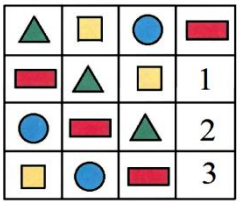
When solving this task, the depth of thinking of the elementary school students is expressed, since the students first have to see that the sum of the numbers from 1 to 9 is 45. Further on, they have to see that when adding the given numbers according to the straight lines, eight numbers are added only once, and the ninth number is added four times, which is why the sum of the four sums is $45+3x$, where x is the number in the circle in the center. Finally, this sum should be divisible by 4, leaving the students to find that $x \in \{1,5,9\}$ and determine the positions of the remaining eight numbers.■

When it comes to the development of the depth of thinking, we can say that tasks similar to the task in example 4 can be used for this purpose as well. Namely when solving this task, the students easily get the equation $2x+4y=35$, i.e. $2(x+2y)=35$ and conclude that there is no solution to this task. However, the students who have developed depth of thinking usually see the possibility that these people could be related, which is followed by the conclusion that they are a father, a son and a grandson, resulting in Slavko being Jordan's son.

The adequacy of thinking is an effort to make an adequate choice of methods for solving a problem, whereby we constantly orient around the goal set in the problem and how to find the shortest ways for fulfilling this goal. Further on, the adequacy of thinking is closely related to the human curiosity and it is mostly represented by the following question: "Is this the solution?", "Why?", "What will happen if I do this?", etc. The development of the adequacy of thinking of the elementary school students is generally limited by their previous knowledge. Nevertheless, we believe that the right selection of tasks, develops this property of thinking even when it comes to first grade students. The following examples present tasks which can be used for this purpose.

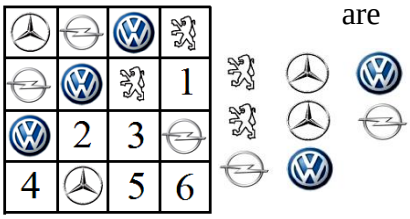
Example 6. The drawing on the right has a table with nine fields. Seven of the fields are occupied with the signs star, moon and sun, and the drawing next to it has three of these signs (one of each kind). Which signs should be placed in the empty fields?■

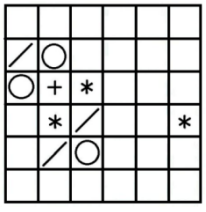




Example 7. The drawing on the left has a table with 16 fields. 13 fields are occupied with one of the following geometrical figures: triangle, square, circle or a rectangle, while 3 fields, marked with 1, 2 and 3 are empty. Which figure should be placed in each of these three fields? ■

Example 8. The table on the right has 10 fields which are occupied with the symbols of the car makes of Mercedes, Opel, Volkswagen and Peugeot, and 6 fields are empty. There are 8 additional symbols, and six of them should be placed in the table. Which two symbols will remain unused?■





Example 9. The drawing on the left has a table with 36 fields, part of which are occupied with the signs: slash, plus, circle and star. Fill out the table in such a way that in every row and column the signs will repeat according to the same rule. Which sign appears the most and which the least?■

The adequacy of thinking allows the appearance of another property which is *rationality*. This property is characterized by economy in time and tools required for solving a problem. In mathematics instruction it appears in the shape of the so-called rationality in calculation. The following example offers a system of tasks which we consider to be adequate for the development of the rationality of calculation and the development of the rationality of thinking.

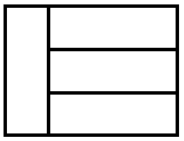
Example 10. Calculate the tasks in the easiest way:

$35+31+25=$	$28+(17+32)=$	$37\cdot 8+18+8\cdot 23-10=$
$26+28+34=$	$(39+22)+21=$	$102\cdot 11+243-2\cdot 11+57=$
$13+22+47=$	$29+(41+13)=$	$95\cdot 47+5\cdot 47+53\cdot 95+5\cdot 53=$

The width of thinking is characterized by an ability to fully grasp the problems, to extend the applicability of the gathered results, etc. We believe that when it comes to the elementary school students, this thinking property can be best developed within the fourth stage of solving mathematical problems, i.e. during the additional work after the task is solved. The following example will demonstrate how this can be achieved with students from grade five with a simple geometrical task.

Example 11.

Four identical rectanglesare connected in one large rectangle, as shown in the drawing on the right. Calculate the perimeter and the plane of the large rectangle if the perimeter of the small rectangle is $10dm$.



When solving this task, the students should find that the length of the smaller side of the small rectangle is $a=5cm$, and the length of the larger side is $b=3\cdot 5=15cm$, and then they can find the sides of the great rectangle, with lengths of $b=15cm$ and $a+b=20cm$. Finally, the students can find that the perimeter of the great rectangle is $O=70cm$, and that the plane is $P=300cm^2$.

Further on, after solving the task, the teachers should go over to the fourth stage, by doing the following:

Step one. *The three small, horizontally placed rectangles form a new rectangle. Do the results allow us to easily calculate the lengths of its sides?*

Step two. *What is your conclusion? What kind of a rectangle is this?*

Step three. *Calculate the perimeter and the plane of the formed square!*■

Critical thinking is a property which stops a person from accepting different attitudes without sufficient arguments. They are subject to assessment. Clearly, critical thinking is one of the qualities which led humankind to the necessity of having to be convinced in the accuracy of the statement and find objective criteria for assessing its truthfulness. Convincing a person in the accuracy of the statements is an effective tool for developing the critical thinking of the students. When it comes to this thinking property, we believe that its development can be establishedin the fourth stage of solving mathematical tasks, i.e. the part which includes assessment of the results if it is possible.

Example 12. The previous analysis showed us that the solution to the task in example 2 is: 8 passengers got on the bus at the first bus station. Considering that this task makes it possible to check the solution, it is desirable that the teachers do this with the students, i.e. go through the following steps:

Step one.2 passengers got on and $8:2=4$ got off at the second bus station, hence there were $8-4+2=6$ passengers left in the bus.

Step two.3 passengers got on and $6:2=3$ got off at the third bus station, hence there were $6-3+3=6$ passengers left in the bus.

Step three. 4 passengers got on and $6:2=3$ got off at the fourth bus station, hence there were $6-3+4=7$ passengers left in the bus, which is given in the condition of the task.■

3. CONCLUSION

Developing the qualities of thinking of the students should be a continuous commitment of every teacher. This means that special attention should be given to the development of the qualities of thinking of every student separately when acquiring new knowledge as well as during the process of revision. In the text above we used examples to show how this can be accomplished with elementary school students. This is possible if:

- the teachers are trained to realize this important and subtle task,
- the textual and other didactic tools support the development of the qualities of thinking of the students, and
- the teachers have enough time for instruction at their disposal.

It is difficult to completely answer to what extent and in which way the previously mentioned conditions can be fulfilled. However, the insight into the syllabi of the subjects from the area of methodology of mathematics instruction, as well as the existing literature for future elementary school teachers allow us to conclude that they are not sufficiently trained to realize this complex specific goal of the mathematics instruction.Further on, the textual didactic tools which were used until recently in the elementary education do not support the development of the qualities of thinking sufficiently, and this also applies to the textual didactic tools which are introduced by the new "reforms" of the mathematics instruction in the initial education. Finally, when it comes to the instructional time at disposal for realization of the existing syllabi, we may conclude that it is not sufficient for fulfilling the specific goals of the mathematics instruction, since in most education systems, the teachers have 6 periods, and the duration of each period is between 45-60 minutes. The importance of this should not be specially commented on, we will only mention that in the Macedonian education system mathematics instruction is realized with 5 periods per week, and the duration of the period is 40 minutes.

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THE TEACHERS' STANDPOINTS ON COUNSELLING PARENTS AS A NEW CHALLENGE IN PRIMARY EDUCATION IN THE REPUBLIC OF MACEDONIA[17]

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Abstract

The research subject of this work is the introduction of parental schooling into the primary schools in the Republic of Macedonia, that is to say, parental counselling. Starting with January 2012 our country started implementing the Programme for Parental Counselling. The counselling should result in greater care and closeness with the children, as well as increasing the responsibility for raising children. This work gives a short introduction in the amendments to the Law on Primary Education made in this direction, as well as the completed questionnaire for the teachers of six primary schools[18] from Skopje. The techniques for analysis of pedagogical documentation were used as was a questionnaire for the teachers.

Key words: counselling parents, law on primary education, teachers

1.INTRODUCTION

The upbringing component of the educational system should develop and establish precious capabilities in the pupil's, the child's person contributing to its creation and correct forming. For building the general civil rules and values and respecting diversity, the teachers play a key part with their democratic views and with their personal example. They can perform the upbringing task much better if they have good cooperation with the parents and with the pupils.

This work first analysed the Law on Primary Education[19](Official Bulleting of RM, no. 18 dated 14.02.2011) with some of its most relevant points made in Article 64 with regards to the parental counselling:

Based on Article 64-a the parent, that is the caregiver is referred to counselling if: the in the course of the school year the pupil has failing grades in three or more subjects, the pupil has more than 10 unjustified absences or 100 justified absences, the pupil is undisciplined, the pupil offends the teacher, the pupil takes part in physical or other types of violent behaviour, the pupil demonstrated asocial or antisocial behaviour, the pupil behaves amorally or unethically and if within a short time span the pupil's grades drop significantly.

[17] Specialized paper
[18] The questionnaire took place in The primary schools "Krste Misirkov" "11 Oktomvri", "Krume Kepeski", "Goce Delcev", "Lazo Trpovski" and "Krum Tosev". These schools were chosen based on the availability of the researchers.
[19] *Law on Primary Education* (amendments 2011)

Building trust and developing partnership with the parents in order to surpass the difficulties and problems which have appeared in their children is a precondition for accomplishing the counselling goals.

2. RESEARCH RESULTS

Based on the questionnaire we have obtained data on the standpoints and opinions of the teachers from the researched sample on introducing the so-called parental schooling, that is, Parental Counselling:

The teachers' standpoints about the inclusion of parents in the process of upbringing work of the schools

Based on your opinion, the inclusion of parents in the process of upbringing work of the schools (choose one of the answers):	**f**	**%**
a) significantly influences the simplifying of the process of solving the upbringing problems	64	39
b) has partial significance	21	13
c) yes, if the parents are prepared to be involved in this process	77	47
d) I do not know	2	1
Total	164	100

Chart 1

The teachers' standpoints and opinions on introducing the so-called parental schooling, that is, Parental Counselling, are diverse. The answers given in the chart show that 57.61% of the questioned deem the introduction of the so-called parental schooling, that is, Parental Counselling, a good solution. On the other hand 31.52% of the researched sample are not sure if this is the right solution to the problem. Also, 9.78% of the questioned think that the parents do not have the time to attend such schools. These answers confirm the previous conclusions and answers which reveal that one of the reasons for the low interest of the parents for the upbringing of pupils is the lack of time.

Only 1.09% of the researched stated that the parents know how to raise their own children on their own. We can still emphasise that over 55% that is (57.61%) that is to say more than half of the questioned consider the introduction of so-called parental schooling, that is, Parental Counselling, a good solution.

In the following question the teachers were asked of their opinion on inclusion of the parents in the upbringing work of the schools. Based on the opinion of 47% of the questioned the inclusion of parents in the upbringing work of the schools would work only if the parents are prepared to be involved in it.

The teachers' standpoints about the introduction of monetary fines for the parents

Based on your opinion the introduction of monetary fines for the parents is (choose one of the answers):	**f**	**%**
a) good, because discipline can be achieved only through punishment	**45**	**27,17**
b) it is not a good idea in these economic circumstances	**25**	**15,22**
c) there are other solutions to this problem	**95**	**57,61**
Total	**165**	**100**

Chart 2

If this percentage (47%) is added to the percentage (39%) of questioned teachers who think that the inclusion of parents significantly influences upbringing work of the schools we would have a total of 86% of the questioned who deem that the cooperation and inclusion of parents significantly influences the process of upbringing work of the school if the parents are prepared to be involved in this process. This opens the need to find forms of cooperation with the parents which would be flexible and require much less time, such as informal meetings.

The teachers' standpoints about parental schooling

In your opinion, introducing the so-called parental schooling, that is, Parental Counselling is (choose one of the answers):	**f**	**%**
a) a good solution	96	57,61
b) the parents do not have the time for such schools	16	9,78
c) parents know how to raise their children	2	1,09
d) I am not sure if this is the right solution for the problem	51	31,52
Total	165	100

Chart 3

Regarding the question for introducing fines for the parents 57.61% of the teachers think that there are other solutions to the problem, and 27.17% of the teachers deem it a good solution, because discipline can be achieved only through punishment. And 15.22% of the questioned stated that introducing fines for the parents is not a good idea in these economic circumstances.

The teachers' standpoints regarding this question are divided. It is very interesting that almost one third of the teachers think that introducing fines for the parents is good, because discipline can only be achieved with punishment. But, we must ask ourselves if fining the parent would actually influence the discipline of the pupil, that is to say, does it really mean that if the parent pays the fine, the pupil will become disciplined or will all of this have additional positive or negative effects on the pupil's behaviour, as well as on the parent's behaviour towards the school, the teacher and the pupil.

Still, more than half (57.61%) of the researched sample indicate that there are other solutions to the problem instead of introducing fines for the parents.

3.CONCLUSION

Introducing the programme Parental Counselling is with the intent to create partnership and sharing responsibility for creating conditions for uninterrupted growth and development of the children, before all, with mutual trust, communication and cooperation. Based on the aforesaid we can establish that the teachers' opinion is

The more active involvement of the parents in the development contributes to satisfying a line of social, emotional, physical and schooling needs of the children.

Regarding the question of introducing fines for the parents the opinions are divided. Before all, it is very interesting that almost one third of the teachers think that introducing fines for the parents is good, because discipline can only be achieved with punishment. But, we must ask ourselves if fining the parent would actually influence the discipline of the pupil, that is to say, does it really mean that if the parent pays the fine, the pupil will become disciplined or will all of this have additional positive or negative effects on the pupil's behaviour, as well as on the parent's behaviour towards the school, the teacher and the pupil.

Although for the time-being counselling is legally binding only for the parents whose

children have a certain type of problems in school, meaning, irregular attendance of classes, drop in a pupil's grades and/or exhibiting various forms of inappropriate behaviour, we deem that it is necessary that the counselling includes in continuation all the parents, together with the teachers, the pedagogical-psychological service and that its purpose not be only surpassing the current difficulties, but also developing awareness for the need to advance the parenting skills, which would positively influence the quality of the child's life and his/her success in school.

At the same time we deem that the parents, teachers and the pedagogical-psychological service necessitate information, counsel and support so as to be able to successfully deal with the challenges stemming from the developmental changes and the experiences acquired by the children. There is a necessity for expert information, support and counselling for more successful identification and surpassing of a row of specific problems. The counselling should also be ensued by a chain of training and workshops so as to better understand the children's needs, their development and behaviour and so as to find answers to a multitude of dilemmas and questions. Through the counselling, training and workshops the participants will learn to apply quality and appropriate actions to promote the development of the human potential and capabilities of the children.

The final deductions imply contemplating the strengthening of the upbringing work of the schools which includes involving the parents in the full upbinging and educational process through mutual information about the situation, changes and all of that which is happening to the students in the schools, individual expert work with families in which structural changes take place – divorce, absence of a parent or certain conflict situations or violence.

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THE IMPORTANCE OF WORK VALUES FOR YOUNG PEOPLE WHEN CHOOSING A PROFESSION[20]

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Abstract

The analysis of work values is an extremely important issue when choosing a profession i.e. professional orientation. This paper represents a fusion of several empirical research works done on working values resulting in the conclusion that work values are especially important elements, and as such should be integrated as a vital part in the process of professional orientation of youth. The purpose of the paper is to contribute to affirm these issues that are still not taken into consideration in secondary schools as much as they should be and to indicate the need for greater attention to the selection of the future direction of the young man while making the choice regarding their future occupation. Moreover, the paper indicates the significance of the conditions necessary for the correct choice of occupation such as skills, interests, affinities and potentials and other psycho-physical conditions that will be complementary to the needs, values, abilities and interests of the individual. Finally, it stresses that work values, as one of the most important personality dispositions, can not be overlooked when young people choose their profession.

Keywords: values, work values, occupations, professional orientation, job

Introduction

Morality and adoption of value judgments depend on the established values as personality dispositions. The adoption of value judgments is something that we constantly do in various spheres of life. In other words, the overall relations and relationships that we build during our lives in the family, at work, in the society in which we exist, largely depend on the value judgments that we make. Values, as the basic cell of morality, influence our decisions, direct our activities and to some extent define our personality which again is manifested in all domains in which we seek for realization.

Society and the changes that occur in it affect the way we value things. Often, when choosing a profession we are not guided by the way in which we, ourselves, value things but by the current needs and requirements of the labor market. We live in insecurity, fear of changes that could threaten our survival. As a result, we often make wrong choices based on some beliefs imposed by the environment without knowing that wrong choices take us back. Thus, we forget about the personal values, needs and aims and accomplish some other goals, talk about some values that we, ourselves, do not believe in. Studies that reveal different work values among young people actually need to remind us that we are all different individuals and when choosing a profession or workplace we should be directed to institutions that foster values which are closest to our personal value system. In secondary schools the young have already formed their working value system. After finishing high

[20] Revisional scientific paper

school, young people find themselves at a life crossroad – the choice of future vocation or profession. This paper will present theoretical insights that point to the fact that labour values should be taken into consideration in the professional orientation of young people and should continue to help them choose a profession in which a person can be fully realized regarding the accomplishment of some higher human needs.

Theoretical determination of the terms value, labor value and occupation

Working values can not be separated from professions. Their mutual dependence is essential. Unfortunately, people do not always have professions which are complementary to their labor values. The struggle for existence and the existential problems have alienated us and estranged us from ourselves. The social environment has a strong influence upon the relationships between people as well. On the other hand, modern living and the availability of information, have led to revolutionary changes in younger generations which are expressed through their way of thinking and behaving, i.e. they give a new dimension, bringing changes that alter the social environment in which they exist.

The term value is used in various sciences (philosophy, economics, mathematics, psychology) with different meanings. When used in psychology, it refers to dispositions for certain behavior and aims for whose accomplishment the behavior is directed, Rot (1989).

The formation of values as part of the character represents a pillar of the person's moral development. Socialization, which begins immediately after birth, in its basis consists of moral development. Values, moral development and socialization are notions that are deeply interconnected. In the theories of social learning it is said that humans learn by means of observation of the "model". But nevertheless, a person can learn some kind of form of conduct and never apply it. In social behavior, it is values that guide the person towards ethical principles, cultural and social norms. Values are the stable dispositions that can not so easily be changed, Pennington (2001).

According to Allport (1970), in order to show the essence of human's personality, typical values for them should be established.

Personal values are positive values, attitudes, i.e. preferences but also goals aiming toward basic human values (health, interhuman relationships and love, power, money and wealth, beauty and art, knowledge and science, religion, etc.). Personal values form a hierarchically arranged system. It is formed during youth. After that period it can be more or less changed. The contents, the manner of organization and other features of the system vary. Thus, different values (money and wealth, the beautiful and the aesthetic, power, religion, knowledge and science etc.) have the leading position in various individual's system. The main personal values represent the highest point of a person. People, in modern times, spend most of the day at their workplaces, performing working tasks, while the value of things is primarily determined at the labor market, Janakov (1997).

According to Robbins (1991), values people hold have a major impact on their behavior. Values represent strong predispositions to behavior, i.e. they direct behavior. To say it simply, values show what people think is good and what is bad. Each value has content and intensity. The content of the value shows what people consider as good and important and intensity shows the extent to which something is important to them. Values arranged according to their intensity build the value system of humans. Human value system shows us what it is that the individual considers good and what the relationship between the individual values is. But the system of human values, besides being important for the individual personal character has a wider social significance, especially vital for the formation of the social mentality of a particular social group or nation, Zvonarevic (1978).

Our behavior depends largely on the system of our values. The system of values of each person is different because every value system is marked by our individuality.

In many studies, work values are explained as values derived from general, universal human values. Conceptualization of work values as an expression of general life values fails to determine whether working values are merely an expression of personal values in the workplace, Lefkowitz (2003). Working values, on the other hand, represent the source, i.e. the base for the development of general or universal human values. So, work values and general human values are interconnected. There is a general conclusion in literature that values do not affect directly the activities of the people; their influence is indirect; they are expressed through human relationships and goals. More precisely, values should be viewed as a source of motivation for people, as instigators of activity to perform a professional obligation. In the social work environment, values are defined by the norms and shared needs, which results in team work for implementation of work responsibilities, Roe & Ester (1999).

The research of Boulder and Frances according to Kokovic and Lazar (2004), classifies work values as general and target-oriented values. General, standard work values are related with making quick decisions while target - oriented labor values lead to long-term choices and directions that affect further career development. General and target-oriented labor values are interrelated and are part of the system of labor values of people.

Theorists such as Super, Rokic, Schwarz and Bilski according to Kokovic and Lazar (2004), have concluded that the universal system of human values and the system of labor values consist of several subsystems or classes. The most widely spread and most used typology of values is that of Rokich, according to which there are instrumental values that are aimed towards the process and terminal values aimed at the target.

Since values represent an expression of the most important needs of the individual, to a certain extent they should be in function of these needs, Popovic (1977). Precisely that is the reason for the existence of significant differences in the values of the people who work different occupations. Being aware of work values is very important for the professional orientation of individuals, because according to their perception, they choose occupations which enable realization of values that are important for them.

However, being familiar with the work values of employees in any institution is very important, not only for the individual, but also for the organization. Those individuals who perform work that does not fit their system of labor values can neither meet their professional needs and goals, nor contribute sufficiently to the benefit of the organization. Therefore, research of work values is aimed at professional orientation of young people before they make their choice of life vocation, because the compatibility of the individual's work values with the work values of the organization is a necessary condition for the effecient functioning of the organization and the employee in it, especially in those organizations that are value oriented.

The following was presented in the previously stated theoretical principles for basic and work values:

- Values develop very early in childhood. Parents, who present their own values through personal example, have a major impact on their formation. However, there are other external factors that certainly have an impact on building a system of values, such as kindergartens, peers, the media and many other institutions. Due to the fact that values are built early in childhood, although they are susceptible to influences later, they are more difficult to change;

- *Work values are complementary to the basic human values.* In literature there are surveys on work values that stress the interconnection between work values and general, basic human values;

- *Ros (1999) in his research presents an overview of the theory of basic, individual values through cross-cultural influences*. In other words, we cannot talk about labor values without taking into consideration the basic values and their cross-cultural context.

Connections between work, occupations and work values

Bearing in mind the research done in the field of psychology of work, the connection between work, the choice of occupations and work values cannot be disregarded.

In the workplace people who have similar work are often organized into working groups. And the cooperation between workers depends on the values they hold. In Njukom's research according to Sukovic (1987) there is a conclusion which states that common values, and with them the common interests and goals are the most important factors affecting the socialization and interpersonal relations of employees in the workplace.

Occupation is defined as a group of connected, similar tasks. Workplace, on the other hand, is defined as a set of tasks that are performed by one person at a given organization. The analysis of a job to specifies the nature of the work, duties and responsibilities, working conditions, objectives, performance, capabilities and the knowledge that people need to possess in order to carry out the relevant work, Djordjevic (1976). Consequently, the occupation and workplace requires appropriate competencies, knowledge and abilities that are clearly defined in advance. Each job brings its own dynamics and specifics of which can meet a number of people adequately prepared to carry out specific requirements. These differences between different workplaces assume the same such differences in individuals that would occupy them. Each person with their needs, values, attitudes, interests, goals, capabilities etc., is projected through the execution of numerous roles among which work is included. Hence, different occupations and roles in which different personalities find themselves, would have a different system of values.

"A successfully chosen occupation is an important component of our natural balance and a sense of lasting satisfaction in life, which we usually call happiness." Janezic & Radonic (1978).

Young students who have just found themselves before making this important choice of a future profession, can not make the correct choice without knowing their own abilities, aspirations, their own system of basic and work values. Many theorists and researchers who have dealt with this issue, have noted differences in the system of work values among young people from different schools and among students from different faculties.

According to Nikolovski's research (1996), values of utilizing the capabilities, achievment and development dominate among students who have enrolled in gymnasiums, medical and art schools. Values of physical activity and risk dominate among students of mechanical schools. Esthetic values and creativity are more prevalent among students of art schools while the value of altruism has the greatest importance among students from the medical schools.

Working values were defined as relatively durable dispositions which are formed in youth and, therefore, work values students have should remain in adulthood, although a possible change might occur in the intensity of their expression as well as emphasis of some new values arising under the impact of the interaction between the person and the social environment. However the structure of the system of labor values can not change significantly.

According to Senters's research, white-collar workers (officers or managers), give importance to intellectual stimulation and aesthetics while for blue-collar workers (manual workers), reliability and variety are more crucial according to Nikolovski (1996).

In some studies of Harris (1934) and Schaefer (1936), data show that theoretical values are high among students in engineering, medicine, science and social studies, while other research done by Simpson and Simpson (1960), Stone (1933) and Tutton (1955) observed high economic values among students in business administration according to Nikolovski (1996). The individual value system in humans varies depending on the extent certain types of values prevail.

If economic values are dominant for a person, the needs for earning money and providing material goods will prevail and each situation will be reviewed in terms of usefulness and practicality. In a study according to Robbins (1991), values have been classified into :

1. *theoretical values* - critical and abstract thinking is emphasized*;*
2. *economic values* - emphasizing convenience and usefulness;
3. *aesthetic values* - form and harmony are highly rated;
4. *social values* - the emphasis is on love of people*;*
5. *political values* - power and influence are highly estimated
6. *religious values*- emphasize spirituality and the world as a whole.

Individual value system in humans varies according to what types of values prevail. If economic values prevail, the individual's needs for developing and acquiring material goods will be dominant and each situation will be evaluated in terms of usefulness and practicality. When people's theoretical values in the individual value system are dominant, the needs for development, learning and autonomy in the workplace will be prevalent. These six values are differently ranked for different types of professions.

For example, according to Robbins (1991), for priests, salesmen and industrial scientists, these six values are ranked as follows:

priests	**salesmen**	**industrial scientists**
religious	economic	theoretical
social	theoretical	political
aesthetic	political	economic
political	aesthetic	aesthetic
theoretical	social	religious
economic	religious	social

Values appear on individual as well as on organizational level. They are the basis of organizational culture. In fact, the values of organizational culture are the individual values that are accepted by most employees and thus influence the behavior of all employees in the organization.

In Normille's research (1967) significant differences in values between different groups of occupations have been discovered. Priests had the highest scores on altruism and lowest on material goods. Psychiatrists, lawyers and engineers had higher values of intellectual stimulation than teachers, while teachers valued more reliability than psychiatrists and psychologists did, according to Nikolovski (1996).

In adolescents, living standards and employment engagement influence the development of the system of work values. Researchers in this area have explored the role of values in the aspiration and choice of profession. Also, there have been a number of studies in terms of motivation and work values that adolescents have and which are later manifested in their choice of profession. Very significant are the data from surveys done by Super, Shverko, Brown, Rokic, indicating that work values play a key role in choosing a career and in the professional development, in addition to the interests, needs and personal guidance. According to research by Brown, the system of work values evolves and changes according to the actions of a person in the society. The conclusion of researches conducted by

researchers Super and Brown is that work values represent a guideline in young people's choice of a future profession according to Kokovic and Lazar (2004).

Conclusion

In this theoretical overview of empirical knowledge that different researchers have come to, we cannot but conclude that all the mentioned research go in the same direction, the conclusion being that work values are of particular importance when young people choose their profession. Professional orientation should be done as early as at the beginning of high school when work values are formed as personality dispositions. In this paper it was elaborated and confirmed by numerous examples of conducted empirical research why work values are so important when choosing a future profession. In secondary schools it is vital to conduct professional orientation for young people since they can in future advance the society only through their full commitment in the field of work where their personality could be fully realized with all its potentials, abilities and aspirations. Associates and secondary school teachers must be trained in the field of professional orientation as one of the most important school factors that influence decision making of students. Special attention needs to be given to work values as a very important factor when choosing a profession and their importance in the field of professional orientation has to be emphasized even more.

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THE COMPETENCES OF PROJECT MANAGERS INFLUENCE THE SUCCESFUL PROJECT MANAGEMENT[21]

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Abstract

The subject of this original research is to define the competencies of project managers in Macedonia and their impact as a significant factor for successful and professional realization of the projects.

This paper explores the various definitions and usage of competence, comparing the three dominant approaches in the United States, Britain, France, Germany and Austria, which have developed more or less independently, and comparing them, asked to clarify the concept by incorporating knowledge, skills, competencies and responsibilities within the typology of holistic competence.

Central to the successful implementation of the project is the project manager. He submits the responsibility for success or failure of the project. The role of the project manager is a planner, organizer, manager, and control the project from initiation to complete execution.

The work of the project manager is difficult because it operates under time and budget pressure, but it is attractive and inspiring. It should motivate and coordinate other team members. Since it is expected to be a leader in the work and person who will handle all possible problems, budget, time and so on. Basically there is cooperation wimp project manager and other employees, in order to realize the objectives of the project.

The personality of the project manager is coming more to the fore in modern dynamic operating environment. It is enough to open newspapers in developed countries and lately in our country and realize that almost daily needs project manager who'd guided projects in various areas.

Accordingly, this research has three main practical objectives:

- The top management to indicate the importance of project management and the implications on the performance of organizations,
- Building professionalism in project-level management,
- Simultaneously justify the importance of investing in the project managers, which will result in high return on invested capital.

Introduction

The challenge of the modern theory of competence is to develop a consistent and coherent typology of competence even in countries where there is apparent diversity in approaches. Each of the four dominant approaches has particular strengths. The traditional American approach has shown the importance of individual characteristics and the use of behavioral competence as a means of developing superior performance. British approach has demonstrated the value of professionally defined standards of functional competence and

[21] Specialized paper

their applicability in the workplace. The approach adopted in France and Germany to demonstrate the potential of multi-dimensional and more analytical concept of competence. In addition, there are signs of convergence in national approaches to skills, not only in Europe but also among European and American models, suggesting that there is value in a multi-dimensional approach to developing a more global understanding of the term.

Scientific initiatives in the United States, Britain, France and Germany several decades continuously seeking to clarify the concept of jurisdiction by incorporating knowledge, skills and competencies within a holistic typology of competence. One-dimensional frameworks of competence are inadequate and their opening time multi-dimensional framework. Functional and cognitive competencies are increasingly added to model the behavior of competences in the US, while in the UK cognitive and behavioral competences annexed to the functional model of professional competence. France, Germany and Austria who entered the arena, recently adopted from the outset more holistic, but different approaches. After comparing these approaches, it should be borne in mind that the holistic framework is useful in identifying the combination of competencies that are required for certain professions and promote labor mobility.

The concept of competence generally refers to functional areas, and the areas of competence of the behavior. This concept dominated the literature on strategic management of the 1990s, which emphasized the "core competence" as a key organizational resource that can be used for organizations to gain a competitive advantage (eg Campbell and Sommers Luchs, 1997; Mitrani et al, 1992; Nadler and Tushman, 1999).

Hamel and Prahalad (1994) defined the core competence as "collective learning in the organization, especially how to coordinate diverse production skills and integrate multiple streams of technologies" (Prahalad and Hamel, 1990: 82). From the perspective of resource competences human resources can be unique or rare, difficult for competitors to imitate and are indispensable for their invaluable role in the concept of value added. (Cappelli and Crocker-Hefter, 1996; Ellestrom, 1992; Foss and Knudsen, 1996). The basis of core competence approach that recognizes "the complex interactions of people, skills and technologies that promote efficient operation and considering the importance of learning and addiction and the path of their evolution". (Scarborough, 1998: 229).

While strategists have emphasized management competencies that are unique and hard-specific literature on HRM was more worried about developing high transferable core (common) competencies required for most jobs or for specific professions or working roles (Levy-Leboyer, 1996 ; Stasz, 1997). There is an inherent tension between strategy and approaches to developing human resources. If you concentrate on specific competencies that are "distinctive and specific to each organization, it gives a competitive advantage". (Bergenhenegouwen et al., 1996)

In everyday speech competent considered certain someone who can work (work task, work activity, procedure) to perform properly. Therefore, in the literature competence of the individual interacts with his performance. More specifically competence is defined as "an essential feature of a person resulting in effective or superior performance." (Mansfield, 1999) and "The competence to represent the language of performance. They can articulate the expected results of the effort of the individual and how (manner) that these activities are conducted. "(Rankin, 2002).

Current economic conditions are characterized by a series of requirements that are set by the customer, flexibility, product quality, service, timely delivery, service and sales. We need to manage the development of new products and services, then any investment activities, planning, execution and control of any group activities.

Problems of planning, management and rational use of available resources, the realization of certain ventures deserve special attention because they are seeking sources of

rational management. In the 40 years of this century it appeared the project approach as one of the possible means to address these problems.

Since then and up to the present time, the use of projects as a means for effective achievement of the objectives is becoming greater as organizations and in our whole opshtestvo.With using projects, the objectives are reached more efficiently and effectively.

The project is a powerful tool that allows an organization to improve its ability to plan, organize, implement and control its activities, as well as the use of resources. They are used in organizations to achieve individual goals with limited resources at a critical time limit. In the service sector, the use of the projects is intended to realize organizational goals more effectively and efficiently.

As the growing popularity of its operations projects, appear more users to the new way of planning activities. Two main reasons for this is greater demand for complex, sophisticated and usable products and services and the vast increase in human knowledge.

Research Methodology

The sample survey will cover part of the production and service organizations in the Republic Macedonia. The selection of the sample is determined by the research subject, ie to define the competences of the project managers.

Determination in the sample to include organizations of production and services is to include more activities, first, because of the possibility to extract some general observations regarding the subject of research at the national level and, secondly, through a comparative analysis to see differences (specific competences).

The division of organizations by sector of activity classification was made according to the State Statistical Office. It covers various types of manufacturing and service organizations.

An additional criterion for selection of the organizations is done according to the number of employees indicator (> 30).

Subject of research

The subject of this research is to define the competencies of project managers in Macedonia and their impact as a significant factor for successful and professional realization of the projects.

Research objectives

The set subject of research and questions you should answer the survey generated research purposes. Their fundiranost is based on findings from the literature on project management.

After deepened konsultranje relevant literature in this area, as the main scientific objective is set to form a conceptual framework (model) the competencies of project managers.

The theoretical aim of the research consists in the formulation of a set of competencies.

Methodological objective of the study is: check the procedures for measuring and determining their validity, verification of used research techniques and measuring instruments as well as developing them with new components and elements for examining the impact of competencies on the success of the project managers.

The practical aim of the research is reflected in the applicability of the offered range in the daily work of project managers.

Analysis and interpretation of research results

All data were processed using SPSS statistical program which numerical indicators is the best way corresponds to what the methodology is defined as an indicator of a phenomenon.

In order to realize our research aims to assess the competence of project managers in the country, were interviewed 224 respondents, of which 40 top managers, 104 operations managers and 80 project managers.

Table 1: Work experience in the organization

		Frequency	Valid Percent
Valid	0-5	24	10,7
	6-10	68	30,4
	11-15	47	21,0
	16-20	44	19,6
	MORE 20	41	18,3
	Total	224	100,0
Missing	System	2	
Total		226	

Table 2: Work experience at the current workplace

		Frequency	Valid Percent
Valid	0-5	54	24,1
	6-10	83	37,1
	11-15	42	18,8
	16-20	28	12,5
	MORE 20	17	7,6
	Total	224	100,0
Missing	System	2	
Total		226	

Table 3: Competence in project managers determined by gender

Independent Samples Test										
	Levene's Test for Equality of Variances		t-test for Equality of Means							
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	2.069	0.153	-3.889	102.000	0.000	-0.170	0.044	-0.256	-0.083
Equal variances not assumed			-3.969	91.299	0.000	-0.170	0.043	-0.255	-0.085

Table 4: Defining correlations (Pirsonov ratio) of the competences between project managers and top and operations managers

	orelations		Operations managers				Top managers				Projects managers			
			AR01	AR02	AR03	AR04	AR01	AR02	AR03	AR04	AR01	AR02	AR03	AR04
Operations managers	AR01	earson Correlation		,100	,203)*	124	,001	102	,026	172	109	,149	,215	121
	education	ig. (2-tailed)		314	039	209	995	533	875	288	338	186	055	283
				04	04	04	0	0	0	0	0	0	0	0
	AR02	earson Correlation			067	048	,020	,076	,060	,167	,195	,043	,012	211
	kills	ig. (2-tailed)			497	630	905	640	711	304	083	708	917	060
					04	04	0	0	0	0	0	0	0	0
	AR03	earson Correlation				,099	151	091	273	094	,103	152	359**	007
	abilities	ig. (2-tailed)				317	354	575	089	564	362	179	001	948
						04	0	0	0	0	0	0	0	0
	AR04	earson Correlation					,137	,007	141	179	,113	031	,022	138
	orking style	ig. (2-tailed)					398	967	384	268	319	785	849	222
							0	0	0	0	0	0	0	0
Top managers	AR01	earson Correlation						324*	108	172	278	102	342*	,158
	education	ig. (2-tailed)						041	507	290	082	531	031	331
								0	0	0	0	0	0	0
	AR02	earson Correlation							335*	193	,028	028	106	,022
	kills	ig. (2-tailed)							034	233	862	862	514	891
									0	0	0	0	0	0
	AR03	earson Correlation								603**	106	109	,061	,205
	abilities	ig. (2-tailed)								000	517	505	707	203
										0	0	0	0	0

	orelations		Operations managers				Top managers				Projects managers			
			AR01	AR02	AR03	AR04	AR01	AR02	AR03	AR04	AR01	AR02	AR03	AR04
	AR04	earson Correlation									,019	,172	,086	,001
	orking style	ig. (2-tailed)									908	288	599	994
											0	0	0	0
Project managers	AR01	earson Correlation										186	,122	,371)**
	education	ig. (2-tailed)										098	280	001
												0	0	0
	AR02	earson Correlation											216	,295)**
	kills	ig. (2-tailed)											054	008
													0	0
	AR03	earson Correlation												,097
	abilities	ig. (2-tailed)												392
														0
	AR04	earson Correlation												
	orking style	ig. (2-tailed)												

According to the survey the most important competencies of project manager are:

- An understanding of development issues.
- Understanding organizational issues.
- Experience in conducting evaluations of development projects, programs or
- organizations.
- Good working reputation of working with previous clients.
- Research skills.
- Be committed to quality.
- To respect the deadlines.
- Objectivity, honesty and fairness.
- Logic and ability to work systematically.
- Ability to communicate orally and in writing.
- Style and approach which suit your organization.
- Values that are compatible with the values of the organization.

From the above parameters of the survey form following profile of the project manager in RM:

- Male – in production activities
- Female – services activities
- Age: 35-45 years
- Work experience: 10 -15 years
- Work experience as a project manager: 6-10 years
- Education: University degree

Conclusion

The classifications of the project manager is a combination of personal characteristics.

Required competencies include conceptual profession (cognitive, knowledge and understanding) and operational (functional, psycho-motor and applied skills) competences. Competences that are more related to individual performance also conceptual (meta-competence, including learning to learn) and operational (social competence, including behaviors and attitudes).

General agreement is that certain classifications are common to some degree for most successful managers. Some common indicators are the following: the ability to analyze, the ability to transmit ideas, ability to organize, the ability to plan, ability to inspire others, to exercise ambition, emotional balance, familiarity with economics, social awareness and understanding, the ability to recognize individual strengths and weaknesses, a sense of responsibility, likeability, to encourage sinners ability to teach others a sense of loyalty to the employees and the organization, the ability to gather and interpret information, technical ability, the ability to solve problems and make decisions, the ability to influence others, individually and in groups.

The determined position implies the need for different competencies, skills and roles required to successfully perform the tasks of the project manager. It is known that the project manager must be able to inspire, motivate and direct the work of others.

However, multi holistic approach of competence is becoming more widespread and offers the opportunity to better align education and those based on work and taking advantage of synergies between formal education and experiential learning to develop professional competence.

Competency development can improve attention on core business objectives and values, such as improving services to customers. It can also help build more flexible working conditions. The application of the competence of the workplace has helped managers to become more creative in meeting job requirements and will allow them to quickly adapt to changes in the job. Finally, competence encourage teamwork by promoting cooperation and exchange of experiences, knowledge, skills and abilities.

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EDUCATION FOR SUSTAINABLE DEVELOPMENT – A CHALLENGE FOR BIOLOGY TEACHERS IN THE EDUCATIONAL PROCESS IN THE REPUBLIC OF MACEDONIA[22]

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Abstract

Sustainable development is a goal for a lot of developing countries. The international consensus like the Agenda 21 that originates from the Earth Summit in Rio de Janeiro in 1992 emphasizes the leading role of education. The millennium development goals set out in the UN platform provided great progress in the educational system in all the countries including the Republic of Macedonia, which accepted these goals as a guarantee for sustainable development and securing the future of new generations. In an era of globalization and urbanization of the world and a period of transition and reforms in all the spheres in the Republic of Macedonia, we are facing a lot of social, economic and ecological challenges which represent the three main pillars of sustainable development. The education for sustainable development is the most important segment through which all the principles of sustainable development are realized and they are incorporated in some of the curricula, especially in the biology curricula.

Key words: education for sustainable growth, biology, teachers, competencies,

Introduction

A lot of definitions for sustainable development are interpreted in the world. "Sustainable development is the development which satisfies the needs of the present without disrupting the opportunities and the needs of future generations" (NJCED, 1987), while the International Institute for Sustainable Development prefers to see sustainable development (SD) as "enhancing the quality of life of all inhabitants of the planet without increasing the need for natural resources to a level that exceeds the possibilities of the environment". Sustainable development has become a concept of development which is focused on ecology, economically feasible and socially justifiable.

According to Giddens, sustainable development is not just a final goal which can be definitely realized, but also a guide and a background for thinking which can take us to the focus of attention of a certain direction, but it does not determine specific solutions. Sustainable development is a social process of research, learning and development. It is an alternating process, according to the sociologist Anthony Giddens, and the actions of individuals constantly change the conditions for general action. (Giddens, 1992). [23]

The prevailing idea in such actions in the world and in Macedonia is the idea of sustainability (including all derived definitions: sustainable development, sustainable use of natural resources, sustaining biological and cultural variety etc.). This idea has three fundamental values: balance, diversity and cohabitation. Sustainable development can easily

[22] Specialized paper

[23] Anthony Giddens, *Die Konstitution der Gesellschaft. Grundzüge einer Theorie der Strukturierung*, Frankfurt, 1988, ISBN 3-593-34744-X

be described as inseparable blend of three important segments which are intertwined and complement each other: the ecological, the economic and the social segment. These three segments are closely connected but in practice they can be contradictory because conflicting interests and goals are the key problems in sustainable development. The actions that are taken in one area can cause side effects in another area. Therefore it can be concluded that sustainable development is not only about intensifying the positive effects but also reducing the unexpected side effects.

Sustainable development is not just a copied definition, but rather a slow process that is dramatically complex. Sustainable development cannot be planned or realized gradually and rationally or through individual activities. In fact, changes in individual actions are required for sustainable development, but the political task is to find ways to change collective actions. Sustainable development is an ecological, social and economic process which is incorporated in the political processes of studying, research and negotiations.[24]

Education for Sustainable Development (ESD)

The United Nations in order to change the focus of public attention, declared the period from 2005 – 2014 a Decade of Education for Sustainable Development. UNESCO, as well as the other UN bodies had the leading role in fulfilling the goals and the activities of the Decade of Education for Sustainable Development.

It is expected that the countries, members of UN, will carry out an evaluation of the results of the activities in the area of education for sustainable development in order to note certain progress during the Decade of Sustainable Development. During all these years, numerous solutions have been offered to each country individually, through models and strategies, publications and adequate materials.

What does education for sustainable development represent? In most of the examples, this idea is confused with ecological education. In fact, the education for sustainable development is education for life or everyday behavior and actions. It implies acquiring knowledge, but it is well known that knowledge without values and opinions is insufficient. It is necessary that everyone acquires procedural knowledge and becomes ready for involvement and action in accordance with their beliefs and principles. Therefore, education for sustainable development should not be just another topic in the curriculum which remains at a level of theory; it should be directed towards acquiring *competencies through action*. In the process of swift change of the world, the aim is to allow students to participate in the social processes of sustainable development. It is essential to give them the opportunity to develop their competencies which will later reflect in an improved mutual collaboration.

In the already mentioned Agenda 21, chapter 36 describes three program fields on which the future actions are focused: reorientation of education for sustainable development, raising public awareness and training promotion. Paragraph 36.16 says "countries and educational institutions should integrate ecological and development problems in the existing curriculum and promote their methodologies and evaluations ". Paragraph 36.18 says "countries should reinforce and set their own programs for practical training in primary schools, secondary schools, secondary vocational schools, universities in order to get to become familiar with the labor market demands and to achieve sustainable living. The programs for trainings should take into consideration the structural achievements which impact on the employment and qualification skills. In 2010, the Republic of Macedonia adopted the National Strategy for Sustainable Development of the Republic of Macedonia

[24] Regula Kyburz – Graber, Dominique Hoegger&Arnold Wyrsch, Sozio-oekologische Umweltbildung in der Praxis. Hindernisse, Bedingungen, Poentiale, Zurich, Univerzitaet, Hoeheres Lehramt, 2000

(2009-2030) which is based on the principles of sustainable development which are globally accepted and defined at the UN Conference for Environment and Development (Rio de Janeiro, 1922) in order to put Agenda 21 into function. In the national strategy, one chapter stresses the importance and the need for significant improvement and strategic direction in the educational sector, but among the seven strategic orientations of the document there is no specific suggestion how to realize the education for sustainable development. According to this, it can be concluded that the National Strategy for Sustainable Development needs deeper and more analytic reasoning which means giving greater importance to the education for sustainable development in the educational institutions. In that context, the expedient implementation of the environment education is among the most important tasks of every country i.e., local municipality. This segment is left out in the National Strategy for Sustainable Development. It is exceptionally important to mention that we still do not have National Strategy for Education for Sustainable Development which should:

- recognize that the education for sustainable development lasts a lifetime
- create a feeling of responsibility for the conditions in the nature from local to global levels
- provide recognition of the problems in the environment as their own problems and to encourage steps in taking appropriate measures;
- ensure everyone with accurate, complete and timely information
- encourage the principles of sustainable development
- encourage partnership of all relevant factors and use of all available resources

To achieve the already determined development goals and tasks, important changes in social, economic and cultural sense are necessary and it is also necessary to do spiritual, intellectual and creative reconstruction of individuals in the hotbed of interests.

In addition to this, Einstein once said this: "*We can't resolve the problem that we have created ourselves with the same way of thinking that had initiated it before*". According to this, in order to achieve the goals and to fulfill the tasks of environment protection in the framework of the principles of sustainable development, the basic precondition is *personal change* in everyone.

Connection between Education for Sustainable Development and Biology

Biology is undoubtedly a key science which has understanding and has answers to some of the most burdensome problems of today, like many challenges initiated by the growth of population, anthropological factors and its impact on the eco systems, climate changes and sustainability. How can biological education promote sustainable development in the modern society? The question comes as a result of the fact that the concept of sustainable development has deep roots in the local concepts, and because of that it is very difficult to derive universal definitions. The twenty first century is called "the century of biology "because of the significant development of this science and its contribution to understanding the basic processes and components happening in the human kind. Today we are facing "incredible" discoveries in the ultra advanced technology, but on the other hand, the percentage of the human kind facing hunger and poverty is very big. From that point of view, one can rightfully conclude that biology offers opportunities to overcome the challenges like satisfying everyday human needs through its unstoppable achievements and everyday discoveries.

Analyzing the curricula of the subject biology in primary and secondary education (gymnasiums or vocational schools) in terms of the idea, the goals and the principles of sustainable development, the following has been established:

In the biology curricula in nine-year primary education, the idea of sustainable education is present in the planning of the third developing period, especially in the topics connected to studying ecology. Adopting the concept of nine-year education as a new frame curriculum, the education for sustainable development is unequally spread in terms of balanced integration of the three main segments of sustainable development. However, it is important to stress that when creating new biology curricula in the third developing period, modern planning trends for the educational system are followed in accordance with the goals of education for sustainable development.

In the biology curricula for gymnasium education and vocational education, although there are topics from the field of ecology, the integration of ecological education in the curricula with the goals of the education for sustainable development has not been clearly established.

In order to get precise information of the level of understanding the essence of ESD, considering biology teachers, a survey has been carried out on a representative sample of biology teachers in 5 primary and 3 secondary schools.

When asked the question "*Define the concept of sustainable development*! ", 38 % teachers correctly defined the concept, while the rest of the teachers confused the concept sustainable development with the definition of ecology.

When asked the question *"List examples of education for sustainable development which are present in the educational program for biology*" 82 % of the total number of the interviewed biology teachers taxonomically listed the ecological topics of the biology curricula for a specific grade/class , and only 12 % listed practical examples in correlation with the principles ESD.

When asked the question *"What extracurricular activities connected to the education for sustainable development do you implement in your school?*" most of the teachers (96%) listed The National Tree Day and the Ecology Day i.e. most of them covered the activities connected to the integration of ecological education in the process of education. Only 8 % of the interviewed teachers expressed innovative ideas which reflect creativity and a desire for research in terms of education for sustainable development.

When asked: "*Have you attended a seminar, training or a workshop connected to the education for sustainable development? "* 65% answered that they had attended, and when asked the next question: "*State the topic of the workshop, training or seminar for sustainable development?"*, 36% mentioned the trainings for the integration of the ecological education, 23% of the teachers listed the trainings of the Green Package and the Green Package Junior, 6% listed trainings of the Globe Program while the remaining 35% answered that they had not attended any seminar connected to that topic.

Furthermore, the conclusion of the report on education for sustainable development should be added. It was prepared by the Macedonian Center for Civic Education (MCE) and the detailed analysis of the educational programs of the Macedonian educational system showed a misbalance in the presence of the three aspects of ESD in the curricula, in which ESD content is divided in disciplines, separated in elements and presented with different intensity.

This may allow students to understand that certain questions, which by their nature are connected, are divided and grouped in special activities. As a summary we can conclude that there is a necessity for a greater integration of the topics of biology curricula with the remaining two segments of the ESD (socio-cultural and economic), so that they can act together through a well designed holistic approach.

Examples of the Education for Sustainable Development

Biology teachers in the course of their professional performance of their professional duties often show a wish and are open to the use of participative methods with experiential and cooperative learning in order to improve their competencies. Some of them were directly or indirectly, consciously or unconsciously involved in the design and implementation of projects which can be in favor of the goals of the education for sustainable development. Those projects through the process of implementation, constant thinking and continuous presentation and project evaluation result in a wide range of competencies in every teacher individually. In these projects all the involved teachers have a chance to become means for their own education, for education through cooperation as well as for teaching others. Presentation of the projects in the area of environment with a possible combination of economic and social aspect, which come as a result of several tries and mistakes and lead to clear and constructed findings , valuable experiences as well as obvious results are becoming the foundations of education for sustainable development.

Some of the actual "tools" in the educational system of the RM, through which biology teachers enrich their skills regarding the principles of ESD and incorporate them in the process of education are the **Green Package** and the **Green Package Junior**. The Green Package is a multimedia package that encompasses 22 topics of the area of ecological education for the environment and represents the first package of this kind implemented in the educational system in Macedonia. A national version of the multimedia package has been prepared in Macedonian and Albanian language, designed for students from V to VIII grade and it is distributed to all the primary schools in the country. The package contains manual for teachers, CD-ROM with educational material, DVD-CD with a selection of short films related to each of the topics mentioned in the manual and "dilemma games". The Green Package Junior is an exceptionally useful tool which contributes to better quality of the environment in Macedonia by encouraging personal responsibility of citizens, improvement of personal relations and higher concern for the environment. The Green Package Junior, similar to its predecessor, contains active methods and tools for education of the youngest children (6 – 10 years old), their teachers and parents. The package is distributed to all the schools in the country. These two packages are used as teaching tools for realization of the optional class Environment Education in the third developing period in the nine-year primary education, as well as the extracurricular activities in the schools

The Globe Program (Global Learning and Observations to Benefit the Environment) is a scientific and educational program, which coordinates the work of the students, teachers and scientists in order to analyze and understand global environment. The Globe Program has created an international network of students from primary and secondary schools for analyzing the problems of the environment, doing various measurements in the environment, exchanging useful data for the environment between each other and the international scientific community. The program's leader is the US Government through partnerships with other countries. More than 100 countries with over 10 000 schools have been included in the program and in Macedonia, 19 primary and secondary schools have been actively included in the program and they apply Globe protocols in the extracurricular activities, project activities and extra-curricula classes in the schools. The students perform experiments that have scientific meaning and learn how their local inventions, together with other inventions by other students and scientists from all over the world complement the image of the environment on the planet Earth in accordance with the principles for sustainable development. Teachers in the whole world instruct their students how to do the measurements, help students understand the meaning of their observations and explain the

importance of global visualization (global awareness). Scientists and students have the opportunity to analyze and compare data from other countries using the Globe world database and through that they can perceive the current changes on the planet. The study of the environment within Globe Program supports better understanding of the planet Earth. The nations all over the world include their schools in the Globe Program in order to raise the global ecological awareness and global collection of data. The organizations and programs that support ecological education and sustainable development through scientific activities join together in their efforts in the Globe Program. All previous activities carried out by this program can be seen on www.globe.gov. It is irrefutable fact that out of all the schools in our country included in the Globe Program, biology teachers are the most numerous and exceptionally active in the realization of the program goals.

In accordance with the commitments of the UN Decade of Education for Sustainable Development 2005 – 2014, the project office of Kultur Kontakt from Austria in Skopje, offered series of trainings for teachers on the topic "Education for Sustainability in the Schools for Tourism in Macedonia". For this purpose, the teachers from seven secondary tourism schools including biology teachers attended the training for Education for Sustainable Development in Tourism. As a result of this project, a manual has been prepared and it will be used as a guide for teachers in the application of experience and principles of education for sustainable development.

In 2010, with the support of the Ministry of Education and Science, the program "Integration of Ecological Education in the Macedonian Educational System in Regular Classes in Preschools and Primary Schools" was promoted. This program consists of several components among which the most important is the program "How to Become an Eco School", methodology of the seven steps for eco – management in the school as well as the four eco-standards that are compulsory activities for all educational institutions. The goals of the program is to integrate ecological content in the existing subjects in all the developing periods and implement planned activities in order to have clean and healthy studying environment, financial savings in schools and raising the ecological awareness among teachers and students. Through direct discussions with teachers and analyzed documents form schools it is determined that biology teachers represent the biggest percentage in the realization of the program.

Besides these projects which are determined as guides for biology teachers (not only for biology teachers) for successful tracking and implementation of the education for sustainable development through a holistic approach, there are a lot of other opportunities for enriching the most effective approaches to education for environment and sustainable development and their successful application.

Inclusion of the Education for Sustainable Development in Teaching Biology

In order to promote the multidimensional side of the educational process regarding issues about sustainable development and more intensive inclusion of biology teachers in ESD, the following is necessary:

- Amendment to the biology curricula pursuant to the principles of education for sustainable development, clearly and precisely incorporated in the goals and activities through a recognizable holistic approach which sublimates all three aspects of ESD
- Support for teachers with relevant teaching material such as methodological, didactic and pedagogical publications, course books, visual materials, brochures, electronic, audio and visual resources;
- Intensive collaboration between biology teachers and teachers who teach science subjects as well as social science, increased collaboration and partnership between

members of the educational community including the private sector and the industry in the educational process.

- Teachers should use a wide range of participatory educational methods which include not only traditional methods but also discussions, conceptual and perceptual reflection, philosophical examination, clarification of values, simulations, models, scripts, role play, games, information and communication technology, surveys, case studies, excursions, outdoor classes, projects initiated by the students, analysis of positive practice, workplace experience and problem solving;
- Initiative by teachers and participation in promotion of the principles for protection of the environment and sustainable development in their working environment;
- The development of society represents a continuous process of learning and changing which requires strengthening of the skills of the teachers. Skills for ESD are not the minimum standard which teacher should meet, but rather a goal for all the teachers. This kind of skills are especially important because they provide a framework for improvement of teachers and their role of multipliers (educators of educators);
- Biology teachers should introduce the students to the global, regional and local problems regarding environment protection by explaining life cycles, and in that way encompassing the influence on the environment, economic and social implications through analysis of the natural environment and the environment modified by the anthropological factor.

Conclusion

The sustainable development is focused on central dealings with a large number of interrelated global problems such as poverty, inequality, hunger and environmental degradation. There are many ways through which proper economic activity can protect or improve the environment in accordance with the principles of education for sustainable development. An important segment of the trend to promote the society's development is education for sustainable development, which represents education used in life, everyday behavior and actions. It includes the acquisition of knowledge with the help from various values and attitudes. Education for sustainable development is not just a subject in the curriculum which is focused on theory only, but it also involves developing certain skills through action. In promoting education for sustainable development the most important share have the biology teachers due to them having a connection between the given educational topics with one of the three segments of sustainable development and its environment. Although the teachers' previous actions are fairly recognizable they still need to find a way for a more intense involvement in the implementation of education for sustainable development through personal change, cooperation, dialogue, research and exchange of experiences, correlated with other study programs, continuous development and improvement of skills.

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INFORMATION IMPORTANCE BY PARENTS OF CHILDREN WITH SPECIAL NEEDS IN THE PROCESS OF THEIR EDUCATION[25]

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Abstract

In this paper: " Information importance by parents of children with special needs in the process of their education" is explained why cooperation with the parents of children who have difficulties in their studying, disabilities in their development or invalidity and they live in socially non stimulative environment is important, as well as for other children for whom it will be concluded that the living environment where the teaching is going on, methods of work and teaching materials, that will be used and will lead to the expected results and directions are given for achievement of successful cooperation with parents. The ascent will be put to the cooperation because parents are very important source of information regarding the child in all his areas of his functioning.

Successful cooperation with parents is an issue of human rights, but also it is issue of good organization and management with resources – human, materials, time. People who cooperate with parents are connected to management with knowledge, constant advance and professional achievement. And that is an issue of team work and associates are necessary in this process and parents are necessary ring in that. Primarily, those are the ones who know the child the best.

INTRODUCTION

If during the educational practice a conclusion is made that some children have difficulties to be included in the educational work, to participate in it and to progress or to progress over the expected results, it is necessary a pedagogical profile to be made. In this paper directions will be primarily given for children with difficulties in studying, disabilities in the development or invalidity who live in social non simulative environment, as well as for other children for whom it will be evaluated that the living environment where the education will be going on, methods of work and teaching means which are used, do not lead to the expected outcomes (results).

Parents of children with special needs reach a decision for the education of their children, for the school which the child will attend and whether it would be a regular school or school for children with disabilities in their environment. The role of those children' parents should be changed regarding their authorizations and obligations, as well as regarding the necessities that their children have. The cooperation of the parents with the institution where their child is educated is always necessary and important in child's education. [26]

As the parent chooses his child to be educated in one of the regular schools:

[25] Specialized paper

[26] Drustvo ujedinjenih gradanskih akcija DUGA, Priručnik za nastavu, pomoć djeci sa posebnim potrebama u BiH,

- necessary information should be secured for the child necessary for making of his pedagogical portfolio
- consent in written form to be given so that individual educational plan can be made
- to take part in implementation development and evaluation of individual educational plan
- consent to be given when there is necessity of additional educational health and social support of the child
- to take part in the work of Parents' Counsel of the institution where their child is involved

At the same time it should be taken into consideration that parents cannot have the same possibilities for active participation in the education of their children. Some actively will participate in all above written activities and some only in some of them. The cooperation and the support is important by the parents of children with special needs and it should be in accordance to the conditions in which child and the family live into. For example, if it is known that the child's family is in very difficult social state and parents are engaged to secure the basic needs, it means that it should not be expected to be home with their child or when we talk for self-supporting parents the educational staff should be careful because we talk for parents who are additionally burden by obligations in everyday life and very often they do not have the necessary support by all systems for support. It is often referred that these parents do not want to participate in the education of their child. It is necessary the educational institutions to find corresponding way of communication with those parents and to get the necessary information for their children who will enable giving of corresponding support in their education [27]

1.COOPERATION AND SUPPORT BY PARENTS IN THE PROCESS OF EDUCATION OF THEIR CHIDLREN WITH SPECIAL NEEDS

What is meant by cooperation and support parents of children with special needs when their child attended in regular schools? This is an issue that is differently answered by everyone.

Cooperation and support of parents of children with special needs in the process of education of their children means their active inclusion in planning and implementation of education in direction of improvement of education of results of the child and their socialization because there is no human who knows the child better than his parents.

It is certain that that cooperation should have an aim .The aim of cooperation with parents of children with special needs should be better planning of work and securing support for the child. The cooperation should be corresponding to the individual needs of the child and the way of functioning.

There are differences how parents and teachers see child, because child acts differently in different situations easily or more difficult starts communication with children and adults, they learn faster or slowly there are more open or more closed or depending on the situation and circumstances. The educational staff can be introduced to the type of disabilities that child has or the regime of work in educational or extra educational activities in the educational institution but they can be introduced to the everyday functioning of the child better than parents. Each child is a story for himself. Parents do not always know how to explain how their child progresses, studies, communicates, that is why the educational staff should ask questions in comprehensive and applicable way. Taking into consideration that

[27] Janić, B. Milojević, N I Lazarević, N. (2012), Primena I unapređenje inkluzivnog obrazovanja u Srbiji, Beograd

information regarding the child are different and their participation or progress can be seen differently, that is why cooperation between teachers and parents is of large importance At the same time it is important to know that not all parents /guardians have the same options and possibilities for active participation in education of their children. The key for the educational staff is to inform and to know the situation and the circumstances where child and family live and pursuant to that the cooperation and support are planned. Through active inclusion in educational institution parents are well informed and that enables to pass from passive role to active role participating in achievements of child's rights. In that way they feel more important for the education of their children and that is base for development of trust, cooperation and support in the process of education of their children [28]

2. INFORMING OF PARENTS OF CHIDLREN WITH SPECIAL NEEDS

Information for the actual changes and innovation in the education, regulations, laws and sublegal acts and activities in new school year should be put on disposal in written form for the employees in the educational institution as well as for the parents. If it left parents to receive the information by the media or by friends then a question should be based. How much the same is adequate and is there a space left for their different interpretation? So, the educational institutions have the obligation to secure written information for children, for the changes in educational system, it is good the educational institutions to choose a guide for parents by themselves, if certain manuals or guides are not yet available for parents made by relevant institutions . It is not professional to expect that child's parents to research all legal possibilities or to have possibilities for information approach.

In order to have quality in the education of children with special needs and in cooperation and support by their parents, it is necessary firstly parents to receive information for new procedures, legal regulations and possibilities in written form in simple and available way and secondly it is of huge importance the conspiracy and protection of children privacy and family. Information for the child can be shared with other people only if the educational institution has written consent by the parents and if that is in child's interest.[29]

The educational staff in regular educational institutions who accepted children with special needs should know which information is necessary how to get it and which information can be received by their parents. If they previously have made a model of IOP then according to it they can choose the areas and questions which will be

Made to the parents for their children. And children gradually are involved as a partner in planning and securing of support of their children in the educational process.

2.1 ORGANIZATION OF MEETINGS AS WAYS FOR INFORMING OF PARENTS

The first meeting is very important to be made with the parents, the class teacher or one of the professional department. Why? It cannot be always with certainty known how parents communicate about the disabilities of their child and their development. On the first meeting more can be found out about the child, the family and the circumstances where they live and then parents will be informed for all the changes that happen in the educational system for the necessity of making IOP and etc.

[28] Janić, B. Milojević, N I Lazarević, N. (2012), Primena I unapređenje inkluzivnog obrazovanja u Srbiji, Beograd

[29] Save the Children (1999), Ka školama koje razumijevanja detaljniju analizu veze izmedzu kvaliteta obrazovanja i pružanja razumijevanja za potrebe djece,

Also, it is important parents to be introduced to their role and the following steps to be agreed, meetings and the way of communication. In that way parents will be enabled to feel secure and to trust more during the whole process and in those who lead the process, to feel that they are appreciated and to see in people who are liable for the educational process, associates and partners.

On this first meeting written materials are given to the parents and some web sites or nongovernmental organizations for cooperation. After the first meeting, parents should be given time to read the materials, to think about them, to consult with other people, as well as to talk with the child. After a certain time which is set with the parents on the first meeting, a widen working meeting can be held (people who take care for the education of their child - class teacher professional service and etc). It might be necessary parents to bring additional documents or to remember something more important for the child's behavior, that they want to share with people that will be present on the meeting from the educational institution [30]

The most important activities in planning and realization of meetings with parents of children with special needs might be

- Informing of all people who should be present on the meeting (in written form, telephone) and obtaining feedback for presence. Beside the information for the meeting, parents are informed to bring additional documentation, if they have they can take person they can trust or they can invite external experts who know or work with the child.
- To all present the aim of the meeting is clear and the topic of the meeting
- Determination of the duration of meeting (each has necessity to plan his time and meeting to adjust with his obligations. This is also important for professionals outside the institutions that plan to be engaged in the process)
- Securing of conditions for the meeting (available room, corresponding and special room where nobody will disturb the meeting, refreshing of the present during the meeting if that is possible).
- Preparation of procedures, types of supports or steps for support in written form and in comprehensible and clear language
- Separation of the advantages of child and areas where additional support will be in the focus of the meeting
- Determination of a person who during the meeting will take notes (defined clear following steps with what speed and methods will be support for the following period and etc) and after the meeting all members to be sent notes and contracts of the meeting.

It is necessary the regular educational institutions to have forms for planning and organization of meetings with the parents of children with special needs.

3. NECESSARY AREAS FOR INFORMATION FOR CHILD WITH SPECIAL NEEDS BY THEIR PARENTS

In cooperation with the parents it is very important to know which information is necessary for understanding of the child with special needs and planning of the support for his education. Also, questions which are made during the meeting should be simple and comprehensible for the parents and to give possibility that they will give more description for the child and his behavior and functioning.

[30] Janić, B. Milojević, N I Lazarević, N. (2012), Primena I unapređenje inkluzivnog obrazovanja u Srbiji, Beograd

A question that is very frequently made Which areas information to be from? Information should be from the areas:

- Communication – the way in which the child communicates with the others
- Independent studying – how child studies (somebody helps him or the child studies alone) or makes home work
- The aims and results from the education – what is that the parents consider that is the most important for their child regarding the social and academic issues (What should child learn? How do they see the progress of the child? What changes they notice? What knowledge child has? etc.)
- Socialization with other children and adults outside the school (Does child has friends at school and outside school? Does he spend his free time with children or adults? Is he opened or closed at first contacts with children or adults that he does not know?
- Extra educational activities and free time- Does the child have extra educational activities (sport, art) and how does he pass his free time? Which activities is he engaged into and how does he pass?
- Independence of the child – it is meant is child ready to go to school alone to prepare the school bag and etc[31]?

3.1 CRITERIA FOR THE DATA THAT GIVE THE INFORMATION FOR THE CHILD WITH SPECIAL NEEDS

In practice there is very frequently a doubt regarding the fact which information for the child should be collected and to want level we will add several criteria which can be taken into consideration during data collection from the areas that were previously numbered the information should be:

1.Complete – to give full image for the child. For that aim information should be collected from all areas of child's functioning which are interrelated (information how child functions in one area is of large importance to be introduced and to understand the damages and disadvantages in the other area). This is very important because only complete data secure good basis in pedagogical profile, precisely to describe the capability and skills of the child for further development and progress or the necessity for support in all areas.

2.Concrete and to give precise image how child functions

Information for the functioning of the child should be authentic image of situations from everyday life without interpretation. It should be defined which knowledge and capabilities child should learn (for example; it is not precise to say that the child recognizes some letters, it should be said which letters he identifies and whether he recognizes the same in all situations. So, general information for the child cannot give later exact image for the child in the pedagogical profile.

3.They secure information for the potentials, capabilities and interests of the child and weakness of the child that influence studying and participation in lessons. This criteria is interrelated to the criteria that the data use to be complete which was previously talked about. But, in practice we often find a situation which only talks for the weaknesses of the child that is what the child did not learn what he cannot do or only the difficulties are listed in the behavior (for example; if the child has difficulties in collection with the second tenth or in participation in game with other children the way should be described how it is manifested – how he adds in second tenth, if he needs any concrete resources where he is successful or if he leaves the game fast, if he refuses to participate and

[31] Janić, B. Milojević, N I Lazarević, N. (2012), Primena I unapređenje inkluzivnog obrazovanja u Srbiji, Beograd

by encouragement by the teacher which game she follows although he does not participate etc.).

4.Data should enable noticing of diversity of child's reactions and how the behavior depends on the surrounding. The behavior of all ages differs regarding the circumstances. The maturity and studying of the behavior is changed during the time and depends on the situation where the child is in. The collected data should secure data regarding that (for example there are children who feel unpleasant when they should answer in front of the whole class, but they will answer without any difficulties to the questions in written form or in presence only of the teacher).

5.Data should give information for the advantages and disabilities in the living environment who influence the studying and studying in the education – focus on collection of those information for the family environment and the surrounding which could influence studying of the child and participation in studying and the same to be in the focus of planning of the child support (for example; if in child's family, his parents do not know enough the language that is used at the school then they cannot support the child in that area and the support should be realized at school) [32]

3.3 IMPORTANCE OF THE INFORMATION BY THE PARENTS FOR PREPARATION OF PEDAGOGICAL PROFILE

What is pedagogical profile and what should it contain?

Pedagogical profile is a document where a description is given of the actual functioning of the child and it should contain all important information for his strong sides and interests and which areas, subjects and support is necessary

During the writing of pedagogical profile an issue is made from time to time whether certain information belong to one or the other area. It should not worry us or represent burden during the work with that child. It is known that the areas of functioning are connected, that is functioning of child in one area influences the functioning of another area (for example if the child has difficulties in communication or in the speech, it will influence how to show the obtained knowledge. It means that it cannot be said if the child has reached the aims of some subject)[33]

The aim of the pedagogical profile

Good knowledge of each child is basis and precondition to answer to his development and educational necessities and to achieve maximal success in his development and education the pedagogical profile is the first step in finding decisions for the educational state of the children. The process of finding decision is based and depends on the quality of the pedagogical profile. That is why the pedagogical profile should be such that on basis of it can be evaluated which subjects and areas is necessary to plan, the support which types of support can be given and on which level. That is the initial point for planning of further child's education on basis of the pedagogical profile, you can plan what should be done during the educational process with concrete child, how studying and progress can be made easier.

From the pedagogical profile the further steps depend in support of planning through individualization, adjusted changes and enriched individual educational plan (IOP). It means that the pedagogical profile is not closed and final document. Children change and it is necessary periodically during the following and evaluation of the child progress to make new pedagogical profile or to add to the previously written.

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[32] Vanaleinen, R, Jerotiević, M I Mrse S., (2010), Materijali za nacionalni obuki-individualni obrazovni plan, Ministerstvo prosvete, Republika Srbija

[33] Vanaleinen, R, Jerotiević, M I Mrse S., (2010), Kako izgradite pedagoski profil: Uputstvo 1 za nacionalne obuke za škole "inkluzivno obrazovanje I individualni obrazovni plan", Ministerstvo prosvete, Republika Srbija

For whom and when pedagogical profile is written

Children between themselves are very different and that is why it is good for each child separately a pedagogical profile to be made. But, in practice that always is not possible. That is why it is recommended for children, a pedagogical profile to be written for, beside the legal regulations, and evaluation to be made, whether a child additionally a support should be planned in the work, if the regular planning of the work does not lead to the expected results at that child.

3.2 DIFFERENT SOURCES AND METHODS OF DATA COLLECTION

In order to satisfy the criteria of good pedagogical profile, it is necessary to work in a team and information to be gathered from different sources and in different ways.

When and in what way different members of the team will be included, including children classmates, which will depend on the situation. In practice, those who most frequently directly participate in child's education, firstly should gather information from the educational practice. It means that firstly a description by areas that child knows will be given, how child functions and etc. Then a process of following and evaluation of the functioning of the child by all people that are in contact with the child. It is important information to be gathered by all people who work with the child at school or people who work with him in nongovernmental organizations. The necessary support for team work is needed for some of them.

Parents are very important source of information regarding the child in all areas. It is very important the aim of pedagogical profile to be explained to the parents why it is used. In that way mutual trust is achieved because it becomes clear to the parents that gathered information for their child is a start and basis for planning of support, they will try to give all important information. That is why, it should be careful to adjust the language of addressing. It is important all steps to be explained to the parents at the beginning and to give possibility to ask questions regarding what they do not understand .Parents of many children can be very worried or scared from the invitation to come to school because they know themselves that their child has difficulties in education or they had unpleasant experiences which will influence to their experiences and feelings regarding many situations which refer to their children and that is what should be taken care for .That is why is important information to be asked what should their child knows, what he knows to do, what are his interests. It is good, a person who talks to his parent to encourage with some positive examples from his work and experience. In that way there is a possibility a space for conversation for the difficulties to be opened.[34]

4. CONFINDENTIALITY AND PRIVACY OF INFORMATION GAINED FROM THE CHILD WITH SPECIAL NEEDS AND HIS FAMILY

The question of confidentiality of information for the child and his family and protection of his privacy is of large importance. It is important to know that the disabilities that child has medical results and diagnosis as well as certain family situation, that is confidential information and that should not share with others. Pedagogical profile and individual educational plan is part of the registration at school which means that the rules for respect and protection of confidential information should be respected. Successful example from the practice can be shared with the colleagues on professional meeting if there is a written consent by the parents in order to show the situation of their child on wider

[34] Janić, B. Milojević, N I Lazarević, N. (2012), Primena I unapređenje inkluzivnog obrazovanja u Srbiji, Beograd

professional public. It is recommended when a consent of the parents is obtained the full name of the child not be used, (the initials are enough) as the primary aim of successful example is showing the way of work and application of methodology of work with the child.

There are several golden rules regarding the issue which refer to the information exchange[35]

- It is important to know which information is allowed to be shared with the others and which are not
- Consultation with someone who has more experience or knowledge for that issue
- Securing of written consent whenever it is necessary
- Respecting of the wish of those parents who do not want certain information regarding the child and the family to be shared with the others.

CONCLUSION

When all these areas and steps are taken into consideration to secure cooperation with parents in order to support the child, people who work with the child should have answer to other issues which are important for good planning of the work with the child and they are: How should we start this whole process? How much time is necessary for that and how much time we have on disposal? Is it necessary to include another person? If yes who is that? Who will help to see whether we are successful and in which way? What we did learn and what is the benefit of all work? How can we use that to make progress in our practical work in the future?[36]

The answer of these questions will help the educational staff and to all that were included in the work with children (who have difficulties in studying, difficulties in the development and invalidity, lives in socially non simulative environment as well as for other children, for whom it was evaluated that living environment where the teaching is going on, the methods of work and teaching materials which are used lead us to the expected results, to have better survey in further planning and organization of their own time and way of work. Also, it helps in evaluation how successful they were and to think for the necessary support (attending of additional training, finding literature and useful sources of information) It is important answers and dilemmas to be shared at school with professional team, colleagues and the principal, so that all together can better plan the educational process of the child.

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ASSIGNING HOMEWORK TO ESP UNIVERSITY STUDENTS AND PROSPECTIVE EL TEACHERS[37]

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Abstract

Given the lack of relevant contemporary research and publications on various aspects of homework assignment in ESP university courses, as well as in teacher training courses, this paper addresses these issues and attempts at highlighting certain aspects related to this language teaching instructional tool. Based on observation of students' attitudes and author's personal professional experience, this paper presents some insights into the various possibilities offered by creative and inventive homework assignments.

Keywords: *homework, practice, preparation, extension*

Introduction

Basically, homework is understood as a set of activities done by the students outside the class without direct and real-time supervision of the teacher and it is expected to influence the outcome of the planned and desired linguistic and/or communicative language goals.

The idea behind assigning homework to university students (practically completely absent in the previous tertiary educational system when homework was associated only and solely with the lower levels of education) is connected to the introduction of ECTS in the higher education in the Republic of Macedonia and it is supposed to benefit the students in many ways, among which assigning certain points for its completion may be seen as the most motivating for the students. University students have many other varying demands and responsibilities besides their studies which put homework into a position to be seen more like an undesirable burden rather than as an instructional tool which can help to increase linguistic and communicative competence.

Insights

The extensive studies on homework have, however, not led to an agreement on its advantages and disadvantages concerning academic achievements with its efficacy still remaining an open question. In spite of the myths built around it (as a tool that increases academic achievement, as a precondition for international competitiveness and a solution for decreasing students' laziness), there has been no tangible evidence whatsoever for the justification of any of them.

Typesof homework

Homework can be mainly assigned to complement classroom work, save valuable classroom time and boost students' interest for the forthcoming session. Thus, three types of homework appear easily observable (Eddy, 1984): *Practice*, to strengthen newly obtained

[37] Specialized paper

skills, *Preparation* for future classroom activities and *Extension*, which refers to long-term projectsto be continued and presented in class. The types of homework tasks range from reading and doing exercises, to more complex activities such as writing essays, summaries, revisions, translations, doing project work and alike.

Possible homework effects

As with all other aspects of teaching, the effects of homework are to be carefully considered and estimated. According to H. Cooper (1994), there are three types of positive and three types of negative effects.

Positive effects are reflected on achievement because homework is believed to help knowledge retention, increased understanding, information processing and critical thinking as well as curriculum enrichment. The long-term academic effects are seen through an improved attitude toward school, learning during leisure time and improvement of study habits and skills. Long-term non-academic effects of homework point toward increased self-direction, self-discipline, time organization, inquisitiveness and problem solving independence.

Cooper (1994) states that just as there are positive effects,there are also drawbacks that mainly comprise satiation and loss of interest thereafter, physical and emotional fatigue, a feeling of loss upon leisure time and community activities and cheating through copying fromother students. All these negative effects present a danger in themselves as they may become repellent factors which sometimes may have serious unwanted results. Negative effects often present common excuses stated by students for their absence from classes.

Since the real purpose of homework is to support learning it is pertinent that it exhibits certain crucial features by being as meaningful and purposeful as possible, with clearly communicated outcomes, stimulating qualities, not overly complex, and, most importantly, always reviewed in class.

With regard to homework, researchers are gradually getting divided into supporters and opponents. The research done by C. Sharp (2001) between 1988 and 2001 has pointed to the positive relationship between doing homework and better achievements in secondary education although it should not be taken as evidence of the existence of direct proportionality between the amount of time spent on homework and academic achievement. Sharp also states that,generally speaking, students' attitudes to homework are positive with preferences, understandably, swinging towards interesting, challenging and varied tasks.

Time allocation

Although the time spent on homework varies in different countries with the USA being near the bottom compared to some other countries such as Japan for example, it is precisely in this country that homework is considered an important factor of success in raising academic standards because it is believed to foster the development of research skills and mind cultivation.

Homework in tertiary education

The above mentioned findings mainly refer to earlier phases of education, i.e. primary and secondary education. As for the tertiary level, at which there is usually a great amount of homework assigned, there are no references for research whatsoever. Considering the university population and its attitudes, habits and even stereotypes towards homework formed through their own earlier education experience, there undoubtedly remain many questions with regard to the effects of homework upon the studies of this population.

It is exactly the reason why this paper attempts to answer some of the questions concerning assigning homework to ESP university students and the possible influences this language teaching aspect has upon the final outcome.

Research methods

This study is based on the author's personal experience and observations regarding setting homework to university students at The Faculty of Technical Sciences and the Faculty of Pedagogy at the University "St.KlimentOhridski"in Bitola, Republic of Macedonia. Groups of students have been observed in a period of five years. Students at the Faculty of Technical Sciences took courses in English for specific purposes, whereas at the Faculty of Pedagogy the author was engaged in teacher training of prospective English language teachers by teaching Methods of English language teaching and conducting Teaching practice. In the case of the Faculty of Technical sciences students worked in groups consisting of20-40 students on average, but at the Faculty of pedagogy the groups usually consisted of 40-60 students. In both cases subjects were taught for one semester (3-5 hours a week for the technical engineering students and 4 hours a week for the English language majoring students).

At the beginning of each semester oral interviews were conducted with students regarding their earlier personal experiences with homework. Most of them expressed willingness to have homework assigned to them although there were certain unpleasant memories about this activities dating from the previous phases of education (such as bad feedback from the teacher, time consuming activity, uninteresting tasks etc). A large number of the students found it convenient that doing homework would participate in their final grade (as prescribed by the concept of the ECTS). Some of the students were suspicious about the type of homework assigned and were not very convincing that they will turn in the assignments punctually. This, as they explained, was mainly due to their existing low self-confidence regarding their English language proficiency, as will later prove to be quite justified. The oral interview also attempted at discovering students' attitudes and preferences regarding homework tasks. Students were also explained the importance of homework and its role in retaining and consolidating acquired knowledge.

A diary was neatly kept of all the observations and these were later taken into account for the next generation.

Assigning homework to ESP University students

Following the oral interviews, discussions and explanations, and having become better acquainted with the students, the author then approached the following homework assigning strategies.

For the*Practice* stages students were offered workbooks (Workbook for science and technology 2002, Workbook for engineering students 2010,for the technical engineering students, Workbook in Methods of ELT 2010 for the English language majoring students, Workbook in ESP writing for engineering students, 2008). All the four workbooks were designed according to the syllabi of the respective subjects, providing numerous and varying tasks closely related to the studied material. Students were given more than enough time to work on these assignments at their own will and pace because they were checked twice during the semester. Each workbook comes with a key which is intended to help out the students when they encounter difficulties solving the tasks. The author was, of course, aware of the potential danger that some students will turn to the key just to get rid of the unwanted chore as soon as possible, but, even so, the key helped those students who really wanted to study and who came up with questionsregarding various issues. That in itself was a worth reward for taking the merit of writing the key. Needless to say, each student was given appropriate feedback after handing in the completely filled workbook.

Preparation

For the *Preparation* stages, students were broadly acquainted with the content, purpose and significance of the forthcoming class and were asked to find as much information on the subject as they could. For e.g. when working on the topic about traffic accidents with Traffic engineering students, they were divided in groups of 4-5 students and each group had to find information on a particular segment related to the topic (traffic regulations in various countries, statistics concerning traffic accidents, types of traffic accidents and alike). This information was used as a starter during the initial stages of the next class. Students were particularly keen on fulfilling this type of activity because it was carried out using the Internet which they are very fond of doing anyway. Lively discussions around the fact who came up with the most relevant and interesting information always livened up the atmosphere.

Extension

It is during this stage that personal low self-confidence of some students with regard to their English language proficiency comes into light. This is why some students try to avoid taking part in this stage, completing their homework, or, what's even worse, coming into class at all.

Homework for the engineering students for this stage usually comprises data sheets completion, data processing, drawing labeling, presentations, discussions, interviews etc. Often, they are required to collect the necessary data and information by using their mobile phones and then present the obtained information to the class. This kind of homework presupposes using modern technology devices and as such presents part of students' everyday routine activities. Thus, they actually remain in their "comfort zone".

Prospective English language teachers in this stage work on homework connected to either planning or actually conducting short 5-10 minute class segments related, for e.g. to the pre-reading/pre-writing activities which they then have to present to the class.

Giving feedback

As for all other assignments set to students, objective and sincere feedback on homework is absolutely pertinent to the further students' prosperity in learning a foreign language. The teacher needs to always remain realistic but also highly considerate and sensible when it comes to discussing possible homework flaws, students' failure to completely accomplish the required tasks or a decision not to hand in any homework at all. Individual discussions with students who need help in this area during contact hours would probably contribute towards their understanding of the role of homework in consolidating and fortifying their EL proficiency. Varying and modifying some of the homework tasks in favour of individual students' taste and capability could sometimes prove a valuable remedial action as long as it does not become a typical and habitual teacher's practice which interferes with their integrity and professional dignity.

Conclusion

Observations into students' homework related performance speaks of students' prevailing positive attitudes towards this language learning aspect. Freshmen and first year students are generally keener on carrying out the assigned tasks than students in the higher years of studies. Female students also display greater readiness to spend time working on their homework than do their male peers. Female students also take the lead in participating in volunteering work related to the subject. Prospective EL teachers readily and eagerly undertake duties which enable them to acquire practice in the teaching field.

Yet, one must admit there always were, are and always will be students who fail to hand in their homework and even avoid attending classes through fear of being reprimanded for not presenting the assigned homework.

The variety of homework tasks and activities directly influences students' motivation to do homework and since only teachers' creativity and inventiveness is the limit to setting motivating assignments, teachers should make most of their freedom to prove the significant role of homework in EL teaching.

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TEACHING AND LEARNING APPROACHES OF CIVIC EDUCATION[38]

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Abstract

Civic education has new meaning for students who face many new subjects and topics that are related to life in the local community. Many of these issues require a greater degree of knowledge and understanding of contemporary processes of decision-making. The main purpose in learning Civic education is connecting the knowledge and understanding with a number of skills in problem solving, decision making and forming attitudes. There are many ways of learning of Civic education that provide a different approach in enabling young people to actively participate in creating a healthy and meaningful life. They are actually more relevant ways for authentic development of responsibility, creativity, courage and skill to live. They should constantly develop, improve and help quickly and easily solve problems on personal, local and global level. Concretely in this paper, from a theoretical perspective, will be discussed about different ways of learning and teaching Civic education, among which the most important are the following: passive Civic education, active Civic education, education for citizenship, education trough citizenship and citizen education.

Key words: *Civic education, approaches, learning, teaching, citizenship*

1. INTRODUCTION

"What is the purpose of education? This question agitates scholars, teachers, statesmen, every group, in fact, of thoughtful men and women. The conventional answer of the question is the acquisition of knowledge, the reading of books, and the learning of facts. Perhaps because there are so many books and the branches of knowledge in which we can learn facts are so multitudinous today, we begin to hear more frequently that the function of education is to give children a desire to learn and to teach them how to use their minds and where to go to acquire facts when their curiosity is aroused. Even more all-embracing than this is the statement made not long ago, before a group of English headmasters, by the Archbishop of York, that "the true purpose of education is to produce citizens." If this is the goal- and in a democracy it would seem at least an important part of the ultimate achievement- then we must examine our educational system from a new point of view." (Roosevelt, 1930)

For several decades, Civic education is an important segment of education in European countries and beyond. Macedonia has a tendency to be a part of such an educational space and therefore adapt education to be incompatible with the basic goals of reform its educational system. The aim of Civic education coincides with the crucial aim of the reform of the educational system, thereby increasing its educational function. Civic education in our country are taught in preschool, elementary, high school and higher

[38] Specialized paper

education, namely the Faculty of Education in Bitola, with the same tendency to institutionalize it at the other pedagogical faculties in the country. The nature of the subject is such that the very national program allows schools great flexibility to develop their own approach to Civic education. Educational institutions are also under increasing pressure to raise academic standards. In this direction Civic education contributes to:

- Raising standards and student achievement
- Accomplish the legal obligations for national curriculum
- Improved behavior and reducing exclusions
- Connecting students with controversial issues of society
- Develop key skills that are most assured with employers and universities such as leadership, teamwork and participation. (Faundation, 2013)

Citizenship includes people acting together to address issues of common interest in order to maintain and improve the democratic culture of society. To achieve this goal, citizenship education teaches knowledge, understanding of politics, law and economics and skills for effective and responsible participation in public and democratic life. Through Civic education students:

- explore issues related to democracy, justice, inequality, the government and its organization;
- learn to work together to create solutions that are struggling to cope with the challenges facing neighborhoods and wider communities;
- develop political literacy to make a positive contribution to society as informed and responsible citizens. (Life)

From a theoretical perspective, there are different ways of learning and teaching of Civic education, among which the most important are the following:

- passive Civic education
- active Civic education
- education for citizenship
- education trough citizenship
- citizen education

2. PASSIVE CIVIC EDUCATION

Passive Civic education involves a wide range of different elements of learning, including knowledge and understanding about topics such as: laws and rules, the democratic process, the media, human rights, diversity, money and the economy, sustainable development and world as a global community; and about concepts such as democracy, justice, equality, freedom, authority and the rule of law; (Faundation C., 2013) What is important for all educational institutions and should be learned is:

- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of Macedonia
- encourage students to accept responsibility for their behavior, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in Macedonia

- develop further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- encourage respect for other people, and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in Macedonia. (Faundation C. , 2014)

Democratic society needs active, informed and responsible citizens; citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process. One of the main goals of passive citizenship education is to develop the citizens' awareness that a democratic society is dependent on and among other things, they should be:

- aware of their rights and responsibilities as citizens;
- informed about the social and political world;
- concerned about the welfare of others;
- articulate in their opinions and arguments;
- capable of having an influence on the world;
- active in their communities;
- responsible in how they act as citizens.

These capacities do not develop unaided. They have to be learnt. While a certain amount of citizenship may be picked up through ordinary experience in the home or at work, it can never in itself be sufficient to equip citizens for the sort of active role required of them in today's complex and diverse society. (Faundation C. , 2013)

Knowledge and understanding is necessary for passive citizenship, but also underpins active engagement. These include both a conceptual understanding of key concepts of politics and society, but also knowledge of particular institutions and their procedures, local, national and international. It can be argued that an understanding of the underlying principles of the role of the law, of the nature of representative democracy, the powers of and restraints on government, and some awareness of the premises of the economy, society and the environment are necessary for the educated citizen. (Ross, 2012)

3. ACTIVE CIVIC EDUCATION

Active Civic education complements the passive model of Civic education including the opportunity to participate in various debates, criticizing, making reasonable decisions and finding alternative models on certain issues within the structure and process of democracy. The first step to transform passive to active learning process would be most effectively performed with educators who have the most contact with young people. According to Henry Milner most of these ideas for greater youth participation must first apply to the local level, so that students can understand the role of political engagement and voting in their daily lives and to transform the teaching of democracy and political participation of passive activity to an active and hands-on lesson. He believes that there are a number of resources and tools to achieve the goal of greater interaction of students. But also highlights the importance of basic knowledge and awareness of students about the democratic principles, institutions and their roles, the importance of voting, etc. (Milner, 2010)

Active citizenship education has a major impact on the development of skills and abilities of students as: critical thinking, analyzing information, expressing opinions, taking part in discussions and debates, negotiating, conflict resolution and participating in community action;

The most effective form of learning in citizenship education is:

- active form which emphasizes learning by doing;
- interactive form which includes use of discussion and debate;
- relevant form which focuses on real-life issues facing young people and society;
- critical form which encourages young people to think for themselves;
- collaborative form for group work and co-operative learning;
- participative form which gives young people a word in their own learning (Faundation C., 2013)

In highly developed democracies, the place of Civic education is highly ranked and it has high degree of significance. According to web page Citizenship Foundation- Engaging Individuals in Society, schools in the UK pay much attention to SMSC (spiritual, moral, social and cultural development) of students because it is one of the main criteria in deciding whether the school is 'outstanding', 'inadequate' or somewhere in between. In its press release on 27 November 2014, British Department for Education told all schools to promote 'British values' and produced advice for doing so through SMSC. (Foundation, 2014)

SMSC stands for spiritual, moral, social and cultural development. All schools in England must show how well their pupils develop in SMSC.

- Spiritual development- Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.
- Moral development- Recognize right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.
- Social development- Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance
- Cultural development- Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. (Foundation, 2014)

4. EDUCATION FOR CITIZENSHIP

Citizenship and civic engagement are commonly used terms and expressions and yet they both resist simple definitions. Sometimes they are used interchangeably, other times as separate and distinct concepts.

Civic: relating to community; connected with the duties and obligations of belonging to a community;

Engagement: to involve someone in an activity, or to become involved or take part in an activity.

"Civic engagement is the involvement in an activity related to community, often connected with duties and obligations."

So, if citizenship can be thought of as an understanding of certain "duties, rights, and privileges," civic engagement can be thought of as the activities associated with those particular duties, rights, and privileges. (Karla Gottlieb, 2002)

With regard to citizenship education the new framework emphasizes the need to:

- re-conceptualize citizenship training in terms of human rights and approaches of critical pedagogy,
- emphasize environment and its protection, living in harmony with oneself and with natural and social environment,

- promote peace, a democratic way of life,
- create respect for the constitutional values of equality, justice, liberty, fraternity, tolerance, secularism and empathy. (George Cappelle, 2011)

In order to develop citizens who promote equitable and sustainable development for all, it is necessary that teachers be educated in the training to understand local cultures, cultural-specific and multicultural situations and in national and international systems and contexts. Teachers, it is stated, need to know more about the exclusion of children who come from socially and economically deprived backgrounds and from minority communities. There is also a need to equip teachers to overcome their own preconceived ideas about these issues and to handle such difficult issues in a positive and even-handed way. (George Cappelle, 2011)

Education for citizenship allows acquisition of basic skills and knowledge of national history, structure and processes in government and political life. It provides an opportunity to explore issues and concerns of the contemporary society such as pluralism, identity, gender, equity, poverty, and diversity. It means focusing on theory, practicum, research and participation in workshops focusing on communication, human rights, proficiency, international culture, future developments in education. (Alba)

Education for citizenship addresses the exercising of rights and responsibilities within communities at local, national and global levels. It encompasses the development of informed decision making, and the ability to take thoughtful and responsible action, locally and globally. Young people are citizens of today, not citizens in waiting. Education for citizenship is about developing in learners the ability to take up their place in society as responsible, successful, effective and confident citizens both now and in the future. Curriculum for Civic Education is underpinned by the values of wisdom, compassion, integrity and justice. Within this, education for citizenship provides learners with the opportunity to develop an understanding of fairness and justice, equips them with skills of critical evaluation and encourages the expression of attitudes and beliefs to respond to the challenges we face as global citizens in a constructive and positive manner. Issues addressed through education for citizenship include human rights, sustainable development, peace and conflict resolution, social equality and appreciation of diversity. Learner voice is a crucial element of education for citizenship; indeed, curriculum for Civic education provides the ideal framework to give children and young people the opportunity to exercise their rights and responsibilities within an educational setting. (Alba)

5. EDUCATION THROUGH CITIZENSHIP

Education through citizenship enables learning through active, participatory experience in the school or local community, which comes to strengthening the already acquired knowledge. Values, skills and knowledge are necessary factors for active citizenship. (Ross, 2012) The most important values and dispositions are: respect for justice, democracy and the rule of law, openness, tolerance, courage to defend a point of view and a willingness to: listen to, work with and stand up for others. (Faundation C. , 2013)

When we talk about the citizens and the values it is important to mention that Civic education through active learning provides an infrastructure of knowledge and skills on which civics education can be built, including the mechanisms of the democratic system of government, the principles and values on which it is based, and the language of civics. It will help teachers convey information and foster pupils' understanding of concepts, principles, and ideas associated with civics and provide a basis for teaching the subject in senior high

school. The students should understand the meaning of a people, a state, a citizen, a democratic state and democratic values. It also helps them understand an individual's rights and obligations, state institutions and the rules under which they operate. Civic education through active learning is a mode of drawing students closer, through their experience in the civics class, to events in their own social and civil lives. (Rothenberg, 2014)

Citizenship education deals with the relationship between the individual and political society, between the self and others. The curriculum needs to reflect this: it must help the individual understand both their own identity and the nature of society, and how to actively engage with the complex relationship of rights and responsibilities that exist between the two. (Ross, 2012)

Audigier distinguishes four forms or levels of activity in citizenship.

- The first form- the participant possesses a sense of influence and confidence in understanding the domestic political system, votes regularly in elections and participates in changing civic society,
- The second form of activity lies in social movements, in being involved with voluntary activities- either working as a volunteer with agencies, or collecting money on their behalf.
- The third form consists of action for social change, when the individual is involved in activities that aim to change political and social policies. This would range from such activities as letter writing and signing petitions to working with pressure groups and participating in demonstrations, pressure groups and other ways of trying to influence decision making.
- The fourth active form is of enterprise citizenship, an essentially individualist model of citizenship action, in which the individual engages in such self-regulating activities as achieving financial independence, becoming a self-directed learner, being a problem solver and developing entrepreneurial ideas. (Ross, 2012)

6. CITIZEN EDUCATION

Education for citizens, which includes "for "and "through" ways of Civic education learning refers to equipping students with the basic tools for becoming a citizen in a democratic society, and they are: (knowledge and understanding, skills, values and inclinations to something). All these tools are needed for active participation of young people in the role of a capable and responsible citizen of a democratic state.

The practical side of good citizenship is developed most successfully in school because in miniature one is living in a society, and the conditions and problems of the larger society are more easily reproduced and met and solved. To accomplish this, however, presupposes a high grade of teaching, a teacher who not only teaches a subject but is always conscious of the relation of the subject to the larger purpose of learning to live. Learning to be a good citizen is learning to live to the maximum of one's abilities and opportunities, and every subject should be taught every child with this in view. The teacher's personality and character are of the greatest importance.

Teachers must have leisure to prepare, to study, to journey in new fields, and to open new sources of knowledge and inspiration and experience for themselves. Of great importance is to emphasize the attitude and position of the student in education. The school must define the rights and responsibilities of participants in the educational process. Someone must be responsible for the success or failure of the student. The quality of education implies

an approach that allows creating a better society, where the important role belongs to the teachers, schools, parents and the local community.

The school alone cannot teach citizenship, however, any more than it can really educate a child. It can do much in directing thought and formulating standards, in creating habits of responsibility and courage and devotion.

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PREPARATION OF INDIVIDUAL EDUCATIONAL PLAN FOR CHIDLREN WHO HAVE DIFFICULTIES IN STUDYING, DISSABILITIES IN THE DEVELOPMENT OR INVALIDITY AND LIVE IN SOCIALLY NON STIMULATED ENVIRONMENT[39]

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Abstract

Due to the difficulties in inclusion, participation or progress in educational work, each child is entitled to Individual Educational Plan. The paper "Preparation of Individual Educational Plan for children who have difficulties in studying, disabilities in development or invalidity and live in socially non stimulated environment refers to children who have difficulties in studying (due to the specific disability or problems in behavior and emotional development); has invalidity (physical, motor, sensitive, intellectual or combined disabilities in the development or disabilities due to autism); live in socially non stimulated environment (social, economic, cultural, lingual, poor environment or for a longer time resides in health institution or social institution); from other reasons are entitled to the support in the education.

But enriching of the education by IOP can have a child with large capabilities who he gains in elementary and secondary education. In the paper Preparation of Individual Educational Plan for children who have difficulties in studying, disabilities in the development or invalidity and live in socially non stimulated environment it does not refer only to IOP for children with large capabilities, but all given principles, directions and described activities will be able to be applied to the Individual Educational Plan for children with large capabilities .

The Individual Educational Plan gives precise steps in planning and qualitative realization of the teaching, but even more for successful progress and studying of the child where additional support in the education is necessary. Long-term effects of adjustment of teaching should be taken into consideration for the child that needs additional support, but also for the other children in the grade. Well planned and led teaching contributes to gaining knowledge and skills, social inclusion and independence of the child who needs additional support as well as progress of competences of all included in the work with the child.

INTRODUCTION

For children who have difficulties in studying, disabilities in the development or invalidity live in socially non stimulated environment, as well as for other children for whom it will be evaluated that the living environment where teaching is going on, methods of work and teaching materials which are used, lead to the expected results, additional support and adjustment in the approach of all people who work with them is necessary in the studying and adoption of new contents and new skills,

[39] Specialized paper

The Individual Educational Plan (hereinafter IOP) is written document for children who have necessity of additional support (comprehensible, complete and detailed pedagogical profile) in the class where teaching is attended, IOP enables regularly though regular preparation for class adjustments to be made by the teacher and to use different methods forms of work resources.[40] In that way removal of barriers for studying a participation in the class of children who need additional support is enabled.

If you do not take into consideration children's characteristics and if different ways of work forms, methods and resources for studying are applied then IOP cannot help in improvement of the conditions of studying and development of children, who have difficulties in studying, disabilities in the development or invalidity and who live in socially non stimulated environment. In that case IOP as a document will be what all in the educational process are afraid of : that IOP will be just filling in of additional document or with IOP a special additional individual work with the child will be expected; and that will be additional burden of the work with other children in the class.

1. Individual educational plan

By IOP an additional support in the education of children is planned who face difficulties in studying, disabilities in the development or invalidity, live in socially non stimulated environment. Hereinafter of the text of the paper it will be used children who need support. What does support mean? Support is each adaptation or modification in order to secure better inclusion of those children in the educational process. It refers to the physical environment (where it studies), curriculum and program (what does it study), teaching devices and materials (that is studies from), methods of work (how it studies) schedule of activities (when it studies) professionals who realize the programs at school (who teaches them) method of knowledge checking (how it is checked what is learnt).

In order support to be planned in correct way, it is necessary to be known what is good and its necessities of support, that is why it is previously necessary to write precise and complete pedagogical profile.

When the child is known well, when all important information are gathered for its functioning when a complete and concrete pedagogical profile is made and the priority areas are confirmed for which there is necessity for support, then for the people who will work with the child it will be easier to pan the necessary support for the concrete child.

For each child who needs support, IOP is made the same results from child's pedagogical profile. For the people who work with the child who needs support it is of large help in the planning of the support if they know the diagnosis. The most frequent question is how to work with that child? People who work with children who need help, it is necessary to take intoconsideration that readymade receipt for education for those children does not exist. [41] This is where "individual" comes from when it is named as individual plan of education (IOP). It should be taken into consideration when you say "individual" it does not mean to work individually with the child. That is a deception. The made IOP should be realized within classes at school. Teachers when planning their work in the class where the child needs support the planned activities should be planned by IOP. [42]

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1.1 Types of IOP

IOP can be made at school for: part or all areas / educational topics within the subject; for a group of subjects or for all subjects of the class that the child attends as well as for extra curriculum activities.

The individual educational plan can be adjusted program by which it is planned to adjust the area and working conditions, methods for work, workbooks and teaching devices ; changed program where beside above written adjustments, adjustment of the general results is planned of the education, adjustments of special standards of the achievements of the students regarding the planned standards [43].

Cooperation and team work is based for making of any kind of IOP and for corresponding support of the children. Also, the interchange of information for child is very important to all people who have contact and work with him. For example some teachers rarely meet child who needs support and they will have no possibility to get to know him better. In cooperation with the colleagues who are in everyday contact with him they can get the key information

In order to make any type of IOP, it is the most important to apply the rules for planning and following of the planned support. When continuously the progress of the student is followed it should be a constitutional part of IOP teachers should continuously adjust their work and to change it regarding the necessity of the support of the child that needs it.

1.2 When is it necessary to make IOP?

IOP can be always made when a necessary support is noticed that is needed in education of the child for example:

- Before starting to school (during the meeting with the child who starts school)
- During the educational process by the School team for inclusive education
- The child changes the educational institution or place of living (for example starts at first grade, fifth grade, first year of secondary education goes to another school, change of the teacher, class teacher, subject teacher) [44]

After preparation of IOP, it is evaluated and revised. In the first year of application it is good to be evaluated on each third term and in the following years at the beginning of the school year or every term. If during the following of realization of IOP, it was confirmed that child does not achieve the planned aims, the reason should be checked (for example if the set aims were corresponding for the child, if the corresponding forms were used and methods for work in order to achieve those aims).

When IOP is evaluated, it can be said that is good only if the planned support leads to achievement of the planned aims. If IOP does not allow achievement of the aims then revision is necessary. That revision should be made at the moment when it is evaluated what is necessary and not to wait for example third semester or half term in order to follow the time frame of IOP.

[43] Janić, B. Milojević, N I Lazarević, N. (2012), Primena I unapređenje inkluzivnog obrazovanja u Srbiji, Beograd

[44] Janić, B. Milojević, N I Lazarević, N. (2012), Primena I unapređenje inkluzivnog obrazovanja u Srbiji, Beograd

2. The role of the professional team in preparation of IOP

In every school where there are students who need support the principal should form professional team for inclusive education. In practice there are usually members from the professional team, principals as well as teachers who have education in this area. The professional team for inclusive education is obliged to coordinate all activities at school which refer to the education of children who have necessity from additional support this team:

- Gives proposal for confirmation of the right to IOP
- Suggests members of the team for giving additional support for the child
- The written IOP is sent to the Teacher's counsel for adoption
- Gives consent for the decision of the Teachers' counsel or implementation, changes and supplements of IOP or sending for implementation of IOP on basis of the made evaluation of IOP [45].

It is important to emphasize that the professional team of inclusive education is not liable for writing of IOP.

IOP for the child who has necessity of support, is made by the team which gives the additional support. That team is formed by the professional team for inclusive education of the school. The realization of IOP starts after obtained consent of the parents of the child and the teacher's counsel of the school. Obligatory members of the team are Educator (if the child is in kindergarten), teacher or class teacher (if the child is in regular school), professionals, associates parents.

Beside them in the team there could be included if it is necessary teachers who also work with the child, experts outside the institution who know the child well (for example experts who worked with the child in health institutions or nongovernmental organizations, who offer different services for support; experts who worked with the child on the previous level of education) on demand of the parents. It is important all members of this team to have IOP in written form. In that case each member of the team can visit and follow what was planned and agreed as well as achievement of the aims. [46]

3.First step before application of IOP

Before you start with implementation of IOP it is necessary at school to remove the physical and communicational barriers. That will be made is there is adjustment of the rooms and conditions where the activity is realized, activity at school, the working methods are adjusted, the teaching materials and didactical materials.

For the planned measurement for elimination of the physical and communication boundaries (individualized way of work, creation of additional and certain types of activities, making special schedule of activities etc) at school it is good to have a form where the same will be registered and each of them an example will be given, for which subject /areas the same will be planned short description of the measurements, type of support and aim of giving support who and when realizes [47].

[45] Ferguson M.L., McLaughlin M.J., Artiles J.A. (2003): Inkluzivno obrazovanje, Priruĉnik za nastavnike, Sarajevo, UNESCO2

[46] Janić, B. Milojević, N I Lazarević, N. (2012), Primena I unapređenje inkluzivnog obrazovanja u Srbiji, Beograd

[47] Janić, B. Milojević, N I Lazarević, N. (2012), Primena I unapređenje inkluzivnog obrazovanja u Srbiji, Beograd

4. Structure and content of IOP

4.1 Structure of IOP

In the structure of IOP it is good to have the following elements

- Personal data and short description of the development and education of the child or the student
- Aims of the educational work that is the change by which additional support should be obtained in the areas where additional support is planned.
- Description of the individual activities or steps and their schedule in the educational group or at classes at schools as well as schedule of the work outside the group or grade that is necessary
- Special standards for success and adjusted standards for certain activities for some or all subjects at school, that is the results of those activities which through gradual process the aim of the additional support is achieved
- People who will give support during the realization of the individual planned activities
- Duration and frequency of each activity for support

4.2 Content of elements of IOP

Subjects/areas

The collected data for the children registered in pedagogical profile are in function of definition of subjects/areas where the child needs additional support. IOP should contain academic and nonacademic areas. Why? It was already said that if you take care for the context of the curriculum where the child has problems, then it cannot achieve some general results and standards of education.

If the question is imposed: *Why the child unsatisfactory progresses although support is organized for example that refers to reduction of the contents of some subject?* The answer could be that Support is not organized in other areas – such as independence, communicational and social skills [48].Student can during the process of studying learn the contents in different way. In that case the teachers should adjust the methods of studying to use special teaching and didactical means and supplies, additional agents and similar. All needs for support are given in pedagogical profile. On basis on it priorities are confirmed for which support is planned through activity within the IOP.

Aims of IOP

After subjects /areas had been defined for each of them the teams for giving additional support of the could should define the aims.

The aims should be clear, concrete and language in which they are written not to be ambiguous to refer to concrete changes, measurable, achievable with given temporal frame and with available resources; real- important for the student and his progress; connected to the time when they can be achieved.[49]

At the beginning it is recommended the aims to be short- term, so the additional support to be secured for the child, to be sure that this aim can be achieved. When defining

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[49] Vanaleinen, R, Jerotievć, M I Mrse S., (2010), Materijali za nacionalni obuki-individualni obrazovni plan, Ministerstvo prosvete, Republika Srbija

the aims it should be started from what the child can do, to plan a support for what child can not do.

Activities in IOP

Giving support is planning of activities which can enable change to happen at child. The value of IOP is showed in making small steps. When these steps are made it must be thought for the results of these activities and whether these results lead to the aim. Sometimes it is thought that there is no need of precise steps and results, but simply in that way it can be evaluated whether the support was well planned and then to follow and evaluate its effect.

When you make IOP it is important to be detailed and comprehensible. What is written as a plan for support should be also comprehensible for the person that does not know the child and his condition in the education.

Planned activities for support should be corresponding to the aims and can enable their achievement. For non academic knowledge and skills, it is important parents to be consulted which are the priorities. Parents can be important source of information for the type of support because they can give useful information how the child learnt some skilled and obtained certain knowledge.

If the aim is the student independently to perform the school works at class and at home then the possible activities should be 1) support for taking of the utensil and books at classes 2) support for start and performing tasks at school 3) support for writing of homework. Each of these activities should lead to certain results that child adopted as wanted behavior in this case all these results together to the wanted aim. [50]

People who realize IOP

People who realize are those who secure certain concrete support of the child. At school most frequently a teacher or more teachers, but also classmates especially if the child needs less support, for example notes for some work, preparation of materials for work etc. For certain activities people who realize could be parents or all others who live with the child and help him. In this case it is important to evaluate the capabilities of other people and how prepared they are to give the corresponding support.[51]

Surely they have to be previously informed for their obligations and responsibilities including terms and concrete forms for support that they should give.

One of the forms of support at class and at school where child that needs additional help studies is a support through a assistant. As well as the other types of support and the support through assistant is planed regarding the necessity for support of the concrete child. It is planned as a part of IOP. They should work in team with the teacher and they should not be only liable only for the child who needs the additional support, but also for the work and functioning of the whole grade.

Duration of the activities of IOP

Duration refers to the period for which the planned aims are planned to be achieved so activities can be everyday in order child to adopt certain knowledge or skills and other can be planed and rarely depending on the necessity for support for achievement of the aims.

[50] Drustvo ujedinjenih gradanskih akcija DUGA (2006): Uloga nastavnika/učitelja u obrazovanju djece – Vodič kroz inkluziju u obrazovanju, CPUiMOARE Printing Co., Sarajevo

[51] Janić, B. Milojević, N I Lazarević, N. (2012), Primena I unapređenje inkluzivnog obrazovanja u Srbiji, Beograd

Evaluation and correction of IOP

Evaluation of IOP is made in order to evaluate the achievement of the aims defined in IOP.

External evaluation of IOP is made by educational inspector during the professional supervision, the fullness of the conditions in the procedure of reaching of IOP is confirmed, the content and the implementation of IOP is evaluated.

The internal evaluation of IOP within the school is made through self evaluation by the professional team of inclusive education and the team who secures additional support of the child who has necessity of it and members of the professional team for inclusive education can join.

The evaluation of IOP is made by the team who secures additional support of the child who has a

necessity of it and members can join from the professional team for inclusive education

By the evaluation the team confirms: 1) if it is necessary for the child who gives a support to revise the existing IOP (because some adjustments /corrections were not corresponding or some aims and results were not realized 2) annulations of IOP if all results and aims are achieved and the team evaluates if the child coul continue to progress and only by application of the individualized teaching 3) to write completely new IOP if only that child did not give results and aims that is, he achieved very small part from them [52]

CONCLUSION

IOP is a document for planning and following of the work with a child who needs additional support in its development and the same should enable progress to that child.

If teachers know all children in the grade, including children who have necessity of additional support in the education IOP will enable each day and in each hour to support their individuality and diversity. In this way planning of the classes taking into consideration IOP as well for some children, in the focus will be studying and progressing of each child which is the aim of education instead classes where there are lecturers of lessons.[53]

General results are that knowledge and skills that should be adopted are secured during the whole educational work through all levels of education and through different forms of work. Non academic skills are equally important because they contribute in studying, that is adoption of academic knowledge. In order child to learn and the learnt to be shown, he must develop the independence, social and communication skills, he must learn to work in groups, to accept the rules at the school. All these skills are interrelated and the development of one influences the development of the others. When we determine the priorities, general standards there should be taken into consideration on basis of which areas for preparation of IOP are elected.

In IOP extra curriculum activities can be planed which can refer to additional and supplementary classes, sections but some activities planned by IOP can be realized through independent work with the individual. Some schools have employed speech therapists. The speech therapist can individually work with the child but it is necessary those activities to be planned at some other time not during the obligatory classes in order to avoid separation of the child from the class. That can be one of the forms for support of the child.

Preparation of IOP can be proposed by parents. In practice it happens, parents not to be proposers of IOP, then school should sent a notice to inform that for their child it is

[52] Janić, B. Milojević, N I Lazarević, N. (2012), Primena I unapređenje inkluzivnog obrazovanja u Srbiji, Beograd

[53] Drustvo ujedinjenih gradanskih akcija DUGA, Priručnik za nastavu, pomoć djeci sa posebnim potrebama u BiH,

necessary to made IOP. Then it is necessary parents to be invited to school and additionally to be explained what IOP preparation means, why it is necessary their child to gain education according to prepared IOP, what would be the effect during his education and also it is of great importance all doubts for IOP to be explained to the parents. Schools are facing the problem parents not to agree with preparation of IOP. In that case school should take measures which will secure the child studying and progress.

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THE USE OF COMPOSITES IN THE FIELD OF TERMINOLOGY[54]

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Abstract

One of the primary duties of our Linguistic has been the continuous enrichment of the language with new words and expressions, created by Albanian sources by exclusion of the foreign expressions. Researchers, more or less approached these problems, especially hard work of our Renaissances who worked with dedication and great love, enriching and cleaning from foreign words that had a presence and it was a risk to be disappeared. In this study, we will discuss about a number of composites which come out in "Today's vocabulary of Albanian language" Prishtine, 1981, and have to do with names of working tools, scientific terms used in different fields, and naming of people according to their occupations. We will talk about these composites separately and in what way were formed. Albanian composites are the words which are formed by emerging of the two or more terms in a single word. During creation of new composites in the field of terminology, linguists and specialists of the certain field should cooperate, because only this way would create proper expressions for the certain terms and naming, otherwise, there will be a breach of language as at later stages some words will be out of use. this due to the development of society that receives new words and get out of use other words, taking care to keep those words which are created from Albanian sources and in accordance to rules of our language.

Key-words: *Albanian, language, terminology,composites.*

One of the primary duties of our Linguistic has been the continuous enrichment of the language with new words and expressions, created by Albanian sources by exclusion of the foreign expressions.

Researchers, more or less approached these problems, especially hard work of our Renaissances who worked with dedication and great love, enriching and cleaning from foreign words that had a presence and it was a risk to be disappeared.

All work of Researches was only crowned after liberation of the country (after World War Second) when the Researches approached these problems in an organized manner, greater knowledge and scientifically well prepared.

Rapid development in the entire country after liberation laid the language to challenges; it must meet society requirements that were growing consistently. Linguists had a daily requirement to find new words and expressions needed for the naming of new concepts and objects from different areas, thus, it was more than necessary to put in use many expressions taken - used as popular words and create as many new words based on the rules of Albanian language. These neologisms were created not only to foreign interferences, but also the scientific and technical terms are more understandable and closer, as they will not remain to only a group of scientists of the certain profiles, but they are dedicated to a large group of people.

[54] Specialized paper

During the creation of scientific and technical terms, its forming has an important role through composites, here is seen a productive role on enrichment of Albanian linguistic.

In this study, we will discuss about a number of composites which come out in "Today's vocabulary of Albanian language" Prishtine, 1981, and have to do with names of working tools, scientific terms used in different fields, and naming of people according to their occupations. We will talk about these composites separately and in what way were formed.

Albanian composites are the words which are formed by emerging of the two or more terms in a single word. Albanian composites are words, formed with composition, so that we can separate in the two different types, from the way of being formed and its composition.

I. **Compound Words:** They are formed by the merging of the two or more topics in the process of creating new words.

II. **Absolute words:** Historically, they have been formed by merging of two or more words while using them consistently.

I. Compound Words:

In the vocabulary we find compound composites, where the first one determines the second one, thus, we group composites according to the value of grammar-linguistic e.g.:

a. **Name + name:** where the new composites units result to most of cases, names again, e.g.: ***aktakuzë, aktpadi, projektligj, projektvendim, togfjalësh, kokërreth (takërllaq).*** Except terms as mentioned above, several names emerge to this group as we use them in the field of biology, e.g.: ***ferrëmanzë, gjeldeti, krimbalesh, dosëbalë (vjedull), bishtafurkë etj.***

b. Name+ surname: ***afatgjatë, afatshkurtër, gjakftohtë (animal group), pulëbardhë, pulegër, antenagjatë (zoology) etc.***

c. Name + emërfolor (particip): ***ajërmatës, ajërnxjerrës, ajkëmatës, akullmajtës (ice storage container), akullthyese, akullçarësi (pickax geology), arrëthyese (tongs nut), dendësimatës, dritëhedhëse (rocket lighting), farëhedhëse (machine), fletëbirues (tool), gazmatës, bletëkapëse (box), dallgëpritëse (pendë), fillprerës, shimbledhës, himbajtëse (ashtray), shenjëdhënës (semafor), tymthithës (device) etj.***

As mentioned above, we emphasized a number of composites that will be used for naming of different devices where most of them have come in use today. The following expressions entered to this group, e.g.: ***bishtatundës (zoology), drungrënës, lëvorebrejtës, farëngrënës (i), baktermbajtës, bacilmbytës (medicine), aeroplanmbajtës*** etc.

In the post liberation period, naming of people according to their occupations was grown in a significant manner, thereby reflecting deep changes in the country life, growth of industry, economy, transportation, agriculture, science and culture, also this group of composites enters to the third group or **c. name + emërfolor (particip)**: ***anijedrejtues, anijendërtues, argjendpunues, agrumerritës, drugdhendës, gurgdhendës, fillrojtës, letërshpërndarës, metalshkrirës, shinashtrues, zjarrfikës*** etc.

The industrialization of the country conditioned the reduction of people dealing with artisans, therefore, have emerged and are emerging of use many terms of naming people on the basis of their occupations, several expressions got out of use that belong to previous periods, e.g.: ***briskpunues, bravandreqës, dyfekpunues, qiribërës, plisathyes, litarpunues, kafshëmbathës (nallban), kazanpunues, samarpunues, si dhe termat: tagrambledhës, taksambledhës*** etc.

ç. The composite: **name + name + surname**, this type of the composite is not common, except these three composition, there are also parts of lecture, e.g: ***bishtafurkabukur= bisht (a) + furka + bukur, që emërton (bukëlzën, ose siç i thonë edhe ndryshe nusja e lalës), lulekëmbëpulë= lule+ këmbë+ pulë, (flower).***

d. Verb + name: in these composites, the first part is verb while the second part is name. This type of composite is often mentioned in the daily speech, e.g.: bredrure – brej+dru (çukapiku), shtypshkronjë, tundubishte (bishtatundës), etc.

e. Numeral + name: ***dyfletësh, dythundrak, dyflatror, dipolar, katërfish, katërkëmbësh*** etc.

There are other manners of forming composites, but we provided some examples to only some of them.

II. Adjoining words:

We emphasized that adjoining words are historically formed by emerge of the two or more words while being in consistent use:

Kushtrim (call for war), by ***"kush-është-trim", shtroerë (vend që s'e zë era),*** by ***"shtro-erë", tundubishtje (bird in grey color and long tail),*** by ***"tund bishtin!", therebujkun (kind of bush),*** by ***"there bujkun!", bredrure (çukapiku),*** by ***"brej dru!" etj.***

From the afore-mentioned examples, we saw that Albanian language is enriched with composites, most of the mentioned composites were put in use in all fields, therefore there is a possibility for creation of more new composites in accordance with Albanian rules.

During creation of new composites in the field of terminology, linguists and specialists of the certain field should cooperate, because only this way would create proper expressions for the certain terms and naming, otherwise, there will be a breach of language as at later stages some words will be out of use.

As mentioned above, we saw that new words enters in one side while in the other side other words are removed from use, this due to the development of society that receives new words and get out of use other words, taking care to keep those words which are created from Albanian sources and in accordance to rules of our language. Prof. E. Qabej said "With the industrialization of the country, bring to an in-substitution, always a part of its vocabulary elements:."(CABEJ, 1975)

Process of cleaning, enrichment and cultivation of new words does never end as the language is such an organism which evolves continuously. In order to have a language which would better meet new requirements, we should all care about it; it's not a matter of only linguists, but also people from education and culture, specialists,(THOMAJ, 1978), meaning that the language is a communication tool to society.

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CREATIVE ACTIVITIES FOR LEARNING THE ORTHOGRAPHY RULES IN THE PRIMARY EDUCATION[55]

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Abstract

Properly expressive talking and reading are the most important conditions for orthography proficiency. The habbits for correct writing are forming in a longer time period. Students acquire knowledge for the language's grammar structure with systematic learning in the edycational institutions (schools).

For successful realization the grammar and orthography teaching contents, the teacher must be oriented to the program, careful select the methods and sources in the realizing the teaching and follow the principles (from easier to more difficult, from known to unknown - gradual and orderly, unity of theory and practice, contiuality of the knowledge and skills and conscious activity of the student). With an interesting activities he must try, on the simple way, to show the meaning and the value of the good, nice writing. The teacher in his work can use many different activities such games to make more interesting orthography lessons: uncorrect sentences, puzzles, riddles, crosswords, quiz-competitions etc. These activities, also, can have positive effect in the introduction in the new teaching contents in orthography part.

The grammar teaching gives the rules for written expression, allows development of the language thinking, contribute for enriching of the expression among the students. On that way, the thought is clear and logic. It isn't an opportunity for hesitation and ambiguity for the written expression. When the teacher every day puts an accent on the language regularities, they cross in a habbit. On this way the students from the earliest years from their education have a sense for beauty of a macedonian standard language. That will lead to improved language and common culture of each student.

Key words: *orthography, orthography rules, creative activities.*

THE ORTHOGRAPHY IN THE PRIMARY EDUCATION

The subject ***macedonian (mother) language*** is a fundament for the whole education in the school. It gives the basis for acquiring knowledge for all other subjects and for the life, in general. The contents from all other subjects can be **mastered (усвоени)** on written and oral way. The usage and the practice of the written and the oral expression are realizing by teaching macedonian (mother) language in the schools.

During the teaching macedonian language the students learn for the functioning of the macedonian standard system. They will use the standard language's norms (phonological, morphological, syntactic, lexical, orthographic and orthoepic) in all levels of the educational period.

[55] Specialized paper

In the core of the whole teaching macedonian language is the field **language.** The teaching grammar and orthography has a big importance for the teaching macedonian language and the other subjects, especially for the educational work in the low grades from the primary education. Grammar and orthography knowledge is a condition for the language culture of every man and the language culture is a part from the basic culture of every person. Unknowing the norms of the macedonian (mother) language means illiteracy, uneducated individual.

The contents from the language field (grammar) have very important place in the teaching macedonian language. The questions from the grammar (grammatical norms and rules) are integrated in the all program areas in the teaching macedonian language (language; expression and creation; reading, literature and reading list; media culture). They are the base for the all areas in the macedonian language.

Students acquire knowledge for the language's grammar structure with systematic learning in the edycational institutions (schools). For successful realization the grammar and orthography teaching contents the teacher must be oriented to the program, careful select the methods and sources in the realizing the teaching and follow the principles (from easier to more difficult, from known to unknown - gradual and orderly, unity of theory and practice, contiuality of the knowledge and skills and conscious activity of the student).

Gaining the knowledge for grammar and orthography necessary need a big intellectual effort. The students from lower classes from the primary education must master the most important and the most elementary grammatical and orthography rules to be able for good oral and written expression on standard language.

The orthography is one of the conditions for good literacy. Gaining orthography knowledge as a process begins with the beginning with education (first grade) in teaching macedonian language, especially in the field language (grammar) and continue durng the entire education. That confirm its complexity. Introduction and learning the orthography and the orthography rules includes all human senses, i.e. the vision, the hearing and the speech. It depens on the teacher's and students' correct pronunciation and also on the level of grammar's knowledge.

The students before starting their education learned to express correct their thoughts and their wishes from their parents and the extended family, but they do that mechanically. Ther don't know why they need to express their own thoughts on that way, they don't know the grammar and orthography rules that show the way of correct oral and written expression on macedonian standard language.

The purpose of the teaching orthography is to introduce the students with the basic rules and regularities on which is based macedonian standard language, i.e. to introduce in the orthography rules with developing the literacy culture.

The students gradually, from year to year, expand their knowledge about the grammar structure of the language through the phonetic, the morphology and the syntax. They learn about grammar rules for the changes in the sonorous pronunciation of the voices, the syllables and the words (phonetic, orthography); the forms of the words, the rules for their formating and the words' grammar meanings (morphology); the rules for the function of the word in the sentence, for connecting the words in the group-phrase and in the sentence and also for connecting the sentences in the complex sentence (syntax); they learn about the orthography rules-punctuation and orthography signs, the words' separation on the syllables, the words' shortening (orthography). All these grammar parts are close related to one another, so the introducing in their elements must be coordinated and linked.

The knowledge that the students brings from their lives (their homes) into the school, especially the knowledge from the syntax, must be accepted with a big attention. In the

teaching process must exist **concentricity on the learning in the teaching** – the old, already acquired knowledge must be used, the new knowledge must be related with the old and the acquired knowledge need to be expanded and amended. The things that the students know (including the simple, poor sentences) must be used as much as possible. The student is satisfied when it feels how much is appreciated his knowledge. His knowledge must accept, use, develop and supply. The student must understand and must feel that the grammar contents in the higher grades are the continuation of what is already done. On that way will be continuity of the teaching and the student will not feel that exist stopping, but contiuity. The students will be conscious for the need of permanent, continuous work.

From the students from the first grades from the primary education is good to ask some words by perception, visually and with manu exercises. They shoud have often written exercises. On that way they learn to write correct and that gradually turns into a permanent habit. The teacher should have anallitycal approach and be patient.

CREATIVE ACTIVITIES FOR LEARNING THE ORTHOGRAPHY RULES

The teaching realization for every teaching subject depends on the correct selection of the educational methods and activities that uses the teacher. This is also for the teaching macedonian language.

Mechanical memorization approach of all rules and definitions is completely wrong. Acquired knowledge get on that way aren't use functional in the education and everyday life and also very fast fades (избледува) from the students' awareness. The teacher need to enable to students learning the orthography rules with thoughtly activity and individual effort. On this way gained knowledge exist longer in their memory.

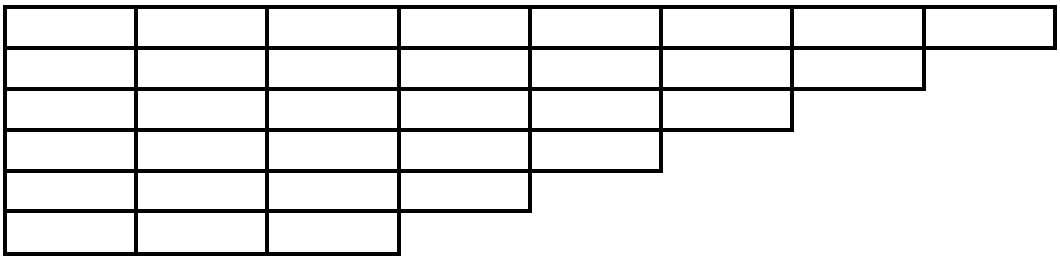
After every new teaching content or after every thematic whole there are planned lessons for exercising and repeating. That is necessary for the teacher for evidenting what his students know and to plan further steps in his work. For that aim, he can use texts from the textbook, parts from some familiar book, lyrical or prose work from the chlidren's magazines etc.

The teacher in his work can use many different activities such games to make more interesting orthography lessons: uncorrect sentences, puzzles, riddles, crosswords, quiz-competitions etc. Such activities, also, can have positive effect in introduction in the new teaching contents in orthography part.

When the teacher talks for the *pronunciation and orthography of some consonants* in our language, it can be used **a crossword.**

Example 1:

The teacher can show some pictures from the subjects and animals (creatures) and ask from the students to insert in the crossword their names, but at the same time to be careful wih the usage of the characteristic consonants.

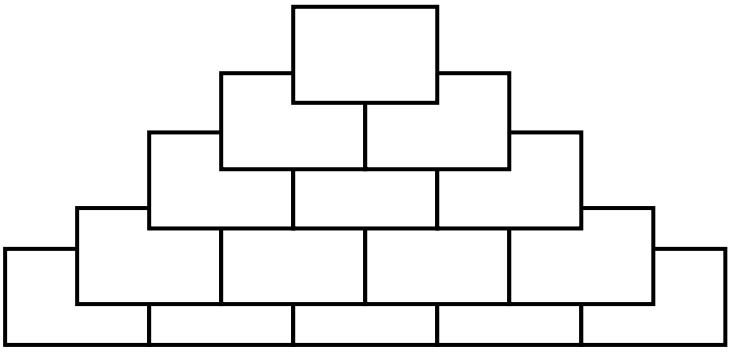


The possible mistakes can be used for the reminding of the learned rules and for giving examples for them.

Example 2:

When the lesson is planned for the part *dividing the word into the syllables* can be used **crossword in form of a pyramid.** This way gives better effect in the work, increase the interess and motivation for work among the students and the lesson is more dynamic.

The teacher can give pictures to his students (a bird, an apple, the number five, a child with a fever and a butterfly). He requires from the students to see the pictures and to insert the name of that is on the every picture in the empty fields from the pyramid, but to be careful, because it's need to be only one syllable in each field.

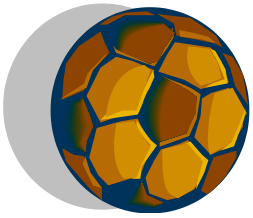


The task given on this way will motivate the students and will make them to think more. They must thinking and conclude that the syllable's number of the given words must be equal on the fields' number in each horizontal rows of the pyramid. The students work on their task individually. Then the teacher writes the need words and the students check it in their notebooks. Every student correct his own mistakes in his notebook.

The puzzles arouses big interes among the students. They can be used on the lessons for getting the new knowledge, learning some new orthography rule or for repetition of the learned material.

Example 1:

When the lesson is planned for *the dot as a orthography sign*, the teacher can show the drawing and to ask from the students to find which sign is hiding in the puzzle.[56]



П - Ч

Example 2:

When the lesson is planned for repetition about *the numbers and their writing*, the teacher can use this puzzle.
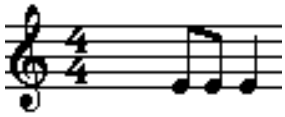


[56] **М**ишкоски, **Б**ачанов, **В**елјановски (1991).

Example 3:

On the lesson for repetition the orthography rules for *the big letter's usage for the holidays' names,* the teacher can show a puzzle like this:

К = Т


‘



, [57]

In the fifth grade, when the students know the sound and voiceless consonants and can distinquish them from each other, can be used **riddles.** They can find the usage also on the lesson planned for nouns' repetition.

Example 1:

On daytime sleeps,
it becomes him a habbit,
through the forest at the night,
he flies hinting for food.
(owl - був)[58]

Example 2:

He will born in a legume,
his road is in the pot,
when he puts with a red pepper,
then he makes a delicious lunch.
(bean - грав)[59]

The students read the riddles, answer what is hiding in them and then they rewrite them. On this way the students repeat for the sound consonants and that has big influence for correct writing of the sound consonants at the end of the word.

On lesson planned for repetition of the orthography contents, the teacher can give a taks to his students to correct a text which include sentences with wrong used point (full stop). They want his students to put the point (full stop) at the appropriate place. The one who first correct the full text is the winner.

For checking the knowledge for the usage of the full stop also can be use other similar activity. In a text in which the full stop is missed, the students need to put it on the place where they thought that it's its place. It is better when the text is read before because in other way the students will spend some time to analyze its content. After finishing, the corrected text is comparing with the text from the textbook.

The lessons planned for repeating the orthography material which is learned, can be organized such as quizzes, i.e. such as **quiz-competitions**. Quiz-competitions can be

[57] **В**елјановски В., **К**оцевски Б. (1992), *Граматика за IV одделение*, Скопје: „Просветно дело“.
[58] **С**инадиновска О., **С**тојанова А. (2002), *Читанка за IV одделение*, Скопје: „Просветно дело“ АД.
[59] **С**инадиновска, **С**тојанова (2002).

organized between the students from one grade, between two or more grades in the school and between grades from several neighboring schools.

The students on organized lessons on this way, are particularly interested and motivated. They have competitive spirit. The lessons from such type are realy dynamic and successful. The students are completely occupied. The teacher gets informations for the degree and quality of the students' acquired knowledge and for thefunctionality of that knowledge, i.e. practical usage in their written expression.

CONCLUSION

The teaching grammar and orthography has a big importance for the teaching macedonian language and the other subjects, especially for the educational work in the low grades from the primary education. Grammar and orthography knowledge is a condition for the language culture of every man and the language culture is a part from the basic culture of every person. Unknowing the norms of the macedonian (mother) language means illiteracy, uneducated individual.

The orthography is one of the conditions for good literacy. Gaining orthography knowledge as a process begins with the beginning with education (first grade) in teaching macedonian language, especially in the field language (grammar) and continue durng the entire education. That confirm its complexity. Introduction and learning the orthography and the orthography rules includes all human senses, i.e. the vision, the hearing and the speech. It depens on the teacher's and students' correct pronunciation and also on the level of grammar's knowledge.

The teaching realization for the teaching macedonian language and grammar depends on the correct selection of the educational methods and activities that uses the teacher. The teacher in his work can use many different activities such games to make more interesting orthography lessons: uncorrect sentences, puzzles, riddles, crosswords, quiz-competitions etc. These activities, also, can have positive effect in the introduction in the new teaching contents in orthography part.

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