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FACTOR ANALYSIS OF TEACHER BURNOUT SCALE: A PLAUSIBLE PERSPECTIVE AND INTERPRETATION OF TEACHER BURNOUT[1]

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Abstract

Burnout syndrome is seen as teachers' reaction to stress induced by various internal and external factors which permanently affect the teachers. In particular, we take a look at evaluation as one of the stressors in teachers. In the sample of N = 92 teachers surveyed the attitudes of teachers regarding assessment as a stressor, as well as attitudes and opinions on how to reduce or prevent stress during evaluation and the burnout level of the teachers. By factor analysis of Maslach Teachers Burnout Scale (MBI-ES) of our sample we have obtained a five-factor structure with significant 67.50% explained variance. The survey results show that most teachers believe that stress assessment while thinking about assessment itself leads to burnout. Regarding the burnout level of teachers, it is between low and moderate.

Keywords: *Teacher Burnout Syndrome, stress, factor analysis, interpretation.*

INTRODUCTION

The modern era of life and work requires of us all a special effort, both at work and in private life. Effort causes stress and leaves a mark on the personality of an individual. More and more time is being spent at work, and sometimes it takes a job and a house, and there is less and less time to rest. Certain professions are stressful and more susceptible to resulting in burnout than the others, and one of those stressful professions is teaching. Anxiety and stress are present for longer periods of time, and can manifest as burnout syndrome. In this paper, we will try to get closer to the problem of burnout, its etiology, causes and ways of manifestation. It contains results of our research regarding teacher burnout, as well as suggestions to help teachers reduce stress in a workplace.

It should be noted that a standard definition of the term burnout does not exist. Despite numerous research and testing, tireless discussion, no one had come up with a universal definition of burnout which would encompass all its aspects.

The OED burnout is described as "the destruction of one's health due to fatigue" (Hornby, 1982; according to Grujic, 2011:215). Maslach and Jackson described burnout syndrome as a

[1] Original scientific paper

response to chronic stress which is associated with negative feelings and attitudes towards persons performing service activity. Authors point out that there is a correlation between physical tiredness, insomnia, increased use of narcotic substances and marital and family problems (Maslach & Jackson, 1981). Maslach defined burnout as a "prolonged response to chronic exposure to emotional and interpersonal stressors" (Maslach, 2003:189). Froidenberger's definition should also be mentioned: burnout is defined as "a process in which people help others and provide psychological services to those experiencing social and emotional alienation, loss of motivation and commitment to the job This serves as an indicator and marks this phenomenon as a term and notion used colloquially to indicate the effects it brings to chronic drug use - burnout "(Froidenberger, 1983; according to Čabarkapa, 2009:271). Grujić stated that the "burnout is the last stage of psychophysical state in which an individual suffers from a form of intrusion caused by harsh conditions and situations, where the organism is overpowered and falls into the state of exhaustion." (Grujić, 2011:217).

BACKGROUND

Initially, the research on burnout syndrome was qualitative and descriptive, and later systematized. Little research in terms of methodology changes the quantitative paradigm. This research has led to concrete results and the possibility to set up new theories concerning burnout.

In evocative research (Froidenberger 1983; Block 1987; according to Grujić, 2011) authors came to the conclusion that the burnout symptoms can be divided into three categorical groups:

- *Physical* - exhaustion, headaches, insomnia, panic attacks;
- *Psychological* - irritability, loss of interest in people, depression, use of drugs;
- *Behavioral* – low job performance level, absence from work.

Burnout factors are numerous, as are their divisions and classifications.

Čabarkapa divides the factors which can lead to burnout into: massive workload, excessive stress, individual resources, capabilities and characteristics of an individual (Čabarkapa, 2009).

Maslach and associates (Maslach, Scaufeli & Leiter, 2001) states that burnout at work depends on the situational factors (job characteristics, occupational characteristics, organizational structures at the workplace), and individual factors (demographic characteristics, personality traits, attitude towards work). As additional features they also mention work overload, compatibility of the job with characteristics of the personality, control over the work at hand, reward, work teams, interest in work and the desire to work, and finally, how people cope with difficulties at work i.e. with burnout at work.

One of the significant factors that can lead to burnout is stress. The concept of stress is borrowed from physics and indicates the pressure or tension upon an object. The term stress was introduced into medical and biological sciences by Hans-Selye . Based on his research on stress, it is defined as a "General Adaptation Syndrome which occurs as a response to adverse and harmful effects of external and internal environment"(Čabarkapa, 2013:434). Even though he defined stress as such, the term still stirs many discussions during its definition because it is not easily definable in addition to being easily identified; therefore, there are many of definitions, depending on the area in which the term is applied in and the researched field, so the authors include the definition about stress which includes factors covered by a specific research. Some authors emphasizes that "workplace stress is a harmful

physical and emotional reaction which can occur when there is a conflict between job demands of the employee and the amount of control an employee has over meeting these demands" (Manjula, 2012: 11). In this work stressors are classified as:

- Threat - threats regarding realization of needs of one's self can lead to stress;
- Fear - fear causes stress because the possible outcomes of the situation that caused it are projected through it ;
- Uncertainty –manifested in any form, this factor causes stress;
- Cognitive dissonance - occurs due to the difference between the imagined and what is being done;
- Frustration - occurs due to the inability to achieve a particular need;
- Conflicts - with one's self or with someone else.

Every workplace has its own stressors that can vary in quality and quantity. This depends on factors such as resilience, individual's profession, personality and others. As one of the stressful occupations we can point out teaching. "The teacher performs numerous professional roles that can be a source of a prolonged stress and the onset of burnout symptoms" (Ranđelović et al., 2013:260).

Based on what we have presented so far, we may conclude that burnout at work can be seen as a condition that the individual is experiencing due to increased stress directly or indirectly caused by factors emerge during the work and is constantly repeated and leads to stress, which further leads to fatigue and then burnout. This is being manifested by certain symptoms (mental or physical).

Although teachers once enjoyed a great reputation in the society having the same status as doctors or lawyers, that has changed today. You can often hear comments that they do not do anything. They and their students are misusing every holiday or break, they have lost interest in their students, and similar comments that hinder the teaching profession more and more. Even teachers themselves claimed to have lost interest in their job, that nobody asks them nothing and only demand (submit this, grade this, do this one like this or that). At the beginning of their career they put much effort trying to convey their knowledge and values to their students and help them develop their skills However, this withers away as time passes by and everything is being converted into a routine, both for students and for teachers. The vast majority of these teachers do not even realize that they are influenced by certain factors that continue to cause certain reactions that lead to stress, and stress leads to the occurrence of certain symptoms that eventually lead to burnout of teachers at work. Not paying attention to this, they continue on, until they fully burnout and transform their work into a routine, which they perform unhappily and mechanically.

Teaching profession belongs to the group of professions which is subject to burnout syndrome, as we have already said. As much as the importance of teaching profession is important to society, the much teacher burnout danger in the workplace is great. Gaitan explains teacher burnout as follows: "Teacher burnout is a condition caused by stress with harmful effects on the physical and emotional health of teachers" (Gaitan, 2009:53).

The factors that cause stress in teachers can also be a direct communication with students, strong intellectual effort, keeping students' attention, communicating with parents and representatives of the social environment in which they work and live, continuous evaluation (self-evaluation and evaluation by others).

Kyriacou (Kyriacou, 2001) has set several major teachers sources of stress: work with students who lack motivation, maintaining discipline, workload and deadlines for the performance of work, coping with change, being valued by others, work with colleagues, administration and management, poor working conditions.

Stress in teaching can, according to Sutton, (Sutton, 1984; according Sprenger, 2011) be divided into three categories: requirements of roles, instructional problems and interpersonal problems.

For us, the important category is the instructional problems, because grading is being mentioned, i.e. the problems with standardized tests and grading systems. We note that assessment as a source of teachers' stress that leads to burnout was not mentioned, and we only encounter evaluation as a source of stress in this division.

Stress at teachers' work can be divided to stressors of living / working environment and the stressors of one's personality (Sprenger, 2011). We can find the majority of stressors among the stressors of the environment: inadequate working conditions, workload, organizational problems, lack of resources, lack of support and autonomy, lack of decision-making, number of students, classroom size, lack of safety, and violence. Regarding the stressors that affect the personality of the teacher, they depend on the teachers and they are: gender, age, ability to establish and maintain social contact, cognitive evaluation of stressors, the ability to cope with stress, type of teacher, teachers personal satisfaction or dissatisfaction with working place, lack of ambition, low stress tolerance threshold, and lack of competence.

Teachers' reactions to stress can be numerous and very different. They depend on the type of stressors, the length of exposure to a stressor, the teacher's personality and willingness to cope with stress. Sprenger states that for coping with stressors, teachers develop different strategies such as confrontational strategy, changes in behavior, emotional response, physical or physiological response to stress, which are just some of the ways teachers react to stress (Sprenger, 2011).

METHOD

The aim of this research is to create plausible interpretation of factor analysis of teacher burnout scale, and spotlight nexus with evaluation stress. The study included N=92 teachers in two primary and two secondary schools in Kosovska Mitrovica.

For research instruments we chose Maslach teachers burnout scale (MBI-ES). This scale consists of 22 items. Generally speaking, on our sample of teachers the instrument shows satisfactory metric characteristics. Reliability was determined Crombach alpha coefficient. The internal reliability of the questionnaire is over .60 (Crombach alpha coefficient $\alpha = .604$, with standardization value of $\alpha = .633$).

Factor analysis distinguishes five factors that explain 67.50% of variance in estimates (Above 60% is satisfactory for social sciences), and responses to all items are (more or less) connected. KMO (Kaiser-Meyer-Olkin) test (factorability) demonstrated very good value (KMO = 0.68). Bartlett's test of sphericity reached statistical significance at the $p < 0.001$ ($r = 0.000$). Data suggest factorability according to matrix factor analysis and justification.

Data show that Thurston criterion was generally satisfied, because all the communality values were higher than recommended $h = 0.30$. Factor analysis (using the method of main components with Varimax rotation axis) is excluded interpretable five-factor structure that

explained 67.50% of variance. Delegation of five factors was made on the basis of the Kaiser-Gutman criteria and scree plot (eigenvalues > 1).

RESULTS AND DISCUSION

Factor analysis

To determine the number of factors and which factors can be singled out from the whole set of variables, we determine eigenvalues and percentage of variance explained by the factors.

Table 1.: *Explained variance*

	Eigenvalues	% Variance	Cumulative %
1	7.695	34.975	34.975
2	2.895	13.161	48.136
3	1.581	7.188	55.324
4	1.393	6.332	61.656
5	1.287	5.848	67.504

Table 2.: *Matrix of factors' structure*

Items	1	2	3	4	5
I feel worn out at the end of the workday	.812				
Working with people all day really puts a strain onme	.787				
I feel burned out from my work	.782				
I feel emotionally drained from my work	.776				
I feel fatigued when I get up in the morning and have to spend another day at the job	.690				
I feel like I'm at the end of my rope	.654				
Working directly with people puts too much stress on me	.593				
I feel I am working too hard on my job	.518				
I can easily create a relaxed atmosphere with my students		.841			
I feel exhilarated after working closely with my students		.795			
I can easily understand how my students feel about things		.742			
I feel very energetic		.740			
I feel I am positively influencing other people's lives through my work		.675			
In my work I deal with emotional problems very calmly			.767		
I feel students blame me for some of their problems			.754		
I have accomplished many worthwhile things in this job			.690		
I deal very effectively with the problems of my students			.646		
I feel I treat some students as if they were impersonal objects				.891	
I feel frustrated by my job				.583	
I don't really care what happens to some students				.552	
I've become more callous toward people since I took this job					.775
I worry that this job is hardening me emotionally					.558

Based on the established, we have selected five's main components that explain the burnout level. Those are:

1. Exhaustion

2. Positive attitudes towards work

3. Achievement(s)

4. Attitudes towards students

5. Emotional obtuseness

Now we will present the factors and items that describe them:

Table 3:. *First factor structure: Exhaustion.*

EXAUSTION	
I feel worn out at the end of the workday	.812
Working with people all day is really puts a strain onme	.787
I feel burnt out from my work	.782
I feel emotionally drained from my work	.776
I feel tiredwhen I get up in the morning and have to face another day at work	.690
I feel like I'm at the end of my rope	.654
Working with people directly puts too much stress on me	.593
I feel I am working too hard at my work	.518

The first factor explains 34.975% of the variance. We named this the "Exhaustion" with the emphasis to the exhaustion of the teachers, both in working with people and doing their job(s). The most common one is the emotional exhaustion.

Table 4.:*The second factor structure: positive attitudes towards work.*

POSITIVE ATTITUDES TOWARDS WORK	
I can easily create a relaxed atmosphere with my students	.841
I feel exhilarated after working closely with my students	.795
I can easily understand how my students feel about things	.742
I feel very energetic	.740
I feel I am positively influencing other people's lives through my work	.675

The second factor that explains 13.161% of the variance we name the "positive attitudes towards work", for the purpose of indicating the ability of teachers to cope with problems encountered at work and during work with students.

Table 5.: *The third factor structure: Achievement.*

ACHIEVEMENT	
In my work, I deal with emotional problems very calmly	.767
I feel students blame me for some of their problems	.754
I have accomplished many worthwhile things in this job	.690
I deal very effectively with the problems of my students	.646

The third factor explains 7.188% of the variance, and we named it "achievement" This factor explains the ability of teachers to create a good working atmosphere and relationship with students. The last two items relate to the experience of a teacher's job.

Table 6.:*The fourth factor structure: Attitudes towards students*.

ATTITUDES TOWARDS STUDENTS	
I feel I am treating some students as if they were impersonal objects	.891
I feel frustrated by my job	.583
I don't really care what happens to some students	.552

The fourth factor explains 6.332% of the variance, and we named it "Attitudes towards students". The items of this factor give an answer to how a teacher sharesexperiences with students and how that relationship affects the degree of teacher burnout.

Table 7.:*The fifth factor structure: Emotional obtuseness.*

EMOTIONAL OBTUSENESS	
I've become more callous toward people since I took this job	.775
I worry that this job is affecting me emotionally	.558

The fifth factor explains 5.848% of the variance, and we named it "Emotional obtuseness". Items of this factor show the level of teacher burnout on an emotional level, or shows emotional obtuseness of teachers.

Table 8.: *Factors distribution score.*

Factor	**Score**	**Degree**
Exhaustion	13.61	Moderate – low
Positive attitudes towards work	24.32	Moderate
Achievement	14.95	Moderate - low
Attitudes towards students	1.71	Low
Emotional obtuseness	1.22	Low

Based on the results (Table 8.) we conclude that the degree of burnout of teachers involved in this study is low to moderate, which is good on the basis of age structure and years of professional engagement.

If we look at the degree of burnout through the factors that Maslach has received, we get similar results:

- Personal achievement-score on this factor is 9.52, which indicates a low burnout level;
- Depersonalization score this factor scored 2.73, which indicates a low burnout level;
- Personal achievement - score on this factor is 26.05, so this factor indicates a moderate-low burnout level.

The difference in burnout levels between the five factors we obtained factors and the three factors which Maslach received is evident only in factors of achievement, where the burnout level according to our analysis is on a moderate level, while according to Maslach's results it is high. This can be explained by several factors obtained from an analysis in our research. The smaller the sample, the higher the variety of responses from the examinees is..Therefore, we obtained more factors like this. Differences between obtained variances on third, fourth and fifth factors are insignificantly small (eigenvalues 1.287-1.581) and indicated on one-factored structure (as Maslach obtained).

CONCLUSION

This research may not give answers to the big questions, but we have give an modest contribution to science and to creating some new topics for consideration, discussion and further research. In order to fully explain the concept of, it is necessary to, first of all, find a universal definition of the term. We believe that this, however, is not possible because of the large number of occupations subjective to burnout, of which each one has their own characteristics which distinguish them and which lead to burnout syndrome. Because of this inability and width of the concept of burnout many studies will be conducted, and everyone will each in his/her contribute in with their results there to slightly better understanding of this whole problem. As there is no universal definition and concept there is no universal "cure" for the burnout syndrome. In the meantime, teachers and other stakeholders in the educational system can follow some recommendations that we have mentioned, and which emerged from research results.

In the mentioned literature we provided plenty of advice for the prevention of stress and how to get teachers to him choices when they began. "The World Health Organization suggests the possible development of prevention through three types of measures: primary - by removing factors and reducing the incidence of new cases; secondary - early recognition and intervention in cases of disease symptoms; tertiary - coping with consequences of the illness, rehabilitation and prophylaxis of recurrence "(Grujić, 2011:220).

On the occurrence of burnout syndrome teachers can act preventively on the organizational level and on individual level. Kyriacou (Kyriacou, 2001) believes that the intervention of the following changes in the school system might prevent burnout teacher burnout: stress management workshops, expanding specter, offer professional training, improve working conditions (equip schools with adequate resources), regulate wages in dealing with school development plans and programs, implement open channels of communication in the school. On the individual level: plan ahead and set priorities in order to devote more attention to certain tasks.

It is necessary to work on raising the reputation of teachers in society, to improve teacher supervision I order to provide additional trainings with the aim of increasing job satisfaction. It is necessary to focus on improving communication between colleagues and among teachers and schools. One of the ways of preventing burnout can be adjustment of teachers' personal transaction mode.

There are also individual strategies for coping with stress, and they are divided into two types: direct action techniques and palliative techniques. Direct action techniques relate to what teacher can do to eliminate the sources of stress. "Direct action techniques may include better time management, or a higher degree of self-discipline in order to develop new knowledge, skills and working practices, consultation with colleagues so that some requirements are to avoid or gain support for their successful performances" (Čabarkapa, 2009:283). Palliative techniques are focused on learning skills to overcome the stress reaction, and they can be mental (when the teacher tries to look at the problem from another angle) and physical (physical activity to remove anxiety).

Based on the research (Čabarkapa, 2009) we have proposed some techniques that teachers may use to cope with stress:

- Do not allow to a problem to escalate;
- Recreate and unwind after work;
- Keep feelings under control;
- Recognize own resources and constraints;
- Avoid of conflicts.

Some other ways to prevent or reduce stress at work:

- Learn how to say "no" to additional jobs after working hours;
- Set personal and professional goals;
- Organize private and working hours;
- Open a phone / internet line in order to assist teachers.

Based on our research we found that teachers believe that the level of stress in the evaluation can be reduced if the grading scale changes, as well as changing the mode of assessment and assessment criteria. We would also like to add that we believe that the need a better organization of teacher education as a whole, as well as for organizing additional trainings, seminars, workshops, where teachers can have the opportunity to meet with numerous communication techniques that can improve communication in the classroom and thus reduce stress while assessing, but also in other problems, because good communication is one of the factors that may contribute to lowering levels of teacher burnout.

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EDUCATIONAL NATURE ACTIVITIES OF PRIMARY SCHOOL PUPILS IN LEISURE TIME[2]

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Abstract

This paper reviews the most important pedagogy aspects of leisure time spending among the population of the elementary school pupils. The purpose of the work is to discover to which extent and how some activities of free time are signified among the pupils. The paper also studies the pupils' opinions on the most favourite activities and the reasons why they select them. The presented data were obtained by empirical research based on interviews of 210 pupils from first to fourth grade of an elementary school in the city of Jagodina in Serbia. The intentionally prepared instrument was used containing questions of open and close types. The age and sex of the schoolchildren were taken as variables. The results indicate on average, regardless of gender and age, that all participants prefer recreational activities that can be linked to information and communication technologies such as computer games, social networking and access to variety of contents on the Internet.

On the other hand, when there are the options and necessary conditions children equally, and in some circumstances even prefer to opt for traditional recreational activities like sports and social games.

The research suggests that the information and communication technologies have taken a dominant role when it comes to recreational activities in the leisure time, especially among the children of school age, but also revealed that the classic recreational activities still can be attractive to children if there are right conditions and support.

***Keywords**: Pedagogy, leisure time, schoolchildren, information and communication technologies, development of personality*

[2] Original scientific paper

Introduction

Given the fact that the time in which we live can be described as the era of information and communication technologies. These are present in almost all spheres of our life and in almost all parts of the world. Experts from various fields of science for years try to find answer how modern technology affects human life, behaviour and development.

One of the important topics within the general addressing the issue of the relationships between the man and technology is whether and in which way the leisure time activities change in contemporary society. For scholars in the social sciences, especially for those dealing with pedagogy, there is no dilemma that free time is of the utmost importance for understanding the process of development of man and society. It is particularly important to identify and understand how children and young people spend their leisure time when surrounded by information and communication technologies because all data indicate that they are actually in the focus of all modern technologies.

It is significant to better understand the processes and specific features that are present in the leisure activities of children and young people. Therefore, it is important to examine how free time looks like in children at an early age. Early schoolchildren from first to fourth grade, in this sense are pedagogically very important, because they are for the first time faced with significant obligations, but still have access to plenty of free time. In this period children are challenged intensely with various forms of information and communication technologies, such as video games, social networks, content on the Internet and various types of computer software and hardware. On the other hand, such children are in the phase of intense psycho-physical and social development, which is defined to a large extent by interaction with peers, parents, teachers and the wider social environment.

Bearing all this in mind, of particular pedagogy importance is to determine the quantitative and qualitative indicators of how schoolchildren spend their leisure time. It is especially important to compare various aspects of leisure time and determine the reasons why children select them. It may be significant to determine the representation of certain activities depending on gender and age.

This research is oriented on providing basic and baseline data on the pedagogical aspects of leisure time for schoolchildren in early school age, which could serve as a basis for further research in this area and potential creation of a teaching practice that is primarily focused on the wellbeing of children.

Theoretical findings on the pedagogical importance of leisure time

There is no doubt in modern pedagogy and related sciences that leisure time is crucial and essential for proper development of personality in accordance with possibilities and needs of modern society. In addition to the quantity of free time the experts agree that its quality is critical, or the nature of the activities that occur during the free time.

Prior to dealing with the role of the leisure time in personality development, it is important to clearly delineate in the context of this study what we mean by the leisure time of schoolchildren.

In traditional pedagogy under leisure time has been implied any time freed from work, especially manual. Even the schools has been considered as free time, and in ancient times the word itself (*lat. Schola)* just had the meaning of leisure, and the term was used to suggest the time when man did not deal with hard labour (Pedagogical Encyclopaedia, 1989). Therefore, it becomes clearer why the free time and even education have been available only to the rich and the privileged people.

When it comes to contemporary interpretation, the free time it is more understood in the context of freedom of personality development and the exercise of free will. In the opinion of Suzić the acceptable definition of free time is "Free time can be defined as my time, as opposed to work which in contrast is the time that belongs to the company" (Suzić, 2012: 70).

Domestic and foreign authors largely agree that leisure time is one that is available to the individual and is under own control, in which a person acts and works in accordance with own wishes, motives and interests (Mokhtarian et all, 2006; King et all 2006; Budimir-Ninković, 2010; Suzić 2012; Karić and Grandić, 2010). A key determinant around which the authors come to agreement is that free time should be separated from the fulfillment of obligations which are consequence of living in socially organized environment. In the case of children of school age that is a time which they have at their own disposal after school, homework and tasks set by parents which is mandatory part of everyday life. This essentially refers to the time that is available to the will of the child and his/her creativity.

Although these are not the identical phenomena, it is impossible not to notice that the free time phenomenon in this context closely relates to child's play. From the standpoint of pedagogical study, the play and leisure time are easily recognized as important factors in pedagogy which lead to the development of numerous scientific standpoints and theories. Many authors, however, agree that voluntariness, internal motivation and feeling of satisfaction are some of the universal characteristics of games and free time (Garvey, 1990). Therefore, to understand the nature of the pedagogical activity of schoolchildren in the leisure time is necessary to understand the nature of children's games at this age.

Because of the close relationship with the game, the man is often articulated as *being of the game* or the *homo ludens*. In the game, as primarily a free and voluntary activity, the child can be focused on the achievement of the objective, especially when the game is structured in terms of the set tasks, such as computer games or activities that can be defined as competition games goal-oriented. The game is not transient and secondary activity, but it serves to satisfy a whole range of human needs at different stages of life and as such can be very occupying and intensive (Garvey, 1990).

According to one scientific paradigm the leisure time and play are learning tool in the preparation of the child for life as adult having a key position in the intellectual, social and emotional development of the child (Mayall, 2007), while on the other side, for us can be more important some authors who point out that the game is important for development of a system of values, the well-being of children and relationship of man and society in general. (Rogoff, 2003; Edmiston, 2008)

It is central to understand that the game and other leisure activities are important, above all, for the wellbeing of the child about which many contemporary authors talk (Lester & Russell, 2008). The leisure time should be seen as a time in which the child adapts, but also creates social and physical environment in accordance with own needs. In this regard is important to

remark that play during free time has the key role in development of resistance of a child to overcome the challenges and stress, and to progress while emphasizing the role of play in the regulation of emotions (Sutton-Smith, 2003), as well as in development of social relations, linking with peers and problem-solving strategies (Mathur & Berndt, 2006). The above mentioned understanding leads us to the conclusion that leisure time has to be understood as the right aimed for the realization of children's wellbeing which can be enabled and developed by adults.

Studies that examine the free activities of children in this era of information and communication technologies point out that children in their activities include a wide variety of contemporary and digital technologies and thereby create their own imaginary objects and devices that are often a mixture of different ideas and influences that children merge into a new facility (Worthington, 2010). According to researchers' statements, the leisure time of children in the digital era is characterized by spontaneity and initiative depending on their understanding of new technologies and capabilities to produce new meanings (Marsh et al. 2005; Worthington, 2010). These observations point to the pedagogic importance of the leisure time in which the personality develops while produces a new system of values in combination with other social impacts.

Some authors recognised computer games and other activities linked with digital technologies as dominant regarding leisure activities of schoolchildren. Analysing the findings of the authors who studied computer games within the schoolchildren experience (Prensky, 2002; Gee, 2007) we can separate three main and the most often reasons that are mentioned and due to which children and young people play the computer games. These reasons are as follows:

– *Escape from the reality;* real life becomes something that, at least for a few hours, can be forgotten and suppressed, so is possible to skip over thinking about solving the problems in reality.
– *Feeling of success;* it is easier to be successful in playing computer games than in real life and every man needs to be successful and accepted.
– *Belonging to the community;* in the computer game everyone has their own status by playing performance, so this is additional motivation for players to play more and better.

These findings may be of pedagogical importance because they speak about reasons why children opting for specific activities and suggests the children's needs and aspirations, as well as what would be necessary to change in the approach within education and training fields in order to provide support to the growth and development of schoolchildren.

It is particularly important to bear in mind the different aspects of personality development of schoolchildren which are manifested through the mental and physical health, mental capacities development, construction of identity, protection, sense of safety, recognition, confidence indicating, and social relationships evolution. Free time allows the child to be active in meeting own needs, and to realise own potential to the fullest possible extent if there is support by adults and communities (Budimir-Ninković, 2008). Thanks to the free time, a schoolchild can explore own possibilities, than own potential for interactions with objects and beings, as well as events in the environment. This allows a child to reconstruct and redefine previous experiences, build new ways of acting and reveal new meanings. These researches within the leisure activities frame helps schoolchild to understand and "use" the world in a new way while discovering it.

Also, a child through leisure and play detects and introduces own self and identifies with different roles. In this process takes place parallel construction of personal and cultural identity. Through the free time the child becomes independent and competent in the role in which he/she is while this indicates self-esteem feeling, self-control sense and satisfaction with own self.

Free time has an important role in the development of social and ethical relationships through communication and interaction with others. This aspect of leisure time is especially pronounced in certain social, sports and computer games that are based on constant communication, collaboration, exchange of ideas, and sometimes contest.

We must also mention that the realization of educational functions of free time is not possible without support of adults, either through direct engagement, or by creating conditions and possibilities that free time be really smooth (Rosić, 2008). In this respect it should be borne in mind constant balancing by parents and teachers between interfere in the free time of children which is directed towards the protection and safety of children, and the encouragements to develop independence, safety, initiative, confidence and the research spirit in children (Budimir-Ninković, 2010). Pedagogical effectively free time means understanding and respecting the will of the child and the active support of adults and community for the realization of the potential of the child and his well-being.

It should be noted that despite the relatively harmonized position on the pedagogical importance of the leisure time in our educational theory and practice, there is still a belief that free time is behind the various forms of organised teaching and learning for the development and wellbeing of a child.

Despite the large number of scientific findings supporting the importance of free time in some modern studies, there still remains a tendency to mark it as less important pedagogical activity. An attempt of significant reduction and redefinition of the key characteristics of free time can be explained partially by rooted traditional understanding of education and hard work.

Research methodology

The subject of research

All the above theoretical findings and views suggest that leisure time is a social phenomenon that has an exceptional educational importance. There is no comprehensive understanding of personality development in all its aspects with no understanding the nature of children's leisure activities. This especially relates to children's play in modern society that is experiencing significant changes under the influence of information and communication technologies. Therefore, the focus of this study is detection of relevant indicators on the leisure activities of schoolchildren.

Having this in mind we can say that the subject of this research is *free time of schoolchildren in the early grades of elementary school and its pedagogical nature*.

The aim of the research

Having in mind the presence and importance of leisure time as a social phenomenon, it can be said that the aim of this study is *definition of basic quantitative and qualitative indicators of leisure activities of primary school pupils*.

The research tasks

Based on defined aim of the research we can point out the following tasks:
– To determine which activities are most often present in free time of pupils from first to fourth grade of elementary school;
– To establish how much time pupils spend engaging in certain activities during free time;
– To examine the reasons why they choose a certain leisure activities;
– To explain the pedagogical implications arising from the certain leisure activities of the pupils

Participants

The research was conducted on the sample of 210 students from first to fourth grade of primary school in the city of Jagodina in Republic Serbia. The following table shows the more precise structure of the respondents who participated in the study.

Grade	Boys	Girls	Total
First	29	27	56
Second	27	27	54
Third	26	22	48
Fourth	29	23	52
Total	111	99	210

Table 1: The structure of participants upon the sex and age

Methods and techniques

The basic method in the study was a questionnaire, in which was used intentionally prepared instrument consisting of questions open and closed. The questioning was conducted during the 2015/2016 school year in three elementary schools in the city of Jagodina in Republic Serbia.

Analysis and interpretation of survey data

As a baseline we will give the most common leisure activities at the option of pupils. They were asked to describe what usually do in their free time. By the analysis of the answers and their classification the following data have been obtained:

Rank	Boys	Girls
1.	Playing computer games	Social networks
2.	Sport activities	Watching TV
3.	Internet (YouTube etc.)	Internet (YouTube etc.)
4.	Social networks	Walking with friends
5.	Watching TV	Playing computer games

6.	Playing with toys	Playing with toys
7.	Biking	reading
8.	Reading	Sport activities
9.	Walking with friends	Diary writing
10.	Diary writing	Cycling

Table 2: The rank list of the most common activities among the schoolchildren in leisure time

Based on the data in the Table we can conclude that the activities which include certain information and communication technologies most prevalent among children. In boys that are computer games, while in girls more pronounced is use of social networks. A notable difference is that in boys are more usual activities with a sports or competitive character while in girls appear at the top of activities those based on the gathering and exchange of experiences

The data indicate that activities such as reading, writing diaries and cycling are present among children but relatively little popular and represented only by individuals.

If data on the presence of certain activities perceive combined by sex and age (class) than obtained data can be summarized as follows:

Three most represented activities in boys				
Rank	**First class**	**Second class**	**Third class**	**Fourth class**
1.	Computer games	Internet	Computer games	Computer games
2.	Sport plays	Computer games	Sport plays	Internet
3.	Internet	Sport plays	Internet	Social networks

Table 3: The most common activities in boys upon the age (class)

It is noticeable that in boys the most prominent activities are related to computer games and the internet, but sport activities can also occur. Based on the data it seems that in the later grades social networks suppress sport and physical activities.

Three most represented activities in girls				
Rank	**First grade**	**Second grade**	**Third grade**	**Fourth grade**
1.	TV	TV	TV	Social networks
2.	Walk	Social networks	Social networks	Internet (YouTube)
3.	Play with toys	Walk	Internet (YouTube)	TV

Table 4: The most common activities in girls upon the age (class)

When it comes to girls may be noted that among the most common activities there are no computer games, but TV, social networks and Internet are prominent. It is especially noticeable in both sexes that activities that involve physical activity such as walking or playing with toys, sport activities, are giving way to information and communication technologies in the later grades. This can be explained by the fact that children are more and more quickly master the information and communication technologies and children are increasingly focused on the exploration of these technologies that constantly offer new content.

When we talk about the time children spend for certain activities in their leisure time we have asked the pupils to estimate the amount of time they spend for certain activities during the day. By the analysis of their answers we have gained the following data (Table 5 and Table 6):

Rank	Boys	Hours average during the day
1.	Computer games	2-3 hours
2.	Sport activities	1-2 hours
3.	Internet (YouTube etc.)	1hour
4.	Social networks	1 hour
5.	Watching TV	1 hour
6.	Playing with toys	30 min -1 hour
7.	Biking	30 min -1 hour
8.	Reading	Less than 30 min
9.	Walking with friends	less than 30 min
10.	Diary writing	Less than 30 min

Table 5: Time spent for different activities in leisure time in boys

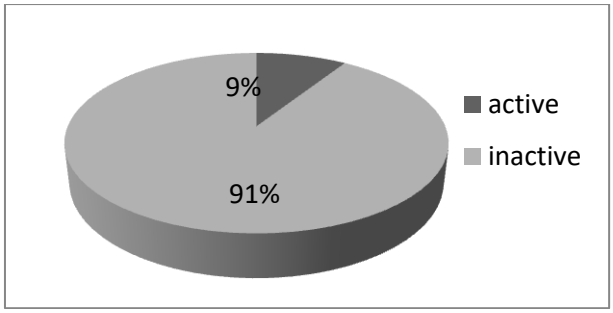
Speaking of boys is evident that the boys have at their disposal between 8 and 10 hours of free time. From that between 4 and 5 hours spend in activities that are related to digital and information technologies while all others pay on average less than half of their free time.

Rank	Girls	Average hours during the day
1.	Social networks	2 hours
2.	Watching TV	2 hours
3.	Internet (YouTube etc.)	1 hour
4.	Walking with friends	1hour
5.	Playing computer games	30 min -1 hour
6.	Playing with toys	30 min -1 hour
7.	Reading	Less than 30 min
8.	Sport activities	Less than 30 min
9.	Writing diary	Less than 30 min
10.	Biking	Less than 30 min

Table 6: Time spent for different activities in leisure time in girls

In girls the situation with free time is somewhat different. According to our data the girls have available from 6 to 8 hours of free time which is two hours less than boys. The girls spend most of their time with television, social networks and the internet, which makes up more than two-thirds of their free time.

For the data in both two tables can be said that the first three activities occupy about 90% of the available free time while it is evident that dominated activities are those when children are physically passive which can matter pedagogically and medically. This relationship can be represented in the graphic way as follows:



Graphic 1: The relationship of physical activity and inactivity during the day at the average elementary school pupil (9% of active, 91% of inactive)

The particularly important task of this research was to determine the reasons why schoolchildren take certain actions. That's why we set up the questions of what's the most attractive in certain activities and why choose them. The questions were open-ended and the responses of pupils were analyzed and classified into specific categories. Data can be presented as follows:

Rank	Boys	The most often reasons
1.	Playing computer games	Excitement, research, interesting content, easy access
2.	Sport activities	Socializing, excitement, competition
3.	Internet (YouTube etc.)	Easy access, interesting content
4.	Social networks	Socializing, interesting content
5.	Watching TV	Easy access
6.	Play with toys	Easy access
7.	Biking	Exciting
8.	Reading	When nothing else
9.	Walking with friends	Socializing, spend time in nature
10.	Writing diary	No clear formulation

Table 7: The reasons of choice for certain activities in free time in boys

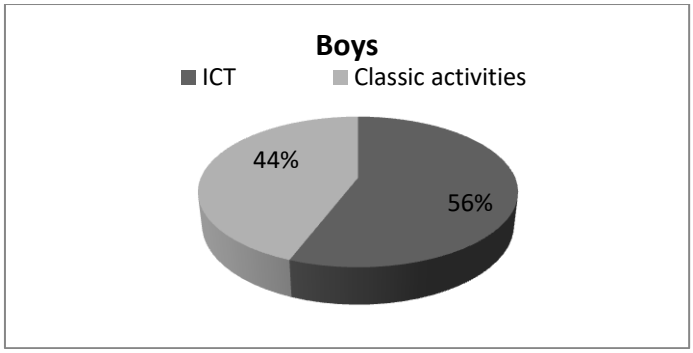
Rank	Girls	The most often reasons
1.	Social networks	Socializing, experiences exchange
2.	Watching TV	Easy access,, interesting content
3.	Internet (YouTube etc.)	Easy access, interesting content
4.	Walking with friends	Socializing, experiences exchange
5.	Playing computer games	Interesting content, research.
6.	Playing with toys	Easy access, socializing
7.	Reading	Interesting content
8.	Sport activities	Socializing, excitement
9.	Diary writing	Positive emotions
10.	Biking	Spend time in nature

Table 8: The reasons of choice for certain activities in free time in girls

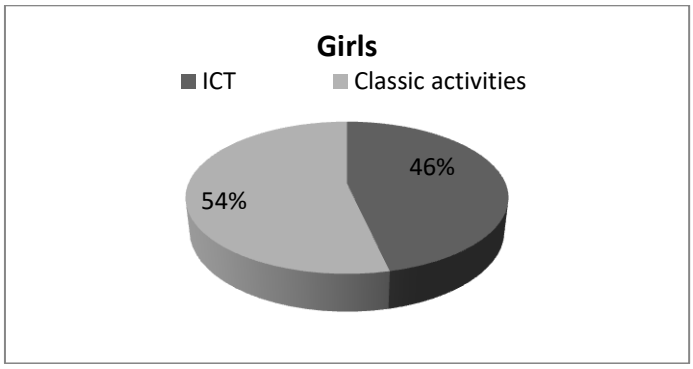
It may be noted that there are different motives for the selection of certain leisure activities, but is not as crucial and drastic differences. All children have a high desire to discover new

content, excitement and socializing. An important role in the choice of certain activities has whether these are easy accessible and whether there are conditions to perform it. For that reason we wanted to examine under which conditions the children prefer activities related to information and communication technologies (computer games, internet, television) and when classical leisure activities such as (sports games, walking, biking, reading, play with toys, social games, etc.).

We asked the children to opt for one of two specific activities, where we have determined that one of them belongs to a group of information and communication technologies while other is conditionally be called classic. Preferences by gender could be vividly summarized as follows (Figure 2 and Figure 3).



Graphics 2: Preferred group of activities in boys (44% classical activities, 56% ICT activities)



Graphics 2: Preferred group of activities in girls (46% classical activities, 54% ICT activities)

In this case, we note that there is a significant difference between boys and girls. As shown in previous data boys opt more for those activities that are related to information and communication technologies, although it must be noted that this difference is much smaller in comparison to previous data. In girls, a significant change happened and the resulting data indicate that girls rather opt for traditional leisure activities than for those involving ICT. It is important here to note that the schoolchildren could choose between precisely offered activities, where was clearly stated that there are all necessary conditions and opportunities to be equally performed. This could mean that if the adequate conditions are provided to children and adequate support they will equally opt for modern technologies as well as for classical leisure activities.

Conclusions

The presented data show the basic quantitative and qualitative indicators of spending leisure time of elementary school pupils. Summing these data, we can perform several important conclusions as follows:

– All data clearly indicate that the information and communication technologies are dominantly present in the free time which is especially true for computer games, content on Internet and social networks. The boys prefer computer games, while girls are more focused on social networks;

– In boys, in addition to ICT are still very present sports activities, while in girls are expressed social activities and direct communication;

– For all schoolchildren it was observed that with age occurs the tendency to increase the use of ICT in their free time;

– This means when there are appropriate conditions schoolchildren equally choose different leisure activities according to their needs.

It should keep in mind that the information and communication technologies are widely available and readily applicable especially when the children are concerned. So, parents, teachers and society less and less offer alternative recreational activities for children. This may to some extent explain why information and communication technologies are so dominant.

It is pedagogical significant to understand that the activities of pupils in their free time is fundamentally important for their development and well-being. Therefore adults, primarily parents and teachers need to know when, how much and why pupils take certain leisure activities. Although one of the main principles of leisure time is freedom and not disturbing children by parents, it does not mean that assistance cannot be provided to children to spend their time better. This also applies to the exploitation of the potential of information and communication technologies as well as to control its presence; as well as to the necessity of providing material and other conditions for alternative forms of spending leisure time of schoolchildren.

Given these findings we believe that this study may contribute to the further study of this phenomenon and to the development of theory and practice in the context of pedagogy of leisure time.

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IS WORD THE FUTURE OF A LANGUAGE?[3]

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Abstract

The English language is the lingua franca of the world of today. It influences, in certain degree, all the languages it comes in contact with, and broadens its corpus by borrowing the words from many different sources. But, except by borowing, the English word corpus is continually enriched in many other ways. What are the ways in which the new words are formed in English? Who or what decides which words will be accepted in the language and which will become part of the English language dictionaries? Every year several eminent institutions pronounce The Word of the Year choice. Among them are the Oxford University Press and Merriam-Webster, major publishers of the English language dictionaries, the American Dialect Society and the Global Language Monitor. They all have their own criteria and their choices differ considerably. In the last two years, the choices of some of the institutions mentioned above were rather unexpected and even confusing. Judging by the criteria and by the explanations given, it seems that in near future the human kind will start to communicate in a new way that will need only some or no words at all. Will it really happen? Do we need words at all? The paper tries to give the answers to these dillemas.

Key words: *word, processes of word formation, characters, emoticon, emoji, language, the English language.*

The beautiful thing about every language is that they are always evolving. The same thing applies to the English language which lends itself wonderfully to the formation of new words, be they conjoined, homegrown, borrowed from a foreign tongue or, increasingly, taken from online tech-speak. To determine the exact number of words in any language, including English, is a difficult and almost impossible task. While some experts claim that the number of words in English has already surpassed one million units, others believe that this number is not greater than three-quarters of a million. The compilers of the Oxford dictionaries, the most popular dictionaries of the English language, rightly believe that it is impossible to count all the words of this language because it is generally difficult to determine what is considered and counted under the term "word". Does the same word counts as one or two in case when it has the same form but belongs to different categories (such as *"butter"*, the noun, and *"to butter"*, the verb); whether the compound verbs and nouns count as one or two words, or even three depending on how they are written (for example, *"hot dog"*, *"hot- dog"*, and *"hotdog");* whether the words of the same form and different meaning are counted as one or two (to take *"a dish"* as an example, with the two different meanings *" a bowl"* and *"a course"*); whether all forms of one word derived by inflectional endings should be counted separately or not, whether to count the abbreviations, and slang forms and if yes, which ones?

[3] Revisional scientific paper

Another key question is what should be considered as a word of the English language? Should the borrowed words of other languages be counted as the words of the English language when we know that technical and medical terms are mainly of Latin and Greek origin, and that the culinary terms come from the Itallian, Mexican or French cuisine, to say the least. Does the variants of the language spoken in Scotland or Australia count as regular English words? All these questions remain without a true and clear answer, and what will be considered a new word is left mainly to the time and to the expertise of the language authorities. As Michael Lewis says in his book " Implementing the Lexical Approach" : *"All lexical items are arbitrary- they are simply the consensus of what has been instituionalised, the agreed language which a particular group does use, selected from what they could use, actual language as opposed to theoretically possible language."* (1998:24).

How does the English language enriches its linguistic fund? The word formation processes involve the following:

- Derivation
- Back-formation
- Conversion
- Compounding
- Clipping
- Reduplication
- Blending
- Abbreviations
- Acronyms
- Eponyms
- Nonce words
- Borrowing

Derivation is the word formation process in which a derivational affix attaches to the base form of an already existing word to create a new word. Affixes, which include prefixes and suffixes are bound morphemes. Morphemes are the smallest linguistic unit of a language with semantic meaning. The examples of derivational process are ***un****kind, boy****ish*** or *agree****ment***

Back-formation is the word formation process in which an actual or supposed derivational affix detaches from the base form of a word to create a new word. As Huddleston and Pullum have noted, *"There is nothing in the forms themselves that enables one to distinguish between affixation and backformation: it is a matter of historical formation of words rather of their structure."* (2005: 286). The examples of backformation are: *babysitter – to babysit, donation – to donate* or *television – to televise.*

Conversion is the word formation process in which a word of one grammatical category becomes a word of another grammatical category without any changes to spelling or pronunciation. The examples are : *email (noun) – to email (verb), to clone (verb) – clone (noun)* or *green (adjective) – to green (verb).*

Compounding is the word formation process in which two or more lexemes combine into a single new word. As Andrew Carstairs- Mc Carty says in his book " An Introduction to English Morphology" : *" English makes more generous use of compounding than many other European languages do."* (2002:95). The examples of compounding process are numerous, some of them being: *notebook, breakup* or *to breastfeed.*

Clipping is the word formation process in which a word is reduced or shortened without changing the meaning. As Marchand says: "*In linguistics, clipping is the word formation process which consists of the reduction of a word to one of its parts.*" (1969: 392). Clipping differs from back-formation in that the new word retains the meaning of the original word. For example: *gymnasium – gym, memorandum – memo* or *picture – pic.*

Reduplication is the word formation process in which a word, an element of a word or a phrase is repeated. This often results in changing of meaning or tone, or, most often, in some kind of an emphasis. The examples are: *tiny-tiny, ga-ga* or *fuddy-duddy*.

Blending is the word formation process in which parts of two or more words combine to create a new word whose meaning is often a combination of the original words, for example: *guess + estimate = guesstimate, Spanish + English = Spanglish* or *web + seminar = webinar*.

Abbreviation is the word formation process in which a word or phrase is shortened, for example: *dept. – department, Mr. – Mister* or *adj. – adjective*. *Initialisms* are a type of abbreviation formed by the initial letters of a word or phrase, for example: *VIP – very important person, BBC – British Broadcasting Corporation* or *PTA – Parent-Teacher Association.*

Acronyms are words formed by the word formation process in which an initialism is pronounced as a word. For example, *NASA – National Aeronautics and Space Administration, TESOL – Teachers of English to Speakers of Other Languages* or *WASP – White Anglo-Saxon Protestant*.

Eponyms are formed by the word formation process in which a new word is formed from the name of a real or fictitious person. For example: *guillotine* after *Joseph Ignace Guillotin, pasteurization* after *Louis Pasteur* or *cardigan* after *James Thomas Brudnell, 7th Earl of Cardigan.*

Nonce words are new words formed through any number of word formation processes with the resulting word meeting a lexical need that is not expected to recur. Nonce words are created for the nonce, that is, "for a single occasion." For example: *touch-me-not-ishness* – having a "touch-me-not" character; *witchcraftical* - the practices of a witch or witches or *jabberwock* - the name of the fabulous monster in Lewis Carroll's poem *Jabberwocky*.

Borrowing is the word formation process in which a word from one language is borrowed directly into another language. Although nowadays it seems that the English language is influencing all other languages by flooding the English words and phrases into them, that is only partly the case. As Randolph Quirk says: *"The English language is the text-book example of a language that expands its vocabulary by unashamedly raiding other languages."* (Quoted in V. Adams),(1973: An Introduction). A lot of culinary, technical or medical words come into English from many other languages, some of them being: *fjord* from Norwegian, *paprika* from Hungarian or *haiku* from Japanese.

For a very long time language and linguistic rules have been canonized and unchanging and the new entries have been strictly controlled by the language authorities. The process of the new word acceptance started from the top, and any new contribution to the vocabulary had to be acqnowledged by the language experts first, and only then by the common people.

However, with the development of mass media, and especially with the development of new information technologies such as the Internet and social networks like Twitter, Facebook or My Space, the processes of word formation lost their elitism, and became a pastime for the broadest strata of language users. Today, everyone has the opportunity to create a new word, and, by putting it on the social network, try its usefulness and acceptability in the language. Playing with a language and its linguistic rules has become a form of mass entertainment that has its own winners.

Nowadays, on the Internet, one can find numerous sites that focus solely on the collection and publication of new words, without establishing any selectivity. The fate of the published word is being left to the judgment of the widest range of users with a complete linguistic democracy in action. Serious linguists, on the other hand, somewhat taken aback, carefully follow these populist processes that are taking place in the language, and stick to the established rule*:"If you cannot beat them, join them."* So, the new releases of reputable dictionaries include words, phrases and concepts that only a decade earlier would be rejected as unacceptable.

Every year several publishers of dictionaries and magazines in England and the United States choose the word of the year. This modern tradition started in 1990 by the American Dialect Society. Nowadays there are at least four institutions that choose the word of the year: Oxford University Press and Merriam-Webster, the major publishers of the English language dictionaries, the American Dialect Society and the Global Language Monitor.

Oxford University Press announces an Oxford Dictionaries UK Word of the Year and an Oxford Dictionaries US Word of the Year; sometimes these are the same word , but often the choices differ. There is no guarantee that the Word of the Year will be included in any Oxford dictionary. The Word of the Year need not have been coined within the past twelve months but it does need to have become prominent or notable during that time. The Oxford Dictionaries Words of the Year are selected by editorial staff from each of the Oxford dictionary.

When the Word of the Year choice started in 2003, Merriam-Webster determined which words would appear on the list by analyzing page hits and popular searches to its website. In 2006 and 2007, Merriam-Webster changed this practice, and the list was determined by an online poll among words that were suggested by visitors to the site. Visitors were requested to vote for one entry out of a list of twenty words and phrases. The list consisted of the words and phrases that were frequently looked-up on the site and those that were submitted by many readers. From 2008 onwards, however, user submissions have not been a deciding factor, and the list has been composed only of the words which were looked up most frequently that year.

The American Dialect Society, founded in 1889, is dedicated to the study of the English language in North America, but also to the study of other languages, or dialects of other languages, that influence the English language. Members in the 125-year-old organization include linguists, lexicographers, etymologists, grammarians, historians, researchers, writers, editors, students, and independent scholars.

Since 2000, the Global Language Monitor (GLM) has been selecting the Top Ten Words, Phrases and Names of the Year. To select these words and phrases it uses a statistical analysis

of language usage in the worldwide print and electronic media, on the Internet and throughout the Blogosphere.

If we take a look at the following lists of winning words in the past ten years, we can notice the differences in the approaches to choosing the word of the year when it comes to different institutions and can also notice the great variations in choices. The conclusion might be that the same events, situations , attitudes and political opinions are not understood and dealt with in the same ways in different parts of the world, and that choices most often depend on the political events in the English speaking countries, first of all in Great Britain or the United States. For example, the expression *"red state, blue state, purple state"* was pronounced the Word of the Year 2004 by the American Dialect Society, whilst the Global Language Monitor chose the same expression as the Top Phrase of 2004. The term was associated with the United State presidential elections of 2004, and had little importance for the language users in the other part of the world. On the other hand, *"truthiness"* had the same effect both in Great Britain and the United States, since it was the Merriam Webster`s choice for 2006, and ADS`s for 2005. Also, both Merriam Webster and the American Dialect Society agreed that *"bailout"* was the Word of the Year 2008, but for the GLM *"bailout"* was the second choice for the same year. It is very interesting that some words, now completely unavoidable in our everyday conversation, do appear only on one list, like *"selfie", "blog", "app"* or *"tweet"*. Some events and situations that were globaly known at one moment, lost their importance over time together with the nonce words denoting them, like *"refudiate"*, *"bovvered"*, *" big society"* or *"spillcam"*.

Analysing the words on the lists, we can notice that not all of them can be denoted as the words, in their narrow sense, but also that the processes by which the words are produced belong to almost every one type of word formation already mentioned. So, *"truthiness"* and *"incivility"* are good examples for derivation, *"GIF"(verb)* for conversion, *"vape"* for abbreviation, *"bailout"* and *"squezeed middle"* for compounding, *"chuv"* possibly for clipping or as an acronim, *"app"* definitely for clipping, *"spillcam"* for blending, *"refudiate"* and*"bovvered"* as nonce words, *"plutoed"* an eponym and *"socialism"* a borrowing. Let us now take a look at the lists of the Words of the Year for the past ten years:

Oxford University Press:

Year	UK Word of the Year	US Word of the Year
2015	*pictograph:* 😂,	
2014	*vape*	
2013	*selfie*	
2012	*omnishambles*	*GIF (verb)*
2011	*squeezed middle*	
2010	*big society*	*refudiate*
2009	*simples*	*unfriend*
2008	*credit crunch*	*hypermilling*
2007	*carboon footprint*	*locavore*
2006	*bovvered*	*carbon-neutral*
2005	*sudoku*	*podcast*

Merriam Webster:

Year	
2015	ism
2014	*culture*
2013	*science*
2012	*socialism/capitalism*
2011	*pragmatic*
2010	*austerity*
2009	*admonish*
2008	*bailout*
2007	*w00t*
2006	*truthiness*
2005	*integrity*
2004	*blog*

American Dialect Society:

Year	
2015	*they*
2014	*#blacklivesmatter*
2013	*because*
2012	*hashtag*
2011	*occupy*
2010	*app*
2009	*tweet*
2008	*bailout*
2007	*subprime*
2006	*plutoed*
2005	*truthiness*

Global Language Monitor:

Year	
2015	*microaggression*
2014	*The Heart ♥ Emoji (for love)*
2013	*404*
2012	*apocalipse*
2011	*occupy*
2010	*spillcam*
2009	*tweeter*
2008	*change*
2007	*hybrid*
2006	*sustainable*
2005	*refugee*

If we take a close look at the lists, we will notice many examples that can hardly be classified as real words. First is the *"- ism",* the Merriam Webster Word of the Year 2015, which is in fact, a suffix. *"Ism"* is also sometimes a noun meaning *"a distinctive doctrine, cause, or theory"* or *"an oppressive and especially discriminatory attitude or belief"*, but here it is only a grammatical ending. The explanation for its choice was that only seven

words ending with this suffix, recpectively: *"socialism", "fascism", "racism", "feminism", "communism", "capitalism",* and *"terrorism"* taken together, represent millions of individual dictionary lookups.

Despite the British authorities, the Americans were the first to make a breakthrough in 2013. The Global Language Monitor chose*"404"* as its Word of the Year 2013. It is the near-universal numeric code for failure on the global Internet, known also as *'page not found'* and indicating that the client was able to communicate with the given server, but the server could not find what was requested. The choice of the numerical code was the first sign of a new change happening in the English language - the fact that the words were no longer the only way to make the communication going on, and that the signs, numbers and various other characters were overtaking their place making languages globally understandable.

The hashtag *#blacklivesmatter* was chosen as the Word of the Year 2014 by the American Dialect Society. The compound *hashtag* itself was the ADS Word of the Year in 2012. Ben Zimmer, chair of the New Words Committee of the American Dialect Society explained: *"While* **#blacklivesmatter** *may not fit the traditional definition of a word, it demonstrates how powerfully a hashtag can convey a succinct social message. Language scholars are paying attention to the innovative linguistic force of hashtags,* and *#blacklivesmatter was certainly a forceful example of this in 2014."* (ADS- "2014 Word of the Year is *#blacklivesmatter"*, January, 9th, 2015). The reactions to the choice were immediate and very different. *Detroit Free Press* wrote: *"Wait a second! That`s not a word!"* (DFP-*This word of the year is more of a movement*, January, 12, 2015). *Time* observed that: *"Some still furrow their brows at the mere idea of selecting a phrase as a "word" of the year (because technically a phrase is not a word", etc).* (Time, Katy Steinmetz *"#blacklivesmatter Is the American Dialect Society's 2014 Word of the Year*", Jan. 10, 2015). But The Guardian diplomatically explains: *"The society interprets its 'word of the year' in the sense of a 'vocabulary item,' enabling it to consider phrases as well as words."* (The Guardian, Alison Flood *,,#blacklivesmatter voted 2014`s word of the year in US",*13 January 2015).

Maybe the greatest change in "word" choice came with the choice of an emoji as the Word of the Year. In 2014 the Global Language Monitor chose *"The Heart ♥ Emoji (for love)",*as the Word of the Year and only a year later The Oxford University Press pronounced a pictograph or emoji 😂 , officially called the *'Face with Tears of Joy'* as the Word of the Year 2015. We know that each emoji represents an emotion, expression, or state of mind, or a person, place or thing. How popular emojis really are and how successfully they can replace real words in many situations, can be seen from one of the tweets by Hillary Clinton. She asked the young voters: " How does your student loan debt make you feel? Tell us in three emojis or less."(We could question the use of "less" in this sentence as grammatically incorrect, but changes are obviously happening in all spheres of a language). In spite of all this, when the Global Language Monitor chose the "heart" emoji as the Word of the Year 2014, it was a shock for the whole linguistic community. For the first time something that was not a real word had been chosen as the Word of the Year. Paul JJ Payack, president and chief word analyst of the Global Language Monitor said on that occassion that: *"The English Language is now undergoing a remarkable transformation unlike any in its 1400 year history — its system of writing, the Alphabet, is gaining characters at amazing rate. These characters are ideographs or pictographs that are called emoji and emoticons. There are about a thousand emoji characters now officially recognized by Unicode Consortium, the official keepers of coding that forms the basis of the Internet.*" (GLM, December, 2014). It really seems that

pictographs, emoticons or emojis are threatening to replace the written symbols and become an internationally accepted and easier way of comminication.

The ADS`s choice of the Word of the Year 2015 points to another big change. But this time it is not a change in the domain of linguistics, but in social relations. The American Dialect Society chose *" they"* as a gender-neutral singular pronoun as the Word of the Year 2015. This pronoun often represents a conscious choice made by a person rejecting the traditional gender binary of *he* and *she*. As Ben Zimmer, chair of the New Words Committee of the American Dialect Society says: *"In the past year, new expressions of gender identity have generated a deal of discussion, and singular "*they*" has become a particularly significant element of that conversation. While many novel gender-neutral pronouns have been proposed, "*they*" has the advantage of already being part of the language."*

In the end, a question remains: in which way is human communication developing and what will the future of any language be? Will the people need words to express their feelings or state of mind? Or will it be enough to add an emoticon to an expression, or just send an emoji to another person without any words at all, as many people are already doing? The language of young people, especially of those using only text messages in their everyday communication, is already very restricted . Very often they do not want other people who do not belong to their group to understand or decode their messages or are simply lazy to write full words or phrases. That is why, in their conversation, the words are replaced by abbreviations (*crits – critique, caf-cafeteria, y-yes*) acronyms (*LOL – laugh out loud, CYT – see you tomorrow, RUOK – are you OK*) or numbers *(31337 - "elite", often used ironically, 46 - "pleased to meet you" "hi", 4 - "for"*), and their feelings with emoticons or symbols (smileys). The whole sentences are often reduced to initialisms or acronyms. So, is the future of a language actually its past? Are we returning to primitive tribes who used pictograms to express their thoughts? And is this exactly what the world of the future requires- a unique system of symbols for global communication and not the words? Only time will tell.

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SPLENDOUR AND MISERY OF GENIUS [4]

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Abstract

This paper discusses the creation of the most distinguished Dutch Baroque painter Rembrandt van Hermens Rijn (1606-1669). Emphasis was placed on psychological characteristics of the artist's portraits, group portraits of his family members and self-portraits. For more than a hundred self-portraits tended different techniques, Rembrandt left testimony of his exciting life. To the beginning of his time painting, portraits provide his youthful expression, hiding his true nature under luxurious mask and showed him in an intimate and exciting truth of his being. Sometimes they are clear, unrelenting glare mirrors the test at its best, and sometimes with that in the half-shade like that hovering over the world, the term elusive and dreamlike. Finally, on one of its Rembrandt self-portrait of the latter, does not hide his gray hair, or her grief, but style is the one who is above all. At this wrinkled forehead with raised eyebrows, the furrowed face, on those persistently compressed lips, what depths of the soul.

Keywords: Harmens Rembrandt van Rhine, Leiden, Amsterdam, portrait, auto-portrait, group portrait, light-dark, Saskia, Mother, Titus, Hendrikije.

The gallery of immortal Rembrants's works/portraits is an oil painting, which have a special place: *Rembrandt's Mother, portrait of Titus, Portrait of only son, a dozen portraits of Saskia*, woman who got married in 1633 and lived until 1642, *four Portraits of Hendrikije*, a common-law wife, he lived with her after the Saskia's death, from 1648 to 1663 year, and portrait of his brother, in the history of painting known as *The Man with the Golden Helmet*. Regarding the group portraits special places have *The Anatomy Lesson of Doctor Tulp, The Company of Captain Frans Banning Cocq and Lieutenant Willem van Rjutenberga*, popularity but known as the „ *Night Watch.*"

In this paper we will try to point out the characteristic features of the genius of Rembrandt van Rijn, and try to define them. We are going to find where he differed from his famous predecessor, remaining the same in terms of values. We will try, finally, to show as much possible by written word, amazing art, thanking to which he could converted emotions by plastic images more vivid and convenient than any other creator of the same profession.

Rembrandt was fond of women and saw them only rewarded. He liked fabrics, but never painted them with imitation; therefore in the absence of earthly charms, beauty, clean lines, expressed flexibility, agility, contours/curves of naked female body, with love for its

[4] Specialized paper

material essence, with a sense of the importance of living creation, which fascinate. He dissolved everything and reducing to the basis that he was looking for, paint as much as light, and so, removing from the appearance of things everything that is diverse, summarizing everything that is detached, getting as far as coloring without colours, that in one ray focuses the light of solar universe. Curiosity toward human being in itself could not go further in a plastic art.

The life that he percived in dreams has a certain reflection of another world, before which real life is getting colder and pale is almost cold and pale real life before which almost cold and pale real life. No man's skill reminds one that; nobody has ever been as Rembrandt. No one before and after Rembrandt, has not already been imposed.

Finally, we will look back and Rembrandt's "educational work" that so far little has been written.

PANACHE OF „THE GOLDEN AGE" OF NETHERLANDS

The greatest Dutch painter and one of the largest in the history of the arts Harmens Rembrandt van Rhine was born in the advanced university boundaries of Leiden, on July 15, 1606. His father, Harmen Hertis was a miler, and co-owner of the windmill, "Rhine" which produced malt, basic ingredient of beer. His mother Nejldhen (Cornelius) Vilemsdr van Zajtbruk was baker's daughter. The family is at least four generations owned a mill on Rhine and probably took their surname Van Rhine by the Dutch name of that river.

They had nine children, of which two died in infancy, and Rembrandt was their penultimate child.

Rembrandt's parents sent him in the seventh year to the local Latin school, indicating that he believed that promises more than it was usually because their other sons sent to the craft.[5]

After seven years scholling in Latin school, where he taught the Greek language and got the basics of classical education, Rembrandt on 20 May 1620 enrolled at Leiden University. But Rembrandt probably never wanted to devote himself to academic vocation, because the lectures he attended only briefly, if at all, to do that. In any event, shortly after the writing, probably in early 1621, he became a student of Leiden painter Jacob van Isakson Svanenburha.

In the workshop of a mediocre paintet, who lived in Italy from 1600 to 1617, working in Venice, Rome and Naples, Rembrandt remained there until 1624. His new teacher Pimenta and Lastman (1583-1633) also worked in Italy, whose Italianized pictu images, usually of small size and dramatic almost to grotesqueness, but often abundant and gorgeous colors. Lastman miniature Baroque scene, Caravaggio in a small, committed their influence on Rembrandt.[6]

Upon his return to Leiden, Rembrandt's studio edited in his father's house and was closely associated with talented local painter Jan Livens (1607-1674), one year younger and no less ambitious. Ratheripe and versatile, livens up when he was only fourteen years was an

[5] Bob Haak, *Rembrandt* (the life and work), Youth book, Ljubljana, 1972, p. 18.
[6] Michael Levi, *History of painting* (from Giotto to Cezanne), Yugoslavia, Belgrade, 1975, p. 196th.

independent painter. 1628 Rembrandt and Livens join their first disciple, the fifteen Herit Dau year old female, which was a sign of the growing importance of their wprkshop. In his hometown, Rembrandt lived up to his father's death, 1630.

As a painter, he touches all topics that will later be processed, except group portrait and landscapes. It attracts Antiquity, the mythological legends and the Bible. Antique, mythological legends attract him and, then the Bible with its stories which he had heard in childhood and will love them above all. It is particularly preoccupied with the portrait and that more than a portrait studio portrait in the true sense of the word. His own image, with which you can easily experimenting, usually to him and serve as a model. Then, he paints his mother, father, sister Lajzbet and, very often the head of old men with spiritualized faces of hermits or the Apostles. In the center of his attention from the very beginning is the relationship between the human figure and the space in which it is located, as well as its spiritual expression. The last year of his life and work in Leiden, Rembrandt marked by one masterpiece - portrait of his mother keeping in the British Royal Collection.

After father's death Rembrandt moved to Amsterdam and joined domestic art dealer pictures of Henry van Ujlenburg. In the first half of 1631 Rembrant painted mother again. The artwork is titled *Rembrandt's Mother reading* (Amsterdam, Rijksmuseum).The portrait represents a wonderful character study. „In the same year at the salon of the arts dealer, where the Amsterdam elite were meeting, Rembrandt met noblewoman Saskia van Uylenburg. He was twenty-seven, and Saskia who was twenty-three years old at the time, she is six years younger. "[7]

It's the love at first sight. Saskia is nice woman, but its tiny eyes, small mouth and gently body – who has suffered from tuberculosis for ages, is not at all the ideal of woman of that time. She lost her mother early. Her father not was just a mayor, but one of the most proude noblemen in Holland. For his life more Rembrandt would never have got Sask.Rembrandt and Saskiawere betrothed on 8 June 1633, just after the mayor's death. *The Anatomy Lesson of Dr. Nicolaes Tulp* is a 1632 oil painting on canvas by Rembrandt.[8]

The Anatomy Lesson of Doctor Tulp marks a milestone in Rembrant's creativity. This order was a great recognition for him. In line with tradition, the image was probably personally ordered Nikolaes Tulp, professor of anatomy of Amsterdam Guild of Surgeons, not just association.

Public lecture in anatomy is maintained every year, usually in December or January, when the weather was cold and when the dissected corpse is being kept in good condition for several days.

For those courses are not came only members of the association but also many other prominent or curiosity people. No wonder this important seasonal event became issu for orders of portraits, although these images are depicted realistically the lectures.

[7] Kamenko M. Markovic, *Rembrandt, in Harmens Rembrandt van Rijn (1606-1669).* The Library of Matica Serbian, Novi Sad, 2006. The catalog and exhibition, on the occasion of the 400th anniversary of the birth of the artist prepared by Ksenija Šulović and Aleksandar Drapšin.
[8] Oil on canvas, 162.5 x 216,5cm. Hag, Mauritius.

So, there were other artists and a Rembrandt, Leiden and Delft, as well as in Amsterdam, who have tried to solve the problem of group portrait which at the same time need to preserve the memory of a lesson anatomy.[9]

Rembrandt's orders had to be exactly the same as those they received other artists before him: a group portrait that shows the public Time anatomy of a famous professor.

Rembrandt's composition solves the problem of group portraits on surprisingly manner and therefore is characteristic of his great talent. His composition does not have a symmetrical structure, the characters are linked only unspecified central theme. The picture shows the group deeply interested people gathered around their teacher and the corpse, whose hand muscles apparently the subject of study at this time. Rembrandt allows their faces expression to speak. Following the doctor's address, each of the figures participates in a joint action.[10] On the faces of students who listen carefully to teachers, outlines the fear, curiosity, wonder, admiration.[11] On the canvas Rembrandt is masterfuly solving and on numerous painting problems distributing light and shadow. Remains an unforgettable impression that young Rembrandt in "Anatomy" of 1632 crashes the old scheme of coordination and the whole group of subordinates to *one* movement and *one* light, and everyone will feel this process as typical of the new style.[12]

Deep and versatile realist-thinker, Rembrandt did not satisfy that through his art is displayed only superficial social reality of materialism words; he wanted to get into her essence and her art before one eternal and unchanging real value. For him, color becomes not only a means but an integral part of matter through which it begins to radiate its own life. He was painting technique, light-dark, but unlike by Michelangelo Merisi Caravaggio (1583-1610) who achieved with it only the plastic ability forms, with him as the deepest shadows and brightest surfaces hear Kane with an equally vivid colors.[13]

All his items are soaked in a special kind of light that painted matter gives a special life force.

It becomes more mature, but no luck. Children born with woman married Saskia, boy and two girls, withdrew death on him. Onl fourth child, Titus, remain in life.

Rembrandt could not resist the temptation to be both a painter and model. More than a hundred times, in the period between 1629 and 1669 represents on us his face by drawing,

[9] The oldest example is picture of Aert Piterson from 1603 year showing the Anatomy Lesson of dr Sebastijan Egbertsz de Vrij. Oil on wood, 147 x 392 cm, Amsterdam, Rijksmuseum. This is a cruel composition, although the artist has managed to separate the line of heads in the way that some figures presented in the standing, onother ones seated.
Dr de Vrij is also painted in 1619 Thomas de Keyser. The picture is known as The Anatomy Lesson *(with skeleton*). Oil on canvas, 135 x 186 cm, Amsterdam, Rijksmuseum. For Krajzer it was considerably easier than Aert Peterson, since it was required from him, beside de Vrij (who can be recognized by his own high hat and professorial posture), to portray just five other members of the association. He did not have to paint the corpse, but only a skeleton.

[10] Mihael Bokemil, *Rembrandt*, Taschen, Keln, 2003, p. 41.

[11] Kamenko M. Markovic, *From Caravaggio to Brancusi*, Sven - Niš, 2011, p.160.

[12] Heinrich Velflin, *Basic concepts of art history*, Veselin Masleša, Sarajevo, 1974 p.176.

[13] Kamenko M. Markovic, Milena Savic, *About Rembrandt's Picture Quintus Fabius Maximus*, in the international dialogue: East - West (psychology, philosophy, linguistics, cultural studies and education): Proceedings of scientific papers /The Sixth International Scientific Conference. - St. Nikola: The International center for education Slavyansk, no. 6, book.2 / 2015, p. 157.

etching and painting.[14] He studies every mental movement of man and tries to through his ordinary every-living physiognomy get to the essence of psychophysical events, which are hidden from society.

Portrait and the portrait on the face reflects the fierceness of love or ambition, sorrow for the death of loved ones, evil bitterness because of an accident, and resignation and fear of old age, which he felt very early and that drives him to seek uto shelter in childhood. Rembrandt are losing all children, one after the other. It remains to himself, with that too known face on which is inscribed approaching death. This loneliness is the most exciting occasion for the many self-portraits. Later this passionate need for him was, it seems, an act that is separated from the others and that the holy poverty or stupidity. But still these portraits the work of painters, trying out daring means of artistic expressios. They lead us through the victory of genius.

In fact, Rembrandt has all along followed what he wanted, constantly drawing, painting, and engraving. His feeling for the people increasingly deepened as while he was separated from traditional portraiture, simplifying drama to obtain deeper effects.

Quite different issues arise in connection with the work of , *Company of Captain Frans Banning Cocq and Lieutenant Willem van Ruytenhurch* popularity but known as the "Night Watch" , canvas completed in mid of 1642 years . This is one of the most famous paintings in the world, often considered the most important Rembrandt's work. If not the most important, it is certainly a milestone in Rembrant's life.

Before it, he knew it only for the success and respect and after it only for rejection and hurt. Those who have ordered picture were not satisfied with her. It was said that later generations of insensitive Dutch disparage this canvas.

Rembrandt on this picture leaves painting of the external appearance of the Dutch society and tends to display other, inner life of that people. Wealthy and haughty of Amsterdam environments unready to follow the "one" taking a peek into the dark bottom of the human soul, takes the opportunity to discredit him. It is also a warning to others of what awaits them if they think for themselves, „If they do not walk on the string of life."

Only in the nineteenth century clairvoyant Art historians rediscovered *Night Watch* in its true light and genius - the genius of the artist who was a victim of fate.

That same year, shortly after the birth of a son Titus, Saki died on June 14, and Amsterdam's environment turns its back to the artist. Lovers of art works buy his paintings for a handful of change. Pictures of some of them even today worth a whole kingdom, are sold for a pittance. Broken by an accident that it was struck, Rembrandt finds solace in creating worlds.

Equilibrium was established after the death of Saskia, when in his life has enterd Hendrikje Stofels, his former maid, and now the model and mistress. In the history of painting models there is no such case as Hendrikje Stofels fate. She constantly cruises between the kitchen and studio. Sometimes there is not enough time to wash your hands - throws to dress her and an apron, transforms from a maid in *Susanna bathing* (Paris, Louvre). Fascinated by it,

[14] Robert Genaille, *Rembrandt*, Nolit, Belgrade, 1975, p. 5.

Rembrandt no longer wants to paint other models. The fire that flares up in artist's chest causes a whole gallery of immortal works. But painter has to overcome his curiosity before the visual beauty, before he could make her to surrender. Emotions that drew the image transmitted in orderly condition than that in which they were incurred. Satisfactions of viewer differ in the degree and quality of those that are woke/ excited the painter.

What the viewer is not in force, the gains in harmony. From painter wasteful, but a consolidated surplus he takes fire to inflame own perceptions. Let's take a peek at this gallery Rembrandt painting consisting of: *Portrait of Hendrikije Stofels, A woman bathing, Portrait of a Young Woman with a Fan, Lucretia, Јунона, Титус за писаћим столом, Titus reads, the Jewish couple, family portrait,* and thirty extraordinary auto portraits.

For image *Man with the Golden Helmet* (National Gallery, Berlin) painted around 1650, said, with some reason, that this is a portrait of the artist's older brother. He was portrayed as old, worn man with go off slim eyes, thick nose, thin, set lips and graying chin on wrinkled, hollow cheeks. It had armor, on the chapter you have a high gold helmet with a plume, certainly the costliest of the painter's collection of antiques.

Giving the face of the man in a subdued tone, in a very dark background, he's full attention focused on the unusually ornate helmet, polished to almost supernatural glow. To achieve the desired effect, Rembrandt said relief of helmet so thick layers of paint that she alone itself constitutes a relief.[15] It is interesting and useful to think about the psychological significance meaning of this masterpiece. But we must not think that it painted to perpetuate the character models, neither to show the majestic possibility of clothing, nor to record a transitory light effect.

All these are important, but not the most important results of the painter's intentions. If these things were important to Rembrandt, he would be a writer, not a painter. Because was such a great artist, we are unable to express his art words.

As an artist, Rembrandt wishes to express emotions, and not showing where they came from. He can do both, and he does it in this figure. But the external facts are just a veil, through which we must pass before we fathom its real and intimate beauty, because the image has the power of revelatio independently of the painter and his will.

One of the most famous portraits of Rembrandt's is the *Portrait of* Mr. *Jan leaders Sixa*.[16] It originates from 1654, those the fatal year when Rembrandt, aging, materially ruined, retired on the banks of the canal in roses, rescuing to former welfare only one thing, which is worth more than all the others - untouched creative power. Figure of Jana Siksa is, in our opinion, one of the finest portraits ever made.

Fully Rembrandt's mastery is evident in every respect, from widely painted clothing, to monitor more closely your answers face, framed by auburn hair under a black hat. The head is slightly bent forward, red cloak carelessly tossed over his shoulder one on. Each bar of gold ornaments on the mantle painted a single stroke that- paintbrush. Siks picks up a glove, a movement that emphasizes his spontaneity and natural posture. Gloves are painted with such freedom that you can find only with the other great portraitist of the seventeenth

[15] Bob Haak, *Rembrandt*, Youth book, Ljubljana, 1972, p. 229.
[16] Oil on canvas, 112 x 104 cm. Amsterdam, The Collection Six.

century, by Frans Hals.[17] „On the portrait has been achieved the happiest combination of red and all tones that ever seen in a painting“.[18]

Rembrandt has left us no better example of his artistic intuition and creative power. By composition, by drawing, color, shape and mothers storskoj technology development, this is a picture unsurpassed.

As for Rembrandt, it is impossible to know what is suffered his heart. Saskia died, and his hard work continues without a single interruption which can be determined and the progress of his paintings, and more better by engravings.

His possessions collapses disappeared, dragged him before Bankruptcy Court, deprive him everything he loved: he refers easel, he moves himself elsewhere, lives miserable, neither hear contemporaries, nor to offspring reaching any cry and deeply wounded soul, any complaint that fantastic nature, although it is justified to believe that in those moments was completely finished off misery.

His efforts do not diminish the value of his works not falling, favor fellows leaving him with wealth, happiness, welfare: he responds to injustices of fate, infidelity of his fellow citizens' unrivaled painting creations.

Rembrandt's self-portraits are moving testimonies of genius, preoccupied with the life of the soul, who is arrogant and wealthy Amsterdam environments attempted to crush, having failed to integrate him into its ranks. These are data on its private life, and each of them represents a retry of self analysis**.**[19]

„So, Rembrandt's paintings are upsetting documents of man's fate, they are full grief and melancholy and at the same time evidence of life tragedy**. "**[20]

Biblical themes are what make the most intimate care. Rembrandt is, perhaps, the first of the artist in the modern sense of the word, the first of the great masters who, not working for the church, religious theme processed completely freely and as it sees fit, without regard to any regulations and iconographic tradition. He found poetry, especially in the biblical legends, that is quite close to him and cause (motive) for his vision of the Orient, - silky curtains, robes, turbans, gold and jewels gliterring in a transparent, darkened air in his paintings. Initially, it was just „luminiristic symphonies, "later he will seek out those topics which will be able to express certain mental mood; taking them from the Old Testament more than the New. *Visitation, Descent from the Cross, Golgotha, Holy family, Emaus, The legend of Tobias, The Legend of David, The Legend of Joseph, The legend of the prodigal son, Susanna, Bathsheba.*

[17] Bob Haak , *Rembrandt,* Youth book, Ljubljana, 1972, p. 246-247.
[18] Kamenko M. Markovic, *Mesečev san*, Literary Society "Filip Visnjic", Sid, 1994, p. 27.
[19] Richard Friedenthal, *Art history through a letter-sized creators* (from Ghiberti to Gejnzboroa), Yugoslavia, Belgrade, 1967, p. 167.
[20] Kamenko M. Markovic, *Rembrandt van Rajn - tragic genius of golden age*, Niš, 2006. The catalog on the occasion of the birth of artist 400th anniversary prepared by Kamenko M. Markovic, and it contains 30 copies of Rembrandt's pictures that have been made by painters Zlatko Pavlovic, M. Kamenko Markovic i Ivica Zivkovic.

Everyone should look at the role of the act at Rembrandt. He is almost the only painter of his country who realized the importance of the aesthetic act. In *Danaja* (St. Petersburg, the Hermitage Museum), *Bathers* (London), *Bathsheba* (Paris, Louvre), reflected the essential features of his artistic physiognomy. He wants to be seen in the role of Titian's or Karadjordje's rival in these pictures. Just in these pictures come strongly to the expression - and that's why Rembrandt is often considered as a masters of realism- one important feature by which is strongly different from the Italians: his realist, better to say naturalistic point of view. Place of arabesque, rhythm, beautiful positions, Rembrandt gives only a study of model, and such model which forms regularly are not beautiful. But these models are painted with such feeling of epidermis, with so much power and life, that they despite the ugliness of forms and despite the lack of a required position and arabesque, stand on an equal footing with the most brilliant achievement of Titian or Antonio Allegri da Correggio.

The essential problem of Rembrandt's art, one to whom all his other efforts others are subordinate to his efforts- drawing, colorist, thoughtful and sensitive - is the problem of light-dark; he gave it a new formula and develop it to a height that was never achieved before.

He found nothing, but everything is perfected in the empire of light- dark, so that the method he used more often and better than anyone reasonably bears his name. The king of light and shadow was primarily a painter of nature. In the depths of nature there are things that only this hunter of pearls discovered.

In the creativity of this genius of art we celebrate the victory over the human transience.

Material collapsed, Rembrandt lived at the inn, humiliated, upset, lonely, with great bitterness of boredom and emptiness in his soul. The figure *Rembrant in 52* years *old*, he paints himself as a majestic patriarch in the chair. The suffering of man is only in his heart. Never in the XVII century, felt like that the naked soul is what the most precious in painting. He looks at world from a height and holds his stick like a scepter. And who would paint the entire harem of brilliant beauty with this fervor, this freshness, with such poetic enthusiasm today? Колико нас временски враћа посматрање ове слике! Wonderful period when ruled jointly artists like as Rembrandt, Jan Vermeer, Frans Hals, Diego Velázquez, Antonius van Dyck, Peter Paul Rubens, a great school of baroque, beauty, harmony, color, passion!

The life of Rembrandt Harmens van Rhine ended in Amsterdam, the city of his youth in poverty, but also in complete disappointment in his time, his nation and people. He died a few months after the death of Titus, 1669, from the heart broken by sadness.

After all that, indeed, a man in his life could no longer nothing to lose, and an artist, in painting could not give anything, a few months later, he died.

„For days after death, he was buried in an anonymous rented grave in the church Vesterkerk in Amsterdam. His corpse was escorted to the cemetery by a few people, a funeral cost 15 guilders**".**[21]

[21] Kamenko M. Markovic, *Rembrandt self-portraits - pictures of one's life*, in Psychology and Art, br. 1 Faculty in Kosovska Mitrovica, 2012, p. 117th

The Dutch art achived its peak with this master who belongs to the narrowest group of genius that humanity in general ever could – actually, he is the least Duch of all Dutch artists. In its civil and Protestant environment which requested and created strictly realist art in terms of multiplication and attachment to everyday reality. Rembrandt was hallucinatory visionary, ecstatic poet and dreamer who is inspired by what was at that time, hardly anyone of business traders closely were interested in: old legends, biblical pathos, illustrating of the Gospels. He interpreted these themes artistically and iconographically, which no one ever did before.

Rembrandt was excited poet, who even in portrait work was always ready to sacrifice formal fidelity to visual expressiveness, but psychological study deepened and poeticized according to his discretion. According to all his beliefs and practices, as an artist and as well as a man, he stood out from the general level of his environment and due to he had to come into conflict with her. It is not surprise that the real significance of his art and genuine greatness was understood only in the nineteenth century.

REMBRANDT - PEDAGOGUE

About Rembrandt's "pedagogical work" little has been written.[22] His workshop, as well as workshops of other artists of that time, it was also a school. The young are coming to learn from Rembrandt, they want to lealn to paint as he. Most of his students would usually ended initial apprenticeship with another teacher before they come to him for further training. According to the rules of painting gildes, the master signed the pictures which would be painted by students while they worked with him and sold them as their own. This has resulted in attributing paintings of some Rembrandt's students to the very master. In truth, it is a small number of such images.

In his school, Rembrandt has introduced unusual pedagogical methods. Opposite Rubens collective artist's studio work on their image worked, and students is held individually isolated from each other and harmless mutual influence in order to each developed independently according to their preferences. He put them in partitioned boxes (this kind of work practiced in Paris a number of modern artists in the first half of the 20th century.).Rembrandt's students worked/portraited by a living model (this was not the case, with other masters of the time in the Netherlands).

While many artists in Holland advised to their pupils that after the training immediately go to specialization in Italy, Rembrandt acted contrary, saying: „Why do you need Italy, when in your country have so much beauties and your life will be to short to make them realize. If you do not know to paint nature that you see around you, Italy will be of little use".[23] He was taking high fees from pupils and must give him a part of their earnings from their sold pictures, or those which he corrected and singed by his name.

Rembrandt's influence on younger artists was strong but not equal. They are supported just the outer side of his art; what has been deepest in him, remained misunderstood. Rembrandt

[22] Kamenko M. Markovic, Blagoje V. Nesic, *Influence of family and community on Rembrandt's painting*, in Pedagogy, no. 3, the Alliance pedagogical Societies of Yugoslavia, Belgrade, 2014, p. 361-366.
[23] Kamenko M. Markovic, Blagoje V. Nesic, Psychological characteristics of Rembrandt's self-portraits, individual and group portraits, in the Papers, No. 13, Book. 2 Faculty of Philosophy in Serbian Sarajevo, 2011, p. 67- 80.

had good students, but they were not remained loyal to its further development. Following fashion and taste of the audience, they are, over the time, slide into elegance and shallow or superficial attractiveness. To mention some of them: Herit Dau, Karel Fabricius, Nicolas Mas, Isak Jaudervil, Howarth Flink, Samuel van Hohstraten, Barent Fabricijus, Willem Drost, Ferdinand Bol, Jan Viktors, Herbrant van den Ejkhaut.

„As far as drawings, etchings and graphics, art history knows no greater master of Rembrandt**.“**[24]

INTRODUCTION

This paper analized the creation of the most important the Dutching painter Rembrandt van Hermens Rhine (1606-1669). Special emphasis is placed on a number of self-portraits, portraits of his family members and several group portraits. Social circumstances are highlighted in which he created, and indicated to the inability of economically rich community to understand the genius of the artist. At the very end, thepaper deals with Rembrandt's educational work.

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Marković 2016: K. M. Markovic, *Rembrandt - the painting genius from Leiden,* Niš, Branko Miljkovic.

[24] Kamenko M. Markovic, *Rembrandt - artist and engraver, in Trag soul,* Center for Culture and Arts - Aleksinac, Aleksinac, 2007. exhibition catalog consists of copies of Rembrandt's drawings and engravings that were done by Ivica Zivkovic, Zlatko Pavlovic and M. Kamenko Markovic.

THE PRO-SOCIAL BEHAVIOR OF THE STUDENTS VERSUS THE AGGRESSIVE BEHAVIOR OF THE STUDENTS IN THE SCHOOL ENVIRONMENT: THEORY AND PRACTICE[25]

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Abstract

The progressively higher cognitive criteria, which modern school starting from the yearly school years, imposes on students, demand greater individual engagement by the teachers in the affective component. In function of the right management of the education, the determined social climate in the class is a necessary pre-condition. The basic structural component of this climate are the interactions of the students themselves, which reflect mainly through two opposed tendencies: pro-social and aggressive behavior. In this article, we analyze these two components of the social climate from the aspect of the theoretical studies, i.e. their reflection in the school practice. Also, we pay attention to the strategies which have been proven to be efficient in the control of the aggressive behavior.

Key words: *pro-social behavior; motivational components, altruism, asocial and aggressive behavior; methods of reducing aggression.*

Introduction

The actuality and importance of the studying of pro-sociality and aggression in children is characteristic in conditions when we have many cases of violent behavior, conflicts among the youth etc. in the society. Hence, the treatment of this issue is of extreme importance for the decrease of violence in the schools, and we need consolidation of the non-violence i.e. the pro-social behavior.

The modern educational psychology in this context, without doubt stresses the dynamic i.e. motivational elements of the wider psychological ambient in the classroom, but with its significance and influence, the elements of the affective sphere are also important position in this domain. The series of classical studies form the second half of the previous century promotes several important affective aspects of the functioning of the school formal groups, such as the attraction and repulsion of the members of the group (Baron, 1951; Hollander & Webb, 1955; Byrne, 1961; Aronson, Willerman & Floyd: 1966; Duck & Spencer, 1976; Scofield & Sagar, 1977; etc.), the altruism and pro-social behavior (Krebs, 1975; Knight & Kagan, 1977; Lamb, 1982; Ladd, Lange & Stremmel, 1983; Kaplan, 1984 etc.) and the aggressive and asocial behavior (Bandura, 1961, 1963, 1967, 1971; Baron, 1972, 1973, 1979; Turner, Layton & Simons, 1975; Cohen & Felson, 1979 etc.).

[25] Revisional scientific paper

The greatest part of the mentioned studies confirm the important influence of the affective ambivalent factors of the school environment on the behavior of the individual. The agents of the early family socialization and the affective aspects of the functioning of the school groups, on the other hand, without doubt offer a wider range of opportunities for an analytical approach. Our choice in this article are the manifestations of the pro-social and aggressive behavior of the students, as well as the strategies which recommend building of pro-social behavior.

1. Pro-Social behavior

One of the most common characteristics of the pro-social behavior refers to its nature as a sum of conscious actions directed towards helping or creating, in favor of the interest of an individual or a group (Eisenberg and Mussen, 1989, according to Knickerbocker, 2003). In other words, they are acts of behavior, in which the categories of empathy, solidarity, collaboration, ethics and other constitute the dominant affective component which involves care, sharing and support of the interest of the others, when the need arises even giving priority to them in front of one's own interest (Rabotegic, 1995). The notion of pro-social behavior refers to the acts themselves or to be more exact the results i.e. the consequences of the same, rather than the motivation which lies in its background.

The pro-sociality as a general principle of behavior may be put into action through many close forms of manifestation such as helping, sharing, giving, consoling, giving support, collaboration etc. (Popovski, 2005 according to Surbanovska, 2009).

Ontogenetically, the forms of pro-sociality occur very early, in the early childhood, approximately in the second year of life. There are opinions that the signs of such behavior occur even in the pre-natal development of the child. Most often, the first acts of pro-social behavior are the presenting and sharing of toys to the parents, without obvious reward or other obvious benefit.

1.1. Motivational premises of the pro-social behavior

The motivation on which the pro-social behaviors are based may be quite various. Four categories of motives which are in the background are stressed in the literature (Surbanovska, 2009): a) monitoring the general human values such as humanism, trust in people, justice, equality, prosperity of the others etc.; b) affective factors, such as love, empathy, compassion, joy, but also the need to avoid disturbance and unpleasantness; c) conformism, in the sense that the destructive behavior is expected or demanded by the environment, i.e. that we are not resented, if we do not help, or simply because the others help as well; d) expecting some sort of personal benefit, regardless whether it is material or social – psychological. The mentioned four forms of motivation according to the degree of the altruism – selfishness may be graded in a sort of continuum, in which at one end we have *the values* such as the category least selfish, because they consider the well being of the other as most important, followed by *the emotions*, in whose content we may identify a certain degree of orientation towards oneself and one's own interest, then *the conformism,* which is even more full of one's interest, and at the other end we have the explicitly egoistic category of *expecting personal benefit.* In one of the more recent theories (Benabou & Tirole, 2005), the quality, frequency and the consistency of the pro-social behavior in the individual are treated as a dynamic product of the influence of three main categories of motives: *altruism* (inner motivation), *selfishness* (eccentric i.e. outer motivation) and *the care for one's own reputation* (self-respect).

Apart from the motivation, the pro - social behavior in different situations can be determined by a wide range of biological (gender, age) and social – cultural (education, personal experiences, tradition) factors, affective constants (general level of adaptation, satisfaction with one self) etc. Thereby, the mentioned determinants of the pro – sociality do not act independently from one another, yet, they are mutually interconnected and intertwined in complex combinations of different factors which sometimes also have a mutual contradictory influence, which may also result in conflict states.

2. Asocial and aggressive behavior

The asocial, aggressive and destructive behavior of the students in the school is an important social problem which significantly influences the social development of the children and is connected to a great number of subsequent serious problems in the area of the social pathology, starting from the deficits in the cognitive, affective and the social development of the individual, through the various shapes of delinquent behavior and social problems, all the way to problems with the mental health.

The theoretical concepts of the aggression can be divided into five groups (Žužul, 1989). *The instictivism* theories consider aggression for natural, authentic human behavior and an integral part of the human nature. A typical instictivism understanding of aggression is the theory of Freud, which explains the aggressive behavior through the working of the both basic instincts, one of life (Eros) and the other of death (Thanatos). *The frustration* theories come from the area of the neobehaviorist theoreticians such as Dollard, Miller, Maurer, Sears, Berkowitz and others (according to Žužul, 1989), and their basic platform is the treatment of aggression as gained, i.e. learned response (reaction) of frustrating situations, i.e. stimuli. Dollard says that aggression appears when the individual is stopped in a given planned action which has a specific goal, and the intensity of the aggression rises with the rise of the motivation (the expected reward) and with the degree of interruptions in the fulfilment of the goal. Berkowitz emphasizes that the frustration does not directly lead to an act of aggression, yet that between these two instances there is an emotion of anger, whose intensity depends on the characteristics of the external situation, and which may, but does not necessarily end in aggression. *The social* theory of aggression is connected to the name of the American theoretician Albert Bandura (Bandura, 1969). His basic platform for the nature of the aggression is also behaviorist, however, based on the standpoint that it may occur without any instinctive or frustration foundation, yet as an expression of the previously learned behavior. Most frequently it is about social learning based on the so called observational (vicarious) conditioning. In this sense, with the social theory of the aggression, one may explain the influence of the aggressive scenes in the movies and the violent video games as generators of real aggressive behavior in the children. Namely, children identify with the aggressive heroes and are accustomed to aggression, thus completely altering the value prism for aggression by not perceiving it as an undesirable and destructive behavior (according to Aronson, Wilson & Akert, 2002). *The attribution* theory considers that aggression has a cognitive background, and that the possibility for the frustration to grow into an act of aggression depends on the assessment (attribution) of the intention of the instigator of the frustration. An aggressive act will not appear if there are sufficient relaxing, alleviating circumstances known at the moment of provocation. *The biological – physiological* theories place the possible reasons for aggression in three directions: genetics, sub - cortical sectors of the brain and endocrine system.

2.1. Strategies for controlling aggression

Taking into consideration the fact that scientists still do not sufficiently understand the mechanism for asocial behavior, the attempts for controlling it by using psychological and educational methods are yet to offer the desirable results (Kazdin, 1987). We will discuss some of these methods which are most renowned in this area.

2.1.1 Catharsis: The psychoanalytic theory explains the processes of catharsis in the function of controlling the aggression. Students, by watching a certain movie with examples of violent behavior or by doing programmed physical activity may release their aggressive energy (Feshbach &Singer, 1971).

2.1.2 Parent training: The goal is to train parents in dealing with the aggressive behavior of their children, whereby they are educated to not employ physical punishments yet to replace them with psychological remarks. On the other hand, they should reduce the negative remarks such as threats and commands, and instead to more frequently use oral approval for pro – social behavior (Kazdin, 1987; Horne&,Sayger,1990).

2.1.3. Cognitive methods: The cognitive processes may contribute in reducing the aggression. These processes are different in the children which are known to be aggressive. Based on the significance of these factors, the so called programmes for increasing the empathy in the child have been built, whereby the children are taught to take into consideration the opinions and the feeling of the other children. In this way, good results have been achieved in the decrease of the aggression and in the reduction of the conflicts (Gibbs, 1987). Another technique is to enable the children (students) to apply techniques for problem solving called "let's think out loud". In this way they learn how to solve problems in a rational way without emotional outbursts. (Guerra &Slaby, 1988).

These techniques are recommended for use in both pre - school and school education. We believe that through their use, the aggressive behavior of the young will somewhat be reduced. Of course, an important precondition for this is the thoughtful and tolerant attitude of the teachers and the parents towards the children.

Resume

There is a network of factors which reflect on the general behavior of the students. We mostly chose the cognitive and affective determinants of the pro – social against the asocial behavior of the young. The pro – social behavior reflects in building mutual connection between the children, and its important motivational components are the humanistic values; the affective factors; the conformism and the social – psychological expectations.

The asocial behavior may result from a range of factors, of which the following are the most important: biological, the situation (frustration) and personal – social.

The following methods are efficient for the decrease of the aggressive behavior and are applicable for the students with uncontrolled behavior: Catharsis; education of the parents and the cognitive.

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ASYNCHRONOUS DEVELOPMENT OF GIFTED AND TALENTED AS A NEW PARADIGM IN PERCEPTION TALENTS[26]

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Apstract

Asynchronous development is a term used to describe inconsistencies or disharmony between cognitive, emotional, social and physical development of gifted individuals who have significant internal variations in themselves developing uneven development levels of the previous capacity and skills.Experts have an increasing agreement that the asynchronous development in gifted and talented individuals is more pronounced and represents their typical feature. Because it opens the paper one of the plants issues in the talents of (self) perception of individuals and middle to the asynchronous development of gifted and talented.The purpose of the paper is to give views actualize new talents and gifted individuals in terms of their asynchronouscomponents of development and their functionality in the middle.The paper starts from the assumption that the general theoretical asynchronous development of gifted and talented contributes to the appearance of potential practical implications in finding and working with gifted and talented.The ultimate consequences of labor as gifted and successful but talentranite and mid them to "carry" with induction, disharmnonichniot and dysfunctional development kompoentite the person who most common causes of prejudice.

Keywords: asynchronous development, gifted and talented

Asynchronous development simply means, "out-of-sync." (Out of sync)

Introduction

In many countries there are differences regarding the perception of individual differences between people especially to their asynchronous development of personality traits.Thus we can observe greater preference of interest in children with special needs or children with developmental and other difficulties (especially in Scandinavian countries), fostering an elitist concept especially in the former Soviet Union and the existence of special schools from the earliest age, relatively balanced approach to individual differences (United states and other western countries a European).Certainly, this perception has profound societal and historical roots that have a strong influence on the conception of educational concepts in the countries in the world.Known is the effect that before you become talents psychological phenomenon that is recognized as a potential societal and personal privilege that should sooner to discover grow.Later this phenomenon becomes the status of an unusual

[26] Revisional scientific paper

phenomenon often observed quite unrealistic that "people are afraid of many gifted children" (Winner, 1996; Dalzell, 1998; Goldsmith, 2000; Whitmore, 1980).It certainly we can assume that the result of their extreme asynchronous development and imbalance in the development of intellectual, emotional, social and other components.It leads to the phenomenon in the definition of the term note diametrically opposing views (Mönks & Katzko, 2005). The emergence of asynchronous development in gifted and talented children are questioned further when looking in the context of family, school, professional and other implications as a result of what they contribute to additional complications socioemocinalnata another adaptation of gifted differences in developmental periods

Ansihronous: new definitions of giftedness

Ansihronous, is a relatively new way of looking at talents, which has deep historical roots. Leta Stetter Hollingworth, (Fly Holongvort) monitors talents as a set of complex psychological problems arising from differences between mental and chronological age. The work of this author is the foundation of the modern theory of asynchronous development of talents considered (Silverman, 2013). He adds that the higher the IQ, the greater disproportion in asinhtoniot development in gifted and talented.The higher the IQ of the child, the greater the inequality. Because highly gifted children have more developmental problems than good gifted and talented children.) It is thought that considers the years between four and nine are optimal for solving problems in asynchronous development of talents in children (Hollingworth, 1931). Terasier French psychologist who designed the term "dissinhrinicitet" to describe the psychological and social implications of the uneven development of the education of gifted and talented

Talent is an asynchronous development in which advanced cognitive abilities combine and create inner experiences and awareness that are qualitatively different from the rest. It asinhronous increases with higher intellectual capacities. It contributes to the greater vulnerability of gifted and talented Changed relations within the family, teaching and counseling in order to achieve the development pooptimalen (The Columbus Group, 1991).This broad definition covers the concepts of Hollingworth and Terasier the impact of uneven development on consciousness and social adjustment of gifted and talented. Famous authors (Worrell, Olszewski-Kubilius, and Subotnik, 2012) believe that there are "psycho-social" aspects to be synchronizing to ensure success in personal and professional life on which we can predict the prospects of development of gifted and talented.That means you need to have a greater sensitivity to the behavior of gifted and talented, which is the result of (dis) balance their personal performance, because it claims that "the years of peer educators and other significant adults and the public have no window viewing the inner world of gifted and talented "(Peterson, 2012) .In the further elaboration of definiite synchronous development will address the claims of (Grant & Piechowski, 1999) that there are firm internal risks of dissociation between talent and self concept youngest person.It is alleged that in adolescence occur numerous development challenges such as the development of identity, choice of profession, choice of time in the profession and other prdizvici. It is thought the gifted and talented which records and current asynchronous development often Amid these challenges and not so long they are resolute in taking personal actions (Peterson, Duncan, & Canady, 2009).

Asynchronous development of gifted and personal attributes

It is known that common in gifted and talented, special geniuses is present"Asynchronous" or unbalanced development of different Ability or properties (Delisle, 1992 Silverman, 1993

against Coleman i Cross, 2000), which is expressed as differences in general and specific Ability in relation to other aspects of development such as physical, social, emotional and other Ability. Gifted and talented have a tendency toward perfectionism (Baker, 1996 against Coleman i Cross, 2000) or have higher expectations of himself, and the only description had too much self-criticism (Anderholt-Elliot, 1987 against Coleman i Cross, 2000). Gifted and talented show greater sensitivity in several areas (intellectual, psychomotor, emotional, etc.) as manifested in expanded consciousness as deep and intense reactions and higher mental and other activity. Gifted and talented have special difficulties in maintaining and fostering communication skills with peers, usually manifested as an expression of a higher sense of justice and high morality, (Dabrowski, 1967 against Mönks, Heller i Passow, 2000). It can be noted that extremely high competence in certain domains (school achievement, physical Ability, social relations) is a good predictor of self-evaluation especially in children eight years.

Conclusion

Considered by many experts that the asynchronous development of gifted and talented is a special sign of giftedness. Gifted and talented often develop cognitive faster than physically and emotionally. This discrepancy is a unique landmark that creates unique problems for the gifted and talented. Often adults can not fully understand their asynchronous functionality, and therefore refer inadequate and insufficiently effective. They can not understand the functioning of the cognitive mind of gifted and talented and why they choose peers and friends with feelings that are "out of sync" From these reasons it is necessary to give some suggestions for those who direct or indirect way notice and feel it asynchronous gifted and talented. Of particular importance is the family members has realized a big difference between the cognitive, emotional and social development, it's important for parents and other adults to act as "mediators of multi-levels" in order to effectively help the child through different circumstances. Peers, parents, teachers and other adults in particular should pay attention to emotions that can not treat separately the intellectual consciousness or physical development, because gifted children function as a whole. Therefore all parties should be the function fine tune the various "parts" of gifted children in order to develop appropriate and acceptable behavior. Society should accept that product ideas and all the achievements that are the result of higher mental capacities are usually the work of internal turmoil, acutely increase the awareness, "War with emotion," and it should be prepared to face the confronting and dealing with the power of cognitive brain of gifted and talented.

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THE MAIN CHARACTERISTICS OF ENGLISH LEGAL LANGUAGE[27]

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Abstract

The aim of this paper is to describe the development of English legal language through history and to present its most salient features. First of all the influence of the Anglo-Saxons on this type of language , then the influence of Christian missioneries in 597 A.D. who introduced many Latin terms in English legal language and the Norman invasion in 1066 A.D. which made the French language an official language in England. French, Latin and English were used simultaneously up to 1730 when English became the only official language of English legal system.

The language of the law is a specific type of language which consists of one part which is general language code and another part which is normative legal language. It differs from general English in several segments: a) legal language contains long, complex sentences, b) English legal language uses terms which are unknown to non-professionals, c) there are words from general language which have special meaning in law, d) impersonal and passive constructions and nominalisations are characteristic for legal language, e) legal acts are written in an unemotional, unexpressive and rational language, g) the modal verb "shall" has an uncommon usage in legal language etc.

English legal language is a separate part of general English with its own lexical, semantic and syntactic features and it is a part of the ESP (English for Specific Purposes) language family.

Key words: English legal language, general English, complex sentences, passive constructions, nominalizations, English for Specific purposes

Introduction

English legal language is considered as a language subsystem used by all legal persons who pronounce legal norms, both general and specific, by lawyers and other legal persons in the course of their practical and scientific work. Here we also take into consideration legal written language which can be found in legal documents like contracts, warrants, court documents, court invitations, verdicts, judicial reports, laws, judicial precedents and legal correspondence.

The language of the law as a specific language subsystem consists of one part of general language code and of legal language which represents the normative legal code. The actual

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application of the elements of the language of the law is realized by means of language legal actions or *legal discourse* – oral or written which produces the so called *legal messages*. Legal speech is used in pronouncing general legal norms, and specific (particular) legal forms (sentences, decisions), legal reports, complaints, testimonies, verbal offences etc. The written form of these legal actions are *legal acts*.

One of the main characteristics of English legal language, as well as of other legal languages is their difficult comprehensiveness, "remoteness" and complexity for people who are not in this profession .One of the reasons for this is the fact that some old documents and reports of old cases, especially in the English legal system are of great importance and their reformulation may bring about ambiguity, which ambiguity may be used by some people as legal loophole. That is why when governments bring new laws they often use formulations of older laws.

The historical development of English legal language

Contemporary English legal language is based on standard English, but it also contains some specific characteristics concerning terminology, linguistic structure, punctuation etc. which are the results of the historical development of English legal language.

First of all the Anglo-Saxons had great influence on this type of language, and many Anglo-Saxon words have been retained up to present, for ex. *writ, ordeal , temptation , witness, oath, moot* etc. In 597 A.D. the Christian missionaries arrived in England and they introduced many Latin terms in English legal language (*ad hoc, de facto, bona fide, etc.)* The influence of Christianity and the Latin language was significant because they stimulated writing, which had later great impact on the development of law. Although Latin was incomprehensible for the majority of the population, this language developed communication in conditions when there were no standards in written language.

In 790 A.D. The Scandinavians (the Vikings) started attacking the English coast and settling down , but apart from the crucial word "law", which is of Scandinavian origin there are not many words from this language in English legal language.

The Norman conquest in 1066 placed the Normans, who spoke French, on almost all important positions in England , so French became the official language and that is why a great number of English words referring to government and ruling are of French origin. At the beginning the Normans used Latin more often than French as written language in the field of law. The statutes written in French appeared 200 years after the Norman conquest and remained up to 1480. The use of French language in the courts is connected with the expansion of the jurisdiction of the Crown courts in this period, and French was the language of the Royal family and of nobility. It is in this period when the class of professional lawyers appeared.

During this period the Latin language continues to be used as the language of the law and is known as "Law Latin". The proverbs from the field of law are still used in Latin, many titles of acts (*mandamus, certiorari* etc.), the terminology in the names of the cases (*versus, ex rel.),* expressions like *ad hoc, inter alia, vice versa, inter vivos , habeas corpus, prima facie* and many others, as well as the irregular plural of many nouns as : *referendum-referenda, criterion-criteria, corpus-corpora, moratorium-moratoria* etc.

The French language was gradually pressed out from everyday usage and became only the language of jurists, known as Law French. French was retained in legal usage because this language enabled more precise communication due to its wide technical vocabulary, but at the same time expressed the conservatism of the lawyer`s profession, because lawyers wanted their profession to remain incomprehensible and remote for common people. Some characteristics of French legal language from this period remained in the contemporary English language, as for example adding an initial *e* to words like *squire-esquire*, then compound nouns in which the adjective follows the noun, for example *attorney general, court-martial, Lords Spiritual, Lords Temporal* etc. as well as many basic words in English legal system as *agreement, arrest, estate, council, plaintiff, plea* etc.

English jurists were three lingual using French, Latin and English up to 1356 when the Statute of Pleading was enacted, which stated that all legal proceedings should be conducted in English (but recorded in Latin). Since the system of law inherited by the English-speaking nations, the common law, is based on tradition for the most time of its history it was never written down and has still, to some extent, remained uncodified.

Nevertheless the written form of English legal language gradually became more and more significant especially with the invention of printing, so nowadays only the statutes which were written are relevant as well as the written form of judicial decisions which brought about the appearance of judicial precedent as one of the main sources of English law.

Specific characteristics of English legal language

Taking into consideration the basic elements of language – phonetic, morphological, lexical, semantic, syntactic and pragmatic, the language of the law belongs to one general language system , i.e. the English language system. English legal language is a subsystem of the general language and has acquired most of its formal and semantic features from it. Nevertheless this language subsystem is one special language, a register which differs from the standard, general language in many features.

The specialty of the language of the law can be seen on all language levels, except the phonetic one and the differences between the language of the law and the general language show in their semantic features – when the legal system creates its own language elements or in the frequency of usage, i.e. when in the legal language some elements of the general language are used more or less often than in everyday language.

If we compare the language of the law with general language or with other specialized languages we will find four levels of expressions and meanings.

The first layer of this language consists of unchanged elements of general language like all morphological categories (nouns, verbs, adjectives, pronouns, numerals, adverbs, adjectives and others as well as the grammatical categories(tense, number, gender, person etc.) which in legal English are used in their original form and function. Nevertheless they are used rather selectively, some of them very often, some of them not so often, and some almost never. Generally speaking the choice of language elements is poorer in legal language than in general language or in the literary one. Namely the following nouns and verbs are very frequent in the language of the law: *person, thing, will, parents, money, regulation: must, may, will/shall, decide, deprive*, etc. whereas others occur rarely or almost never as for example *love, friendship, , flower, sleep, fancy, shave* and many others. The greater frequency in the usage of the first group of expressions is due to the fact that they signify relations

which are essential for the existence of one social system and conflict of interests which endanger that system, whereas the smaller frequency of the usage of the second group of words is a consequence of the fact that they do not express so important and conflicting social interests.

The second layer of English legal language contains modified elements of general language, and that means mixed ordinary and specialized terms and meanings. Namely because of the needs of the legal system to accomplish greater accuracy in defining legal relations and other factors in the normative-legal code, it was necessary to transform many expressions and meanings from everyday language, i.e. to widen or narrow their meaning by means of normative definitions from the legal science or legal practice. Such examples of semantic extension are for ex. *law, property, theft, guilt, residence, marriage, separation* etc, which have retained part of their meaning in general language and are understandable to people without legal education, but on the other side have one special, additional meaning which is comprehensible only to jurists.

The third layer of English legal language contains purely professional legal terms, created by legal experts and defined in accordance with the needs of legal communication. These terms are sometimes well-known words or expressions from everyday language like *sources of law, legal remedies, legal person* etc. which have in a way lost their original meaning and gained a new, professional meaning which is unknown and incomprehensible to legal laymen. Here we also have words which are totally unknown to legal laymen, words like *replevin* (a return of ownership), *nemo dat* (a principle of lack of the right of acquiring ownership from a person who did not legally have that right) etc. There are also words which are formal and which are not understandable by many people because they are very old and are used only in law. Such words are *hereinafter (*further on in this document), *aforesaid* (the above mentioned) etc.

The third layer also contains words and expressions of Latin origin which are numerous in English legal language, like *legal act, conversion, bilateral, contract, clause* etc. as well as the original Latin terms and syntagms which are used in their unchanged forms and have international meaning. Such expressions are *: res iudicata, vacation legis, corpus delicti , habeas corpus, prima facie* etc.

The second and the third layer of the language of the law is called *legal language* which represents the nucleus of the legal discourse and the main bearer of the significance and function of legal system and an object of linguistic research in the field of law. This language is created, systemized, learnt and used by jurists as a separate sociolinguistic group.

One of the basic characteristics of legal language is the existence of many archaisms. The fundamental law of the two greatest forces of English speaking territory, Great Britain and USA was established a long time before the fundamental laws of other nations and that is why many legal documents which are still valid are written in archaic English language.

Finally, there is the so called fourth layer of the language of the law, the so called non-legal professional terms which include all political, economic, medical, scientific and other technical terms which have been accepted by the legal system, especially in conditions of extended legal regulations in the contemporary world which encompasses all segments of social and economic life.

As we mentioned above English legal language differs from standard English language in several segments.

a) Research has shown that legal language is characterized by long, complex sentences which consist of several dependant clauses . Sometimes it appears that there are attempts for a whole statute to be expressed in one, single sentence, although that same statute can be expressed by simpler sentences and not lose anything from its content. That means that in fact there is no justification for the existence of such long and complex sentences. Lawyers very often use long sentences, full of unnecessary words and phrases, for example *at slow speed* or *subsequent to* instead of the simple words *slowly* and *after.*

b) English legal language, as well as other foreign languages for specific purposes, uses terminology which is unknown to people who are not part of the legal profession. Such are the terms and phrases lik*e waiver, injunction, specific performance, accessory before the fact, vicarious liability, terms of year absolute, tenancy at will* etc.

c) On the other hand, there are words from English general language which have special meaning in law. Such words are for ex. *consideration* which in general English means careful thought and attention whereas in law it means the right or benefit when entering a contract, *redempti*on means being saved (from sins) and in law it means the return or repossession of property offered as security upon payment of a mortgage debt ; *nuisance* somebody or something that annoys you or causes trouble whereas in law it means a civil wrong, or tort; *case* means box or container and in legal language it is a problem that will be dealt with by a law court.

d) Impersonal constructions are also one of the main features of legal language, i.e. avoiding personal pronouns for the first and second person singular and plural (I/we/you). The judges prefer to use the word *the court* to the pronoun *I* in order to create an impression of objectivity and authority. Another characteristic is the repeating of nouns instead of using personal pronouns, because pronouns may sometimes have unclear reference, so in this way a greater accuracy is being achieved. For ex." *The player promises the player will play …* "

e) The passive constructions and nominalizations can be found very often in legal language because in that way we avoid distinguishing the performer of the criminal action who is unknown at the beginning (*The girl was injured at 5.30 p.m.)* . The passive constructions are very frequent in court orders because of their impersonality which gives a note of objectivity and authority. However, in contracts these constructions are not so frequent because here the doers of the actions, i.e. the parties must be specified.

f) Besides impersonality which is very often, legal actions and legal acts are also characterized by lack of emotions and expressiveness and great rational objectivity. In legal documents people describe, explain, draw conclusions or demand something without emotions, narration nor fantasy in contrast to individual speech and literary language. But of course there are parts of legal communication where there is freer and emotionally coloured expressions of people as for example during testimonies, in complaints and appeals of citizens, in the speeches of the counselors of the prosecution and of the defence. In such cases emotionality is not only allowed but it is appreciated and functional , especially in lawyers` speeches. Sometimes in courtrooms and parliamentary halls, amids cold and monotonous legal language we can hear highly emotional legal rhetoric initiated by the passion of the conflict between the opposing parties.

g) Due to all abovementioned lexical, semantic and syntactic characteristics, English legal language can be qualified as very meager, monotonous and repetitive. This type of language avoids free and open language combinations, narration, metaphors, dialects (except in interpreting the statements of the parties in a lawsuit) which make this language mainly monotonous and stereotype. As far as repetition is considered, it is very typical of the legal discourse, and it is a result of the mere nature of law, which means that lower legal actions and acts are performed within the frames and repetition of the higher legal actions and acts.

h) Legal vocabulary abounds in *archaic morphology* as for example the unusual usage of some forms like *the same, the said, the aforementioned*. It is interesting that these pronominal forms in legal texts do not replace the noun – which is their main function, but are used as adjectives which modify the noun , for example *the said Mr. Jones* (the abovementioned Mr. Jones). The usage of pronominal adverbs *like hereof, thereof, whereof , herewith, thereunder, whereto, hereto, and* others are specific for legal terminology as a way to avoid names or objects. For ex. *My signature hereto appended to this (document*) meaning *My signature is added to this (document*).

i) The lack of punctuation is also one of the main characteristics of old legal documents because lawyers and jurists in the past thought that punctuation is unnecessary , even confusing and that the meaning of legal documents is much clearer without using punctuation . In contemporary legal documents punctuation is used with the same function as in general language.

j) The usage of two or three words with approximately the same meaning in one phrase as for ex. *in null and void, fit and proper, perform and discharge* etc. is common in legal English. These combinations have come from Anglo-Saxon language which produced phrases in which there were two words with similar meanings and alliteration as for example in *to have and to hold* . In the so called *Legal French* (French legal language) there were doublets in which one of the words is of English and the other of French origin. Such are the following examples: *acknowledge and confess, had and received, will and testament, fit and proper* etc.

k) There is an unusual word order in some legal documents as for ex. *a proposal to effect with the Society an assurance* which was taken from an insurance policy. These unusual structures are characterized by separation of the subject from the predicate, separation of compound verbal forms which leads to reducing comprehensibility. There is also the usage of various types of subjunctives which are not present in contemporary English language. Such is the example with the subjunctive which consists of a verb in infinitive form and expresses approximately the same meaning as the verbs *let* and *may.* This usage which is very formal and old fashioned is still present in English legal language. Such is the example of the British enactment clause which appears in the beginning of all statutes in Great Britain and states : *Be it enacted by the Queen`s most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled and by the authority of the same* …Besides subjunctive this clause contains some other characteristic features of English legal language as the word order influenced by the French language (*Lords Spiritual and Temporal*), formal language (*Queen`s most Excellent Majesty*), unusual word order (*in Parliament assembled*) and conjoined phrases (*by and with, advice and content*).

l) In English legal language the appearance of nouns which end in *–or* and *-ee* is very common, for example *employer/employee, lessor/lessee, mortgagor/mortgagee* etc. This phenomenon originates from Latin language.

m) The modal verb *shall* has an unusual use in legal language, because whereas in general language this verb expresses future tense or offer , in legal language it is used for expressing order or obligation. For example: *The Congress shall have power to enforce this article by appropriate legislation* (obligation). But *shall* is also used in legal language in promises and declarations. Thus in concluding contracts, the parties give promises and these promises are expressed by the modal verb *shall*, although the modal *will* can express more precise meaning.

Conclusion

From all above stated examples and analyses we can conclude that English legal language represents a special part of general English language and has its own specific lexical, semantic and syntactic features and is a part of the big language family called ESP (English for Specific Purposes).

The English language is beginning to dominate in international business relations and it has become clear to the international legal community that studying general English language is not enough for satisfying the needs of all those who deal with the legal profession in English. That is why all those who professionally deal with law, and for whom the English language is not their mother tongue, need specialized courses in legal English, as well as consulting law dictionaries , course books, and grammar books in legal English.

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MUSIC GAMES WITH THE CHILDREN IN PRESCHOOL[28]

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Abstract

In the educational process of young children, it is necessary to pay special attention to the comprehensiveness, which means acting in the formation of healthy personality, through various activities. That way we create real opportunities for development of intellectual, physical and moraleniot development in the formation of personality. One of the most important tasks in the educational process is certainly artistic and aesthetic, and cultural development with the implementation of various musical activities: singing, listening to music, rhythmic movement - dancing (listening to music with tancovelen character), expressing different experiences surrounded by the outside world . During this period the children grow and develop very quickly, their movement is a basic need, which means it is desirable games contain certain movements within the child's age. It is necessary to encourage and develop creative abilities through raznvovidni music games, which in itself covers appropriate movements (movements supported by music. This music rhythmic creativity can only flourish with capable (didactic-methodical) and affinity of the educator, but and with proper organization and implementation of this type of activity. Moving in a different rhythm, contributes to the activation of the body, forming and strengthening the muscle structure. Musical-rhythmic activities affect their emotions, able to actively express their feelings. Taking into account the age characteristics of children and their needs and interests in choreography, special attention is paid to play music with improvisation. the music games, children create certain images that form different feelings.

Keywords: *creativity, education, music games, improvisation, rhythmic movement.*

Introduction

All activities in pre-schools (knowledge of nature, art, music, physical), play an important educational, and educational role in the formation of the young person. Mentioned activities are implemented independently of each other, i.e. they represent a whole that the educator is trained for each subject with appropriate methodical procedure that acquires pedagogical faculties (preschool education).

Unlike other activities, the activity of music stands out from the rest because of implementer (teacher) requires special readiness for realization of the program tasks. It involves mandatory playing a musical instrument (piano, guitar, accordion ...). Each musical activity is an integration with other activities (physical, artistic and knowledge of nature, etc.). Special activities in music also contains physical activities which constitute an important segment in the daily activities for children.

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Children's games

Children's games such as leisure activities, are very topical bringing pleasure and joy, supplemented with specific knowledge of preschool age. The content, form and function of the game have always been correlated with the material and social conditions of society. The most important feature of the game is preparation for life, which begins with birth. Games often can be found on places where they are not expected, and produced where they should be. Today the fullest, all people working has the opportunity to be called a game, and accurate determination or limit as a game, but that is not no game.

Children's games allow a very significant development, which is socialization. To socialize and participate in creating their own way of entertainment, is an exchange of ideas, views, views directing the game. If you allow children to independently organize their games and they continually develop and continue with each other, less likely to experience the kind of "activity" surrounded by the modern world, that activity represents a key tool for building healthy children's personality. Continuous physical activity, along with associated psychological or psycho-physical activities represent a unbreakable link.

Children play an important segment in child development, as the main force in the everyday life of every child. Children in pre-school age have a small vocabulary uneable to express all that you perceive, and their game is an opportunity through which to express themselves. Certainly in various games have an important role and musical games.

Children's musical games

Children's musical games are kind of games in which the musical thought is driver and winner of all the activities that happen in the game.

Primarily and mainly in the music games you need to highlight the basic tasks of musical education, and the movements are means for storing children's satisfaction with play and movement.

Music games contribute to the meaningful development of personality and intellect of children, enrich psychic life, contribute to the enrichment of aesthetic education and various lines of movement, contributing to the work of the important functions of the body and a range of other skills necessary for everyday life. The significance of music games is in developing skills in children through movement to express music. Movements in children are rhythmical and harmonious if the resulting music and if they are suited to it.

With music games are developing the ability to perceive, experience and appropriation of beautiful music and thus affect the music taste, while the development of psycho-physical, speech and musical abilities in children.

Musical games develop children's motor skills, manifested in control of muscles during walking, running or jumping. Movements become accurate, which is a good basis for progressive learning more complex skills.

Music games contribute to the development of proper posture and develop a coordinated movements of hands and feet, because the movement is performed exactly like having their music - harmony with the rhythm of music.

Special role of music games are reflected in the development of a sense of rhythm as one of the means of expression of music, in addition to movement, speech, poetry, painting or everyday work activities. The rhythm helps correct change time to work with the moment of relaxation, tension with relaxation, acceleration or deceleration. When you find the correct relationship between all that, energy consumption is minimal, and the movements beautiful and harmonious.The movement is performed in a certain rhythm, less tiring, and very quickly turn into default because it is in line with internal and external conditions in which it is carried.

Child rhythm experiences from the earliest age. It heard various lullabies performed with certain movements, and also take note of all developments in the immediate vicinity.

Rhythm is a natural, physical way of responding to the child in the immediate environment at an early stage, and thus the first steps in music education the child begins with rhythm, movement and play. Walking and stopping at certain moments, the change of pace and intensity of the movement, knowledge of the underlying business and unstressed beats, it all leads to the need for rhythmic awareness that the proper procedure leading to positive results in the child. It takes a child to feel the music as a whole with its features and everything you hear, it shows (transformed) into play and movement. Thus the interest in music is growing, given the possibility meaningful development to take place with greater intensity.

Music games represent a starting point in the work of each educator. The game and the way of realization depends on the overall development of the child's personality. Child preschooler always looking game and needs to play, and educator is the one who provides conditions for implementation, directs, encourages, gives some meaning and use of educational - educational purposes. Thus meeting the needs of the child to play, and also approaching some teaching procedures and principles that operate in the implementation of activities in preschool institutions.

There are several musical games and their division depends on the thematic content and connection activities, mainly grouped into several groups: *games singing games with instrumental music, games, folk dances and songs, creative games (dance improvisation) and music drama.*

Games by singing

These games as part of musical activities are the most common and popular forms of activities for preschool children. It besides movement of children requires a corresponding text, rhythmic, melodic and dynamic performance of the song.

In the games with singing it is necessary to pay attention to children's opportunities to perform movements, mostly used free movements, easy running, leaping, body movement and hands, gradually moving into the complex movements like pantomime and improvisation. . "Children should be approached silence as pleasant state that is important for a musical act ..." "... apply Games prevailing complete silence and listening to music ..." "... using the combined breathing and diaphragm breathing, children are directed to proper speaking ... ... engage in games that are used in the morning gymnastics for children of preschool age. " (Volgar: 1989).

For active participation in the game requires that the children thoroughly learn the song (text, rhythm and melody). Thus the track will affect the performance of congruent expressed

rhythmic movements, and the game, in addition to the movements, in addition to the song, facilitates proper rhythmic, melodic and dynamic performance. "By listening to music the students want to achieve a desire for listening, and develop capacity for active music listening. Listening to music has never been a passive experience, it is an active phenomenon. "(Ajtnik: 1999).

The literary content of a number of songs gives impetus to play and clear representation of the trends that the children should perform. Song is playing at the moment when the child begins to walk, clap hands or playing percussion, enjoying the melodic line, the rhythm and movement.

Games with instrumental music

Instrumental Music doesnt contain text, where the possibility of perceiving the game is minimal movements are performed exclusively in the company of one or more musical instruments. Music can be performed and the educator if solid mastered a musical instrument, or CD playback.

Children's games with instrumental music is realized according to the character of the composition. Children's movements follow child thought, synchronized with the music, which is a certain musical maturity of the child. Above all, think of the children experience that builds gradually and systematically through children's songs, games, singing and listening to music. Children movements instrumental music can be very simple, but also complex, depending on the age group, as well as the choice of instrumental composition. "... Rhythmic sense not only has a driving component (reaction), but the region's natural and emotional, such a sense of musical rhythm in children should neither awaken nor develop without music." (Temple: 1961: 61).

Games with instrumental music can be with or without thematic content. In the games content children enthusiastically take on the role of a dog, cat, horse, butterfly, flower, perform movement corresponding to the characters of the music you hear. In games with instrumental music without content, the movements are performed in accordance solely with music, depending on the tempo, dynamics, rhythm and melody.

The time period in coping with instrumental music games have a longer process. They require good preparation of the teacher as well as the choice of the composition to be suitable for the age group. The composition should be brief, clear in form, rhythm and dynamics, while the melody should be simple, understandable and easy to remember.

In showing the movements of children introduced composition that will meet the game. If music they like, they want to continue to listen. Besides motivation and proper execution of the composition, mastering the game will contribute short presentation contents. Children listen to the composition as a whole. When you hear and learn about music, the work focuses on the hearing perception, then the distinction and recognition of individual parts.

When children gain confidence, a hearing will vary sections of listening composition, ask questions, and it is checked whether distinguish what are those differences, whether in character, dynamics or tempo. In compositions where the differences are minimal, not observable, so that a word to explain, then it is enough with hearing recognitions to distinguish individual parts. Once you familiarize children with musical content passes to the movement.

Games with folk dances and songs

It is known, our country has a great wealth of folk dances and songs. Each end of our country has its own distinctive folk dances, different in nature and content. They express the spirit of the people, their understandings and affections on the basis of material and spiritual culture.

This kind of childish games are realized by singing or instrumental music. The main feature is often repeating rhythmic combinations (choreography). The movements are predetermined and systematized, and children should abide by the rules of the game. Mostly apply to children who have gained independence and resourcefulness in performing the movements associated with music.

The movement of folk dances consist of steps, which has hopping in place or on the go, then go around and around each other, rhythmic movement from right to left, back and forth.

Creative musical games (dance, improvisations)

Jurman, for creativity will say: "Creativity is the main anthropological feature without which man would never be one. Also, the animals know how to work, but their work is creative, takes place in some reflex actions, rooted in their nervous system, which takes into account the right environment and motivation is instinctive or comes from biological needs. " (Jurman, 2004).

Also for creativity Ibuka says: "To define creativity is very difficult, but simple put creativity in the narrow sense is the freedom of expression of imagination in a broad form of retrieval or open." (Ibuka, 1992: 87).

Creative games dance, improvisations or creative games, activities in which the children themselves create movements with music. These activities are organized for children as part of the physical activities that have mastered various forms of natural forms of movement, such as walking and running in place, moving forward, backward and laterally, then go with a regular step in attracting and pass, hopping on one or two legs, jumping, turning and different movements of certain body parts, and maintaining a balance in different positions. In order for this movement to be applied to dancing, it is the children previously trained rhythmic, stylized and figurative performance, in which form they are applied. It takes over special tasks educator to train the children for example walking and running to move tonal values (durations) to set to music, some parts of the body to move fast, slow, steady or variable speed particular expression of character and music content, which can be strong, soft, playful or sad.

Children's musical drama

Musical dramas are a popular form of creative children's games. These are complicated games, combined with stories, singing the individual roles, dance, fueled by instrumantalna music. The purpose of the musical drama is the development of speech, singing and synchronized movements with music.

Musical drama educator chooses an interesting story, accompanied by music, in which all children will take part. One group - will represent the choir, another group of children playing percussion musical instruments - will be an orchestra, while a third group of children in appropriate costumes with simple movements with speaking or singing - representatives of

actors. An important role in the musical drama has a narrator, whose role is to connect all parts of the game in one piece. The narrator at first of course is her teacher, then took over the role child.

Conclusion

Children's musical games represent specific activities, for the teacher, and also for the children. It takes the teacher to be didactic-methodical prepared e to play at least one musical instrument and expressed affinity to the song. Another important aspect is of course the children. With proper didactic-methodical procedure in the realization of children form habits and wishes for singing, listening to music (folk songs and dances), which form the basis and impetus for the development of creativity. Also with all these musical activities develop speech, vocabulary, memory, and of course the aesthetic of the young child personality.

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IS IT A TABOO TO TRANSLATE A TABOO IN A LITERAY TEXT?[29]

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Abstract

The close relationship between language and culture, which is perhaps the most vital one, is reflected in translation. Since culture is considered to be its fundamental aspect, taboo language, which is culturally bound and deeply rooted into the socio-cultural context, certainly challenges the translator. This paper outlines some aspects of taboo language and focuses on problems and challenges related to translation of these items in literary texts. The purpose of the survey is to show that, bearing in mind all the necessary aspects of literary translation, it is absolutely necessary to keep taboos in translation as much as possible because neutralizing them would have a negative impact on its stylistic dimension. Furthermore, the negative impact on the quality and the stylistic aspect of translation will also be discussed. The results are of practical value since they shed light on the role and the dimension of taboo words as an important stylistic feature of the literary text and on the importance to retain their explicitness in translation.

Key words: *language, translation, culture, literature, style, taboo, stylistic and aesthetic effect*

Introduction

The inseparable connection between language and culture is a very well-known concept. Since this relationship is such a vital one and the speakers' thought processes and the way they express themselves are strongly influenced by the concept of culture within their community (Kremsch, 1998:8), the translation process, whose aim is broadly speaking to transfer meaning from one language to another, will inevitably be dependent on and oriented towards culture.

Translation and Culture

The first insights into the connection between translation and culture have been initiated by the advent of the Functionalist approach to translation. The main argument of this approach is that "texts are produced and received with a specific purpose, or function in mind"(Schäffner and Wiesemann, 2001: 14) and that "scholars working within functionalist approaches want to highlight that translation is not only, or exclusively, a linguistic activity, but rather a purposeful activity, embedded in and contributing to other purposeful activities"(ibid).

[29] Original scientific paper

Analyzing the problems of correspondence and translation, Nida confers equal importance to both linguistic and cultural differences between the source language (SL) and the target language (TL) and concludes that "differences between cultures may cause more severe complications for the translator than do differences in language structure"(Nida, 1964 in Venuti, 19995: 130). According to Vermeer and Reiss, "a translation, i.e. TT, is information offered in a TL culture about information offered in SL and culture. Since language and culture are interdependent, translation is a transfer between cultures, i.e. it is a specific kind of culture-determined text production" (ibid: 15). Toury explains that translation is "a kind of activity which inevitably involves at least two languages and two cultural traditions" (Toury, 1978, cited in James, 2005). Davoodi, (2007) in her studies dedicated to discussing essential aspects of translation also lays an emphasis on culture and cultural issues related to translation.

The above mentioned standpoints suggest that culture is central to translation and translation studies –Toury, Lambert, Basnett-McGuire, Lefevre – (Snell Hornby, 2006. p.48). Hence, it could be said that the whole translation process is actually oriented towards it, meaning that cultural implications for translation are as much important as lexical concerns.

Translating taboo

Consequently, translating culturally bound language - taboo language being part of this category – is a very challenging task for translators and this is probably the most complicated issue they could deal with having in mind that different languages reflect different realities and cultures. As Newmark points out "culture words will be a translation problem unless there is cultural overlap between the source and the target language (and its readership). In addition, where there is cultural focus, there is a translation problem due to the cultural gap or distance between the source and target languages (Newmark, 1988: 94). The meaning of taboo words is so deeply rooted into the socio-cultural context that it inevitably challenges translators.

Taboo is a Tongan word meaning 'forbidden". According to the Oxford Learner's Dictionary a taboo is "a cultural or religious custom that does not allow people to do, use or talk about a particular thing as people find it offensive or embarrassing". The Free Dictionary and Thesaurus defines it as "a ban or inhibition resulting from social custom or emotional aversion". A taboo word is a "word that many people consider offensive or shocking, for example because it refers to sex, the body or people's race" (the Oxford Learner's Dictionary). According to Fromkin, Rodman and Hyams "people know the social situations in which taboo words are desirable, acceptable, forbidden, and downright dangerous to utter. All societies have their taboo words. People everywhere seem to have a need for undeleted expletives to express their emotions or attitudes. Words relating to sex, sex organs, and natural bodily functions make up a large part of the set of taboo words of many cultures" (Fromkin, Rodman and Hyams, 2009: 472). According to Trudgill, "taboo language has to do with words and expressions which are supposed not to be used, and which are shocking, offensive, blasphemous or indecent when they are used" (Trudgill, 1992:73). Allan and Burridge maintain that "taboos arise out of social constraints on the individual's behaviour where it can cause discomfort, harm or injury" (Allan and Burridge, 2006:1). Moreover, they introduce six different areas for taboos in the Western world:

1. bodies and their effluvia

2. the organs and acts of sex

3. diseases, death and killing, physical and mental handicap

4. religion and church, naming and addressing sacred persons, beings, objects and places

5. food gathering, preparation and consumption

6. prostitution, narcotics, and criminal activity

Very often translators find themselves caught on the horns of the dilemma over whether a taboo word should be translated directly with another taboo or it should be 'neutralized' by a less offensive or less explicit term. In her paper *"On the Translation of the Taboos*", Davoodi mentions several strategies for translating taboo words (Davoodi, 2009). She explains that if translators are faced with such situations they have several strategies at their disposal (ibid):

a) censorship: the first and the simplest choice in translation of taboos. The translator ignores the term and censors it as an extra term. However, it is not always a proper strategy, because in some occasions, the taboo term is a key term in the source text and the omission of it will change the meaning of the text.

b) substitution: the other way to translate a taboo term is by substituting the term with another term which is not considered a taboo in the other language. It often distorts the meaning and confuses the reader. In most cases, such translation will be absurd to the readers.

c) taboo for taboo: although the translator knows the expressions are not acceptable to target people and society, s/he prefers to translate them into taboo. Applying this method is an easy way, but it might often be embarrassing to the readers and audience.

d) applying euphemism: euphemism is a use of an agreeable or inoffensive expression to replace one that offends or suggests something unpleasant. In fact, euphemism is the best choice for the translator not to express offensive or unpleasant terms.

Furthermore, Davoodi explains that when doing a translation of taboo terms, the following factors should be taken into consideration (ibid):

a) situation: some words are taboo when used in certain situations, while in others they are not considered to be taboo. Their meaning and the extent to which they are taboo change according to the situation in which they are used. ***Breast*** is a taboo word if used by a man to refer to a female body part, but when used in a butcher's shop it is not a taboo and has a completely different meaning.

b) subject matter: taboos are sometimes necessary to convey certain meanings like jokes for example. It is absolutely necessary to convey the meaning of taboos in these cases. In other cases, we can see the repetition of some words like ***urine*** that may be taboo or slight euphemism in other texts, but they are not taboo in scientific texts. The translator must follow different attitudes in the texts with different subject matters.

c) religion: taboo terms and expressions among several religions may be different. In Jew, calling ***God*** is a taboo, while in Islam, people call their ***God*** every day especially in their daily prayers. If the translator wouldn't be aware of these differences, he/she may even unintentionally insult the readers and their religion.

d) readers' age: some words and expressions are prohibited for children but acceptable for adults. The words like ***piss*** and ***shit*** may be acceptable in adult conversation while euphemisms like ***number one*** and ***number two*** are preferred for children. By identifying the readers' age, the translator will decide to apply direct translation or euphemism.

e) readers' social class: some expressions are taboo just in some social classes. For example; ***bribe*** and ***graft*** are taboo words especially in the government and among politicians while they may be used by workers and laborers as common words. In this case, if this rule is the same in both L1 and L2, the translator translates the taboo into taboo and euphemism into euphemism. But if the rule is not the same, he/she'd better translate them according to the rules of the target language.

However, when it comes to translation of taboos in literary texts other factors also need to be taken notice of. Broadly speaking, literary translation means to transfer a piece of artistic work (either prose or poetry) from one language into another. Literary translation is a very specific and complex procedure and for many it is the most difficult type of translation. When translating literary texts not only is it important to transfer meaning from one language into another but it is also vital to transfer the form (the manner in which the meaning is communicated) and to produce equivalent effect upon the reader who should thus be able to experience the original through the translation itself.

The uniqueness of literary translation can be put down to several specificities. The **language in literature** is used in a specific way to attract the reader's attention and to exert a distinctive artistic effect on him/her and it is through the specific use and choice of language that the reader gets an insight into the aesthetic dimension of the work itself. It may "violate or deviate from the generally observed rules of language in many different ways, some obvious, some subtle. Both means of and motives for deviation are worth careful study (Leech, 1969:5); "literary expression is a creative liberation of the resources of language which we use from day to day" (Leech and Short, 1981:6).

The specific use of language in literature is closely connected to **foregrounding**, another vital feature of a literary text. It refers to those parts of the text in which language is 'unusual' enough to attract the reader's attention thus having the emphasizing effect on the reader (Louwerse and van Peer, 2002: 91-92) and its aim is to bring about affective response from the reader by engaging him/her emotionally into the comprehension of the text (ibid:92). This means that the specific use of language in literature and the foregrounding are highly motivated mechanisms through which the author strives to present his artistic achievements to the reader and the aesthetic value of its work. It is through these mechanisms that the reader reaches the mental state of a character, his personality or understands what happens in the plot.

Having in mind that the author consciously and intentionally uses language in an unusual way, thus putting certain language choices to the foreground in order to catch the reader's eye and to create an aesthetic effect, language in literature and foregrounding bring us to another important feature, the **style** of a literary text. According to Crystal, it "refers to a selection of language habits, the occasional linguistics idiosyncrasies which characterize an individual

uniqueness (Crystal and Davy, 1969: 9), while Leech and Short define it as "the way in which language is used in a given context, by a given person, for a given purpose" (Leech and Short, 1981: 10). These definitions show that style is regarded as a choice from more alternatives; it is dependent on the context, on the function and purpose it should fulfill and the affective stimulus it should produce. To determine the style of a literary text, attention should be paid on the frequency of certain linguistic features whose evident presence in the text draws the reader's attention (ibid: 43). In simple words, this means that the author intentionally uses certain linguistic features in a given context to achieve certain purpose in order to create an effect on the reader. If a linguistic feature is obviously present in a text, it means that its presence is certainly purposeful and without it the reader's response would be completely different.

When it comes to literary translation, all these features are highly important and it is imperative that the translator be aware of them. They must be reflected in the translation for maximum effect on the reader.

Speaking of taboo language, if it is so frequently used in a text that it can be considered as its stylistic feature, then it conveys a strong message to the reader about the topic, characters, the setting; it reflects the mental image of the author or of the characters and ultimately gives an insight into the stylistic and artistic dimension of the text. If these words and expressions are omitted in the translation or 'neutralized' in any way, then it would not have the necessary impact on the reader and he/she would be deprived of the ability to experience the artistic work.

Using taboos in certain contexts or among certain social, professional, religious or age groups can be unacceptable even offensive and in these situations translators should be careful not to cause problems by using strong or foul language. In these cases, the necessity to euphemize or tone down certain expressions or words is justified and recommended. However, when it comes to literary translation, it is necessary to retain the strength and the expressiveness of these words because they tell us so much about the original; their use is always intentional and motivated and without them the translation would be poor, awkward and difficult to read.

Corpus and Methodology

In order to show that neutralizing taboo words in literary translation can have a negative impact on the translation itself, two translations of literary texts rich in taboo language have been analyzed in terms of assessing their quality and the extent to which they meet stylistic standards of the original. The examples of taboos and their translations have been excerpted from the short stories collection *"The Most Beautiful Woman in Town"*[30] by Charles Bukowski and *"What We Talk about When We Talk about Love"*[31] by Raymond Caver and their Macedonian translations[32]. In both cases, the original stories talk about lower middle class people from the Mid-west in USA and their ordinary, monotonous lives full of problems and vices like alcohol, drugs, promiscuity and poverty. The persistent use of taboo language reflects their social background – they are uneducated, poor and live on the skid row. The purpose of the analysis is to show that bearing in mind all the important aspects of literary translation mentioned previously it is absolutely necessary to keep taboos in the translation as

1 Bukowski, Ch. (2008) *The Most Beautiful Woman in Town and Other Stories*. London: Virgin Books Ltd

[31] Carver, R. (2009) *What We Talk About When We Talk About Love.* London: Vintage Books

[32] Буковски, Ч. (2009), *Најубавата жена во градот и други раскази*. Скопје: Икона and Карвер, Р. (1990), *За што зборуваме кога зборуваме за љубовта*. Скопје, Култура

much as possible because leaving them out or euphemizing them would totally change the perspective and the context of the stories. Also, the aim is to discuss the negative impact that this could have on the quality and the stylistic dimension of the translation.

The taboo words that were analysed comprised 27 random examples of vulgar words and expressions, swears and curses, pejorative words and expressions, offensive words, slurs and dysphemisms from T1[33] and T2[34] each. The taboo words from the original stories and their respective translations were compered in terms of whether the translators preserved the strength and the expressiveness of the taboos by using taboo for taboo strategy **(preserving tendency)**, or they toned down the taboos by applying substitution, censorship or use of euphemisms strategies **(neutralizing tendency)** and the implications these tendencies had od the stylistic dimension of the translation.

Results and discussion

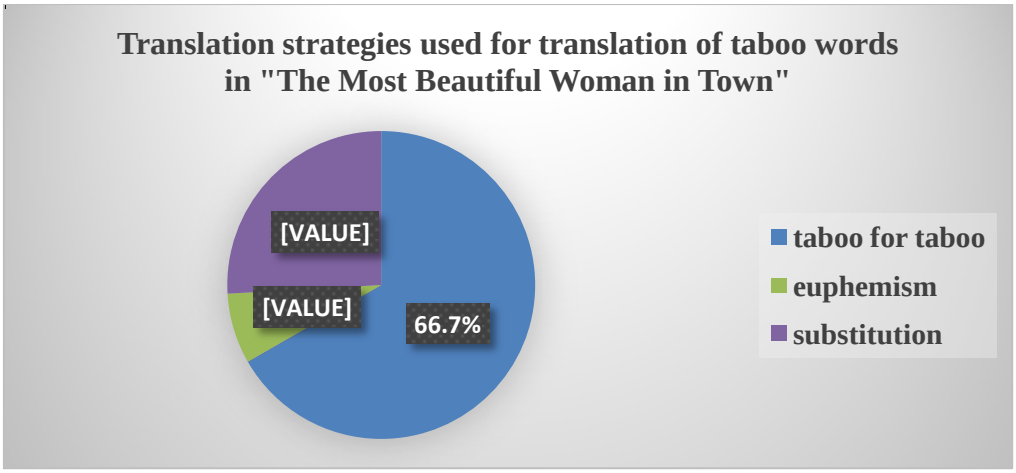
The results of the analysis in T1 show that three strategies for translating taboo words were used in the translation; in 18 out of 27 cases taboo for taboo strategy was used (66.7%), substitution was used in 7 cases (25.9%), while 2 taboo words were euphemized (7.4%). None of the taboo words were censored in the translation. This situation in T1 is shown in Table 1 and in Chart 1 given below.

Table 1
Translation strategies for translation of taboo words in T1

	Translation strategy			
Number of analyzed examples	**taboo for taboo**	**censorship**	**euphemism**	**substitution**
27	**18**	**0**	**2**	**7**
	66.7%	**0%**	**7.4%**	**25.9%**

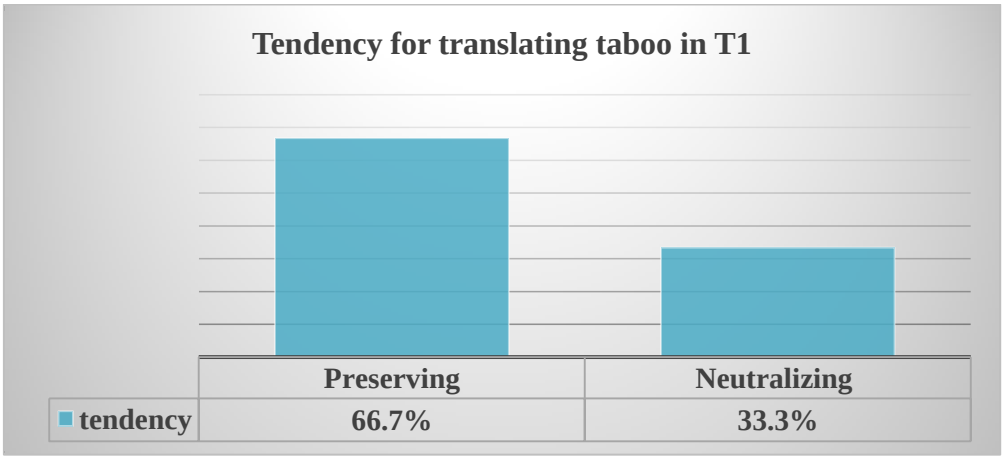
Chart 1

[33] T1 stands for **Text 1**, which comprises the stories in the collection *"The Most Beautiful Woman in Town"* in English and its Macedonian translation.
[34] T2 stands for **Text 2**, which comprises the stories in the collection *"What We Talk about When We Talk about Love"* in English and its Macedonian translation.



According to the results, the preserving tendency in strategies used for translating taboo language prevails in T1 and it is present in great majority of the cases (66.7%), while the neutralizing strategy is noticed in smaller number of cases (33.3%). This situation is shown in Graph 1.

Graph 1

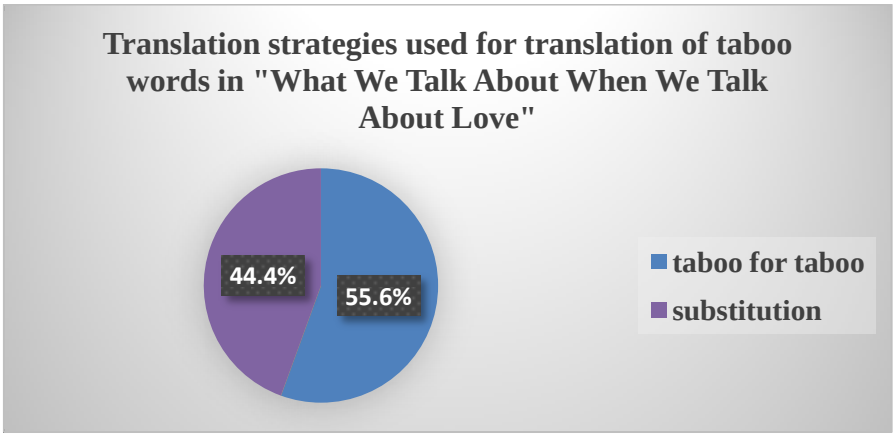


The analysis in T2 shows a different situation. The results indicate that two strategies for translating taboo words were used in the translation; out of 27 analysed examples, taboo for taboo strategy was used in 15 cases (55.6%), while in as much as 12 cases (44.4%) the taboo words or expressions were substituted for a word or expression that is not considered a taboo in the target language. None of the taboo words were censored or euphemized. Unlike the results in T1, the results in T2 show that the discrepancy between the usage of the taboo for taboo strategy and the other three mentioned strategies (censorship, euphemism and substitution) is smaller than in T1, which means that the translator in this case opted for not choosing translation strategies that would retain the expressive power of the taboo words and expressions, which represent a stylistic feature of the original. This situation is presented in Table 2 and in Chart 2 given below.

Table 2
Translation strategies for translation of taboo words in T2

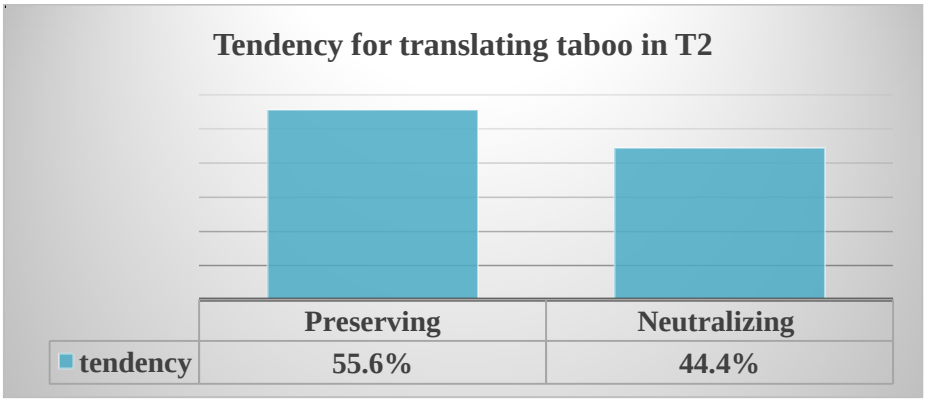
	Translation strategy			
Number of analyzed examples	taboo for taboo	censorship	euphemism	substitution
27	15	0	0	12
	55.6%	0%	0%	44.4%

Chart 2



According to the results, the preserving tendency in strategies used for translating taboo language prevails in T2, but it is present in 15 out of 27 cases (55.6%), while the neutralizing strategy is noticed in a considerable number of cases (12), which amounts to 33.3%.This tendency indicates that, unlike in T1, in T2 the extent to which the translator used preserving tendency is close to the extent of the neutralizing tendency, which is shown in Graph 2 given below.

Graph 2



Concerning the impact that the neutralizing strategies have on the quality of the translation, the analysis of the 21 examples showing this tendency in both T1 and T2 indicates that three effects on the translation can be detected (see Table 3 below):

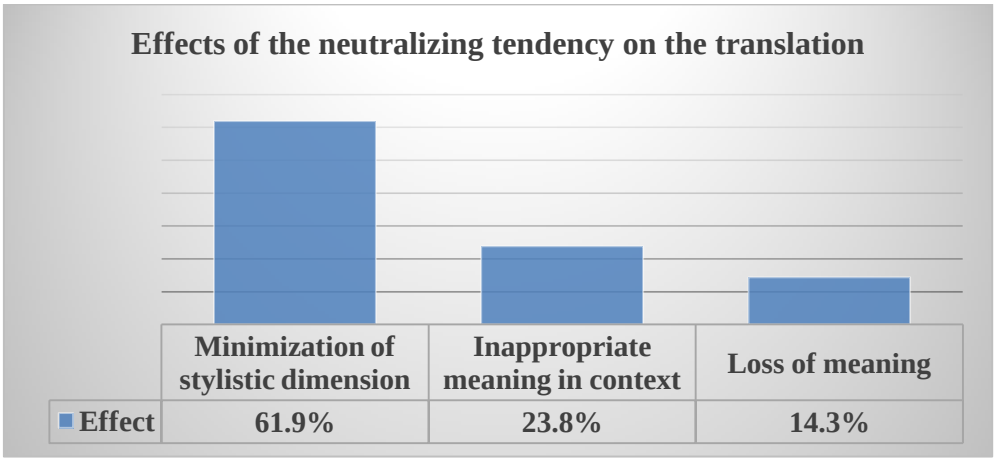
1) **minimization of the stylistic dimension**
2) **inappropriate meaning in context**
3) **loss of meaning**

Table 3. Effects of the neutralizing tendency on the translation

Effect	Number of cases	Percentage
Minimiztion of the stylistic dimension	**13**	**61.9%**
Inappropriate meaning in context	**5**	**23.8%**
Loss of meaning	**3**	**14.3%**
Total	**21**	**100%**

Graph 3 given below shows that the effect of **minimization of the stylistic dimension** of the translation is the most prevailing of all effects, its presence being 61.9%. Other two effects are considerably less perceivable in the translation: **inappropriate meaning in context** amounts to 23.8%, while **loss of meaning** amounts to 14.3%.

Graph 3



These results indicate that when taboo words and expressions are either substituted for a word that is not a taboo in the target language or euphemized in order to become more acceptable for the readers, it has a negative impact on the translation itself. This negative influence is most visibly manifested through minimization of the stylistic dimension of the translation, which means that in this case the translation does not produce the necessary artistic and aesthetic effect on the reader. Additionally, neutralization of taboo words in literary translation results in translation equivalents with inappropriate meanings in context, which certainly confuses the reader and makes reading difficult. Finally, toning down taboos in literary translation can lead to loss of meaning in certain situations, which additionally puzzles the readers, impedes comprehension and make them unwilling to proceed reading.

Bearing in mind the results given in Graph 1 and Graph 2, we can see that the neutralizing tendency is stronger in T2, which means that in this case the scale of the negative effects on the translation is greater than in T1. Logically, this means that the quality of the translation in

T2 is poorer; it sounds awkward and confusing, unlike in T1, where it is smooth, more acceptable and more appealing to the reader.

Conclusion

These findings confirm the thesis that when it comes to translation of literary texts it is absolutely necessary for the translator to be aware of the stylistic features of the original. In this case, taboo words and expressions are a vital element of the stylistic dimension of the text and they are used as a means of portraying the characters and the socio-cultural setting for the stories. Without them the characters and their social and cultural background would be a mismatch. Their systematic presence in the original stories is brought to the fore and it attracts the reader's attention as an essential part of the language used by the characters which creates distinctive artistic and stylistic effect. Failing to observe their stylistic potential or trying to "subdue" or neutralize them results in rigid, artificial and confusing translation that no one enjoys. While in some situations which refer to communication between different social, professional, religious or age groups using taboo can be unacceptable and translator should pay attention not to offend someone, in literature their explicit nature must not be overlooked because it gives an insight into the aesthetics of the original. Having said this, it should by no means be a taboo to translate a taboo in a literary text!

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CHARACTERISTICS OF THE MOTHER TONGUE (ALBANIAN) LEARNING AND ACQUISITION BY THE KINDERGARTEN CHILDREN[35]

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Abstract

The child development should be differentiated by the process of his growth. Development entails a wider conceptualization. It involves the learning of numerous functions in new and more complex manners. In this process the linguistic development and its communication skills occupy a particular place. Some features of the mother tongue (Albanian) learning and acquisition by the children of kindergarten are the main focus of our study.

Speaking is not an innate ability for the individual; it is gradually shaped with the children along with their body, spiritual and cultural development, always concentrating on the speaking model of the people surrounding them in the respective social community. The data gathered by groups of several scholars such as: psychologists, doctors, physiologists, sociologists etc., witness the fact that the early years of individual `s life is crucial in the development of their intelligence, personality and the manners they display in the society.
Language acquisition and its communicative forms always represent a complicated and rather significant process for the individual. The language acquisition and its accurate usage is of an extraordinary importance in order to realize a successful communication for all individuals, in particular new born ones, 0-6 years old. During the early years of life the development of listening and speaking are very crucial, as main processes that directly influence the children language acquisition.

The main aim of the teaching and educational process in the kindergarten is the development of standard language level, involving fluency and a rich vocabulary. The first condition in the class organization is the investigation and analysis of the teaching material in compliance with the educational goals, characteristics of the children`s age and the nature of the program or language forms i.e. the manner they are formulated in the kindergarten.

Without being aware of the psychic characteristics of the personality as well as the methodological characteristics of this subject, the acquisition of language and development of speaking skills cannot be up to the required level.

***Key words**: preschool, mother tongue, acquisition, development, perfection, personality.*

[35] Specialized paper

In the course of time many scholars have extensively and continuously carried out several investigations concerning the language of children and have observed that the study of speaking in children it's not a matter of children themselves, bur on the contrary the language of children is of vital importance for the recognition and phonetic development of the human speaking in general. The child learns by imitating the speaking skill of the surrounding where he is born and grown up, but on the other hand he does not imitate mechanically and passively. The child creates by borrowing. Adult borrowing in the respective community is not a uniform copy, because every imitation within the child`s filter leads to a selection and a creative deviation in relation to the model, part of which are putt off, other reprocessed or widely altered (Gj., Shkurtaj, 2009:347). Therefore, speaking is not an innate ability for the individual; it is being shaped in the child gradually along with his body, spiritual and cultural development, by always concentrating on the speaking model of the surrounding people in the respective social community.

The data gathered by groups of several scholars such as: psychologists, doctors, physiologists, sociologists etc., witness the fact that the early years of individual `s life is crucial in the development of intelligence, personality and the manners they display in the society. The researches have demonstrated that children are born with the psychological, physical and social potential to learn, develop, communicate, but in case they are not evaluated and not cherished they are extinguished one by one (Gj., Shkurtaj, 2009:19).

The child development should be differentiated by the process of his growth. Growing up means becoming older. Development entails a wider conceptualization. It involves the learning of numerous functions in new and more complex manners (L. Selmani, A. Zisi, 2006:18). In the long process, the linguistic development and its communication skills occupy a particular place. Some features of the learning and acquisition of mother tongue (Albanian) by kindergarten children are the main focus of our study. In order to materialize these features better, we have selected a kindergarten in our city and we have carried out the teaching practice classes there. For a thorough investigation of this issue, we have been concentrated on the valuable conclusions of many scholars, psychologists and teachers of various kindergartens, who have for a long time researched on the topic, and worthily contributed in this field. The object of our study is preschool children. The children who attend the kindergarten are called preschool. The world experience has conceptualized this period as structured into two phases:

a. Phase I - period between 3-5 years old, known in different languages as *preschool*, *matternelle*; it is the age where much consideration is given to the acquisition of the main speaking skills through games and entertaining activities;
b. Phase II – period between 5-6-7 years old, known as *kindergarten*, *l'ecole*; it is the age when children are getting prepared for school (L. Selmani, A. Zisi, 2006:22).

Language acquisition and its communicative forms always represent a complicated and rather significant process for the individual. The language acquisition and its accurate usage is of an extraordinary importance in order to realize a successful communication for all individuals, in particular new born ones, 0-6 years old (Standardet e zhvillimit dhe të mësimit në fëmijërinë e hershme 0-6 vjet, 2011: 33). The speaking progress, the molding of linguistic skills and enrichment of children`s vocabulary are some of the most significant matters that are at the heart of all the teaching work done in and outside the kindergarten. Upon the communication process the child learns practically his mother tongue. Speaking, as one of the main psychological processes in the cognitive activity, influences not only the cognitive development process, but the whole process of child`s personality molding. During the period

of preschool age, the cognitive development goes in parallel and closely connected with the speaking and language acquisition (T. Sinani, 1982: 95). To ensure a continuous and uninterrupted progress with speaking and children vocabulary, it is important to use diverse forms and methods, appropriate for their age and dynamic for the mother tongue learning. They gain good skills in reasoning, are able to tell things fluently, make up short stories based on pictures, express their impressions, have a richer vocabulary and appear as more skillful in their language use and their horizon regularly is being enriched and widened. At the early age, the development of hearing and speaking are decisive, as very important processes that directly affect the language acquisition for the children.

At the age of 3 and 4, the child displays the skills to speak and communicate, by imitating the adult speaking and tries to communicate with his peers. Some children can retell the plot of some tales that adults have read to them, even retelling it as if he himself is reading it. During the speaking and articulation of sounds, it is observed that children of the age 3-4, speak in simple sentences and often with some mistakes in the pronunciation of Albanian language sounds such as: *dh, ll, f, , k, t, th, s, sh, x, xh, z, zh* etc., as well as words having these sounds as: *tali – kali; puçe- puthe; litem – rritem; guloj – rregulloj* etc. At 3-4 years old, under the influence of adults, the child uses some grammatical forms correctly, such as: gender, noun and adjective case, verb tense and mood, to some extent the plural of nouns, but in this category more mistakes are observed to be made by them. This happens because children do not yet know the grammatical forms. They also use a limited vocabulary which is more relevant to the denotation of his surrounding objects. According to the conclusions some scholars have reached, when children go to kindergarten their vocabulary may comprise 800-1000 words. They are characterized by the use of separate words, which sometimes do not have a clear meaning. Often the children of this age use incomplete sentences and accordingly they need to be systematically exercised to enable their correct answering of the questions they are being asked.

At the age of 4-5 years old, we have noticed an apparent improvement in the sound articulation (difficult ones), as well as the words in which these sounds may appear. Their vocabulary is enriched considerably with new words and expressions. They use full sentences extensively and correctly structured from the grammatical point of view. Few mistakes are noticed in the sound articulation. The children of this age are much more interested in everything that surrounds them, and therefore their vocabulary is being enriched even more. Their vocabulary is increasing gradually up to 200 words. From simple sentences the children at this age use complex and more difficult structure of sentences. Pronunciation is improved and they also avoid sound missing. They can describe pictures, postcards, recite short rhymes, observe book illustrations and answer the various questions about what they have previously heard. At the age of 4-5, the children try to tell the rules of a game they are going to play, manage to use some short fixed sentences, even sometimes creating such sentences by themselves. During the communication they use short, complete sentences; rarely do they use longer ones. They attentively listen to different stories or book reading. They show love and interest for various books. They pretend to read and try to read by themselves, keeping the book as adults do. A good number of children can distinguish the letters in some texts they have seen several times. They are interested in writing in different surroundings. Also, they show more interest in everything that surrounds them, and the conversation with them is overflowing with questions, as they continuously do ask questions.

Noticeable improvement is seen in the correct use of grammatical forms, for the changeable and unchangeable parts of speech. The majority of this age group speaks in full sentences,

long ones and grammatically correct. During the articulation of these sentences they use the appropriate intonation according to the communication purpose.

At the age of 5-6 years old, the way of speaking is characterized by a fluent and good level of pronunciation, correct grammatical forms. The new words entry enables them to communicate with the adults based on concrete materials. The children of this age manage to acquire a vocabulary of 2500-3000 words. They try to structure the sentence very well; also they do the same for the complex sentence. It is noticed the case of being critical to their peers` speaking. At this age they appear to be emotional towards the family or social events. They use in their communication some fixed words and expressions they acquire from the books they read or films they see. Some children use also politeness words or various expressions in a foreign language. We think that this is the result of numerous means of communication as well as the family care. Speaking and their vocabulary have a very good level at this age. They also show skills in the way of communication or how to improve their language. They try to retell the plot of tales or stories in their own words, they retell clearly and with the right intonation for an event where he has been present, also with a happy ending. They can distinguish books even by their title, but also by the used illustrations. Some children of this age can read, but are very careful in following the adults attentively when they read for their sons or daughters. Almost all children of this age write down their name correctly, sometimes even some separate parts of texts by coping them accurately. They give too much attention to reproduction with long sentences of stories and tales they have heard, occasionally experiences and impressions they have had in their everyday life. A great care is shown towards the exact pronunciation of all sounds of their mother tongue. We observe their ability to concentrate and understand the adult speaking, because these children are ready to go to school.

On the process of investigating the linguistic development of children, we noticed that there are a number of intertwined elements. The first condition in the class organization is the investigation and analysis of the teaching material in compliance with the educational goals, characteristics of the children`s age and the nature of the program or language forms, i.e. the manner they are formulated in the kindergarten. The lesson organization faces various levels according to the features of children`s psychic development in different groups and within the same group, possessing unequal assimilating and implementing abilities to the practical knowledge.

The standard language learning and spelling acquisition are dependent on the linguistic education at the early years of children. Children psychology divides the process of speaking development into three phases:

- Word acquisition, as full units of speaking;
- Acquisition of the linguistic grammatical;
- Relevant speaking development.

However, the process of word acquisition as full units remains decisive for the standard language learning at the early age (mainly the beginning of the second year for the baby). It is totally related to the hearing and speaking of the family microenvironment, especially the role of mother and other family members, is a crucial factor for the linguistic education of the children. The speaking quality of the people who communicate with the child during the first and second year is very important, i.e. is relevant to the phase of sound and syllable articulation serving as prearrangement for the word pronunciation as a full unit (B. Dedja, 1973:20). The experience and studies carried out in different countries and in our country as

well; have provided indisputable and worthy evidence that the family as the smallest social cell constitutes the first natural and irreplaceable environment for the mother tongue transmission to the offspring (son or daughter). In particular, the linguistic model the child draws from his mother is assessed as the foundation for the speaking skills and also the starting basis for the transmission and full implementation of linguistic abilities of every individual (Gj. Shkurtaj, 2009:90).

The main aim of the teaching and educational process in the kindergarten is the development of standard language, involving fluency and a rich vocabulary. The speaking development should be cautiously dealt with by the teachers, because it is one of the most significant requirements that enable children to use appropriately what they have learned. Throughout the teaching classes the teachers not only try to develop the speaking skills, but also they focus on enriching the vocabulary. They utilization of diverse teaching methods arises the interest in children to learn and it helps them to increase their concentration. The diversity of teaching ways helps with the accuracy in the pronunciation of various words and in case of any birth problem. New word entry in children`s vocabulary gives possibilities to them to communicate with the adults. To teach the new words teachers are based on concrete material illustrations. This is one of the most efficient ways of how not to forget the new word.

A special care is given to training the children with the retell of the tales, stories or various rhymes based on the pictures (T. Sinani, 1982: 97). This process starts with children of the first age group and according to different groups; these requirements mount and are on the way to perfection. To achieve the development and progress of speaking, reinforcement of learned expressions and the vocabulary enhancement, teachers give too much concentration on the subject related to the introduction of nature, society, reckoning, picture activities etc.

The main activity of preschool children is the game. It is one of the fundamental forms of classes and widely serves as the means of education and elementary knowledge acquisition, about the nature, world, and individual. Didactic games play an important role in the teaching-education process in the kindergarten (T. Sinani, 1980: 99). Didactic game during mother tongue classes in the three groups is one of the primary ways of knowledge transmission, reinforcement and control. During the observation classes, we noticed that children had difficulties chiefly in making sentences with the fixed words selected by the teacher without being concretely based on physical objects, while they found it simpler when they were demonstrated concrete objects. From one group to the other the speaking development goes to higher levels. The games serve as instructions for children to learn, notice, think and express themselves accurately what they perceive. Didactic games based of nature knowledge influence the development of observation, memorizing, thinking, vocabulary enrichment, aesthetic education, which are increasingly expanding, deepening and reinforcing. Repetition of some games trains children more in the use of different knowledge under new circumstances, which provides new elements in the way of thinking or speaking types etc.,(T. Sinani, 1980:102).
Teachers' preparation and their competent and skillfully pedagogical teaching play a crucial role in children development. The word of teachers, parents and the adults is an organizing as well as a stimulating factor for the whole mental and physical activity that the children development needs. It is significant that during this process, attention should be drawn to the enrichment and enhancement of speaking with standard language, getting rid of dialect words that often are an obstacle for a better progress. To achieve this goal the cooperation between teachers and their parents is of vital importance.

Systematic and academic preparation of the teacher is the basic factor in order to enhance the quality of the teaching classes and develop the children`s speaking. This preparation involves the whole system of qualification and self-qualification that the teacher makes. It also involves his / her attempt to improve the linguistic molding, recognition, speaking development and be aware of the contemporary linguistic approaches; ways of utilization in the kindergarten in compliance with the advanced experiences. A heavy load seems to be beforehand preparation (at home preparation), to dismantle and plan the language learning classes in order to develop speaking, a process represented in his / her teaching plan (daily, monthly or even annual).

Without being aware of the psychic characteristics of the personality as well as the methodological characteristics of this subject, the acquisition of language and development of speaking skills can not be up to the required level. An important part plays the recognition of the main curriculum policy documents concerning the Ministry of Education, Educational Directorate, pedagogical process or even the methodological literature which directly deals with the problem of linguistic culture and the speaking development.

The child is biologically prepared for speaking, but speaking is gradually shaped with the children along with their body, spiritual and cultural development, always concentrating on the speaking model of the microenvironment he belongs to (Gj. Shkurtaj, 2009: 97). The best start in life depends on the quality of early years of life and is the foundation where further children development is carved (L. Selmani, A. Zisi, 2006: 18).

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ROLE OF THE COMMUNICATIVE GRAMMAR IN TEACHING OF GERMAN LANGUAGE AS SECOND OBLIGATORY LANGUAGE IN REPUBLIC OF MACEDONIA[36]

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ABSTRACT

Grammar knowledge is one of the most important pre condition for using of German language. It should be in close relation to the language knowledge and acting. The same should contribute students to express correctly and precisely in German language.

Grammar rules and regulations are part of the process of German language studying and at the same time the election of methods should confirm if they lead to the target. The aim of this paper is to show which and what role communicative grammar has when studying German language and to examine the attitudes and opinions of the teachers of German language regarding the same. Descriptive methodology of research was used by conduction of survey with 20 teachers of German language in secondary schools in Bitola. Results from the research showed that the role of grammar is key in studying of German language, but the methodology election is discussable. The question election in the survey sample showed representation of this problem and sublimed the same as a whole.

Key words: communicative grammar, alternative methods, teaching, German language.

INTRODUCTION

Modern scientific research in the part methodology puts focus to the importance of the teaching of grammar in communicative context. A very clear distinction was made by linguists regarding principles of the traditional linguistic grammar opposite to new methods oriented to students. Traditional grammar offers very abstract approach while communicative grammar focuses to the student and prefers pragmatic ways of studying grammar. Conduction and memorizing of structures as well as correct implementation in real life should be taken into consideration by the students and teachers of foreign language. Communicative grammar sees language as means of communication which is used in sense of listening and speaking without being familiar to those who study

concrete foreign language. This grammar described content factors which influence to the communication process in semantic structure and in the system of joining as end aim.

[36] Original scientific paper

Communicative teaching of grammar refers to authentic communication and complex texts. Language action is put in the focus of the attention. This way of teaching tends towards better realization of the communication and content understanding. For communicative grammar the inductive way is characteristic which prefers independent understanding of rules, regulations and definitions. As a conclusion, it can be said that communicative grammar offers wide range of methods and proposals which can move students' interests in upper line for studying German language.

AIM OF THE PAPER

The aim of this pilot research was to make insight into the methods which are used in the adoption of new grammar contents and to gain information for the place and the role of the grammar in the studying of German language in secondary schools in Bitola.

MATERIALS AND METHODOLOGY

Descriptive method is used for data collection. In the research the instrument that was used is the survey questionnaire for teachers of German language in the secondary schools in Bitola. The survey represented basis for obtaining quantitative data.

ROLE OF THE COMMUNICATIVE GRAMMAR IN TEACHING OF GERMAN LANGAUGE

Today's grammar represents cognitive functional system which enables joining of linguistic knowledge and communicative action in one context. Explicit focus is necessary to reward linguistic preciseness and complexity and to support the process of studying of foreign that is German language.

Grammar contents have conscious function to enable students to be able to see different characteristics between mother and target language.

Communicative grammar should show the students that grammar forms have function both in the sentence and the text. The teaching of grammar should have input (listening, reading) as well as output (writing, speaking)

Input oriented teaching (for example true false exercise, or pairs of sentences with pictures)

Output oriented teaching (for example grammar exercises or preparation and end of communicative task)

When we talk about communicative competence, there must be positive attitude to the exceptions, because it is naturally to have them during the linguistic process. The same shows that inter language is developed. When using communicative grammar exercise there should be into consideration the following:

* Exercises should stimulate real communication in natural situations (now and here)

* Exercises should influence the interaction from different type and quality (at the same time the competitive situations should be avoided) for example work in pairs or larger groups.

* Exercises are meant for collections and information exchange (information regarding language and rules)

* Exercises should be built in that way that the point of weight to be in real information regarding language necessity of the one who studies and not only entering grammatically correct forms in empty spaces.

* Exercises should be present problem situation and lead to solution of the same.

The challenge named grammar in teaching German language is the hardest part of the same because those who study language are always on different levels of knowledge and because of that it is always difficult to know how much knowledge is satisfactory.

Principle of communicative teaching of German language is that the grammar should be instrument for linguistic action. Teaching should show to the student why and how often to use some structure. Communicative teaching of grammar does not allow to introduce grammatical structures without bases and without exercise. Very important segment of the communicative teaching in German language is surely the use of visual teaching aid.

There are many methods both classical as well as alternative for adoption of new grammatical contents for example Community Language Learning, Silent way, Suggestopadie, Tandem lernen, Total Physical Response and other, but of special importance are the games, movements and mobility because they contribute for good mood and lead to new variations in the process of studying. Current research of this topic showed that there is also no universal method for all who study foreign language. Many factors as teachers, students, groups conditions etc. have their influence. Development of methods is also dependable on the social circumstances (influence of new techniques of communication and information necessity of studying foreign languages etc. according to the research of Brigite Ortner regarding the alternative methods in teaching of foreign language particle application is visible on theoretical basis. For example method Silent way showed significant results at beginner's teaching where priority was put to the linguistic formal aspect which are in front plan. Herbert Gudjons talks for the results regarding the application of the method Community language learning regarding the use of language as means for establishment of personal and social relations. Method Suggestoadle shows progress in the part of application and knowledge of language real and their paths to the knowledge of the language target.

RESULTS

Analyses of the results from the survey conducted between teachers of German language.

With the research a survey was conducted between teachers of German language in the secondary schools in Bitola for examination of their attitude and opinions regarding the role of grammar in studying of German language and at the same time they made insight which methods are used for adoption of grammar contents and at the same time whether they use the

actual alternative methods within the educational process in the teaching of German language.

With the survey 20 teachers were covered of German language taking in consideration the fact that half of the teachers are below the age of 40, it would be understandable to expect application of new alternative methods in teaching work.

The question what importance you give to the area (pronunciation, grammar, listening, reading, writing and communication) 9 teachers or 23 % stated that the biggest importance give to the area grammar, 6 or 13% give the biggest importance of the part communication, 4 or 8% marked the areas reading and writing, while only one teacher stated for the area listening. These results speak for the fact that the grammar has crucial role in studying of German language with ultimate aim communication of the same.

To the question whether your students have problems with transfer of theoretical knowledge in grammar in language competence 13 teachers or 26% answered that their students have big problems by application of grammar into communication. In this part it can be concluded that change of the working methods is necessary in order to raise the level of language competence of the students.

To the question how you introduce grammar 16 teachers or 83% stated that they firstly process the rules and then they do exercise while the other answered that students come to the rule always under the leadership of the teacher in a role of a moderator and it can be concluded that deductive rather than inductive way is used.

To the question in what language you introduce grammar 15 teachers or 75% answered that grammar contents are introduced in Macedonian language, 3 teachers or 7% state that they do that in German language and 2 or 5% answered that grammar contents present in both languages.

And in this part changes are surely inevitable in the context in finding ways for leaving of the old traditional way of adoption of new grammar contents.

To the question what represents a problem in presentation of grammar contents, opinions were divided and about 9 teachers or 48% are on the opinion that students do not understand grammar explanations, while the others are on the opinion that students do not want grammar. This speaks of the fact it is necessary to organize interesting classes by application of new alternative methods for overcoming of such aversion for studying grammar of students.

To the question if students study grammar through game only 4% answered positively or 8% and in this part it is necessary the prejudice to be overcome that games are applied for younger population.

CONCLUSION

New methodological tendencies for promotion of communication competence find way in teaching of German language. But more precisely in the part grammar does not leave " the old school". What can be confirmed from this research is that communicative grammar is important part of the studying of German language as secondary foreign obligatory language in the secondary schools in Bitola. In the part of the alternative methods for adoption of grammar contents results speak that it is necessary to step ahead, that is to put an accent to the part education of the teachers in that direction.

Results from this research present just a base for further research of this topic. As it was mention at the beginning the aim of this research was to make an insight for the place and role of grammar in teaching of German language and at the same time to make insight in methods that are used for adoption of new grammar contents and to find ways for their improvement and training.

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TEACHERS' PERCEPTIONS TOWARDS CALL [37]

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Abstract

Computer assisted language learning (CALL) has experienced a continuous progression over the past three decades. There is evidence in the literature that individuals' positive attitudes towards computer-based instruction influence their willingness to sustain using computers for learning. Computers are of great benefit to education because they can present multimedia information for learning and makes learning more effective. The use of computer technology in English Language Teaching (ELT) context has been common since 1960s. CALL, in general, means using computer technologies in any context to support teaching and learning a second or foreign language in some way. It is characterized as involving optimal, technology-enhanced language teaching and learning environments or situations where language and content settings for technology are used most effectively to support learning. The aim of the paper is to examine university teachers` perceptions and attitudes related to implementation of CALL in teaching English language in their classes. The paper aims to answer such questions as: How do ESL university teachers perceive their computer competence? What are ESL university teachers' perceptions towards CALL? How do ESL university teachers implement CALL in their classes?

Key words*: perceptions, teachers, technology, CALL application*

INTRODUCTION

Computer assisted language learning (CALL) has experienced a continuous progression over the past three decades. There is evidence in the literature that individuals' positive attitudes towards computer-based instruction influence their willingness to sustain using computers for learning (Liaw, Huang, & Chen, 2007) Computers are of great benefit to education because they can present multimedia information for learning which, according to previous studies (e.g., Mayer & Gallini, 1990; Mayer & Anderson, 1992), makes learning more effective. Computer technology has been common in educational context over recent years (Rilling, 2000). The use of computer technology in English Language Teaching (ELT) context has also been common since 1960s (Lee, 2001). Gunduz (2005:197) defines CALL as a means of 'presenting, reinforcing and testing' particular language items. Jones & Fortescue (1987) indicate that the traditional description of CALL is unfortunate and they present the computer flexible classroom aid, which can be used by teachers and learners, in and out of class, in a variety of ways and for a variety of purposes. There are different terms to define the integration of computers into ELT context, the most common one is Computer-Assisted Language Learning (CALL). Levy (1997:1) defines CALL as "the search for and study of applications of the computer in language teaching and learning" and states that ''it is used as

[37] Revisional scientific paper

the general term to cover all roles of the computer in language learning" (Levy,1997:81). According to Levy (1997) there are other terms used for defining the integration of computers into language teaching. These terms are CAI (Computer-Assisted Instruction), ICALL (Intelligent Computer-Assisted Language Learning), CELL (Computer-Enhanced Language Learning) and TELL (Technology-Enhanced Language Learning). CALL is a general term that comprises all of the mentioned terms. CALL, in general, means using computer technologies in any context to support teaching and learning a second or foreign language in some way (Egbert, 2005; Richards and Schmidt, 2002). Including a wide range of roles for computers in language learning and teaching, CALL is characterised as involving optimal, technology-enhanced language teaching and learning environments or situations where language and content settings for technology are used most effectively to support learning (Egbert, Hanson-Smith, and Chao, 2007).

The use of computers in colleges has been so widespread that "language teachers must now begin to think about the implications of computers for language learning" (Warschauer,1996:3). According to Smith and Hanson (2000:1),''technology in education begins and ends with teachers'. If teachers are not aware of these technology and computers in the class atmosphere, the availability of these technologies may be useless. The role of computers in education is referred to in Bush's (1997: 301) statements: *It is effective for delivering instruction; it has unique pedagogical value; it enables teachers to better address students' need for individualization; it will help students better relate to life in the information age; it can potentially inform the foreign language education profession about the nature of language and how it is learned.*

Warschauer and Healey (1998:59) offered the following benefits of including a computer component in language instruction: a) Multimodal practice with feedback b) Individualization in a large class c) Pair and small group work on projects, either collaboratively or competitively d) The fun factor e) Varity in the resources available and learning styles used f) Exploratory learning with large amounts of language data g) Real life skill-building in computer use. There are many different factors influencing the implementation of CALL in language instruction. These factors are classified as physical, educational and philosophical. (Yildiz, 2007). They can be categorised into first-order (external) factors including access to computers and software programs, sufficient time to plan teaching, and adequate administrative and technical support, and second-order (internal) factors including teachers' beliefs about computers, their established teaching practice, and willingness to make changes (Ertmer,1999). It is agreed among teachers and researchers that institutional support is an external factor that plays a critical role in successful application of computers in language teaching (Epper, 2001; Yildiz, 2007). Only with considerable support from institutions is computer use in language teaching feasible (Yildiz, 2007).

LITERATURE REVIEW

CALL started in the 1950s and 1960s. According to Warschauer (1996) CALL can be categorized in three phases: Structural CALL, Communicative CALL and Integrative CALL. The first phase, behaviorist CALL, was recognized from the late 1950s and then implemented through the 1960s and 1970s when the audio-lingual method was widely used. This provided students with the repetitive drills and practice, grammatical explanation and translation. In this phase, the computer was used as a tutor, presenting drill exercises without interactive feedback. The second phase or communicative CALL, based on cognitive theories that identified learning as a creative process, began in the late 1970s and continued through the

1980s. The focus on this phase of CALL is on the use of language rather than the language itself. In this phase, the skill practice was provided in a non-drill format like language games, reading, and text reconstruction. While the computer was still used as a tutor, it gave students choice, control, and interaction. the computer was also used as the stimulus (e.g. to stimulate writing, discussions) or as a tool, i.e., it did not offer instructional materials, but was used for creating or understanding the language through programs such as word processors, spelling and grammar checkers (Moras, 2001). The third phase or the integrative CALL, is currently predominant. It is based on multimedia technology and the Internet where text, graphics, sound, animation and video are combined. Also, the integrative CALL has looked at the language learning from the perspective of socio-cognitive theory which attaches a great importance to authentic use of language in meaningful contexts. It also gives emphasis to the integration of each skill by means of multimedia networked computers providing foreign language learners with opportunities to use information communication technology (Akbulut, 2008).

Computer competence of teachers is necessary for successful implementation of computer. Lee (2001,4) defines the term computer competence as "basic knowledge of how to operate a computer and what the computer can do, familiarity with some computer terminology and some knowledge of dealing with commonly encounter problems". Teachers should have the necessary computer knowledge and skills to be able to teach their classes with computers (Lai and Kritsonis, 2006; Wang, 2006). Egbert, Paulus & Nakamichi (2002:113) state that teachers "who have more experience in teaching and in technology use, especially in practice, are more likely to integrate technology in their classrooms". Asan (2003:154) claims that " teacher perceptions of computer and technology are closely related to their computer knowledge and computer use". There is evidence in the literature that individuals' positive attitudes towards computer-based instruction influence their willingness to sustain using computers for learning (Liaw, Huang, & Chen, 2007) As Woodrow (1991) states " If teachers regard computers negatively or with suspicion, or believe that a new program will not work successfully, the educational utilization of computers will be limited". An attitude is defined as "a disposition to respond favorably or unfavorably to an object, person, institution, or event" (Ajzen, 2005:3). An attitude in social sciences is "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent" (Gardner, 1985:9). Attitude towards technology use is people's overall affective reaction to using a technology system (Venkatesh, Morris, Davis, and Davis, 2003). Positive attitudes toward computers would encourage language teachers or learners to use them in teaching and learning, and witnessing the ease of use and usefulness of computers would result in positive attitudes of computer users (Venkatesh and Bala, 2008).

RESEARCH METHODOLOGY

It is used a descriptive research method. The study will try to examine university teachers` perceptions and attitudes related to implementation of CALL in teaching English language in their classes. The participants in this study are 20 teachers from different faculties. The questionnaire consisted of 13 questions is used as an instrument in order to get feedback related to teachers' perceptions regarding the following questions as:

1. How do ESL university teachers perceive their computer competence?

2. What are ESL university teachers' perceptions towards CALL?

3. How do ESL university teachers implement CALL in their classes?

The questionnaire was divided into three parts: Personal Information, Computer experience, and Perceptions and attitudes towards CALL and technology use in language teaching. The questions were divided into two types: multiple choice questions and questions that require a more narrative explanation.

RESULTS

According to the findings, it can be stated that most of the teachers have heard the term CALL before, but 31 % of the total participants have not heard this term previously. On the question How do you rate your interest in CALL, most of the teachers perceived themselves as interested or very interested in CALL. 26% of the participants considered themselves as little or not interested at all. The results also showed that teachers generally have positive perceptions towards CALL which means that a large number of participants agreed related to the advantages of CALL. All of the participants of the study agreed that computers can enhance students' learning English. According to the results obtained from the question How do ESL teachers perceive their computer competence, the teachers' level of computer competence varies between little and moderate competence. In connection with their computer competence level, most of the teachers stated that they needed a training to develop their computer skills to be more component users. The teachers also express type of training they need as CALL seminar, workshops, introductory session, practical tips and activities. Results also revealed that the faculties did not have enough computers for them to implement CALL. A large number of participants also agreed that using computer technology in the class would make the subject matter more interesting, computers can improve English language education, using computers is enjoyable for the teachers. Most of the teachers perceived computers as a means of visual and audio materials provider and a complementer to classroom instruction and think that each student should be given a separate computer for successful CALL implementation. The materials that teachers use in their CALL classes were also identified. Many teachers expressed that they use various websites which offer language learning resources and data related to the topics they teach in their CALL classes, *You Tube* videos and *Power Point* presentations. Also they said they use CALL mostly for listening skills development.

CONCLUSION

With the advent of the Internet, the implementation of computer-assisted language learning (CALL) has become a key factor in how second languages are taught all over the world. Language instructors can access authentic language materials that were only a dream to have two decades ago. The integration and utilization of CALL in teaching English Language among teachers may enhance students' English language competency and provide a positive learning environment. The use of computers in language teaching gives emphasis to ensure the teaching and learning process to take place effectively in today's English Language classrooms. The results of this study show that teachers are aware of the term CALL and they have positive attitudes towards using computers in English classes, but they also point out that they should learn much more about CALL. They need training programs about how to implement computers into their teaching process.

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THE REALISATION OF AN INTEGRATED LEARNING PROJECT IN MUSIC SCHOOL[38]

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Abstract:

Music school „Josif Marinkovic“ from Vrsac, since 2010. has worked closely with the preschool institution. Cooperation was implemented through several projects, whose aim was presentation methods of teaching in the music school to preschool children. In communication between preschool teachers and teachers form music school it was concluded that the musically talented children develop their abilities easier if the preschool teachers were previously informed about the music school education methods. Early contact will help them to develop the motivation to accept regular music education. Successful cooperation has been realized by establishing a preschool children choir. It was motivation for teachers to continue cooperation. Thinking about talented children, they wanted to organize a program which would help children develop their abilities easier. It is well known that the ability is complex phenomenon. There are several ways to discover talent. In preschool children is difficult to recognize the traits that indicate giftedness. Therefore, teachers have decided to implement program of integrated learning. This program represents a new didactic model in teachers' educational practice with preschool children. It is very useful for talented children, because they can show their interest for some activities, initiative and creativity. It can simply be defined as a set of activities that allow children to gain more knowledge in the field of their interest. With children who had successfully completed a listening tests, teachers of music school and preschool teachers have implemented the project of integrated learning.

This paper presents the activities implemented with preschool children in the project "Learning to play". The project was realized during the academic year 2014/15 and lasted three months. The project was implemented by the solfeggio teacher, the piano teacher, the preschool teacher and ten children, aged five years.

Due to the small number of participants and inexperience of the participants in the project, empirical research hadn't been done. The results of work will be present descriptively.

Key words: didactic model, integrated learning, interactivity, music talented children, the project.

INTRODUCTION

[38] Original scientific paper

Modern educational systems include education during which critical thinking is developed, as a key aspect of intellectual autonomy. The concept of learning prescribed by the European Union involves interactive learning during which exchange information in direct communication between educators and the educated. The classical model of education during which information is transmitted from educators to the educated is outdated. In such a concept of educated status is inactive. It is expected to develop the ability for repetition of information. The European Qualification Framework requires a new form of communication and is committed to a model of lifelong learning, which should be accepted at every level of education. The complex task of the new educational model can be achieved if teachers, who deal with preschool children and teachers who continue the process of education are given the knowledge to implement new educational models. Modern approach to the education of preschool teachers and teachers involves building personal trainers as well as reflective practitioners. In Serbia, the concept of reflective practice is still on the level of theoretical knowledge. Sporadic educational practice relies on the enthusiasm of some university professors. Only preschool teachers who built their professional personality by the principles of reflective practice can implement modern didactic models. The same principles should apply for teachers in primary and secondary schools. The preschool teachers and a teachers should be trained as reflective practitioners in order to implement modern didactic models. Music school teachers should have knowledge of pedagogy that will enable them to properly assess the personality of pupils. The plans and programs provided for the lower classes in music schools don't leave enough space for the interactive relationship between teachers and pupils. Lifelong learning is implemented partially and doesn't contain sufficient elements on which teachers realized reflective practice.

The term *reflective practice* covers a wide range of possibilities for the definition. The set of approaches for understanding this concept can't be contained only in the operational definition. The concept of reflective practice demands the understanding of several educational systems areas. John Dewey first wrote about reflective practice in the thirties of last century (Shook,2000).

After the appearance of the book *Reflective Practitioner* (Schon, 1983), this discourse is once again interests the professional audience. Schon's book appeared in the eighties. Since 2008 when the European Council defined a new education strategy, professional interest in reflective practice increased. The interest in the use of reflective practice doesn't occur only among professionals, but also in people who create educational policy. In Serbia, the communication between the professional and the responses to implementation of education policy is not harmonized .Therefore, the education of teachers for work with children carried out without unified concept. There are few elements in connection with the concept of reflective practice around which is achieved agreement of experts (Radulovic, 2011:29).

The theoretical position and practical application are often at odds. It is very difficult to determine daily work characteristics that were measured precisely, and on the basis of which it could be said that a teacher is a good reflective practitioner. Knowing the essence of the above will depend on how the concept of education that teacher acquire. The preschool teachers rely on curricula in their work and teachers on plans and programs. If teachers and

preschool teachers know the rules of reflective practice, they will be able to carry out education according to modern requirements. Cooperation between preschool teachers and teachers in music school can contribute to a better understanding of the tasks set in the curriculum and syllabus.

The cooperation is realized between preschool teachers and music school teachers in Vrsac. This cooperation is one of the features that can be fulfilled by pre-school and school systems. The interactive relationship between two profiles of educators represent concrete opportunities to preschool teachers and teachers of music school to expand their own levels of knowledge and gain new professional experience. Acquiring new knowledge drives creative abilities and encourages the self-assessment of their one's knowledge. This communication is important for teachers of music school because it allows them to get to know the processes of development of preschool children. Through such cooperation preschool teachers can acquire new information from the field of music. Knowledge of music can be applied in the didactic models of teaching in preschool institutions. Realized cooperation contributes to both profiles developing their own personality in the direction of reflective practice. Acceptance of reflective practice as a model will contribute to a more modern approach to teaching. Preschool teachers and teachers of music school will gain the experience that will enable them to develop themselves as reflective practitioners.

THE CONCEPT OF INTEGRATED LEARNING

The preschool curriculum can be defined to help preschool teachers to better understand the didactic elements which encourage child development (Richardson, 1990:27). The curriculum is a technical plan for achieving measurable goals. The curriculum can reflect in two ways on the reflective practice and preschool teachers as reflective practitioners. Reflective practice gives preschool teachers the freedom to look at their share in the creation of individual programs that should be harmonized with the existing plan of education. The content of curriculum relates to the theoretical foundations of curriculum (Klemenovic,2009). The content of curriculum in pre-school and plans in music school can interfere implementation of reflective practice and limiting creativity reflective practitioners. If the contents of work with children are established in advance, it leaves little space for innovative methods which are presented by teachers and preschool teachers.

The contemporary approach to preschool curriculum refers to understanding of the curriculum as a contextualized social process (Slunjski, 2001). This approach sheds light on learning process as interactive and interdisciplinary permeation which monitors all social contexts in which it occurs. The concept of the modern curriculum is compatible with the reflective practice. Individualized and constructivists curriculum ensures that all forms of autonomous learning are adequately encouraged. Encouraging children's autonomy is closely linked with teachers personality, because only such interaction can encourage responsibility and self-initiative. If children learn to accept responsibility in the preschool system, their integrations in future systems will be facilitated. The preschool teacher who is educated as a reflective practitioner can respond to these tasks. The learning and development of preschool children is not carried out in a strictly specific subject area, but combined where each activity

in one area encourages development in other areas. The preschool teachers make a professional mistake if they separate the area of learning and development. In the work with preschool children integrative approach doesn't separate care, education and learning. Modern holistic approach involves working on developing children's critical thinking. Integrated curriculum combines different areas of knowledge that are linked to a common theme.

The curriculum of integrated learning means that children shouldn't receive facts, but information. Children need to form conclusion of rejected information. This kind of learning helps to gain lasting knowledge and practical application (Slunjski 2001a). Integrated learning is a new didactic model. It is an activity in which one or more children choose a topic to examine with more detail. The examination may take several days or weeks. Length of examination depends on the complexity of the topic and the age of children.

In practice several models of integrated learning can be implemented, but all models must have common features.

- The preschool teacher has the role of mediator.
- Children choose a topic that will be studied in more detail.

One of the effective methods of integrated learning is project work. This form of work is being implemented in most countries of The European Union .In Slovenia in 1990 implemented the project *Miska* which involved more than 1000 children aged 2 to 7 years. (Prtljaga, Veselinovic,2014:392). The aim of the project was to set up practical principles for work with gifted children.

Authors dealing with gifted children of preschool age consider work on a project to be very effective for overall development of children's personality. Work on the project allows children to explore, think and conclude. Thereby children enhance the knowledge and active all personal potential. Working on the project children engage thought processes, on their own initiative undertake certain activities and find creative solutions. These properties are characterized by gifted children, what is thought to work on the project represent the most effective way to encourage giftedness.(Cvetkovic Lay,Sekulic Majurec 2008). According to the same authors the aims of the project are:

- Developing potentials, abilities and skills in children.
- Acquiring specific knowledge and experience.
- Encouraging successful social and emotional development.

The preschool teacher who can anticipated all parts which project should pass, will realize this important task. Each segment of the project should be designed to bind children's attention. Preschool teacher has a driving role in the project. The project can be realized if preschool teacher has the ability of introspection and awareness of the importance of this approach to education.

Taking part in the project, children will easily learn about the things that interest them. Their knowledge will be stable, because they acquired by analyzing, thinking and reasoning. This

way of learning is characterized by integrated learning. Successful learning can be realized only if the children are interested in content that they will learn. It is therefore important that the topic of the project is suggested by children (Cvetkovic Lay, Sekulic Majurec, 2008a).

THE PROJECT "LEARNING TO PLAY"

The project was implemented in 2014/15 school year in Vrsac. The aim of the program was to show the elements of integrated learning. The project was realized by the solfeggio teacher and the piano teacher from Music School " Josif Marinkovic", the preschool teacher and ten children aged five years from preschool institution in Vrsac. The preschool teachers had a theoretical knowledge of project as a kind of integrated learning. The teachers from music school hadn't experience with this sort of education.

Children's parents got acquainted with elements of project. After that the preschool teacher received consent that the children can participate in the project.

Due to the small number of participants and inexperience of the participants in the project empirical research wasn't done. The results of work will be presented descriptively.

Before starting work on the project, the preschool teachers have made communication with the leadership of several institutions. Ballet and music schools, cake workshop and flower garden have agreed to cooperate in the project.

After that the preschool teachers spoke with children about activities that they wanted to get to know closer. When children have chosen the offered activities, the solfeggio teacher and the piano teacher visited a group of children who wanted to learn to play and sing.

The work on the project was initiated in common protocol, which were made by teachers from music school and the preschool teacher. The protocol was supposed to enable the teachers from music school and the preschool teacher to monitor all children's activities, and make common conclusions.

Since the structure of project differs from the classical paradigm of educational work, it was necessary to set new didactic rules to be implemented during the project activities.

In the project "Learning to play" the teachers from music school and the preschool teacher have set the following rules:

- The project should be interesting for children who participate in it.
- The relationship between the participants in the project should be flexible.
- All activities that will take place during the project will be planned by teachers from music school, preschool teacher and children.
- At the end of the project participants will analyze results that they achieved.
- Children's parents should take part in the project, if they want.

The project started with activities which were implemented in the preschool institution. The solfeggio teacher and the piano teacher conducted an interview with the children and asked them:

1. Why do you like music?
2. Have you ever played on instrument until now?
3. Which is your favorite instrument?
4. Would you like to learn to play on your favorite instrument?

On the question *Why do you like music*, children responded with details but very content.

Table No 1. Children's response on the question No 1

The content of responses	Number of children
Music is beautiful	3
Music makes me happy	3
With music I can sing	4

Total: 10

On the question: *Have you ever played on an instrument* only one child responded positively (A little girl five year old, whose mother is a piano teacher).

The answers to the third question: *What is your favorite instrument* are presented in table No 2

Table No 2. What is your favorite instrument?

Responses of children	Number of children
The piano	7
The guitar	2
The violin	1

When children chose only three instruments, teachers have talked with them about other types of instruments, to find out which instruments children know. Children were able to enumerate five additional instruments (accordion, tanbur, trumpet, drum and contrabass).

On the fourth question: *Would you like to learn to play on your favorite instrument,* all children gave a positive response.

There wasn't a possibility for a violin teacher and a guitar teacher to participate in the project, the solfeggio teacher and the piano teacher presented the situation to the children, who wanted to learn to play the violin and the guitar. When explanation was given that they can't learn to play the violin and the guitar, teachers asked them if they want to learn playing the piano, with other children. Children consulted between themselves and after that with the preschool teacher. After consultation they agreed to learn to play the piano.

The work was continued by checking the musical abilities of children. This activity was realized through singing the songs which children selected. The children were very interested in singing and they sang a few children's songs which they learned during the musical exercises in the preschool institution. The piano teacher checked individual musical abilities. On the piano she played several chords and asked for children to sing them. This exercise investigated tone recognition and ability to reproduce rhythmic models. Pitch was checked at

the interval to quint. All children who have applied for project "Learning to play" passed the tests successfully, and the teachers concluded that they possessed musical ability. The following activity was realized in music school. In the class room for solfeggio were presented the piano and blackboard with notes. The piano teacher played several songs that were recommended by children. These were songs that children have learning in preschool institution. The solfeggio teacher showed them a blackboard, on which she presented the musical line system. At the next meetings, children recommended a few songs that they wanted to learn. They selected three songs. When they mastered text and melody, the solfeggio teacher introduced the concept of scale and tone. She introduced names of tones and pitch on the line system. She used C major scale, because it is the simplest for the introduction to music literacy. When children had learned the names and pitch, a piano teacher introduced parts of the piano and piano keys. Children learned to play scale from C_1 to C_2. Start of this exercise was related to the introduction to the central C (C_1). When children memorized this position of the key, which produce tone C_1, the teacher continued to introduce other tones. Children performed initial exercises with one hand (dominant). When they rehearsed the work with one hand, they started the exercises with the other hand. Simultaneously, the piano teacher informed them about the note values. Children learned to play whole notes, half and quarter of a note.

All activities were carried out in a friendly and relaxed atmosphere. Children were very interested, they asked questions and wanted to overcome tasks precisely. They mastered C major scale and note values successfully. The selection of songs that they learned to play, was made in consultation with the piano teacher. They practiced once a week for three months. Children came accompanied by parents, who were involved in the project. They motivated children to practice learned parts at home.

After completing the project, a preschool teacher, the piano teacher, the solfeggio teacher and children analyzed the achieved results. The preschool teacher and teachers from music school have constricted a short questionnaire, for the evaluation of children's assessment of participation in the project.

At the table No 3 the children's general impression of the project is presented.

Table No 3- Children's impression about the project.

I am very satisfied	I am satisfied	I cannot decide	I am not satisfied
Responded nine children	Responded one child	No child has chosen this solution	No child has chosen this solution

Total: 10

All children responded positively to the question: *Do you want to continue learning to play?*

The pleasure and interest of children who regularly came to rehearsals and participated in the program creatively, represented a positive sign that the project has shown positive effects. Children showed great satisfaction at the end of the project. The preschool teacher and the teachers from music school suggested to children the idea to organize a small concert for parents and classmates.

At the performance, first, children and the solfeggio teacher sung three songs, which they had learned. After that, they played one song of their choice.

CONCLUSION:

The project "Learning to play" was realized in Music school *Josif Marninkovic* and preschool institution in Vrsac. In the project participated a solfeggio teacher, a piano teacher, a preschool teacher and ten children, aged five years. The project lasted three months. The aim was to evaluate the model of integrated learning in preschool institutions. The integrated learning is a new didactic model, which is not frequently applied in preschool institutions in Serbia. This is a set of activities in which children choose a theme that they will examine in more detail. The preschool teachers and the teachers from music school have chosen music as a theme.

During the work on the project interactive communication between the preschool teachers and the teachers from music school was set up. Cooperation between them as a goal had an easier identification of musically gifted children. Identification of musically gifted children is very important, because it is necessary to start their education as early as possible.

Integrated learning enables children to participate actively in their education. Integrated learning encourages a systematic acquisition of knowledge and development of skills for which children have an inclination. Model of integrated learning is an attempt to initiate the project of lifelong learning in our community. Application of integrated learning has an aim to initiate interactive cooperation between different sort of institution in Vrsac, and motivate more people to expend their knowledge. Realization of project in the frame of integrated learning requires teachers to renew and enrich their knowledge continually.

In this way, they will be ready to apply new didactic methods and meet the requirements of reflective practice.

Presented project "Learning to play" is a motional impulse for more detailed and more complex exploration of integrated learning in our community.

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THE ROLE OF PROFESSIONAL EDUCATIONAL EXPERIENCE IN EDUCATION LEADERSHIP/MANAGEMENT SKILLS [39]

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Abstract

Professional experience in education is an important criterion for the selection of school directors because it is considered the main factor that influences the development of school leadership/management skills. The professional education experience is built up by many aspects that affect the successful school management skills such as, area of study, years of work in educational institutions, education level, training and various workshops. Based on OECD, First, the content of school leader professional development depends in part heavily on how the role of school leader is conceived - teacher, administrator, and/or transformational manager of learning organisations. (http://www.oecd.org/edu/school/37133393.pdf).
In, this context, the professional experience of the director of the school has a huge impact. The research aims to highlight the opinions of school directors about the impact that the professional education experience had in the development of their management skills. The research findings reveal the importance of professional education experience in general, which corresponds to the pedagogical literature.

Key words: *professional experience, education, leadership/management, skill.*

INTRODUCTION

Experience in education is evidence which highlights the personality characteristics of the candidate who is interested to exercise the position of school director, his knowledge in the area of pedagogy, psychology, management and civic education.

The importance of experience in education is expressed also by objective issues which affect the development of school management skills of school directors such as: his/her education background, his area of study, trainings, workshops, work in the Ministry of Education, Science and Technology, work in the Municipal Education Directorates and work with students, respectively, the process of teaching.

Based on the Administrative Instruction, the selection of school directors in Kosovo, in addition to the educational level, teaching licence and professional qualification for management, is based also on the criteria of experience in education, which is in accordance

[39] Original scientific paper

with legal procedures established by MEST. (http://www.mashtgov.net /advCms/documents/08_2014_UA.pdf).

This document proves that experience in education is an important criteria in the selection of candidates for the position of school director.

In this regard, standards of professional practice which aim to improve school management by school directors which are specified in the Administrative Instruction prove the importance of work experience in education in the development of leadership/management skills.

According to this Administrative Instruction, the standards on the areas are the following: standards for leadership and motivation, standards for effective teaching and learning, standards for planning and management, standards for cooperation and interaction, standards for legislation and standards of professional ethics. (http://www.mashtgov. net/advCms/documents/udhezim_administrativ_04_2012_shqip.pdf).

In order to be able to meet all the activities that arise from these standards, the work experience in education of the school director is a necessary condition.

In this regard, various international institutions which aim the advancement of leadership skills for school directors, such as the Institute for Education Leadership (IEL), the Interstate School Leadership Licensure Consortium (ISSLC), National Association of Elementary School Principals (NAESP) and University for Leadership (SREB), consider the experience in education as an important factor in the development of leadership skills.

Based on literature, the following skills, areas of knowledge, and personal characteristics/attitudes will also be considered: negotiation, decision making, organization, communication, conflict management, planning, teaching methodologies, school district resources, current trends in education, flexibility, enthusiasm, program evaluation , personnel evaluation , problem solving etc. (http://www.limestone.on.ca/board/documents/policies/BP-17.pdf).

In this context, the general standards of the above-mentioned institutions, the experience in education is necessary to develop the ability to create a safe environment for students in school, to create an appropriate teaching program for effective teaching and learning, to reach high student achievements, to create personal values, to create the school culture, to develop positive relationships with teachers, parents and the community in general.

RESEARCH METHODOLOGY

Objective of research

Objective of the research is to highlight the importance of professional experience in education in developing school leadership skills, based on analyses of the opinions given by school directors as respondents in this research and standards of MEST that based for selecting directors of schools .

Tasks of the research:

Tasks set down for realisation of this research include:

- Survey of school principals' perceptions on the impact of their education experience in developing their leadership skills;
- Analysis of issues which affect the development of leadership skills;
- Data collection and interpretation obtained during the survey;
- Necessary conclusions.

Survey questions

The research was conducted based on the following research questions:

1. What is the opinion that the surveyed directors of Kosovo schools on the fact that education background influenced the development of their leadership skills?

2. How many years of experience in education do the surveyed directors of primary and lower secondary schools have?

3. What are the opinions of directors about the influence of the level of education in the development of leadership skills?

4. How do surveyed directors assess the influence of the area of study in the development of their psycho-pedagogical skills?

5. What is the opinion of survey directors about the importance of training and seminars in their professional development?

The research methods, techniques and instruments

In order to study the perceptions of school directors on the role of education experience in the development of leadership skills, the method of theoretical analysis, descriptive and statistical methods were used. The survey technique was used in this research and as a research instrument, it was used the questionnaire for school directors.

Population and sampling

In school year 2009/2010, there were 576 schools (main primary and lower secondary schools) in Kosovo (MEST. (2009/2010).Statistical Report, Prishtina.pg.3).

Since it was not possible to survey all these school directors and teachers, I have used the random sampling. Out of 576 main schools (primary and lower secondary), only 10% of directors have been surveyed, i.e. 60 school directors in total from Kosovo schools, 31 directors of urban schools (primary and lower secondary) and 29 directors of rural schools (primary and lower secondary).

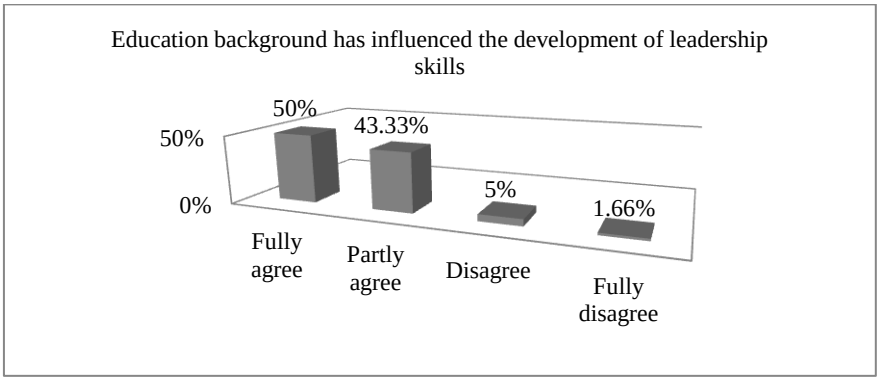
ANALYSES OF RESULTS

1. Opinions of directors about the influence of education background in the development of leadership skills

Experience in education is a guide to a successful leadership of the school institution.

The importance of experience in education lies in the training for the successful planning and organization of teaching activities in school, teacher performance assessment, designing, implementing and evaluating the climate in the school, staff development, creating a safe environment for all students in the school, creating the discipline in school, creating habits to cooperate with teachers, professional staff, the School Council of Parents and the Community. The opinions of the surveyed directors on the importance that their education background had in the development of their leadership skills will be shown better through the Histogram no.1.

Histogram no.1



The results show that out of all surveyed directors, 50% of them fully agree that the education background influenced the development of their leadership skills, 43.33% agree partly, 5% of surveyed directors disagree and 1,66% of surveyed directors fully disagree that their education background influenced the development of their leadership skills.

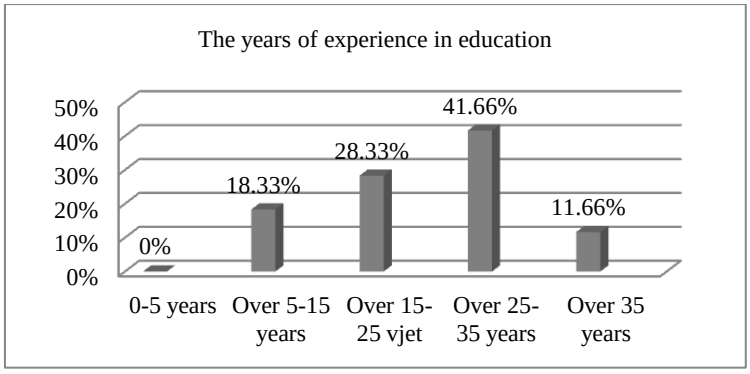
The reason why the majority of the surveyed directors consider their experience in education important for the development of their skills is because this experience in education, respectively during their work as a teacher in school or in other education institutions such as MED and in MEST, taught them of various issues of pedagogy, which are required in the management of a school institution.

The reason why a small number of surveyed directors do not agree at all that their experience in education influenced the development of their leadership skills; stand on the fact that their previous knowledge on school problems is related to their area of study. In this regard, the area of pedagogy offers sufficient knowledge on all pedagogical matters of school institution and these survey directors surveyed, based on the analysis of demographic data, belong precisely in the area of pedagogy.

2. Years of experience in education of School Directors

The appointment of school directors depends also on their years of experience in various educational institutions, schools, MEDs and MEST. To learn more about the years of experience in educational institutions of surveyed directors, we will use the results presented in the following histogram.

Histogram no.2

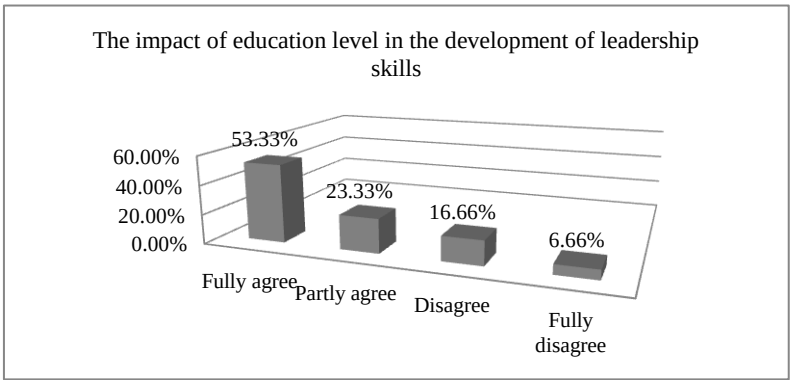


The results in histogram nr.2, indicate that all surveyed directors have more than 5 years of experience in education. Based on the legal procedures established by MEST for selection of the school directors, the criteria for candidates who apply for the position of school director is that they must have at least three years of experience in education or education institutions (http://www.masht-gov.net/advCms/documents/08_2014_UA.pdf). Based on the histogram, the results indicate that the appointment of all surveyed directors is conform the legal procedures, because all surveyed school directors have more than 5 years of experience in education institutions.

3. The opinions of directors about the influence of education level in the development of leadership skills

The education level is part of the experience and a factor that influences the development of leadership skills since the development of leadership skills stands in proportion with education level. Therefore, the higher the education level of the school director, the higher will be the opportunities to develop his leadership skills. The Histogram no.3 shows the opinions of school director on the role of educational level in the development of their leadership skills.

Histogram no.3



This histogram shows that 53.33% of surveyed directors fully agree that the education level affects the development of leadership skills, 23:33% partly agree, 16.66% disagree and 6.66% of the directors do not agree at all.

Based on Administrative Instruction for the appointment of school directors, one of the criteria is the educational level. According to this Administrative Instruction, the candidates who are elected for the position of school director must have completed at least the basic level of university degree (qualification of 240 ECT / 4 years of university education). This shows that the education level is a necessary prerequisite to the selection of the school director.

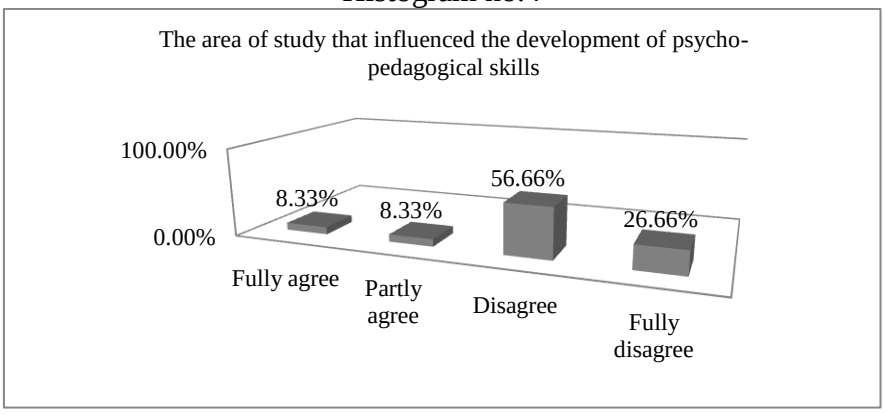
4. The influence of the area of study in the development of psycho-pedagogical skills

The area of study is part of the experience in education and one of the initial issues affecting the development of psycho-pedagogical skills which are necessary for the school management. In this context, one of the criteria for selection of candidates for the position of school director is the profile for the teacher's position.

According to Article 2, item 12, the teacher is a person who exercises the process of education in the institutions of pre university education (educators of pre university education 3-6, educators that work with children aged 0-3 years, teachers of primary school, teachers of the lower secondary school education, teachers of upper secondary education and instructors who may also have non-university qualification, but in vocational schools, they are responsible for the practical part of the students' work .
(http://www.masht-gov.net/advCms/documents/UA_Licencimi_i_Mesimdhenesve.pdf).

Since teacher's position requires knowledge in the area of psycho-pedagogical, this highlights the necessity of knowledge in the area of psycho-pedagogical of school directors. The following histogram presents the opinion of surveyed directors about the impact of the area of study in developing their skills psycho-pedagogical skills.

Histogram no.4



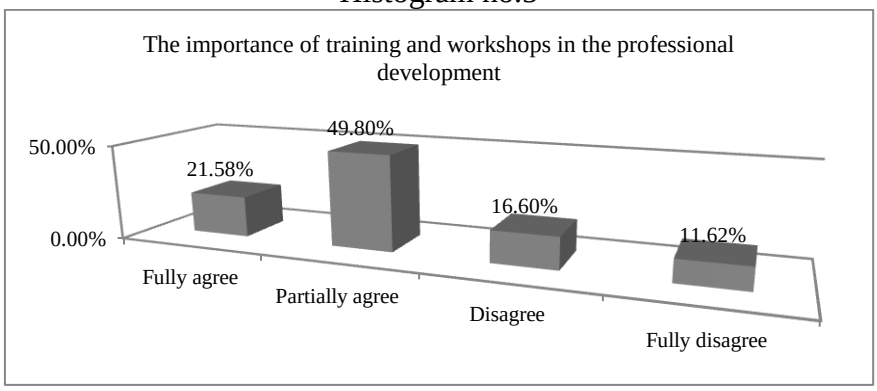
The results presented in the histogram show that 8.33% of surveyed directors agree fully that the area of study has influenced the development of their psycho-pedagogical skills, 8.33% partially agree. The reason why 56.66% of directors disagree and 26.66% do not agree at all that the area of study influenced the development of psycho-pedagogical skills is because of the fact that after the analysis of the demographic data, it appears that these directors belong to the subject area of Mathematics, Language and Literature, Biology and even Economics, etc.

Based on the overviews of the syllabus of the Faculty of Philology, the subject of pedagogy does not appear in any area of study and the subject of psychology is an elective course. Given that the school is an educational institution, whose management requires particularly psycho-pedagogical knowledge, it can be concluded that candidates with qualifications in the field of pedagogy and classroom teaching will be more convenient for the completion of activities which are required the successful management of school.

5. **The opinions of directors for the influence of training and workshops in their professional development**

Trainings and workshops have an important role in enriching the experience in education and professional development in general. Based on the Administrative Instruction of MEST, one of the criteria in the selection of candidates for the position of school director / s is that they must have successfully completed an accredited program on education leadership, administration or management. According to this Administrative Instruction, trainings and workshops are necessary criteria for the selection of the candidate/s for the position of school director/s. The following histogram presents the opinions of the surveyed directors about the importance of training and workshops in the development of leadership skills.

Histogram no.5



The results show that out of all surveyed directors 21.58% of them strongly agree that training and workshops are important in professional development, 49.80% partially agreed, 16.60% of surveyed directors said they disagreed and 11.62% of them declared that they do not agree at all that training and workshops are important for the professional development.
Such opinions of the surveyed directors may result due to inappropriate content and not adequately addressed in their training and workshops conducted earlier. In this regard, it can be concluded that the themes addressed in training and workshops have also an important role. Furthermore, their diversity is important.

CONCLUSIONS

Finally, based on the final findings of the research about the importance that education background has in the development of leadership skills of school directors, the following conclusions are found:

* Based on data, all surveyed school directors have more than 5 years of experience in education.
* Referring to the results of research, directors consider the educational level as an important factor for the development of leadership skills.
* From the results obtained, it is identified that 56.66% of respondent directors disagree and 26.66% do not agree at all that the area of the study has led to the development of their psycho-pedagogical skills. Based on demographic data, the background of these directors is on subject areas of study. Therefore, referring to the syllabuses on subject areas, it can be concluded that the subject of pedagogy does not belong to any area of study, whereas the subject of psychology is an elective subject.

The results obtained, school directors consider their professional experience in education as an important factor that contributes to the development of leadership knowledge, skills and habits. These results are in harmony with the pedagogical literature, and even with

the legislative literature which identifies the education experience as one of the criteria for the selection of school directors. Overall, the survey results will serve not only to MEST and MED, but will also affect the awareness of school directors and other candidates who are interested for the position of school director on the role of educational experience in the development of leadership skills.

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THE ROLE OF THE FIVE PARAGRAPH ESSAY IN PROMOTING THE STUDENTS' WRITTEN EXPRESSION IN THE REPUBLIC OF MACEDONIA[40]

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Abstract

Essay is a form of written expression which affects the development of students' higher thinking processes such as analysis, synthesis and evaluation, contributes the organization of students' knowledge for certain topic in independent written expression and directs their future academic development. Our daily teaching practice shows that there are some weaknesses in the students' written expression, especially regarding the writing of an essay. Therefore, the aim of the paper is to show that the introduction of the five paragraph essay in the teaching practice is a base for improvement of the students' written expression, in a large extent. The research has qualitative paradigm (analysis of content) and quantitative one and descriptive design. The sample consists of 50 essays of students that study on the Faculty of Education in Bitola, and they are analyzed according the elements of the five paragraph essay. The methods used for processing the data, and for drawing scientifically based conclusions are analysis and synthesis. The results of the analysis are more than satisfying and they show that the introduction of the five paragraph essay in the teaching practice is justified because its structure gives elementary directions for developing the basic skills for writing, and this guarantees success in other various forms of writing.

Key words: five paragraph essay, teaching practice

INTRODUCTION

Nowadays, the educational system in the Republic of Macedonia is focused towards the active role of the students in the process of gaining the necessary accomplishments and competences. The role of the teacher is marginalized and he becomes only the guide and the mentor of the students' activities. In this relationship, it is expected that the future academic citizen will become an active bearer of the progress of the society and the Macedonian educational system compatible with the European and the world educational institutions. The written expression is an inevitable and relevant segment of the students' activities. Among the other activities, the students have an obligation to prepare a seminar paper, often in a form of essay and this activity leads towards certain points which are part of the summative grade. On the other hand, our daily teaching practice shows that there are many weaknesses in the students' written expression and that there is a need of serious efforts to promote the culture of written expression of the students. Writing an essay means that certain topic should be elaborated in a written form, and the students interpret their opinions and attitudes on the topic, i.e. it is an activity which needs to be elaborated in written form and various demands regarding the organization, content and language should be taken into consideration. In the

[40] Original scientific paper

essay, the students demonstrate and interpret their own beliefs, opinions and attitudes for the topic in written form, in the essay there is a need of using arguments, no one can predict the way the arguments are used. Even if one can predict the arguments, still no one can assume the way the students will organize them in one coherent whole. Therefore, there is a need to teach the students to write an essay, without assuming they are already capable to do it, and the five paragraph essay contributes a lot in this process.

In the process of writing an essay, it is very important to stress out the role of paraphrase and the coherence as techniques which contribute to the quality of the essay. The paraphrase, in fact means to write something that has already been written, but using different words (Munich, 2013). Through the paraphrase the synonymy of language comes to surface, i.e. the fond of the words the students use to write an essay. The coherence contributes to the harmony of the whole text; the logical connection of the elements which it consists of, i.e. the coherence contributes to the subtle transitions between the sentences and the paragraphs (Tam Thi, 2013). In order to achieve the coherence, connecting words or so called transitional signals are used (Thompson, 1996 in Tam Thi, 2013). These transitional words differ regarding their usage, for example, to signal a sequence: first, second, third, then, next; to import an illustration: for example, in this occasion, in this case; to determine time frame: immediately, before, then, in that time, before, soon; to compare: saying different, on the contrary, comparing with; to introduce an additional argument: in addition to that, more, and then, beside that, also; to sum or conclude: at the end, as a result, as it is shown, to sum up, as a conclusion, in other words, finally.

When writing an essay it is also very important for the students to know the difference between what is called an authentic text and a plagiarism and the students have to know to use footnotes, quotation, sentences or parts from other authors etc., and to cite the reference they use in order to respect the methodological standards as well as the law regulation for protecting the intellectual property.

THE FORMAT OF THE FIVE PARAGRAPH ESSAY

This essay has a very simple structure and it contains the elements of an independently organized written expression regarding certain topic. As the name says, it is organized in five paragraphs: the introductory paragraph, three paragraphs from the body of the essay and concluding paragraph, and they develop the idea of the essay and divide it into logical wholes. In order to identify one paragraph from the others, it should be indented. The paragraph consists of several connected sentences and every paragraph is logically connected with the previous and the following one (Harvey, 2009). It is very important to point out that the students have to choose whether they will defend or deny the topic, and then write the whole essay taken into consideration their choice (for or against).

The introductory paragraph consists of one topic sentence which is in fact the main idea and reflects the attitudes and beliefs of the student. Then, through four to five sentences the student approaches the attitude given in the topic sentence and list three arguments which support his viewpoint and at the end a sentence which paraphrases the written in the topic sentence is given.

The three paragraphs of the body of the essay identify three arguments which support the main idea of the essay, so they are called supporting paragraphs. Every supporting paragraph consists of one argument which reflects the view point of the writer and is an illustration of his opinion. Every argument develops one subtopic regarding the main idea. For example, if

the main idea is no for the abortion, the subtopics can be: the abortion is a murder, the right to judge and to decide and the medical aspects of the abortion, which means that every paragraph elaborates one subtopic. The arguments are not personal opinions, perceptions and beliefs. They are logical conclusions which arise from facts and in the essay have the function to support or to deny the topic (Bojadžievska et al., 2009). The supporting paragraphs as the introductory one consist of topic sentence and paraphrase.

The concluding paragraph often repeats the strongest points which support the main idea. This idea here is described with different words and it is good for the students to give a personal opinion or plan for action. The concluding paragraph has the similar length with the introductory paragraph. As every other paragraph, the concluding paragraph consists of topic sentence and paraphrase.

THE METHODOLOGY OF THE RESEARCH

In light of the paper's objective, i.e. to show that introducing a five paragraph essay in the teaching practice really promotes the students' written expression and helps writing a highly structured text, the essays of 50 students from first to fourth year at the Faculty of Education in Bitola are taken into account. So, the sample consists of 50 essays on the topic: Abortion – yes or no?, Euthanasia – yes or no?, Using animal for experiments – yes or no? The students belong to the following groups: Macedonian language and literature, English language and literature, German language and literature, Teachers and Preschool teachers. This group is divided into two groups of 25 students: the first group was assigned to write an essay on the mentioned topics (one of them) without further instructions from the teacher; the other one was assigned to write an essay regarding the same topics (one of them), but this group has previously practiced the direction for writing a five paragraph essay given from the teacher. The activities which should be undertaken before writing the essay, as well as the choice, concretization and formulation of the topic are not taken into account in this paper.

The essays are analyzed regarding the organization, i.e. the analysis of the results takes into account the following elements which have been stressed out when practicing the five paragraph essay: The essays has five paragraphs, Every paragraph has 150 to 200 words, The introductory paragraph has a topic sentence and paraphrase, The introductory paragraph announces the three arguments, Every paragraph of the body refers to one of the announced arguments, Every paragraph of the body has a topic sentence and paraphrase, There are transitional words among the sentences and paragraphs, The arguments confirm the idea, The arguments arise from facts, The concluding paragraph sums what support the main idea with different words.

The results of the research are more than satisfying and they show that the instructions from the teacher and practicing the five paragraph essay are very important for promoting the written expression of the students. The above mentioned elements are present in all of the 25 essays, and that is an indicator that the five paragraph essay, though there are different viewpoints about its usefulness, is a solid base to organize the thoughts of the students in one highly structured form. The five paragraph essay surely is a base to build the skills for writing even more complex written form. This leads toward the improvement of students' competences to create a quality essay.

RESULTS AND DISSCUSION

The following results come out from the research: The analysis of the 25 essays of the students assigned to write an essay without previous instructions and directions from the teacher shows that though the general literacy of the students is satisfying, there are weak points in the essay precisely in the aspects mentioned above. Namely, it could be said that the organization of the essays is decent and that the logical flow of the thoughts could be followed and this is quite satisfactory. Yet, none of the analyzed essays is organized into a five paragraphs, and according to this there is not a clear distinction among the elements of the composition, i.e. among the paragraphs. Transitional signals among the sentences and paragraphs which provide the coherence of the text are not present. The biggest number of essays shows that the ideas are partially logical and clearly developed, and in small number of essays not so strong connection among the elements of the composition is present. The introductory paragraph of every essay does not contain a topic sentence and paraphrase and three arguments which have to be explained in the supporting paragraphs. In almost every essay the conclusion is not divided into a separate paragraph and actually presents a simple repetition of what has already been written. The essays are written as one whole and the logical flow of the ideas in some of them is difficult to follow clearly (Talevski, Januševa, 2015: 156–161). The analysis of the essays of the group assigned to write it according the instructions of the teacher and practice the five paragraph essay, totally justified the need that the five paragraph essay should be used in teaching students on how to write a good essay. Of course, there were several unsuccessfully written paragraphs, among these 25 essays, but their number are not big enough to reject the usefulness of the five paragraph essay in teaching practice. Regarding the organization, it is obvious that they all have five paragraphs. The introductory paragraph consists of a topic sentence and paraphrase, as well as of three arguments which develop the main idea. For example: *The abortion in the Republic of Macedonia should be accepted* (topic sentence). Then, three arguments which support this opinion are listed: *The individual right of the woman to decide* (first argument), *The economic conditions* (second argument), *The number of unwanted pregnancies is decreased* (third argument). At the end, there is a paraphrase: *Because of many reasons the abortion is an acceptable alternative in the family life*. Then, in all of the analyzed essays, the body of the essay consists of three paragraphs which elaborated one of the above mentioned arguments. The supporting paragraphs consist of a topic sentence and paraphrase. For example:

First (transitional signal), *all human beings have right that are guaranteed by the law* (a topic sentence)… *The abortion is women's right of choice and no one should restrict this right* (an argument). According to item 25 of the Constitution of the Republic of Macedonia, the personal and family life, the dignity and the reputation of every citizen are respected and protected. Therefore, no one has the right to interfere in realization of this right… *The woman has the right to choose* (paraphrase).

Second (transitional signal), *all human beings should live in stable society regarding the economy* (a topic sentence)… *Elementary economic conditions to raise a child should be provided* (an argument). The modern tendencies from the West are seen in the liberal attitude of the young population for early sexual relations, and this leads to increased number of unwanted pregnancies. At the other hand, there is a deep distortion in the economic sphere, especially in the life standard of the population… *The enormous unemployment and the financial crises in the Republic of Macedonia lead to enlarged number of abortion* (paraphrase).

Third, (transitional signal), *according to World Health Organization in 2004 the unsafe abortions cause 68 000 deaths* (a topic sentence)… *The right of abortion reduces the number of unsafe abortions* (an argument)… *The suppression of the abortion increases the possibility of unsafe abortions and that leads to enlarged percent of the mortality of the women* (paraphrase).

All of the analyzed essays have concluding paragraph which is appropriate with the introductory one, and connection with the previous paragraphs is noticed. In some essays the conclusion represents simple repetition of the previous elaborated ideas using exactly the same words, which is not quite good, but, at the other hand, this is an indicator that the students are aware of the content of the concluding paragraph. In large number of essays, the main ideas have been resumed and it is obvious that the students are making effort to use different words. For example, *The conclusion is more than obvious and clear*… or *The ideas mentioned above illustrates my attitude*… or *At the end…*

Another example on a different topic:

Second, every patient which suffers from an incurable disease has the basic right to be voluntarily euthanized (transitional signal, a topic sentence). *The law has to acknowledge the principles of the personal autonomy and definition which are the right of every human* (an argument). Everyone has the right to make a choice. The law must respect this decision. The patients which suffer from an incurable disease and want to terminate their life, but are not capable to do it alone, must have the right to be helped by doctors in their decision. However, the doctors are not obliged to do euthanasia if they do not want it. The medical stuff that is against the euthanasia will not be forced to do it. But, legalization of the euthanasia shows that the right of the patient is respected as well as the right of the doctor. Those which stand against euthanasia will face with the death in accordance with their beliefs, *yet if the voluntarily euthanasia is decriminalized, the freedom and the right of choice will exist* (paraphrase).

Or,

Third, the doctors are afraid to speak openly for the decision to terminate a life (transitional signal, a topic sentence). *This is due to illegality of euthanasia* (an argument). The doctors are often left alone to decide about the death of their patients. One research in the New South Wels University shows that even 59% of 2000 doctors agree with the principles of euthanasia, but they are afraid to practice it because of the consequences that come out of the law. But, it is better for the voluntarily euthanasia to be approved, after an open debate which will serve as some kind of society improvement, and not leave all to the judgment and the consciousness of the doctor. *The people that practice medicine should know what is their exact position regarding this issue and not to be left alone to decide, being afraid of punishment or being crucified between the society accepted norms and the condolence* (paraphrase).

Or,

As a conclusion, I have to say that there are many reasons for euthanasia to be accepted as the best solution (transitional signal, a topic sentence). That helps the patient, the family and the economy of the family. I think that the euthanasia is a choice of the patient and his family should respect it. In many countries round the world euthanasia is legalized and that is the

right that everyone should have. *If I was ill without a chance to be cured, I would surely choose the euthanasia* (paraphrase).

Example of an unsuccessful introductory paragraph:

The use of the animals in experiments is not ethically justified. But, from the historical point of view, we daily sacrifice countless animals for food and clothe which can easy be replaced with product with no animal origin. Therefore, it is idealistic to defend the idea that the experiments with animals are unjustified in medical goals.

In this case, though the introductory paragraph clearly states the main idea through the topic sentence, yet, the attitude of the author cannot be followed, because the text after the topic sentence is opposite with the idea in the topic sentence. Also, it is obvious that this paragraph does not list three arguments that support the main idea and has no paraphrase.

Or, example for a successful body paragraph which lacks only of transitional signal:

There are many contributions of experiments with animals in medical goals (no transitional signal, a topic sentence)… *These experiments help the researchers to find cure for many diseases* (an argument). Several Nobel prizes have been awarded to researchers which achievements are directly connected with experiments with animals in laboratory. Though the statement that too many experiments with animals creates a bad medicine is true, yet the researches of this leading scientific workers has played a main role in development of the vaccines for several deceases such as tuberculoses, rubella, polio etc. *The operations on the animals helped the transplantation of vital organs and the techniques for operating the heart* (paraphrase). As we can see, there is no transitional signal and that is the only weak point in this essay, because we are not sure which part of the essay this paragraph represents, even though we can predict that the student stands for the experiments with animals and that this paragraph is one of the paragraph of the body. The topic sentence is well developed and the paraphrase is very good also.

Or, example of an unsuccessful paragraph:

However, can the pain and suffer of millions animals in laboratory be approved with the enormous contributions from the experiments on animals? (transitional signal, topic sentence). They who argue against the experiments with animals claim that the animals have the same capacity for pain as the human ant that it should be controlled. They state that people have to go on without the benefits from the experiments with animals because the pain the animals encounter is too big, immeasurable to be morally justified. They do not justify the necessity and the scientific validity of these experiments and criticize the government regarding the insufficient investments in alternative methods for testing. Further on, they reveal several cases of abusing the animals in laboratories and say that those are symptoms of the cruel attitude towards animals. (there is no paraphrase).

In this paragraph, there is a transitional signal, but still we cannot be sure which part of the essay it represents. The topic sentence is given in a form of rhetorical question and we assume that the student does not approve the experiments with animals even though they contribute to save a million of lives. The student does not reveal its own ideas and he does not use the mentioned ideas to produce his own opinion, rather he tells us what others think about this issue. There is no obvious argument because of the nature of the topic sentence.

The ideas and the content of this paragraph are not connected with the whole essay and its scope is inappropriate. This paragraph is not essential at all and can be omitted.

CONCLUSION

The structure of the five paragraph essay is very simple and its aim is to give elementary directions for developing the basic skills for writing which leads to success in other various written forms. The acquisition of the skill for writing the five paragraph essay is a good way for the students to start learning how to write an academic essay. The restriction on five paragraphs contributes on following this structure and the acquisition of basics of the organization of the thought in writing. This essay is a very important tool which helps the students to learn that they should list arguments to defend their attitude. The opponents of this format argue that writing according given rules does not encourage students to think and to develop their imagination, but the analyzed essays show the opposite. Namely, the listed arguments in the students' essays show that students think and use their imagination. Then, it is said that using this format students often repeat the same words and sentences, but the analysis shows that if the technique of paraphrasing is practiced well enough, the students use different words and sentences, so the analyzed essays show very creative paraphrases which come as a result of the students' critical thinking. Among the disadvantages of this essay, is the state that the concluding paragraph does not tell anything new and interesting. Significant number of essays claims the opposite and shows that this structure leads to interesting conclusions and the new ideas are present too. The essays in which the conclusion is given by simple summing of what has already been said, is a great success for a big number of students, because they manage to adopt the basics of the organization of thoughts in written expression. Taking into account that this format develops the basic skills for writing and that even those students that were unable to write an essay using this structure show a positive attitude, make the critics that the form controls the content and that the effort to fit the ideas into this structure leads to their disappearing also unjustified.

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NEW WORDS IN THE ENGLISH LANGUAGE AND THE ENGLISH LANGUAGE TEACHERS IN THE STRUGA AREA[41]

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Abstract

The society in which our students live and study today is very different to the society in which we used to live and study in. Technology development has drastically changed the way people live and communicate these days. These changes do not only influence people's lifestyle but their language as well. Languages follow the development of societies and they develop in the same manner. Languages are a reflection of the society that they are spoken in and the English language is not an exception. New words are being added to the English dictionary every day. As with any other profession, if you want to stay on top of your game and be successful in the profession that you have chosen, you have to educate yourself and keep up with the new developments after you finish your college degree. Our obligation as English teachers is to keep up with these language changes and incorporate them in our classrooms if we want to keep our students' attention and to modernize and make our classroom a 21st century classroom.

This work examines if the English language teachers working in the Macedonian schools keep up with the new words being added yearly to the official English language dictionaries and if they incorporate these words in their everyday teaching and communication with their students.

An elaboration is also imposed on the subject to try to find out the opinions of the teachers about the way these new words are used in the books and materials they use in class and if they think that the textbooks are up to date with the language development, as well as the way they incorporate technology in their everyday teaching practice and the possible ways that they can professionally grow.

Keywords: English teachers, language development, motivation, students

INTRODUCTION

In order to be teachers in the 21th century, teachers will need to not only use modern teaching techniques but they need to use 21st century language as well. Teachers can only do this by following the language developments. Students these days are easily distracted by their cell phones and social media. The language that they use on social media is very different to the language that they use in class. Instead of being afraid of the new slangs and terms that they use on social media, we, as teachers, should encourage the use of those phrases in our classes in order to hold the attention span of our students and to entice our students to learn. Instead of seeing the new words as the "enemies" we should see them as our assistants and friends that can help us create a positive learning atmosphere in class. By

[41] Specialized paper

adapting to the new vocabulary, we will motivate our students to be active participants in our classes and to do their homework.

This paper will examine if the English language teachers working in the Macedonian schools are keeping up with the new words being added yearly to the official English language dictionaries and if they incorporate these words in their everyday teaching and communication with their students.

At the same time, this research will entail the teachers' opinions about the way these new words are used in the books and materials they use in class and if they think that the textbooks are up to date with the language development as well as the way they incorporate technology in their everyday teaching practice and the possible ways that they can grow professionally.

METHODOLOGY OF THE RESEARCH

Fifteen English language teachers working in the primary schools (6th to 9th grade) "Josip Broz Tito," "Goce Delcev," "Murat Labunishti," and "Brothers Miladinovci" in Struga and the surrounding area were given twenty new words from the Oxford Online Dictionary[42] to be used as a guideline to understand the purpose of the research. The teachers were asked to fill a questionnaire in which they had to circle the meaning of the word that they thought was the correct one." REFERENCE

RESULTS, ANALYSIS AND DISSCUSION

Below entails the result of the research, analysis, and discussion

The word *frememy* in the Oxford Online Dictionary[43] is defined as "a person with whom one is friendly despite a fundamental dislike or rivalry". Seven of the teachers knew the meaning of the word while 5 apply a different meaning to the word. Of all the teachers surveyed 57,12%knew the correct meaning and it can be concluded that most of teachers use the correct meaning of the word."

The word *chillax* has the following meaning: to calm down and relax. The majority of teachers (7) knew the meaning of the word while 5 applied a totally different meaning to the word. That's 57,12 % and it can be concluded that the majority of teachers used the correct meaning of the word. Seven of the teachers surveyed 57,12% knew the correct meaning of the word. Five of the teachers answered with a different meaning. The majority of the teachers knew the correct meaning of the word.

The word *staycation*[44] in the Oxford Online Dictionary has the following meaning: a holiday spent in one's home country rather than abroad, or one spent at home and involving day trips to local attractions. The majority of the teachers (8) knew the meaning of the word while 4 applied a totally different meaning. Most of the teachers used the correct meaning of the word.

In the dictionary, the word *LBD*[45] has the following meaning: a Little Black Dress. The majority of the teachers (9) knew the correct meaning of the word while 3 applied a different

[42] www.oxforddictonaries.com
[43] http://www.oxforddictionaries.com/definition/english/frenemy
[44] http://www.oxforddictionaries.com/definition/english/staycation
[45] http://www.oxforddictionaries.com/definition/english/lbd?q=LBD

meaning. That's 75% and it can be concluded that the majority of teachers used the correct meaning of the word.

The word *hater*[46] has the following meaning: a person who greatly dislikes a specified person or thing:. Almost all of the teachers (11) knew the correct meaning of this word and it the number of teachers who did not know the meaning of the word (1) is insignificant.

The word *FYI*[47] is defined as: For Your Information. The majority of the teachers (8) knew the correct meaning of the word while 4 teachers did not know the correct meaning. 66,67 % of the teachers knew the correct meaning and that's the majority of the teachers.

The word *WAG*[48] has the following meaning in the Oxford Online Dictionary: Wives and Girlfriends. The majority of the teachers (7) knew the correct meaning of the word while 6 did not know it. That's 57,12 % and it can be concluded that the majority of teachers used the correct meaning of the word.

The word *jeggings* according to the Oxford Online Dictionary[49] has the following meaning: tight-fitting stretch trousers for women, styled to resemble a pair of denim jeans. The majority of the teachers (8) knew the correct meaning while 4 teachers did not know the correct meaning. That's 66,67 % and it can be concluded that most of the teachers used the correct meaning of the word.

Retweet[50] has the following meaning: (on Twitter) repost or forward (a message posted by another user). Almost all of the teachers, eleven,knew the correct meaning while only one teacher did not know. That's 90% and it can be concluded that the majority of teachers know the meaning and the number of teachers that did not know the meaning is insignificant.

According to the Oxford Online Dictionary[51] *cyberbullying* means: the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. All of the teachers (12) knew the correct meaning of the word and that is 100% percent.

According to the Oxford Online Dictionary[52] *MOOC* means: a course of study made available over the Internet without charge to a very large number of people. The majority of teachers (11) knew the correct meaning of the word and only 1 applied a different meaning of the word. That is 90%. The majority of the teachers know the meaning and the number of teachers that do not know the meaning is insignificant.

In the Oxford Online Dictionary[53] the word *Guilty pleasure* means: something, such as a film, television program, or piece of music, that one enjoys despite feeling that it is not generally held in high regard. Most of the teachers (9) knew the correct meaning of the word while 3 teachers applied a different meaning. That's 75% and it can be concluded that the majority of teachers used the correct meaning of the word.

[46] http://www.oxforddictionaries.com/definition/english/hater
[47] http://www.oxforddictionaries.com/definition/english/fyi?q=FYI
[48] http://www.oxforddictionaries.com/definition/english/wag?q=WAG#nav3
[49] http://www.oxforddictionaries.com/definition/english/jeggings
[50] http://www.oxforddictionaries.com/definition/english/retweet
[51] http://www.oxforddictionaries.com/definition/english/cyberbullying
[52] http://www.oxforddictionaries.com/definition/english/mooc
[53] http://www.oxforddictionaries.com/definition/english/guilty-pleasure?q=guilty+pleasure

In the Oxford Online Dictionary[54], the word *throw shade* has the following meaning: to publicly criticize or express contempt for someone. The majority of the teachers (8) knew the correct meaning while 4 did not know the meaning. That's 66,67 % and it can be concluded that most of the teachers used the correct meaning of the word.

According to the Oxford Online Dictionary[55] the word *twerk* means: dance in a sexually provocative manner involving thrusting hip movements and a low, squatting stance. The majority of the teachers knew the correct word (11) and only 1 did not know the meaning. It can be concluded that the majority of teachers know the meaning and the number of teachers that do not know the meaning is insignificant.

The word *tweeps* according to the Oxford Online Dictionary[56] has the following meaning: a person's followers on Twitter. 7 teachers knew the correct meaning of the word while 5 did not know. That's 57,12 % and it can be concluded that the majority of teachers used the correct meaning of the word.

The word *photobomb* according *to* the Oxford Online Dictionary[57] has the following meaning: spoil a photograph of (a person or thing) by unexpectedly appearing in the camera's field of view as the picture is taken, typically as a prank or practical joke. The majority of teachers knew the correct meaning of the word (10) while only 2 did not know it. The majority of teachers use the correct meaning of the word.

According to the Oxford Online Dictionary[58] the word *wahahaha* is used to represent laughter, especially triumphal or cackling laughter such as that uttered by a villainous character in a cartoon or comic strip: by a character in a movie. 9 teachers knew the correct meaning of the word while 3 did not know it. That's 75% and it can be concluded that the majority of teachers used the correct meaning of the word.

The word *hella*, according to the Oxford Online Dictionary[59] means: extreme. The majority of the teachers knew the correct meaning (8) while 4 did not know it. That's 66,67 % and it can be concluded that most of the teachers used the correct meaning of the word.

According to the Oxford Online Dictionary[60] the word *Babymoon* means: A relaxing or romantic holiday taken by parents-to-be before their baby is born. Only 5 of the teachers knew the meaning of the word and 7 did not know the correct meaning. That is less than the majority of the teachers. Most of the teachers did not know the correct meaning of the word.

The word *hot mess*, according to the Oxford Online Dictionary[61] means: a person or thing that is spectacularly unsuccessful or disordered, especially one that is a source of peculiar fascination: Most of the teachers (8) knew the correct meaning of the word and 4 did not know it. That is 66,67 % and it can be concluded that most of the teachers use the correct meaning of the word.

[54] http://www.oxforddictionaries.com/definition/english/throw-shade?q=throw+shade
[55] http://www.oxforddictionaries.com/definition/english/twerk
[56] http://www.oxforddictionaries.com/definition/english/tweeps
[57] http://www.oxforddictionaries.com/definition/english/photobomb
[58] http://www.oxforddictionaries.com/definition/english/mwahahaha
[59] http://www.oxforddictionaries.com/definition/english/hella
[60] http://www.oxforddictionaries.com/definition/english/babymoon
[61] http://www.oxforddictionaries.com/definition/english/hot-mess?q=hot+mess

BOOKS, MATERIALS, TECHNOLOGY AND PROFESSIONAL DEVELOPMENT

In terms of the books and materials that are used in class, eleven of the teachers concluded that they are not satisfactory and not up to date with the current development of the English language.

Seven of the teachers stated that they incorporate technology in their everyday teaching of new words by using Power Point presentations, educational internet games, and cell phone applications although there were many problems with the technology in their schools. The majority of the teachers said that their main problem was the lack of internet connection and individual computers for the students in schools

All twelve of the teachers surveyed stated that they keep up with the current language developments

More than 80 % of the teachers said that they keep up with the current development of the English language by reading articles on the internet, reading books and watching new movies. Unfortunately, only 10% said that they keep up with the current development of the English language by regularly attending seminars, workshops and conferences citing the lack of finances and support from their school administration.

CONCLUSION

This research shows that the majority of teachers in Struga and the surrounding area keep up with the developments of the English language successfully and is reinforced by their knowledge of the correct meaning of the words recently added in the Oxford Dictionary. The survey concluded that the teachers incorporate the new words from the Oxford Dictionary in their everyday teaching practice. Unsurprisingly, this research revealed many issues that teachers deal with in their everyday teaching practice. Teachers in the vicinity of Struga are not satisfied with the books and materials that they are given to use in class and they think that the books are not up to date with the latest language developments. The teachers also concluded that there are not enough new words in the materials they currently use. The teachers also encounter problems with ICT. In terms of technology, the teachers name the lack of internet connection and individual computers the primary reason that they have problems incorporating technology into their everyday teachings. This research also revealed that a shockingly small number of teachers (only 10%) keep up with the language developments by regularly attending seminars, workshops and conferences citing the lack of finances and support from their school.

In ending, the research obtained should motivate English teachers to continue enriching their English language vocabulary in order to motivate and inspire their students to work harder and love coming to class, which is the ultimate goal of every teacher. The research obtained should also inspire a revision of the textbooks and materials that are used in class. Lastly, the motivation of teachers to work is as equally important as the motivation of the students and this research ought to lead the way to more supportive school administrations in terms of giving the teachers the opportunity to attend conferences, workshops, and seminars which will help with their professional and personal well being and development.

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THE ROLE OF THE ELEMENTARY NUMBER THEORY IN THE WORK WITH MATHEMATICALLY GIFTED STUDENTS: THE CAPABILITIES AND CHALLENGES[62]

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Abstract

The work with mathematically gifted students is a complex activity. However, it is usually reduced to training the students for mathematical competitions. The tasks which are usually presented to the students during the preparation of the students are the most common ones at the national and international competitions. The practice shows that this approach does not give the expected results because it is insignificant for the development of the thinking properties and the acquisition of the methods of proof and the methods for reaching conclusions. This is why special attention should be emphasized to the previously mentioned segments when working with mathematically gifted students. This paper presents how this can be achieved by solving the mathematical problems of the Elementary Number Theory.

Keywords: *mathematically gifted students, thinking properties, methods for reaching conclusions, methods of proof, number theory.*

INTRODUCTION

Many countries pay special attention to the development of the talented students because it is a well-known fact that the talent is not just a gift, but also the result of hard work and continuous development of the individual. Many developed countries have special clubs that focus on the early detection and stimulation of the talented students. This paper, without discussing what talent is, and how it can be detected, is going to make an analysis of several useful aspects for the development of the mathematically gifted students.

[62] Specialized paper

When we discuss about mathematically gifted students, we should bear in mind the fact that there are two types of mathematically gifted students (talented students):

- Talented students who quickly learn mathematical notions and theories and are capable to easily use them when solving new tasks. These students easily accept new ideas, grasp the essence of the problems and most often focus on isolated problems. They can achieve astonishingly great results.
- Talented students who have creative and scientific abilities and achieve significant results in the field of mathematics. They think in an original way, their knowledge consists of many fields of mathematics and gradually develop their understanding, thus achieving important theoretical results.

Having this in mind, we are going to make an effort to answer the following question: What do the mathematically talented students do? In our country, they spend a lot of time preparing for the mathematical competitions. But is that enough? Of course not. Although, this phase is especially important for the development of the mathematically gifted students, the teachers should do greater efforts for it to be absolved, i.e. the talented students should move on to the next level of development. It is necessary the mathematically gifted students to be instructed to do independent creative work, i.e. they need to be encouraged to research and acquire new knowledge on their own. It is crucial that this process starts as early as possible. It needs to be adjusted for each student individually. How can we achieve this? The answer to this question is neither simple, nor uniform.

The following factors are important for achieving this:

- Developing the thinking properties of the mathematically gifted students: flexible thinking, pattern thinking, depth of thinking, adequate processing, rationality, width of thinking, and critical thinking.
- Adopting the scientific methods: observation, experiment, making comparisons, analysis, synthesis, generalization, systematization and abstraction.
- Adopting the methods of reasoning: inductive, deductive and analogical. Special attention should be paid to the deficiencies of conclusions based on analogy.
- Adopting methods of proving the mathematical claims : mathematical induction, as well as direct and indirect methods, and
- Adopting the methods for solving tasks: synthetic and analytical.

These should be the most prominent objectives when working with mathematically gifted students both in primary and secondary school. Clearly, the realization of these objectives can be achieved when learning all mathematical content, but in our opinion, most of these objectives can be best achieved when learning the content from the Elementary Number Theory because:

- Its content enables the students to acquire and adopt knowledge with greater understanding, starting from the earliest age,

- Most often, the tasks from the Elementary Number Theory can be solved in several ways, which is good for developing the separate thinking properties and for adopting the methods of proving the mathematical claims and solving mathematical tasks,
- This part of mathematics offers an abundance of ideas. It can be efficiently used to help the students create problem situations by their own, i.e. to create new tasks, a process, which is especially important for the development of the creativeness of the mathematically gifted students, etc.

DEVELOPING THE THINKING PROPERTIES BY ADOPTING THE ELEMENTARY NUMBER THEORY

Having high developed thinking properties is very important for the adequate and dynamic development of the mathematically gifted students. Through the following examples we are going to show how the students' quality of thinking can be improved by using the Elementary Number Theory.

The flexibility of thinking is characterized by the ability to easily change the method for solving a problem, to find new ways to solve problems when the conditions change and to restructure the knowledge system of the individual, which will play a great role in gaining new knowledge. The next examples are going to show several tasks which can stimulate the development of the flexibility of thinking.

Example 1. Prove that for each prime number p the number $p^{2014}+1$ is a composite one.

Solution. *First way.* For $p=2$, we get

$$p^{2014}+1=2^{2014}+1=(2^4)^{503}\cdot 2^2+1=16^{503}\cdot 4+1$$

which is a composite number, because the numeral of the ones of the number 16^{503} is 6, and the numeral of the ones of the number $16^{503}\cdot 4$ is 4, i.e. the numeral of the number $16^{503}\cdot 4+1$ is 5, meaning it is divisible by 5.

If $p>2$, then it is an odd number, so p^{2014} is an odd number, i.e. $p^{2014}+1$ is an even number greater than 2, meaning it is a composite number.

Second way. We have

$$p^{2014}+1=(p^2)^{1007}+1^{1007}=(p^2+1)((p^2)^{1006}-(p^2)^{1005}+(p^2)^{1004}+...-p^2+1),$$

i.e. $(p^2+1)\,|\,(p^{2014}+1)$ and since $p^2+1>1$,we can conclude that $p^{2014}+1$ is a composite number. ■

Example 2. Solve the equation $3x(x+2y)=5x+7y+7$ in the set of integers.

Solution. *First way.* This equation is equivalent to the equation $(7-6x)y=3x^2-5x-7$. Since $7-6x\neq 0$, for each integer x we get that $y=\frac{3x^2-5x-7}{7-6x}$. If we multiply it by 12, and use the change $7-6x=t$, first we get that $12y=\frac{36x^2-60x-84}{7-6x}$, and afterwards

$$12y = \frac{t^2-4t-105}{t} = t - 4 - \frac{105}{t}.$$

This means that $t \mid 105$, and therefore $t \in \{\pm1, \pm3, \pm5, \pm7, \pm15, \pm21, \pm35, \pm105\}$.

However, the number $7 - t$ must be divisible by 6, therefore $t \in \{1, -5, 7, -35\}$.

1) For $t = 1$ we have $x = 1, y = -9$.
2) For $t = -5$ we have $x = 2, y = 1$.
3) For $t = 7$ we have $x = 0, y = -1$.
4) For $t = -35$ we have $x = 7, y = -3$.

Second way. We multiply the given equation by 4 we get

$$12x^2 + 24xy - 20x - 28y = 28$$
$$12x^2 + 24xy - 6x + (-14x - 28y + 7) = 35$$
$$6x(2x + 4y - 1) - 7(2x + 4y - 1) = 35$$
$$(2x + 4y - 1)(6x - 7) = 35.$$

Now the solution is obvious. ■

Pattern of thinking is a serious obstacle for the creative activity. However, the pattern of thinking does not have only negative consequences. It prevents revisiting facts about the operations, which become technical procedures with use, as well as revisiting the already learned formulas and theorems. It rather leads to their direct use. The Elementary Number Theory is an effective way to fight the pattern of thinking because it abundant with nonstandard tasks, as the one in the next example.

Example 3. Prove that each prime number *p* is the divisor of infinitely many numbers from the $2^n - n$ type.

Solution. If *p=2*, then for *n=2k*, the numbers from $2^{2k} - 2k$ the type are divisible with *p=2*. Let us assume that *p* is an odd prime number. Since GCF of (2, *p*) = 1, according to Fermat's theorem, we get that $2^{p-1} \equiv 1 \pmod{p}$. Then for each positive integer *m*, the following holds true $(2^{p-1})^m \equiv 1^m \pmod{p}$, i.e.

$$2^{m(p-1)} \equiv 1 \pmod{p}. \quad (1)$$

Let *m* be a positive integer and $m \equiv -1 \pmod{p}$. Then

$$m(p-1) \equiv -1(p-1) = 1 \pmod{p} \quad (2)$$

holds true. From (1) and (2) we get that

$$2^{m(p-1)} - m(p-1) \equiv 0 \pmod{p}.$$

There are infinite many *m* numbers that fulfill the condition $m \equiv -1 \pmod{p}$. Since $m \equiv -1 \pmod{p}$ we get that $p \mid (m+1)$, i.e. $m = pk - 1$ for any positive integer *k.* Vice versa, each number of the type $m = pk - 1$ fulfills the condition $m \equiv -1 \pmod{p}$.

The set $M = \{n = (pk-1)(p-1) \mid k \in \square\}$ is an infinite subset of $\square$, and for each $n \in M$, $p \mid (2^n - n)$ holds true. ■

As we have already said, the pattern of thinking can also be positive, which can be seen from the next example. It uses an elementary fact about the prime numbers.

Example 4. Specify all prime numbers p so that $p+10$ and $p+14$ are also prime numbers. Explain the answer!

Solution. It is obvious that p=2 cannot be a solution because the number p+2=2+10=12 is a composite number. For p=3 we get that p+10=13 and p+14=17, which are prime numbers. This means that the prime number 3 is one of the solutions.

Further on, each prime number p>3 when divided by 3 gives a remainder either 1 or 2, i.e. it comes in the form of p=3k+1 or p=3k+2, for k positive integer.

If p=3k+1, then $p+14=3k+1+14=3k+15=3(k+5)$ is a composite number. If $p=3k+2$, then $p+10=3k+2+10=3k+12=3(k+4)$ is a composite number.

Finally, only for the prime number p=3, the numbers $p+10$ and $p+14$ are also prime numbers. ■

The adequate way of solving a task requires making a wise decision of methods and means. We must be focused on the objective in the problem, as well as detecting the shortest ways for reaching the objective. Proving theorems and solving tasks are irreplaceable means for the development of the skill for making a selection of means (definitions, axioms and theorems) for reaching a specific given objective. The Elementary Number Theory is especially useful in this field, because the proofs of most of its claims are adequate for analysis even when working with the youngest students. The next example is a prove of that.

Example 5. When learning prime and composite numbers, we often come across tasks of the following type:

a) Prove that for each positive integer $n>1$, the number n^4+4 is a composite one.

b) Prove that the positive integer $2^{2006}+5^{2004}$ is a composite number.

c) Prove that the number of $4n^4+1$, type $n\in$ is a prime number only if $n=1$.

d) Prove that for each $n>1$, the positive integer n^4+4^n is a composite number.

e) Prove that the positive integer 2005^4+4^{2005} is a composite number.

The teachers can stimulate and develop solving tasks in an adequate way with the following actions:

- the students have to realize that each of the listed numbers is of the type a^4+4b^4,
- Ask the students to use the formulas $(a-b)(a+b)=a^2-b^2$ and $(a+b)^2=a^2+2ab+b^2$ to prove the identity of Sophie Germain: $a^4+4b^4=(a^2+2b^2+2ab)(a^2+2b^2-2ab)$,
- Give the students a task to write each of the listed numbers in the a^4+4b^4 form and apply the previously proven identity. ■

The width of thinking is characterized by the ability to thoroughly deal with the problems, extend application of the obtained results, etc. There are many tasks which can be used for this purpose, one of which is given in the example below:

Example 6. Are the numbers 276276, 458458, 764764 divisible by 13?

The task can be solved by direct checking. However, we can also write these numbers as the following

$$\overline{abcabc} = \overline{abc}\cdot 1000 + \overline{abc} = 1001\cdot\overline{abc},$$

Then, since $13|1001$, we get that the given numbers are divisible by 13. We can also conclude that these numbers are also divisible by 7 and 11. ■

At the end of this part we would like to point out that the mathematical symbolism and technical procedures should be used with an aim to help the students to understand its rationality and power. This can also be used to develop the width of thinking. It can be achieved by using adequate and well chosen systems of tasks. After solving several tasks of this type the students are given a general task, for which the previous tasks are partial cases, thus they can devise the solution.

The depth of thinking is characterized by the ability to understand the essence of the facts, their relation to other facts, the ability to model other situations and analyze their use, etc. We are going to emphasize the depth of thinking in the next task.

Example 7. Let $a_1, a_2, ..., a_{11}$ be natural different numbers which are not smaller than 2, and their sum is 407. Is there a natural number *n*, for which the sum of the remainders from the division of *n* with the numbers $a_1, a_2, ..., a_{11}, 4a_1, 4a_2, ..., 4a_{11}$ is 2012?

Solution. Obviously, we are not going to divide each number *n* with all the numbers $a_1, a_2, ..., a_{11}$, which are not smaller than 2 and have sum 407 to solve the task. Since we are dealing with sums of remainders, we can use the fact that when dividing with a natural number *m*, the greatest remainder is *m*-1.

Let us assume that such natural number *n* exists. The sum of the remainders when a random number is divided by the numbers $a_1, a_2, ..., a_{11}$ is not greater than

$$a_1 - 1 + a_2 - 1 + ... + a_{11} - 1 = 407 - 11 = 396,$$

and the sum of the remainders of the division of this number with the numbers $4a_1$, $4a_2, ..., 4a_{11}$ is not greater than

$$4a_1 - 1 + 4a_2 - 1 + ... + 4a_{11} - 1 = 4\cdot 407 - 11 = 1617.$$

If all of the remainders are the greatest possible, then their sum is 396+1617=2013. Since the sum for the given number *n* is 2012 we can conclude that all remainders except one are the greatest possible, one of them is by 1 smaller than the possible maximum.

Thus, for any *k*, one of the remainders of the division of *n* with the numbers a_k and $4a_k$ is the greatest possible remainder, and the other is by 1 smaller than the greatest possible remainder. This means that one of the numbers *n* + 1 and *n* + 2 is divisible by a_k and the other is divisible by $4a_k$. This means that two common prime numbers *n* + 1 and *n* + 2 have the divisor $a_k \geq 2$, which is contradictory. This leads us to the conclusion that there does not exist a natural number that meets the required property. ■

As we can see the depth of thinking and the good knowledge of the theory of numbers lead us to a positive answer to the question in the previous example.

ADOPTING THE METHODS OF PROOF BY USING THE ELEMENTARY NUMBER THEORY

The early adoption of methods of proof of mathematical claims is especially important for the development of the mathematically gifted students. It seems that the teachers lose an opportunity to successfully do this by using the Elementary Number Theory, and the students the application of the tautology $p \Leftrightarrow \neg\neg p$ for the first time meet when proving that there is an infinity many number of prime numbers. The practical work shows that due to the abstractness of the proof and the lack of preparation for the use of this tautology, the students understand only this, but they neither understand the proof, nor have adopted the method of proof. According to our opinion, before elaborating the proof of the mentioned claims, it is necessary the students to have an adequate training, i.e. to solve several tasks of the following type.

Example 8. Prove that there are no exist any positive integers *m* and *n* such that

$$m \cdot n \cdot (m-n) = 2015. \qquad (1)$$

holds true.

Solution. Let us assume that the numbers *m* and *n* that meet the requirement (1) exist. The number 2015 is odd and has to be a product of the numbers *m,n* and *m-n*. This means that all these three numbers have to be odd numbers. But if *m* and *n* are odd numbers, then *m-n* is even number. So the product on the right side is an even number. The latter is contradictory due to the fact that 2015 is an odd number. This leads us to the conclusion that there do not exist any natural numbers *m* and *n* that meet the requirement (1). ■

After solving this and similar tasks we can continue and prove the infiniteness of the set of prime numbers. In the next analyses we are going to elaborate the proof of this claim. But we must notice that in order for us it is necessary previously the following theorem to be proven.

Theorem. Each natural number *n* greater than 1 is divisible by at least one prime number.

Proof. If the natural number *n* is a prime number, then the claim is proven. It means it can be divided by itself, thus meeting the requirement of one prime number. Let us assume that *n* is a random composite number. This means that it must have at least one divisor which differs from 1 and *n*, because otherwise it would be a prime number. Let *p* be the smallest of all the divisors of *n*, different than 1 and *n*. We will prove that *p* is a prime number. Indeed, if *p* is a composite number, then it has a divisor $q, 1 < q < p$. This would mean that *q* is the divisor of *n* that is smaller than *p*, thus contradicting the choice of *p*. This contradiction implies that *p* is a prime number. Finally, the composite number *n* is divisible by the prime number *p*, and this meets the requirement of one prime number. ■

Theorem (Euclid). There exist infinite many prime numbers.

Proof. Let us assume that the number of prime numbers is finite and enumerate them in growing order

$$p_1 = 2,\ p_2 = 3,\ p_3 = 5,\ ...,\ p_n = p\ . \qquad (1)$$

Let us analyze the number $N = p_1 p_2 p_3 ... p_n + 1$. Then, $N = p_i N_i + 1$, for $i = 1, 2, ..., n$. The latter implies that none of the prime numbers in (1) is divisor of the number *N*. This means that either *N* is a prime number or it has a divisor – which is prime number and moreover it differs from any of the numbers given in (1). In both cases we can conclude that there is a prime number which is greater that the greatest given prime number *p*. Therefore, there exist infinity many prime numbers. ■

The mathematically gifted students use the principle of mathematical induction from the start of secondary school. We want to note that although the Elementary Number Theory is not most suitable for adopting this method of proof, still it is good for the students to solve several tasks such as the following, due to the universality of this deductive method:

Example 9. Prove that for each natural number *n*, the number $A_n = 2^{n+2} \cdot 3^n + 5n - 4$ is divisible by 25.

Solution. *Step one.* We are going to check whether the number A_1 is divisible by 25. We have $A_1 = 2^{1+2} \cdot 3^1 + 5 \cdot 1 - 4 = 2^3 \cdot 3^1 + 5 - 4 = 25$ meaning that $25 | A_1$.

Step two.(IP) Let us assume that for each natural number *k* we have

$$25 | A_k = 2^{k+2} \cdot 3^k + 5k - 4. \qquad (1)$$

We are going to prove that $25 | A_{k+1} = 2^{(k+1)+2} \cdot 3^{k+1} + 5(k+1) - 4$. From the properties of the exponent, it is true that:

$$\begin{aligned} A_{k+1} &= 2^{k+3} \cdot 3^{k+1} + 5(k+1) - 4 = 2 \cdot 2^{k+2} \cdot 3 \cdot 3^k + 5k + 5 - 4 \\ &= 2^{k+2} \cdot 3^k + 5k - 4 + 5(2^{k+2} \cdot 3^k + 1) = A_k + 5(4 \cdot 6^k + 1). \end{aligned}$$

For each natural number *k*, the number $4 \cdot 6^k$ ends in the digit 4, therefore for each natural number *k*, the number $4 \cdot 6^k + 1$ ends in the digit 5, i.e. it is divisible by 5. Thus, for each natural number *k* it is true that $25 | [5(4 \cdot 6^k + 1)]$, and moreover according to the IP, $25 | A_k$ holds true, we get that

$$25 | [A_k + 5(4 \cdot 6^k + 1)] = A_{k+1}.$$

Finally, according to the PMI, we get that for each natural number *n*, the number $A_n = 2^{n+2} \cdot 3^n + 5n - 4$ is divisible by 25. ■

Another method that the mathematically gifted students need to adopt from the earliest age is the synthetic method. This means that they need to be trained to apply the hypothetical syllogism. The next example allows us to see how this can be done with the use of the elementary claims from the number theory.

Example 10. ([5]). Prove that if $a,b\in\mathbb{N}$, $a\mid b$ and $b\mid a$, then $a=b$.

Solution. We have

Assumptions A: "$a,b\in\mathbb{N}$, $a\mid b$ and $b\mid a$".

Conclusion B: "$a=b$".

Claim B_1: "It exists $q\in\mathbb{N}$ such that $b=aq$, and also exists $p\in\mathbb{N}$ such that $a=bp$ ",
(implied by the assumptions and the definition of divisibility).

Claim B_2: "$b=b(pq)$",
(implied by B_1: $b=aq$, $a=bp$ and the Associative Law of Multiplication of Natural Numbers: $b=aq=(bp)q=b(pq)$).

Claim B_3: "$pq=1$, $p,q\in\mathbb{N}$ ",
(implied by B_2: $b=b(pq)$, $b\neq 0$ and the Law of Simplification).

Claim B_4: "$p=q=1$",
(implied by B_3: $pq=1$, $p,q\in\mathbb{N}$ and the properties of the natural numbers),

Claim B: "$a=b$",
(implied by B_4: "$p=q=1$ and $a=bp=b\cdot 1=b$).

Finally, we get that

$$A\Rightarrow B_1,\ B_1\Rightarrow B_2,\ B_2\Rightarrow B_3,\ B_3\Rightarrow B_4,\ B_4\Rightarrow B,$$

According to the hypothetic syllogism, we get that $A\Rightarrow B$. ■

The mathematically gifted students need to adopt not only the direct methods of proof, but also the indirect methods of proof. They especially need to adopt how to apply the Law of Contraposition

$$(p\Rightarrow q)\Leftrightarrow(\neg q\Rightarrow\neg p). \qquad (*)$$

The Elementary Number Theory is most suitable for early adopting this logical law. The following example shows that.

Example 11 ([5]). If $d=\mathrm{NZD}(a,b)$, $a=\alpha d$ and $b=\beta d$, then $\mathrm{NZD}(\alpha,\beta)=1$.Prove it!

Solution. We have

Assumption A: "$d=\mathrm{NZD}(a,b)$, $a=\alpha d$ and $b=\beta d$".

Conclusion B: "$\mathrm{NZD}(\alpha,\beta)=1$".

We negate the conclusion $\neg B$: $\mathrm{NZD}(\alpha,\beta)=k>1$.

Claim B_1: "there exist natural numbers α_1 and β_1, such that $\alpha=k\alpha_1$ and $\beta=k\beta_1$", (implied by $\neg B$).

Claim B_2: "$(kd)\mid a$ and $(kd)\mid b$", (implied by A and B_1).

Claim $\neg A$: "kd is the common divisor of a and b, greater than d", (implied by B_2).

Thus, $\neg B\Rightarrow B_1$, $B_1\Rightarrow B_2$, $B_2\Rightarrow\neg A$, and since the hypothetic syllogism, we get that $\neg B\Rightarrow\neg A$. So, for the theorem stated in conditional form $A\Rightarrow B$, we have proved the implication $\neg B\Rightarrow\neg A$. Thus the equivalency (*) implies the validity of the theorem. ■

ADOPTING THE METHODS OF CONCLUSION BY USING THE ELEMENTARY NUMBER THEORY

Adopting the methods of conclusion is very important for the development of the mathematically gifted students. A significant importance is given to the deductive and inductive conclusions. As far as the deductive conclusion is concerned, it is directly acquired when adopting the methods of proof of mathematical claims, and because of this we are not going to analyze it into details.

In terms of inductive conclusion, it is important to train the students to find the difference between an incomplete and complete induction. In the next examples we are going to show how this can be done by using the Elementary Number Theory.

Example 12, ([5]) (complete induction). For which natural numbers n the number $n^3 - n$ is divisible by 3?

Solution. The set $M = \mathbb{N}$ is divided into three disjunctive sets: $M_1 = \{3k \mid k \in \mathbb{N}_0\}$, $M_2 = \{3k+1 \mid k \in \mathbb{N}_0\}$, $M_3 = \{3k+2 \mid k \in \mathbb{N}_0\}$.

If $n \in M_1$, then $n^3 - n = 3k(9k^2 - 1)$.

If $n \in M_2$, then $n^3 - n = 3k(9k^2 + 9k + 2)$.

If $n \in M_3$, then $n^3 - n = 3(9k^3 + 18k^2 + 11k + 2)$.

The three previous cases imply that $n^3 - n$ is divisible by 3, for each $n \in \mathbb{N}$. Let $P(n)$ denotes $3 \mid (n^3 - n)$, then

$$\frac{P(3k), P(3k+1), P(3k+2)}{\text{Conclusion: } P(n) \text{ for each } n \in \mathbb{N}} \cdot \blacksquare$$

Example 13, ([5]) (complete induction). Let $P(x) = 2x^3 + 3x^2 + x$ be a given polynomial. Prove that the greatest common divisor of the numbers $P(1), P(2), P(3), \ldots$ is divisible by 6.

Solution. We have

$$P(x) = 2x^3 + 3x^2 + x = 2x^3 + 2x^2 + x^2 + x = 2x^2(x+1) + x(x+1)$$
$$= (x+1)(2x^2 + x) = x(x+1)(2x+1).$$

Now, analogously as in example 12, the set of natural numbers is divided into six disjunctive sets and we get:

If $x = 6k$, then it is clear that $6 \mid P(x)$.

If $x = 6k+1$, then $P(x) = (6k+1)(6k+2)(12k+3)$ and it is clear that $6 \mid P(x)$.

If $x = 6k+2$, then $P(x) = (6k+2)(6k+3)(12k+5)$ and it is clear that $6 \mid P(x)$.

If $x = 6k+3$, then $P(x) = (6k+3)(6k+4)(12k+7)$ and it is clear that $6 \mid P(x)$.

If $x = 6k+4$, then $P(x) = (6k+4)(6k+5)(12k+9)$ and it is clear that $6 \mid P(x)$.

If $x = 6k+5$, then $P(x) = (6k+5)(6k+6)(12k+11)$ and it is clear that $6 \mid P(x)$.

Finally, the above stated imply that $6 \mid P(x)$ for each natural number x. Therefore, the greatest common divisor of the numbers $P(1), P(2), P(3), \ldots$ is divisible by 6. ■

Example 14, ([5]) (incomplete induction). Let us find what is the remainder of the division of number $4^n + 15n$ with 9, for $n \in \mathbf{N}$.

For $n = 1$ we get $4^1 + 15 = 19 = 3 \cdot 6 + 1$, meaning that the remainder is 1.

For $n = 2$ we get $4^2 + 30 = 46 = 3 \cdot 15 + 1$, meaning that the remainder is 1.

For $n = 3$ we get $4^3 + 45 = 109 = 3 \cdot 36 + 1$, meaning that the remainder is 1.

It is natural to think that for each $n \in \square$ in the division of the number $4^n + 15n$ with 9 we get a remainder 1. In this case we apply the conclusion pattern (1) and we get

$$\frac{P(1), P(2), P(3)}{\text{Conclusion: probably } P(n) \text{ for each } n \in \square}$$

We need to notice that all the next cases for which this claim is true are just a confirmation of our conclusion, but that does not mean that we have a proof for the conclusion. ■

As far as the induction as a method of conclusion, it is especially important for the mathematically gifted students to know that the use of the incomplete induction does not always lead to a correct conclusion. This is another reason why it is useful for the students to use the Elementary Number Theory, i.e. the tasks similar to the one given in in the following example to be solved.

Example 15, ([5]) (incomplete induction). It is true that for each $n = 1, 2, 3, \ldots, 15$ in $n^2 + n + 17$ the result is a prime number, but it is not true that the number $n^2 + n + 17$, for each $n \in \square$ is a prime number. Indeed, for $n = 16$ we get that $n^2 + n + 17 = 17^2$, which is a composite number. ■

SOME OPPORTUNITIES FOR DEVELOPMENT OF THE GIFTED STUDENTS

We previously analyzed the opportunities to improve the quality of thinking, the adoption of the methods of proof of mathematical claims, etc. through the Elementary Number Theory. However, the number theory offers greater opportunities for further development of the mathematically gifted students. It is well known that its use is prominent in informatics, cryptography, and many other applicative disciplines. This is why we advocate the view that the Elementary Number Theory aside for preparation for the competition of the mathematically gifted students can be used for introduction of the students in these disciplines as well. To achieve this goal, it is necessary for them to adopt: the congruence, the Chinese theorem of remainders, the multiplicative functions, the modular arithmetic, the system of remainders, Euler's function, the theorems of Gauss, Euler, Fermat, Wilson and Lukas, and then they need to be introduced to the methods of factorization, which are important in the field of cryptography. For example, the introduction to the methods of

factoring can be done through Fermat's Factorization Method, which is one of the most elementary methods of this type. It can be done as the following .

First it is necessary the following theorem based on the method itself, to be proven.

Theorem. The odd natural number $n>1$ is not a prime number, if and only if there exist the non-negative integers p and q such that

$$n=p^2-q^2, p-q>1.$$

Proof. Let p and q be non-negative integers e such that $n=p^2-q^2, p-q>1$. Then, $p+q>1$ and also

$$n=p^2-q^2=(p-q)(p+q)$$

imply that n is not a prime number.

Conversely, if $n=rs,\ r\geq s>1,$ then n can be written as $(\frac{r+s}{2})^2-(\frac{r-s}{2})^2$. Since n is an odd number, it is true that r and s are odd numbers and therefore $\frac{r+s}{2}$ and $\frac{r-s}{2}$ are natural numbers. For $p=\frac{r+s}{2}$ and $q=\frac{r-s}{2}$ we get that $n=p^2-q^2$ and $p-q=s>1$. ■

The previous theorem results in the so-called Fermat's Factorization Method. The students are then presented with the following method: we choose integers *p* and *q* for which the following $n=p^2-q^2$, i.e.. $p^2=q^2+n$ holds true. Further on, in the equation $p^2=q^2+n$ we substitute for $q=1,2,3,...,\frac{n-1}{2}$ until we get a perfect square. Another important point is that we have to notice that we should not check all values of *q* in the range of 1 and $\frac{n-1}{2}$, except when *n* is a prime number.

After introducing this matter to the mathematically gifted students, we need to provide them with the basic literature dealing with the factorization methods, so that they can do independent work. The successful further development requires the students to collaborate with teachers who specialize in this field of mathematics. This is not the case just in our country but also in many other countries where the work with the gifted students is much more advanced in terms of organization and expertise.

CONCLUSION

This paper analyzed the capabilities for application of the Elementary Number Theory for the development of the mathematically gifted students. We would also like to mention that the same objectives can be achieved by adopting inequalities of means, the inequalities of Popoviciu, Jensen, Bernoulli, Chebyshev, Helder, Minkowski, Karamata, Schur, Muirhead, etc. However, due to unknown reasons this content was neglected in the syllabi in the past and they are still omitted in the current ones. This results in the inability to use this material for achieving the objectives.

Currently the development of the mathematically gifted students is getting even more complicated. Namely, the new syllabi, which are introduced in the education system in a

haste, not only drastically decrease the level of content quality, but they also, almost completely discard the proving of the mathematical claims. For example, the content from the Elementary Number Theory is adopted at the most elementary level and this is also the case for other contents, which is basic and usually learned as the following:

- Level one – memorization and reproduction of the contents, and
- Level two – understanding the presented material.

This means that the content is adapted to the average and we should not make a mistake if we say that the content is adapted to below average students.

Bearing all this in mind, the following is necessary to be done:

- Create special syllabi that stimulate and develop the mathematically gifted students,
- Create adequate didactic tools according to the new syllabi as soon as possible,
- Ask the professional associations and other non-governmental organizations dealing with the matter of development of gifted students to organize mathematical schools intended for this group of students.

In our opinion only this approach offers and provide any positive results, since the actual textbooks, workbooks and exercise books are:

- Completely inapplicable for the development of the mathematically gifted students,
- Overburdened with mathematical and methodological nebulousness, and their correction would be just a waste of precious time , therefore several generations will suffer the consequences, and
- With low level and quality which cannot be improved to match the quality level set by the practice in the developed countries.

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NARRATIVE VOICE VS. NARRATIVE PERSPECTIVE IN IAN MCEWAN`S *ATONEMENT*[63]

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Abstract

Too many theoreticians have stated that we are prone to mixing up the terms narrative voice and narrative perspective, even though they do refer to different things. Therefore there are many different explanations on the fore mentioned terms. However, in this paper, we discuss a couple of different points of view, just to choose the one we find most suitable. So, as a main definition regarding the differences between narrative voice and narrative perspective we draw upon Gerard Genett`s "simple" explanation *who sees?* and *who speaks?*.

After we have established the distinction between the two terms, we use McEwan`s novel *Atonement* as an example for further analyses. In regards to narrative perspective we discuss about the number of focal characters that are used in the novel and the phenomenon novel into a novel, whereas the narrative voice is further subdivided into: time of narrating, narrative levels and "person". At the end we use the title as a conclusion to point out what was or was not proven in the paper. In this part we summarize the main differences between the narrative voice and perspective and in regards to McEwan`s novel, we discuss about the magnificent way in which he manages to "fool" the reader into believing that there are many narrators and a great number of focal characters which can be explained with the phenomenon of a novel inside a novel.

Introduction

Throughout the centuries, many theoreticians have tried different approaches to narrative study in order to make clear the distinction between narrative voice and narrative perspective – voice and mood – but they ended up mixing the two again. For example, Franz Stanzel writes strictly about narrative voice by distinguishing between three types of narrative situations such as: *first-person narrative situation* (where the indirect style is possible for the thoughts, feelings and perceptions of the narrator), *authorial third-person narrative* (a narrator whose world is distinct with that of the characters) and *figural narrative situation* (the hero functions as the reflector-character of the novel).[64] On the other hand Leaneth Brooks and Robert Penn Waren propose the term *focus of narration* as equivalent with *point of view.* So they come up with four types of narration/point of view which are: a narrator who is a character in the story and gives internal analysis of the story (this is when the main character tells the story), a narrator who is a character in the story, but tells the events as outside observer (this is the case when a minor character tells the story of the main character), the third type is a narrator who is not a character in the story, but gives internal analysis (this is the well known omniscient narrator) and the last type of narration is when the narrator is

[63] Specialized paper
[64] Frank K. Stanzel, *A Theory of Narrative,* pages 17, 190, 244.

not a character in the story and tells the story as an outside observer (when the author tells the story as observer).[65] Although the above mentioned "definitions and types" of narrative voice and narrative perspective might be found useful as a starting point in further elaboration of the terms, they also pose a lot of problems such as not understanding the main differences between the two terms. However, in *The Cambridge Companion to Narrative,* David Herman writes that the one who develops the contemporary narrative study is Gerard Genett and he further discusses the wrong conclusions, to which contemporary commentators come to. Modernists discovered that the best way to achieve directness was to exclude the traditional mediator i.e. the narrator. Normally, the narrator is a functional agent who verbalizes the story`s nonverbal matter, manages the exposition, decides what is to be told in what sequence and the one who establishes communication with the addressee. However, when the comment, exposition and narrational intervention are dispensed within the interest of directness, the figural text appears to be determined by the reflector`s mind, while the reader , seeing the story through the reflector`s eyes, becomes a witness rather than the narrator`s communicative addressee. Bearing this in mind, many contemporary commentators jumped to one of two conclusions, both equally problematic: *either that the narrator was dead and the reflector had somehow absorbed his or her functions; or else that the reflector had become a narrator.* But the general consensus today is that *no reflector ever literally tells the narrative we are reding.* This point is owed to Gerard Genett.[66] He is actually the one who makes this distinction clear, in his book *Narrative Discourse.*

In his book *Narrative Discourse,* Genett writes that the questions *who is the character whose point of view orients the narrative perspective?* and the question *who is the narrator?* or even more simple – *who sees?* and *who speaks?)* should not be mixed. In order to avoid confusion he names the narrative perspective – focalization.[67]

At this point, we should also mention the matter of our discussion which is Ian McEwan *Atonement.* This is a novel, which we may classify as fictional novel as well as romance. It elaborates a story within sixty-four years of Briony`s life. The novel begins when Briony is a small girl, only thirteen years old and commits a crime when she accuses her sister`s lover to have rapped their cousin Lola. This event changes the lives of Robbie(the lover), her sister`s life (Cecilia), but also Briony`s. Briony spent her entire life to write a novel in which she will be honest, without rhymes, but only truthful. She wanted to tell the truth to the world and also to state who was the criminal that her childish mind covered for. The novel follows these people`s lives throughout the war and there are two versions of the story. The first one is fictional, the story as Briony wanted things to happen and the other one, which we read within the novel`s last pages, is the real story, it retells the events in this characters lives as they really happened.

In this paper, we will try to establish a connection between this "two stories" by using Genett`s differentiating between narrative voice and narrative perspective in order to understand who is the narrator (if there is one narrator or more), as well as who are the focal characters (if there are any).

Narrative perspective (focalization)

Genett writes that a narrative can regulate the information it delivers by taking on one or another perspective. He recognizes three types of focalization: zero focalization, internal

[65] Cleaneth Brooks and Robert Penn Warren, *Understanding Fiction*, pp.588-590.
[66] David Herman (ed.), *Cambridge companion to Narrative,*.pp.109-110.
[67] Gerard Genett, *Narrative Discourse,* p.10.

focalization and external focalization. He further subdivides the second type into: fixed, variable and multiple internal focalization. The zero focalization is when the narrator knows more than the characters. He may know the facts about all of the protagonists as well as their thoughts. This is the traditional "omniscient narrator". In the internal focalization, the narrator knows as much as the focal character and he cannot report the thoughts of the other characters. And the last one, the external focalization where the narrator knows less than the characters and is unable to guess their thoughts.[68]

In Ian McEwan`s Atonement a reader might be at first confused with whether there are focal characters in the novel or not. After finishing the first chapter, we realize that the same event is being retold from different characters and therefore we can speak about multiple focalization. A great example for this is the scene by the fountain. At first we read Briony`s version of the "story" when she believes to be the witness of drowning, then a rescue, which should be followed by a marriage proposal. As the events did not occur in the sequence she expected, she concluded that it is difficult to understand the adults. But this scene is also retold through Cecilia`s point of view as well as Robbie`s. We understand by them, that there wasn`t any marriage proposal but a tension between two people who were unable to state their feelings which lead into a small disagreement and ended up with breaking of an old valuable vase. And actually the reason that Cecilia jumped in the fountain was to find the broken piece of the vase. Which means that Briony`s presumption that her sister was drowning was a mistake. And also, the reason that she left without speaking to Robbie at all, was only because she was mad at him, but not because he didn`t propose, but because they broke the vase. Later in the text in the first part, another similar situation occurs. Robbie gives Briony a letter to transport to Cecilia without realizing that it is the wrong letter. Bearing in mind Briony`s curiosity she opens the letter and is stunned by its content. She speaks with her cousin Lola and learning a new word by her, she labels Robbie as a maniac. As if this was not enough, shortly before the dinner, Briony witnesses her sister "being raped" by Robbie in the library. Therefore she proclaims to be her sister`s protector, though uninvited to play this role. Again the scene is retold through Robbie and Cecilia`s lenses, allowing the reader to realize that the letter that Cecilia was supposed to receive was proclamation of love. Though Cecilia receives the wrong letter she is enlightened that she is actually in love with Robbie. After their short conversation in the library they realize that they both love each other and make love for the first time. By reading this second version of the story, the reader might comfortably claim that Briony made a mistake again. The event which is actually the most important in order to understand the plot of Atonement is presented only through the eyes of the thirteen years Briony and later on through the conversation between Robbie, Cecilia and Briony. That day of the summer in 1934, which is described throughout the whole first part is the same day which changed Robbie and Cecilia`s lives, as well as Briony`s as we understand later in the novel. That night during dinner time the twins (Lola`s brothers) left a note, which Briony found, and ran away. Everybody went out in the woods to look for them. But on this search Briony did witness something terrible. She witnessed her cousin being raped and gave statements in front of the police that the person who raped her was Robbie (as she considered him to be the maniac). But later in the book Briony decides to tell the truth to Robbie and Cecilia that it was not Danny Hardman (as Robbie and Cecilia believed) who raped Lola, but Paul Marshall – the man who became Lola`s husband.

This multiple focalization can be seen again in chapter two and three where McEwan leaves the nice countryside and moves five years later, to the war and its horrors. Here, it is not the

[68]Gerard Genett, *Narrative Discourse, pp.189-198*

same event that is being describes but the horrors of the war, through the eyes of Briony, Robbie and Cecilia. Robbie is a soldier in Dunkirk, who sees everything which happens at the battlefields and is struggling to find a way to go back to Cecilia in order to pass together the "promised" time. The only thing that seems to keep him alive is the thought of Cecilia that he carries in his heart. On the other hand, Cecilia is a nurse in London, who broke up all the connections with her family since the day Robbie was arrested. The only connection she has with her family is through Robbie`s mother, in order to let them know that she is fine. She lives alone, and her life is filled with new people, with writing letters to Robbie and working at the hospital. The same happened with Briony. Instead of going to Cambridge to study, she decided to make herself useful and to help other people. After the evacuation, through the eyes of Briony, we face the damage that the war made which was paid in human lives. Wounded soldiers were brought to the hospital and the nurses had to help them, as well as speak with those who was evident that were going to die. Besides that, Briony also continued writing and resending her draft of the novel *Two Figures by the Fountain* which was a story about the crime she committed. However, she was rejected a lot of times. Briony also witnessed Lola and Paul`s marriage as she wanted to confirm to herself that this was really happening. After this multiple focalization of the war, through Briony`s eyes the reader witnessed her first encounter with Robbie and her sister, since the day she accused Robbie for raping Lola. It is on this encounter when Briony tells the truth about what happened that day. She is ordered to tell everyone the truth, though it is obvious that Lola will deny it since she is married with Marshall now. We understand at the end that Briony never did this.

However, it is not until the last part of the book that we realize that McEwan actually tricks the reader into believing that the story is told through multiple focal characters, when he presents the one and only narrator of the story – the seventy-seven years old Briony. Part one of Atonement is crafted to give a misleading appearance of multiple focalization, which shifts among several characters throughout the book. McEwan continues deceiving the reader that the multiple focalization indeed exists by masking the old Briony behind Robbie and the eighteen year old Briony throughout the second and the third part of the novel. So if we consider the four parts as a complete novel written by McEwan, we must state that multiple focalization does not exist in the novel, but there is fixed focalization. It this part we come to a startling revelation that Briony is the only fixed focal character in the novel and everything is told through her point of view. She never went to Dunkirk, at the battlefield, but it is all part of her imagination of what Robbie could have been doing or feeling. The same goes for Cecilia. She never spoke with her sister after that day, she never apologised, she never told the truth. All this misleading that McEwan puts us through, seems like a search for a greater truth, the truth for which we only hear Briony`s side of the story.

In this last part, we must state another phenomenon which is quite obvious and that is that part one, two and three of *Atonement* are actually Briony`s *Atonement*/novel. It is her life story that she was finally able to publish under the name *Atonement*. It seems like "a-novel-within-a-novel" i.e. Briony`s *Atonement* within McEwan`s *Atonement*. In this part we are finally enlightened and we realize that the whole story is told through the eyes of the seventy-seven years old Briony`s point of view and what she imagined that the other characters might have thought or felt. But it also possible to say that multiple focalization does exist, but only if we accept this point of view and consider parts one, two and three as separate novel from part four, as Briony`s *Atonement*. Therefore "the fountain scene", which we are presented through the young Briony`s perspective as well as Cecilia and Robbie`s perspectives are just one example of multiple focalization in Briony`s (the writer) novel. This is so, because in order to have written their point of view, Briony must have had some evidence (for example – a letter) or even more to have somehow heard their "side" of the story. That is the only

reasonable explanation how Briony knew that Cecilia jumped in the water to collect the broken piece of the vase, or later that they were making love for the first time in the library. However, if we exclude the possibility that there is multiple focalization and we consider the young Briony to be the only fixed focal character, the stories told from Emily`s, Robbie`s or Cecilia`s point of view will be a product of the writer Briony`s imagination.

In this last part, we also realize that Cecilia and Robbie never spent time together after that day, that Briony never saw them in the imagined apartment and she never told the truth to anyone. It was impossible for this meeting to occur as Robbie died of septicaemia at Bray Dunes on 1 June 1940 and Cecilia was killed by a bomb that destroyed Balham Underground station in September of the same year. She decided to clear her conscious by giving them the chance that she once destroyed. That is a chance of allowing them be together, be happy and in love and live without shame. She wrote the novel which turned out to be her last novel, although it was supposed to be her first one, in which she did not alter the names of the characters but only changed the end of the lovers` relationship.

Narrative voice

Now, we will switch the subject from focalization to narrative voice and therefore we will once again use Genett`s definitions. Genett writes that the narrative situation is very complex and in order to understand it we shall be *ripping apart the tight web of connections among the narrating act , its protagonists, its spatio-temporal determinations etc*. So we will elaborate the narrative voice through the categories of *time of the narrating, narrative level and "person"*.[69]

- Time of narrating

Genett writes that a story can be easily told without naming the location, but we must stress the time of narrating as a story must be told in present, past or future time. He differentiates between four types of narration from the point of view of temporal narration which are: *subsequent* (the classic position the past-tense narrative), *prior* (predictive narrative, generally in the future tense, but it is also possible in the present tense), *simultaneous* (narrative in the present) and *interpolated narration* (between the moments of action; the most complex one which is a combination of prior and simultaneous narration). [70]

In Ian McEwans *Atonement*, Briony i.e. the narrative voice is a combination of subsequent and simultaneous narration. Throughout part one, two and three the narration is obviously subsequent, except for the small dialogues between the characters which are given in present tense and are not part of the narration, but in part four McEwan uses a combination of the two. As an example we will add two excerpts from the novel, one from part one and the other from part four.

Excerpt one: *She wanted to comfort her sister, for Cecilia had always loved to cuddle the baby of the family. When she was small and prone to nightmares – those terrible screams in the night – Cecilia used to go to her room and wake her. "Come back", she used to whisper. "It is only a dream. Come back." And then she would carry her into her own bed. She wanted to put her arm around Briony`s shoulder now, but she was no longer tugging on her lip, and*

[69] Gerard Genett, *Narrative Discourse, p.215*
[70] Gerard Genett, *Narrative Discourse,pp.215-218.*

had moved away to the front door and was resting one hand on the great brass lion`s-head handle that Mrs. Tuner had polished that afternoon. [71](part one, p.26)

Excerpt two: *I like to think that it isn`t weakness or evasion, but a final act of kindness, a stand against oblivion and despair to let my lovers live and to unite them at the end. I gave them happiness, but I was not so self-serving as to let them forgive me. Not quite, not yet. If I had the power to conjure them at my birthday celebration...Robbie and Cecilia, still alive, still in love, sitting side by side in the library, smiling at "The Trials of Arabella?" It`s not impossible.*

But now I must sleep[72]*.(*part 4, p.229)

- Narrative levels

Genett defines the difference in level by saying that *any event a narrative recounts is at a diagetic level immediately higher than the level at which the narrating act producing this narrative is placed.* He distinguishes three types of narrative levels: *extradigetic* (a literary act carried out at first level), *intradigetic* (when the events described on the first level fill a second-level position) and *metadigetic* (the events being told through the second level).[73]

In order to understand on which level the novel *Atonement* is narrated, we must explore what is included within its structure. Therefore we will go back to understanding Briony`s novel as "a-novel-within-a-novel" in McEwan`s *Atonement*, but also we must bear in mind what is used for the writing of Briony`s novel. As a narrative on the first level i.e. extradigetic level are the letters, journals and other books which McEwan consulted in order to write his book. This same letters and books concerning the war, are used by Briony, as she couldn`t otherwise know what Cecilia have written to Robbie and vice versa, so Briony`s novel will be a novel on intradigetic level and finally McEwan`s *Atonement* will be a story on metadigetic level, since the events narrated on the second level (Briony`s novel) are included in it.

- Person

Genett points out that the novelist`s choice is not between two grammatical forms, but between two narrative postures, which means that he must decide whether the story will be told by one of the characters in the story or by a narrator outside of the story. He calls the first type *homodigetic* and the second *heterodigetic*.[74] In the novel, which is the matter of our discussion, the narrator can be considered as homodigetic. As we have already pointed out several times, the one and only narrator of the novel is the writer Briony, who is a character in the novel. Briony being a character, includes all the parts of the novel and the old Briony is considered to be the same person as the thirteen year old Briony, only years later. The narrator is the seventy-seven year old Briony who is masked behind the fictional Briony, as well as behind Robbie, Cecilia, Emily and the other characters in the novel. However, someone can argue that as we said "the fictional Briony", is not the same as the writer Briony, but even if it is so, it does not change the fact that the narrator or the story is fixed from the first chapter to the last and it is the old woman as we realize at part four and we are unconscious about it throughout parts one, two and three. Though we say "the fictional Briony" when we refer to the young Briony, it is still the same person as the old Briony and

[71] Ian McEwan, *Atonement*, p.26.
[72] Ian McEwan, *Atonement,* p.229.
[73] Gerard Genett, *Narrative Discourse,pp.227-231.*
[74] Gerard Genett, *Narrative Discourse, 243-245.*

the reason why the first three parts of the novel are narrated in the past tense is exactly this – old Briony writes in the past for something that happened to her in the past and in the last chapter she writes in the present tense, about what she is experiencing at the moment.

So, we can conclude that Briony is the only narrator of the story, who with concern to the time of narrating uses subsequent and simultaneous narration. About the level of narration, as we already discussed, the whole novel is narrated on metadigetic level. And finally, according to the category of "person", the narrative voice in the novel is homodigetic, as she is a character in the novel.

Narrative voice versus narrative perspective (conclusion)

The difference between these two terms, as we already stated from Genett`s definitions, is *who sees* and *who speaks*. But, we must be careful not to understand this statements to literary, as the question *who sees?* aims at identifying a reflector (a focal character), while *who speaks?* is interested in pointing out the utterer of the narrative discourse, that is, the narrator. What is the most important about Genett prizing apart voice and mood – narration and focalization – is that he opens the door for focalization to become an independent module of the narratological system.[75]

So it is very important to underline the difference between the focal characters and the narrator in Ewan McEwan`s *Atonement.* In our discussion about focal characters we pointed out that seeing the novel as a whole, McEwan creates an illusion that the story is being told through different perspectives. This illusion is broken up at the last part, when we realize that the versions of the story we have heard are only Briony`s and therefore she is the only focal character in McEwan`s novel. However, we also mentioned the phenomenon of having "a-novel-within-a-novel". Speaking from that angle, it is still possible to speak about more than one focal characters i.e. apart from Briony`s side of the story, we can speak about the side of the story that is being told through Cecilia's eyes and the story being told through Robbie`s eyes. So, it is up to the reader to decide which version is much appropriate for his understanding of McEwan`s novel, whether the one to see the novel as a whole or the other to see the last part of the novel as separated from the other three. However, which one of these views we accept concerning the narrative perspective, the narrative voice is still the same. It is the same narrator throughout the whole novel. It is Briony which speaks in the third person for herself, for Cecilia, her mother and Robbie in the first three parts of the novel, and it is again Briony who speaks in the first person at the last part of the novel. However, it is not connected with focalization at all. This is so, because the narrator is fixed, although we acknowledge that at the end of the novel, and it is not in any way affected by the focalization. In order to understand this non-affecting of the each one of the terms with the other, we will state an example concerning the two terms. For example, if we accept the first view that there is only one focal character in the novel i.e. Briony, one might say that Briony is the narrator of the story as well, which means that there is no difference between voice and mood. But we can easily negate this argument by pointing out that if we consider Briony to be the writer of parts one, two and three, which are incorporated in McEwan`s novel, and we already pointed out that from this point of view there is multiple focalization and the narrator is not the same with the focal characters.

One should be able to make a clear distinction between the narrative voice and perspective, because as we already mentioned, the voice is concerned with the one who utters the story

[75]David Herman (ed.), *Cambridge companion to Narrative,* pp.109-110.

(and it does not matter whether it is a character in the story or an outside observer) and the narrative perspective is all about pointing out the reflector of the story (one or more).

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THE ROLE OF PROFESSIONAL ENGLISH IN THE PROGRESS OF A BUSINESS[76]

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Abstract

This paper focuses on the importance of foreign languages in the progress of a business and the interdependent connection existing between the two. Communication in an international business is performed better and successfully in terms of a good command of a foreign language. The professional language (English) serves as a vital instrument for all businesses that cope with marketing or interact with foreign companies. In case you aim to promote, extend and consolidate your business abroad, you need to have the full support of linguistic means that cover all phases of your investment or business establishment.

Living in the time of globalization means breaking the barriers and increasing further the possibilities for the businesses and individuals, too. Globalization is influencing every aspect of individuals' life because they can have access to technology and as foreign language speakers can move to other workplaces, earn more, get promoted or either get back to their home countries to invest. For a business, globalization leads to an extension of the market, where professional communication and human capital become the primary factor of an increased competition.

Professional competences are crucial in absorbing foreign investments. A businessman who transfers his capital in another country will be advantageous for the host country, because this business generates employment. Call centers established in Albania, are the best example of the role a foreign language plays in the progress of the business, individual's welfare and for the good of the society, as well. Consequently, much more focus should be given to foreign language teaching in tertiary education (language for special purposes), in order to prepare the future generation for adaptation in the workplace, mobility, creativity and professional competitiveness.

Key words*: foreign language, business, relationship, role, globalization*;

Introduction

Foreign language skills are significant in the progress of a business and there is an interdependent connection between the two. Communication in an international business is performed better and successfully in terms of a good command of a foreign language. The professional language (English) serves as a vital instrument for all businesses that cope with marketing or interact with foreign companies. In case you aim to promote, extend and consolidate your business abroad, you need to have the full support of linguistic means that

[76] Specialized paper

cover all phases of your investment or business establishment. Dudley-Evans and St. John (1998:19) note that ESP is an essentially materials-driven and teaching-led movement". The literature on business communication considerably enlarged the original, narrow view of business English as the teaching of the language for vocational purposes through linking linguistic performance with actual business activities (B., Paltridge, S., Starfield, 2013:195).

Living in the time of globalization means breaking the barriers and increasing further the possibilities for the businesses and individuals, too. Globalization is influencing every aspect of individuals' life because they can have access to technology and as foreign language speakers can move to other workplaces, earn more, get promoted or either get back to their home countries to invest.

Hutchinson and Waters (1987:12) stated that "the purpose of an ESP course is to enable learners to function adequately in a target situation". Studies not only theoretical but also empirical in the recent years have intended to explain the differences between the countries in connection with the economic growth rates under the influence of human capital. Hanushek and Kimko (2000: 20-22) address the problems in the quality differences of labor force and give evidence that they have a very high impact on the growth rates of countries. They conclude that labor-force quality differences are important for growth; that these quality differences are related to schooling and that quality has a causal impact on growth.

Human capital is interchangeably connected with the development of the economy. "A well-educated and skilled population is essential to the efficient creation, acquisition, dissemination and utilization of relevant knowledge, which tends to increase total factor productivity and hence economic growth".

Hanushek (Hanushek, A. E., 2002) emphasizes that a more educated society may lead to higher rates of invention; may make everybody more productive through the ability of firms to introduce new and better production methods; and may lead to more rapid introduction of new technologies.

New growth models link the competitiveness of the economy to its ability to generate innovations and improve productivity through human capital. (Joseph A. Schumpeter, 2014:24) Schumpeter considers the innovation as a byproduct of education and very significant for the growth of the country. This innovation according to him can be attained by appointing to the new entrepreneurs a key role, particularly because of their ability to innovate which could be seen in different ways.

In this context, it is worth emphasizing the crucial importance of education as the key element of investment for the improvement of human capital (Fullani, A., 2012: 38).

The relationship between education and new demands of the labor market

On the other side, the development and capital accumulation along with a well-educated labor human force would assist the generation of new innovative ideas, which would finalize in products and services offered by a certain country.

Schumpeter states that university transforms theoretic knowledge as a capital gain for an enterprise. We embrace Schumpeter's concept on importance of university knowledge for the prospective labor force and think that it is essential to find the instruments of economic and

labor policy in order to be able to instruct the university and government bodies to further work for the stimulation of education; enhance the quality of pre-university professional formation with the final aim of producing common projects on vocational training courses. Besides being well-prepared for the workplace, the staff is also ready to face the challenges of foreign cooperation and interaction. Under the global circumstances, the qualified staff feels at home with sophistication, innovations and new demands of the market, factors that influence the success and profits of a certain company. Foreign investments, very important for the growth of economy especially in Albania, always are in quest of a qualified human capital. The qualified staff is valuable in the absorption of serious foreign investments (that look for a qualified staff).

The search for a qualified staff is completed through an extensive collaboration of business – university. All businesses that operate in a certain territory should intend to enhance the collaboration with the public and private universities in terms of opening various professional courses. This collaboration may be extended further to specific subjects in the University, subjects which facilitate in meeting the demands of the society. It is known that students, who will be soon graduated in these Universities, find it difficult to find a job in businesses or companies they aspire to be employed upon their studies completion. Their employment is facilitated and enabled through their attendance of professional course and also by training hard to get the ins and outs of the reality of companies` workplace.

It is clear that there is a close relationship between the economic development of the country and the quality of education offered to the new generation i.e. prospective human capital. The success of the educational system (in the aspect of enhancing the professional skills which have to be of high levels) in Albania and elsewhere, determines the potential development of the country's economy. Thus, the educational system should aim to prepare the graduated students with the enterprising capabilities and knowledge in order to assure a rapid employment and higher wellbeing. The curricula and programs of study offered in our universities should be compiled with *alertness* and *vision*. Theory is necessary for the acknowledgement of the concepts and structure of their future occupation, but the pragmatic approach of putting this knowledge into use is very useful (sometimes not relevant to what the theory and hypothesis state).

We have noted that the educational system seems to be more theoretical than being close to reality and professional specifics. It is a specific fact in Albania that the majority of labor force is part of small business and it is essential to provide the future staff with the reality of enterprise and management. As a matter of fact, it looks like it is a political dependent issue, which needs to be dealt not only by the educational institutions, but also the government policy should induce the quality education and the suitability of curricula and their degree to the labor market.

As far as the staff qualification is concerned and the relationship it has with the foreign language acquisition, it is worth mentioning that different surveys state the great impact language skills have on the performance of the companies. For instance, the British Chamber of Commerce language survey (ELAN, 2006:10) explicitly looked at the impact of language skills on export performance. It identified four different profiles of export managers based in the UK, taking into account their motivations, ambitions, education and individual language competence and classifying them as: *opportunist*, *developer*, *adaptor* and *enabler*. These behavior styles were linked with different types of export performance in their companies. The survey found there was a direct correlation between the value an individual export manager placed on language skills within their business and annual turnover (ELAN, 2006).

These survey data emphasize the importance of intercultural skills, such as language competence. Many small businesses intend to extend their export markets or productivity through cooperation and contracts with foreign countries. The desire to operate across borders encounters language barriers. Contrasts and investments may be lost by the lack of this competence. In the global times, it is not only English which need to be taught and acquired by the human capital in different companies, but also other languages such as German, Chinese or Indian why not, which lead these companies in the road towards language skills qualification of their staff.

Recruitment of native speakers can be one of the simplest techniques to face language barriers, because many companies would rather prefer someone who is language competent or native speaker, rather than investing for the staff training. Anyhow, it is not easy to recruit native language speakers, because not all the time you can manage to meet your demands and find better experts. Language competence skills and the expert skills should be better combined within the same person or staff. An expert, manager, supervisor or any employee is equally crucial to the success of a company. The whole staff needs to be prepared for the risks and challenges that come along, each doing their share the best way possible, fitting with the work conditions either in China, Japan, Europe or America. So mobility is always available and possible under the circumstances of comprehensive staff language training. The English language, known and considered as a lingua franca does not seem to always be the only language in business use, but it may widely serve to entry into the market. Further, the long–term extension of businesses is to be prepared for its establishment and development in various territories and faced with unexpected cultural and language barriers.

Recently, various studies and surveys reinforce the greater demand for other languages rather than English. Globalism has witnessed the great need not only for English but Spanish, Chinese or Asian languages. English is mostly used in large multinational corporations, but a good number of companies tend to give priority to global languages.

All these data add to the significance of importance of foreign language in the productivity of a business and also the economy development of a country.

The actual situation of the employment tendency for the Albanian young generation.

According to INSTAT data, (139.034 enrolled in public universities in the academic year 2012-2013) most of students who are to be graduated in public universities in Albania are to face the labor market. Currently, main sectors that offer jobs ate those that have a low productivity and low added value. As a result, it is not expected to enjoy a high pay which justify the past years spent in knowledge acquisition. Statistics witness that companies that offer jobs in Albania are *façon* or *call centers* with the priority to exploit free cost of labor force, compared to EU countries. Sectors of telecommunication and finance are no longer stimulants of investments in technology, but sectors based on the utilization of intensive labor (compared to technology). Let’s mention here textile manufacturing industries that operate with ordered raw material or call centers. These companies have increased the employment rate to 22% (considered as annul basis, till September 2014). There are 12 enterprises of the Call Center profile in the list of greatest employees, in total employing 9.500 individuals. According to the supervisors of human resources in these companies, the individuals who speak better foreign languages are inclined to sign more contracts in the sales of services by means of telemarketing (service of call center). Accordingly, the quality increase of foreign language speaking (English and Italian) influences considerably their performance, which is further transformed in a substantial pay rise.

Compared to 2012, there is a double demand for high education specialists (from 7% of total offers to 15%). This growth is attributed completely to the extension of call centers activity in almost all territories in Albania and the majority of offers in this branch of economy are new. There is a decline in the demand for craftsmen by 3% and industrial workers by 2% (2014: 24).

All these data again reinforce the importance of English and foreign language in the prosperity of economy. According to Lamborghini (Lamborghini, Bruno, 2006: 107-112), research in technology has had the tendency to develop in some countries, mentioning here the case of India, in which English is widely spread and used. If I have to carry out research and development, I need qualified and above all individuals who speak English even in other countries. It is the language that scientific literature is written and the common language of communication abroad etc.

Recently, Indian economy is growing at rapid rates and one of the best advantages of foreign investment or business transference is foreign language diffusion in this country. English removes the language barriers and makes it an interesting country for foreign enterprises. The language competence in English stimulates companies to find it easier to establish in India and exploit the free labor force at lower costs (good English speakers). Indians different from other developed countries in Europe speak a very good English, a thing that is not occurring for other developed or less developed countries (Harvard Business Review: 2012) English language even acquired at old ages, has an influence and is considered as the engine of stable economic growth, with an impact on employment and social cohesion (Salvalaggio, Mara: 2011).

The English language acquisition affects other aspects of activities and life. There is an interesting fact for the University of Lombardia in Italy, concerning scientific and research published in English language. Lack of publication in English is a disadvantage and directly influences the ranking position this university takes compared to other universities (Salini, D. et al., 2010).

Thus, English language and foreign languages in general, remain of prime importance in the extension or establishments of businesses and investments. Despite the growth of other languages in the global reality we are living, English language will be of primary focus in research, economy and technological discussions. The teachers of English for specific purposes should be prepared to respond to continual changes in technology, which will be a challenging matter in the years to come.

Conclusions

It is a great need for more professionally qualified students from universities.
English language remains one of the most powerful instruments in being employed in foreign enterprises.
Businesses and universities should establish a close link between them to implement useful strategies and projects for the prospective staff.
Government educational policies should be concentrating on the vocational training and development of a well prepared human capital.
Language competences, particularly English as lingua franca, improve the productivity of a company and simultaneously increase the employment rates in a community.

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TEACHING WORKING PROGRAMS FOR PROFICIENT AND TALENTED STUDENTS[77]

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Abstract

This study will explain the characteristics of the curriculum designed for proficient and talented students. Firstly, by defining the concept 'curriculum' as well as its synonyms that are increasingly used in our country, we will try to explain the concept of curriculum thoroughly. In addition, we will keep the focus on different types of curriculum which can be found in literature in order to explain the fact that there do exist different types which can fit in with the proficient and talented students' needs.

The study is consisted of 5 parts: Defining the curriculum concept and the teaching working programs for proficient and talented students, Types of curriculum (teaching programs), Defining the notion 'proficient and talented students', Curriculums' characteristics and Teaching working programs for the proficient students.

We hope that this complex issue in the Republic of Macedonia will be introduced and considered in the first planning the nearest future, because it is about children whose skills (abilities) and talents can positively affect in the overall system, if it is introduced in the earliest students' age for their proper education.

Key words: the curriculum concept, proficient and talented students, teaching programs.

1. Defining the curriculum concept and the teaching working programs for proficient and talented students

Defining the word curriculum, means understanding the meaning which the word itself has and everything that it defines. The word curriculum is of Latin origin and means life. But to further understand the meaning of this word in context of the educational process, will add some definitions which will define the usage of this term.

The term curriculum in pedagogical literature means: "planning of interaction of the student with the teaching programs and teaching resources..." We have to say that in some countries the term "curriculum" has the same meaning as the term "program" so that is why very often it is translated as "teaching program" or "teaching plan".

[77] Revisional scientific paper

In his study V. Previsic says that there are numerous definitions for the curriculum and all with a difference in meaning. One of the definitions that is submitted in this study, defines the term curriculum as: a number of planned and implicit rules which guide the educational process in accordance with the tasks and contents which are a result from the organizational forms and working methods such as steps with which the efficiency is determined in accordance with a number of facts and circumstances.

When it comes to us the terms "teaching program" and "teaching plan" are used very commonly. Through their defining we will make an effort to distinguish the two terms.The "teaching plan" e a basic school paper which is drafted by a state organ (most commonly that is the ministry of education). From a formal point of view, it is a table chart that provides data considering a certain type of school. This type of document contains:

-The subjects for each school

-Their appearance in each class, annual or another temporal entity

-Weekly or annual number of hours for each subject

-The schedule of the subjects

-The daily tasks the students gets

The "teaching program" is also drafted along with the teaching plan and represents a unique document whose realization is mandatory, without any exception for each and every one of the teachers. With the "teaching program the goals and tasks for every subject are determined, as well as the organization of the classes in certain types of school. The contents are didactically and methodically divided, but in acertain way (thematically) united..." It must be mentioned that with the "teaching program" is also determined:

-The length and width of the material

-The depth of the material

-The course of study

From the previous definitions it can be noted that, defining of the teaching plan and teaching program points to two entities entwining and complementing themselves, so quite often the term curriculum is used when wanting to use both terms and use their distinctions.

2. Types of curriculum (TEACHING PROGRAMS)

There are different types of curriculum in literature whose goal turns to understanding the complexity and offer a more in depth understanding of what the curriculum itself represents. Numerous divisions can be found from different authors, but in this study will be considered only a few, for which I considered are the best to depict the division of the types of curriculum.

Since the late 1970s, Goodlad and his associates were among the first to prove that there are some key differences in curriculum and based on that different types of curriculum are formed. As they analyzed the curriculum, they determined that there are 5 different forms of planning a curriculum.

The Ideollogycal curriculum is based on scientist and teachers is the ideal one- a curriculum of ideas depicting the financial knowledge.

The Formal (official) curriculum is officially approved by the state and local school board- a sanctioned curriculum representing the interests of the society.

The Real curriculum is also the curriculum of the mind- that which the teachers, parents and others consider that a curriculum should be.

The Operative curriculum is the made up curriculum for all that happens class by class in the classroom. And last, the curriculum of experiences which focuses on what the students have actually experienced.

In his study Presevic mentions the three types of curriculum, them being closed, open and a mixed type of curriculum. He describes them as:

-The closed type- this type of curriculum can be "related with the teaching plan and program; everything being stated, programmed and mandatory (content, working methods, student's books); because of the previously thought plan and program time for unexpected situations can be avoided;

-The open type- this type provides "flexibility in choosing the content and working methods; the advantage being given to the circumstances in which the program is realized, activities formulated, unexpected turns in the teaching process; taken into consideration are the hidden influences of the education and the unplanned educational acting, the emphasis on the other side is on the socially-communicative component in the student, teacher and parent relation.

-The mixed type- this type o curriculum is still called "the modern form of curriculum; there are so called curriculum frames in which are built the curriculum levels (basic, thorough knowledge) which can be realized on a free and creative way, but to also activate the student in gaining knowledge and abilities; besides the curriculum levels there are also parts which differentiate for every country, school;

A division in which is mentioned a bigger number of types of curriculum can be found in literature, further explaining the essence of the curriculum and his ability to change and adjust. In this division the curriculum is divided into

-The official curriculum- (Mijatovic, Previsic, Zizul, 2000.) this type of curriculum is " determined in the state organs, and refers to every young generation in a certain country with an emphasis on the equal opportunities and standardized educational levels and training for all students without exception."

These authors talk about other importance of this type of curriculum, referring to:

-Securing the development and protection of every positive characteristic of the national curriculum

-Executing international recommendations in the field of education

-Securing the change implementing mechanism in the school curriculum

-Securing the choice of tasks, structure and configuration of the knowledge which allows the youngsters to present themselves on the international markets

-With the help of the curriculum the support of the national goals in every development aspect is secured

-Achieving high constructive and creative levels, the ability for life-long learning, taking place in innovations etc.

-The Real curriculum- is the curriculum that fits the needs of the local community and schools.

-The Formal curriculum- this type of curriculum comes to be during the course of the formal education. But it must be mentioned that this type affects the permanent studying also, so that is why it is said that " this model speaks about the existence of different groups included in the development in the formal curriculum, some of them being:
-Groups of economic and political nature in which the educational entity is developed
-The level of technical development-The Informal curriculum- the creation of the informal curriculum happens in the informal education outside of the school.
It is possible but not mandatory to obtain a certificate for successfully finishing this type of education. The informal curriculum is put together for different kinds of educating, such as seminars etc. Informal education is also thought as an alternative education or development strategy..."
-The open curriculum is the kind of curriculum in which the teachers from each school adjust it according to their needs, issues and particularities of their students. But in that way a school curriculum is made. This type is drafted in cooperation with the parents and the local community both of whom are responsible for the quality of education. The basic characteristic is that it is prepared in real-life situations, and not out of it. The open curriculum is not a made up document, but it is rather a "theoretical frame in which the basic educational issues coming from practice, must be solved; this curriculum type was initially developed for solving the basic problems of the institutional education of the children..."
-The Integrated curriculum- "Trying to create a quality curriculum in which the development of the persona, in other words to touch upon all the fields in child development, the curriculum should be in total agreement with the studying nature of the child, and not fictional. This tendency is stressed by numerous authors (Hentig, 1997, Bruner, 2000, Slunjski, 2001 and others)

The concept of the integrated curriculum is not present only among the authors included in preschool education, but is also present among those which are included in elementary and high school, especially in the USA." It is further said: "The studies of certain authors show the importance of the integrated curriculum on both grade and high school. The efforts are aimed upon drafting a more efficient curriculum, and this being said it is acknowledged that the experience in kindergartens should serve as a model for the integrated curriculum to be implemented in the earliest years of education in grade schools."

-The hidden curriculum- This type of curriculum can be identified as the opposite of the official curriculum. It is thought that the contents of the "hidden" curriculum can exactly be determined until after the official one." It is said that it can be determined in a number of ways (Gordon, 1994, Pastuovic, 1999):

a) The hidden curriculum as an alternative way out of education.
The value of the already known, the norms, opinion which are necessary for integrating in the society. These are not brought by a program or with any other politics of the institution, which is good because the students can relate to it.

b) The hidden curriculum as a context. The organized study happening in the school environment affects the values, opinion and habits of the students in the school, so does the social studying outside of the program. Very often these relations in the school depict the conduct in the society.

c)The hidden curriculum as a process. In this part the difference between the hidden and the officialone is pronounced, the difference being the form of studying the teaching content. During the teaching process the teacher sends certain nonverbal messages based on which the students interprets the curriculum. This can either be planned or not but it certainly affects the opinion of the students. The process of examining and grading the students shows much of the above mentioned. The students give priority to what the teacher values.

3. DEFINING THE NOTION 'PROFICIENT AND TALENTED STUDENTS'

Defining the notion proficient and talented students is not that simple. These to terms are quite often used as synonyms, although authors try to distinguish these two terms, there are still not a lot of big difference between them. Relying on several authors we will try to divide these two terms to understand them better.

In a study published online it is said that "proficient and talented are those kids and adolescents who are in preschool, elementary or high school with high potential in the field intellectuality, they are creative, posses certain academicals, managing and art skills." It is further said " This definition, states that among the proficient and talented se those with real high achievements, as those with a potential capacity for such achievements in the following fields:

* Basic intellectual skills
*Specific academicals (school) skills
*Creative or productive thinking
*The ability to lead
*The ability for visual art

The proficient students can be defined as "those whose potential is significantly above average in one or more of the following fields: intellectual, creative, social and physical. According to another definition proficiency is " a gift of nature, gift that with practice can be developed into an ability for a well performed job in any field."

In his study, D. Adzic leaned towards a number of authors defines proficiency as:" according to Terman the proficiency is a high basic intellectual ability, whereas according to Tanennbaum, 2004 proficiency is a productively creative ability.

Unlike the gifted, the talented students are described as “the ones whose skills are above the average (medium, standard) of one or more branches of the human effectiveness (efficiency).

According to Melanie Wong, “ Gifted and talented are words that are often confused (mixed up) in the education; people usually consider that gifted children should also be talented. Yet, they claim these two terms to be different and that is why this inscription refers to two different definitions provided by Gagne (2004). He adduces that giftedness denotes possession and use of untrained and spontaneously expressed superior natural capacities, in at least one domain of capacity that reaches the level of making the individual being at least among the first 10 % of his or her age, while the term talented alerts on superior mastering of the systematically developed capacities (or skills) and acquirements in at least one branch of

the human activity reaching the level of being one of the higher 10 %of the age of his peers who are or were active in that branch.

Some kids are gifted and others have special talents, but they cannot be gifted and talented. She further says “Giftedness is congenital extraordinary capacity; that is natural and indicates the potential of the kid for higher achievements in the future (Ministry of Education), while talent is a developing skill. Yes, as I previously said, because of the potential of the gifted kids to learn faster, they can also develop other skills faster than the other kids.

When talking about apprehending and working on solving the problems, and also program that should be used related to gifted students, in literature there are 10 myths on this topic:

Myth number 1. Intelligence is inherited and it cannot be changed. That is why gifted students do not need any special favors. Each of us inherits certain characteristic, intelligence and talent. But, they should be developed and treated during lifetime in order to develop and reach their total potential.

Myth number 2. Proficiency can be measured with tests for intelligence and achievements. But it is hard to get the results. This is the reason why schools try in so many ways to identify the proficient students. Some kids may be proficient but do not show good results in tests. They may not show good results on standardized tests, but will show results in creative and productive thinking.

Myth number 3. There is no need to identify the proficient students in the younger classes. In many schools the identifying of the proficient and talented is not conducted until year three. There is a belief among some educators that proficiency cannot be identified in a younger class. But still, The National Association for proficient children starts before kindergarten. Myth number 4. The proficient students read all the time, wear glasses and/or are physically and socially awkward. Just like any other kids, the proficient come in a lot of varieties. Some of them are successful in sports or music, and some are physically accomplished. Some of them have a lot of friends, while others have few. So there isn't just one type of person that can be defined as proficient.

Myth number 5. The proficient kids are models of students-they have a good conduct and good grades. This statement is a reflection of anotherstereotype about proficient students. Some proficient students serve as a model. They always follow instructions, never make mistakes and get straight A's. But a lot of them challenge the teachers, do things on their own instead of what they are told to, procrastinate, are disorganized and have bad learning skills. Myth number 6. All proficient students work to their potential. Most schools share the not-achieving of the proficient. These students have the potential, but for some reasons don’t fully reach it. They can decide to do only a minimum from the tasks and pick the easiest ones, instead of those more provocative. The often have a weaker education and organizational skills because of the underdevelopment in the younger classes. Some of them get also disappointed if the tasks are too easy, while others don’t want to look proficient because it is not "cool".

Myth number 7. Teaching proficient students is easy. Some believe that a good teacher would easily work with any student. If this is the case, good lectures without any special training would be enough to teach proficient students. But in many years of teaching, post-graduate level of education for proficient students I came to the conclusion that good teachers need to add to their skills, learn new strategies and techniques to satisfy the needs of the proficient

students. Most of the teachers that work with proficient students have said that it is the most challenging but yet rewarding lecturing they have ever done.

Myth number 8. Proficient students will achieve their goals on their own without any need from schools. This is very often. Some people say that proficient students come from well-off families which can satisfy their needs. Basically those who have the gift will succeed no matter the quality of education they receive. This isjust not true. Proficient students need special program to secure growth instead of losing their special abilities.
Myth number 9. It won't do bad if proficient students teach the other what they already know. If the proficient students already know the level of the class, it is logical that they teach their classmates. But logic is wrong. Most talented students don't know how to teach others. They are often frustrated when other students don't understand the things that they find easy. Teaching also takes time away from more productive things and a higher level of thinking.
Myth number 10. All children are proficient. If all children are proficient, them there wouldn't be the need to identify them and no need for special programs for the proficient. I strongly believe that all children have special and unique qualities which make each and every one of them valuable. This doesn't have to mean that all of them are proficient. To identify as proficient simply means that some kids have the need to be different from others at their age and class. All of them need programs to secure growth instead of loss of skills.

4. CURRICULUM'S CHARACTERISTICS

Composing a curriculum depends mostly on focusing on what we want to achieve with the choice and the material we want to be covered within the curriculum itself.

In a certain story on the Internet there are enlisted the following features for composing a good curriculum:

1.It is needed a faster growth of the development of the standpoint and the skills needed for keeping up the planned social constitution of the democratic type. This specifically refers to what should be contributed to the democratic living.

2.It should not be narrow minded, but dynamic and looking forward, simply with proper development of the scientific contents and skills of the students, taking care of the right of the students for using the free time and referring to the society where the kids live. As a result, it will become real and creative.

3.It is getting better throughout testing and exploring.

4.Attribution of a creative relation and efficient accommodation with the environment should be targets. Further on children should get a chance to get proper scientific information for further use in important branches of the human life.

5.It should be taken in consideration learning theories related to natural sciences. Further on, if you take in consideration the capacity and the abilities of the students, it will bring to an individual program. Another innovation would be Including the geographical differences in it.
6. There should be provided enough space for the development of the skills, interests, attitudes and acknowledgements.

7. It must be based mainly on the first hand experiences of the students from all the significant fields of human living. These experiences are characterized with freshness,

novelty, challenge, stimulation and creativity. Scientific contents gain a bigger accent as students move towards higher classes.

The school curriculum is planned upon three dimensions. The focus of study changes from "now-what" to "now-how". The students will develop a capacity to adjust to the modern society, to face global challenges. In that way, they will become global citizens with "The five key capacities":

Five key capacities: aesthetical worship, digital technology, communication, cooperation, creative thinking and problem solving.

-Three dimensions of teaching program: liberal arts, science and life experience.

These characteristics show us that the curriculum must first and foremost be flexible and to change forward constantly. This is in relation of keeping in touch with technology and the interests of the students. Further, the curriculum must be adjusted to the needs the students have based on their previous knowledge.

5. TEACHING WORKING PROGRAMS FOR PROFICIENT STUDENTS

As we mentioned before curriculum should be adopted for the gifted students needs. As it is said in one article on the internet " Final steps after identification is organizing conditions for development of gifted students which implies pedagogical stimulation according to special working plans in the class rooms and outside of school as well social stimulation in every aspect.

Following on what is stated here as specific forms of social support on gifted kids are:

- Educational treatment (accelerations, additional program content, participation in research, working teams)
- Mental simulation (scholarship, aid equipment, credits (loans), study tours etc)
- Professional orientation – organized professional associations, funds and other appropriate institutions

The purpose of these programs is to fill gaps in formal education, which basically is appropriate for gifted children. Those educational program should become part from program for identification and work with gifted and talented students and their maximum participation so they can improve their talent or gift which one individual posses.

CONCLUSION

From this work we can conclude that in literature many authors term " curriculum " understand in different ways and based to that they define and compos it. This is important because it gives us opportunity to chose in which way we are going to understand term curriculum, as well in which way we will use suggestions and characteristics in practice.

Further different types of curriculum provide us selection (choices) and flexibility in compiling the curriculum provided we want to adapt according to our needs. Because in this work the main accent is put on gifted and talented students, we can conclude that huge number of authors work on their problems which refers to composing curriculum that can be according to their needs in one standard educational system.

The two types of curriculum (cross – curriculum and Differential curriculum help us to understand that if we want we can compose curriculum which includes needs of their children.

Unfortunately in Republic of Macedonia, curriculum is still from closed typed and teachers' hands are tight when its about adaption of curriculum for certain needs in the class room.

We hope that this problem it will be put in foreground because this is about children with gifts and talents who can positively affect in overall system if they are noticed at the very beginning.

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MATHEMATICAL MODELS, MODELING IN ORDER TO IMPROVE MATHEMATICAL COMPETENCIES[78]

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Abstract

General development of man is implicitly equivalent to the development of all scientific disciplines that make a set of interdisciplinary sciences. Their interkorelative relations are intertwined and checked through scientific theory and practice.

Neither a scientific discipline in its development does not stop on elaboration of their theoretical foundations. This is a constant research for scientific verification of their concepts, theories and models.

In fact, the models and their active application are inseparably linked with the development of competencies in society.

One of the main commitments of the European Union is better adaptation of European education and training to the needs of the national economy and modern society. And in the country, especially nowadays, in large intensity lead the debate on the redefinition of educational policies in order investing in skills for better economic and social outcomes. In response to the new social, economic and technological realities, inevitably taking action and restoration of building competencies and skills for the 21st century.

In recent years, the concept of key competences gain prominence in European education systems. Most European countries have made significant progress in the incorporation of key competencies in national curricula and other documents which determine the direction of development.

Competencies not only in direct correlation with its own individual development, but as key factor for the development of competitional level implicitly using the techniques and models aimed at the detection efficiency units in the set of subjects leading to function target.

Key words: *mathematical models, modeling and competences.*

Mathematical models and mathematical modeling

The term model (Latin origin: Modulus - extent, manner, etc.) are used, for example, to indicate the structure of how the use of language, theory, scheme, style, analogy, method ,research, representation, abstraction, formalization and partial formalization of theory, psychological aid to the theory, the opportunity to realize the theory, model, specific system, a physical object, value, etc.

The mathematical model is a tool which uses mathematical symbols, mathematical formulas, programs, graphics, which through a concise description tries to explain certain objective phenomena, or to predict the development, or to be able to control the development of a

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phenomenon, through meaningful optimal strategies or improve policies. Mathematical models are generally not a direct replica of the real problems.

Mathematical models usually represent practical matters of mathematical simplification, feeling something close to approaching the abstract form. They, through data collection, observation and study of the inherent characteristics of the real object and the internal rules of this facility, establishing relations that reflect the actual number of questions, and then use mathematical theories and methods to analyze and solve the problem. This whole process requires imagination, interest in practical issues and a wide range of knowledge.

Mathematics, or more specifically speaking applied mathematics, advocates for solving various practical problems, which mathematical models play a key role. In this case, the introduction of the mathematical model (as an abstract mathematical structure for rational process) is very critical step, but also a very difficult step in the simplification of complex practical problem.

Mathematical modeling is a mathematical way of thinking, which through the use of mathematical language and methods, through abstraction, contribute to simplification and "solving" real problems. Mathematical modeling as a powerful mathematical tool, describes the process of the real world, with all its natural phenomena and real phenomena, and abstract phenomena. This description includes not only a description of the external form, but also a description of the internal mechanism, including forecasting, testing and interpretation of the phenomena of the real world as content.

The modeling is based on the conceptualization of business problems and its abstraction in qualitative or quantitative terms. In shaping the quantitative models working to identify the variables and define relationships between these variables. Model display means (description) and imagining (abstraction) of a real object or a real phenomenon. Model can be defined as a representative of a process or system that spans only those elements of the process or system that affect the goal.

Linear profiling in function of the quality of study programs

Linear programming is a powerful mathematical tool used in the process of optimization objective function. Under the function of the target means a mathematical representation of the interdependence of parameters that reflect the operation / production of a subject of analysis and objective optimization. The most widely used model in practice involves interpretation of the function of the target, using a set of linear equations and inequalities, which reflect reality. Accuracy of optimization depend on the suitability of these equations.

DEA technique implicitly used linear programming, aimed at the detection efficiency of the production units in the set of entities that are subject to analysis and optimization. In the case of this research, the technique we use to measure the effectiveness of specific curricula, by selecting the appropriate inputs (corresponding to the input) and output parameters (corresponding to the results obtained with these resources).

Through the presentation of results and location of inefficient elements that are part of the implementation of the study programs, displays possible causes of their inefficiency in the limited set of parameters and providing guidelines for optimization, or possible changes to be introduced by management of higher education in order to achieve the same results, with smaller investments, which in aggregate will increase the efficiency of the educational process.

Linear Programming is a mathematical technique for modeling with the help of which you can find the best quantitative solutions typically concern the allocation of resources in many areas. The resources below mean funds, machinery, people, time, space and so on. Through linear programming problem of optimization comes down to finding the maximum (minimum) value of the target real or integer function, so for her the set (the domain of possible values) systematically choose arguments (step by step) until you get the extreme value thereof. Accordingly, provides a knowledge domain of the input parameters to find extreme output, whether the restrictions relating to the input and / or output parameters of the system. As the most common method of SEO today, linear programming is used together with other related mathematical methods and techniques in its implementation implies the existence of uncertainty in the interdependence of the variables in the model. However, some mathematical models are characterized by a high level of complexity, resulting in the impossibility for it to be solved using the known methods of mathematical optimization. In that case, it does not require optimal, but a good solution, using the guidelines or rules hevritistichki (Taha, A. Hamdi, 2007).

Conclusion

In the final section will introduce the use of mathematical models and modeling in order to improve mathematical competencies. Who gives (Kolman, B., Beck, E. R. 1995):

Step 1: Definition and formulation of the problem. In this phase define the purpose of the analysis / research, and possible alternatives acceptable in terms of the survey results, a definition to limitations, restrictions, and requirements within the allowable scenarios.

Step 2: Construction of the model. This is probably najosetlivata phase, which is necessary to build a mathematical model / representation of the problem. The initial point is the concretization of the variables that describe the problem. All limitations, restrictions and requirements necessary to obtain a mathematical formulation, which in the case of linear programming comes down to limiting formulation of linear equations and inequalities. The end result in this step is the generating function of the target, which as a mathematical recording of the problem is necessary to maximize or minimize. Often, the team depends on the specific technique that will be applied.

Step 3: Solve the model. The mathematical model generated in step 2 need to be resolved. Just before implementation (during step 2) is required to keep account the technique is applied. Possible scenario is for the constructed model there is no mathematical model to resolve. In that case, should again be applied to step 2 (with appropriate changes) in order to modify the primary model.

Step 4: Sensitivity analysis. The accuracy of the solution depends on the values of the variables (the range of their values) that are specified for the model. A logical assumption is that by changing the input parameters change and exit the system, that is his decision. Accordingly, there are techniques that serve to evaluate precisely the sensitivity of the model.

Step 5: Evaluation and implementation of the model. After finding the solution of the model / problem, it is necessary to evaluate whether the solutions are acceptable if they are real and if possible they should be implemented in practice. This phase (often, literature separates the evaluation and implementation of the model as two separate phases) is implemented in direct communication between the client evaluation (resolution model) and enforcement thereof. If we conclude that the solution is acceptable, it is possible to implement in practice.

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