"St. Kliment Ohridski" University
Faculty of Education

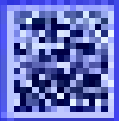






ISSN 1857-XXXX

vol. 15
Year XXXX



University “St. Kliment Ohridski“
Faculty of Education - Bitola

TEACHER

International Journal of Education

Bitola, 2018

Publisher
Faculty of Education - Bitola
Dean prof. Valentina Gulevska, PhD.

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

Editorail Board
Academisian Grozdanka Gojkov, Serbia
Academisian Marjan Blazic, Slovenia
Prof. Milan Matijevik, PhD, Croatia
Prof. Svetlana Kurtesh, PhD, England
Prof. Danimir Mandic, PhD, Serbia
Prof. Danijela Kostadinovic, PhD, Serbia
Prof. Jasmina Starc, PhD, Slovenia
Prof. Mojca Juriševič, PhD, Slovenia
Prof. Anton Ilica, PhD, Romania
Prof. Eva Soradova, PhD, Slovakia
Prof. Lazar Stošić, PhD, Serbia
Prof. Alla Belousova, PhD, Russia
Prof. Irina Abakumova, PhD, Russia
Prof. Tom Jovanovski, PhD, USA
Prof. Jove D. Talevski, PhD, Macedonia
Prof. Zlatko Zoglev, PhD, Macedonia
Prof. Dobri Petrovski, PhD, Macedonia
Prof. Metodija Stojanovski, PhD, Macedonia
Prof. Janez Vogrinc, PhD, Slovenia
Prof. Nikola Mijanovic, PhD, Montenegro
Prof. Aleksandar Stojanovic, PhD, Serbia
Prof. Aleksandra Gojkov Rajic, PhD, Serbia

Technical & Computer support
Prof. Lazar Stošić, PhD, Serbia
Josif Petrovski, Macedonia

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

TEACHER: Journal of the Faculty of Education - Bitola /
[Editorial Board Acad. Grozdanka Gojkov ...] Year XVI, No. 1 (2018) -.
- Bitola: Faculty of Education, 2018 -. - 29 cm., 164 p.

Unspecified

ISSN 1857- 8888 (online)

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

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

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

The journal has no commercial nature.

Table of Contents

Slavica Maksić

PROFESSIONAL ROLE, STATUS AND IDENTITY OF THE SCHOOL PSYCHOLOGIST IN SERBIA 6

Edita Kamberi Spahiu, Isa Spahiu

WITTGENSTEIN'S TRACTATUS - A MODEL FOR PHILOSOPHICO-LINGUISTIC COHERENCE 13

Predrag Živković

THE DIMENSIONALITY OF STUDENT TEACHER PROFESSIONAL IDENTITY 17

Violeta Janusheva

THE DIFFERENTIATION OF THE TOPIC AND THESIS IN THE FIVE-PARAGRAPH ESSAY – REQUIREMENT FOR THE QUALITY OF THE STUDENTS' WRITTEN EXPRESSION 28

Zorica Trajkova

THE PRAGMATIC ROLE OF METADISCOURSE MARKERS IN RA ABSTRACTS 35

Zijad Kulici, Valentina Gulevska

COMPUTER ETHICS AND THE IMPACT OF IT TECHNOLOGY AND THE INTERNET ON SCHOOL-AGE CHILDREN 43

Fatbardha Nuhiu Sadriu

CONTEMPORARY METHODS AND TECHNIQUES IN THE TEACHING OF THE ALBANIAN LANGUAGE 51

Zijad Kulici, Dobri Petrovski

PROFESSIONAL AND CAREER DEVELOPMENT OF TEACHERS IN KOSOVO AND MACEDONIA 58

Jovanka Denkova

SYMBOL OF BIRD IN CHILDREN' S PROSE BY VIDOE PODGORETS 73

Anica Arsić

DEVELOPING RHYTHMIC SKILLS OF PUPILS IN THE FIRST GRADE OF PRIMARY MUSIC SCHOOL 80

Jasminka Kochoska, Marija Ristevska

INDICATORS OF THE TEACHER EFFECTIVENESS IN THE EDUCATIONAL PROCESS 89

Ivana Tasic Mitic

INDIVIDUALIZED TEACHING THROUGH GROUP WORK 97

Filip Risteski, Biljana Gramatkovski

IMPLEMENTING FILM, MUSIC AND COMICS AS AN INNOVATIVE POSSIBILITY OF THE EDUCATIONAL PROCESS 105

Dimitar Spaseski

HISTORICAL AND SOCIETY ROLE OF THE TEACHER IN DEVELOPMENT OFEDUCATION 113

Bisera Kostadinovska-Stojchevska

IDIOMS AND THE CULTURAL MISUNDERSTANDING THAT (MAY) ARISE IN THE PROCESS OF ACQUISITION 119

Anita Angelevska

ANALYSIS OF THE PRAISING SERMON FOR THE HOLY AND BLESSED TEACHERS OF THE SLOVENIAN PEOPLE THAT CREATED A LITERACY AND TRANSFERRED THE NEW AND OLD TESTAMENT IN ITS LANGUAGE, THAT IS FOR THE BLESSED CYRIL AND THE PANONIAN EPISCOPE 128

Silvana Neshkovska, Zorica Trajkova

THE MAKING OF ENGLISH: WHERE IT HAD BEEN AND WHERE IT IS HEADED 135

Snezhana Petreska

MANAGEMENT OF HUMAN RESOURCES AND KNOWLEDGE MANAGEMENT 144

Vesna S. Trifunovic, Gordana P. Budimir-Ninković, Aleksandar P. Janković

COMMUNICATION BETWEEN ELEMENTARY SCHOOL PUPILS AND THEIR PARENTS ABOUT THE PEER VIOLENCE 156

IJET Faculty of Education - Bitola "St. Kliment Ohridski" University
eISSN: 1857- 8888
DOI: 10.20544/teacher.15.01

PROFESSIONAL ROLE, STATUS AND IDENTITY OF THE SCHOOL PSYCHOLOGIST IN SERBIA[1][2]

Slavica Maksić

The Institute for Educational Research, Belgrade
smaksic@ipi.ac.rs

Abstract

School psychologists have been present in Serbian primary and secondary schools for more than half a century, but the latest educational guidelines announce restrictions in their numbers. The question raised is who and where would psychologically treat students and other participants of the educational process regarding the increasing needs for that type of intervention. In this paper, the professional role, status and identity of psychologists employed in schools are considered in order to gain deeper understanding of the obstacles they are facing in their work, and to create an environment for their more efficient work in the future. For these purposes, education policy, experiences from school practice, and findings of relevant research studies were analyzed. According to the education policy, a school psychologist has to participate in the improvement of the educational process using the results of his/her investigations on the students' psychological characteristics and teaching and learning problems. Research findings showed that psychologists were seen as the experts who were needed in schools and who were expected to practice clinical approach. Also, it was found that psychologists had the same expectations from themselves. Perspectives of the development of the psychologist professional identity in the context of contemporary changes in the Serbian society and changes in the educational system are discussed. The conclusions of the study have broader implications due to the fact that school psychologists are in a similar way present in schools in other Balkan countries.

***Keywords**: school psychologist, professional role, status, identity, Serbia.*

INTRODUCTION

School psychologists have been present in primary and secondary schools in Serbia and other parts of Yugoslavia since the 1960s. The start of school year 2015-16 in Serbia was marked by the announcement about school workforce reduction which was perceived as a risk to performing jobs from the scope of work of a school psychologist. A question is raised about who will complete all the tasks of primary psychological care of students and other participants in education process bearing in mind an increase in need for that kind of intervention. The paper examines the professional role, status and identity of psychologists working in schools, in order to gain a deeper understanding of obstacles they are facing in their work, and to create an environment for their more efficient work in the future. For this

[1] Original scientific paper

[2] This article is the result of the projects „Improving the quality and accessibility of education in modernization processes in Serbia" (No. 47008) and "From encouraging initiative, cooperation and creativity in education to new roles and identities in society" (No. 179034), which are financially supported by the Ministry of Education, Science and Technological Development of the Republic of Serbia for the period 2011-2018.

purpose, education policy, experiences from school practice and findings of relevant research studies have been analyzed.

PROFESSIONAL ROLE OF A SCHOOL PSYCHOLOGIST

Employment of school psychologists in schools has been followed by creating programs for their operative, instructional and research work with students, teachers and parents (Đorđević, 1967; Genc & Jovanović, 1985). According to program tasks of school counseling service (Programski zadaci pedagoško-psihološke službe u školama, 1970), school psychologists participated in improving school education by means of using results of their research of psychological characteristics of students and other issues encountered in education process. A school psychologist investigates psychological foundations of instruction and learning; researches into causes of poor academic performance and factors for objective grading; participates in school professional orientation process by examining abilities and interests of students; informs teachers about the results of his/her research; suggests how to form classes based on examinations of abilities and knowledge, and participates in student enrolment process.

Actual goals of a school psychologist work are similar to those from previous time (Pravilnik o programu svih oblika rada stručnih saradnika, 2012). A school psychologist participates in creating optimal conditions for student development and realization of education process; monitors and encourages student development; develops cooperation with student's families and helps parents in strengthening their education competences; participates in monitoring and evaluation of education process; cooperates with relevant institutions and works on his/her-own professional development. A school psychologist supports strengthening teacher competences and their professional development and participates in monitoring and evaluation of realization of general and special student achievement standards and suggests measures for their improvement, as well as supports openness of school towards educational innovations.

It is expected from school psychologist to initiate various types of research in order to improve education process and realize all his/her tasks in a school (Pravilnik o programu svih oblika rada stručnih saradnika, 2012). A school psychologist has to implement theoretical and practical knowledge in psychology in his/her work. A school psychologist participates in research conducted within school self-assessment process (by creating assessment instruments, defining the sample and qualitative analysis of the obtained results) and experiments; he/she participates in the work of teachers' council by informing teachers about the results of conducted research relevant for education process and developing teacher competences; documents conducted analyses, psychological tests, activities that is visited classes etc. Finally, school psychologist can decide what topic he/she will investigate in particular time.

In sum, the job of school psychologist has been supported by appropriate education policy which provides a solid basis for his/her work in a school. The initial differentiation of jobs of a school psychologist and a school pedagogist has changed over time, so that there are many activities that they can do interchangeably. During the 1990s, there was a recommendation according to which a school psychologist should be more oriented towards the process related to students, while a school pedagogists should be more oriented towards a process related to teachers (Pravilnik o program rada stručnih saradnika u srednjoj školi, 1993). According to the current education policy, a school psychologist is one of or the only counselor that the

school has chosen, since it needs a counselor that is qualified to perform tasks from the scope of a psychologist professional role.

A school psychologist as a counselor is required to have a university degree with at least 30 ECTS credits and 6 credits for practice in the institution (Zakon o osnovama sistema obrazovanja i vaspitanja, 2009). A school counselor works with students and other participants of education process during ¾ of working hours. He/she is a member of the education council, teachers' council, pedagogical council (in a school with a dorm), and professional team for school development planning and professional team for development of school program. A school counselor of any proficiency should fulfill the following tasks: taking care about ensuring improvement of education work; monitoring realization of education process; taking care about realization of achievement goals and standards; evaluating all results; undertaking measures for a coordinated work with both students and adults.

PROFESSIONAL STATUS OF A SCHOOL PSYCHOLOGIST

Current educational policy said that a school can hire a school psychologist based on the evaluation of its needs and based on the number of classes (Pravilnik o kriterijumima i standardima za finansiranje ustanove koja obavlja delatnost osnovnog obrazovanja i vaspitanje, 2015; Pravilnik o kriterijumima i standardima za finansiranje ustanove koja obavlja delatnost srednjeg obrazovanja i vaspitanje, 2015). A primary or secondary school that has between 16 and 24 classes has a right to hire either one psychologist or one pedagogist. In addition to that, most primary and secondary schools have a school psychologist or a school pedagogist, and there are more school pedagogists than school psychologists. In some schools, school psychologists work part-time as teachers and part-time as school psychologists.

Experiences from school practice showed that school psychologists completed tasks envisioned by program documents (Čordašić, 1980; Živković, 1980; Karović & Korica-Tošović, 1980; Marković, 1997; Tisinović, 1990). School psychologists participated in planning school activities, curriculum content for regular, remedial and extracurricular classes, and special educational support for some students; student work evaluation, out-of-door activities, community work, and choice of vocational education. A school psychologist also tested students at the beginning of the first grade, as well as during regular classes; identified the students who could attend additional classes and extracurricular activities; examined causes of poor academic performance of students who attended remedial classes; examined aptitudes and interests of students when it came to their choice of a secondary school and professional orientation.

However, the findings of research studies showed that a majority of school psychologists mainly was occupied with operational and instructional work, and very little with analytical work (Genc & Jovanović, 1985). The interviewed psychologists and head teachers estimated that teachers frequently showed the lack of knowledge and interest regarding the work of a school psychologist. A conclusion has been reached that school psychologists were mainly "clinically" oriented instead of being "pedagogically" oriented, that they encountered a lack of understanding and that they rarely published results of their work. The findings of another research study of teachers' and school counselors' attitudes showed that the introduction of school psychologists and school pedagogists in schools basically justified expectations and that both school counselors had a significant role in internal reform, by supporting professional development of teachers (Radoš, 1989).

The analysis of duties and competences of school psychologists has a purpose of establishing their professional role regarding their working environment, such as in a music school (Bogunović, 2006). The role of a school psychologist in a music school is specific because he/she is a mediator between a child, who is talented for music, parents, who are interested in music education and career of their child and teachers, who encourage development of musical talent. Special competences of a school psychologist who works in a music school refer to preparation of students for public performance and overcoming stage fright. Apart from that, it is often necessary to help students to adjust their music and regular school activities. Probably the most important role of a school psychologist is to help students make a decision regarding a professional career in music.

In general, the task of a school psychologist is to encourage child development and help overcome stagnation in learning and other aspects of individual development. The usual practice is to refer a child to a school psychologist, who is expected to solve the problem. Children reluctantly visit a school psychologist, because that is visible in their micro environment, and it testifies that the child needs a help and that "something is wrong with him/her". An insight into the situation in the field discovers that school psychologists do not always have necessary resources for their work. The schools which do not have a school psychologist are in lack of that kind of service at all. The situation when a person works in several schools or when he/she works in the same school as a psychology teacher and part-time as a school psychologist, also, makes their work more difficult.

PROFESSIONAL IDENTITY OF A SCHOOL PSYCHOLOGIST

Unfavorable working conditions for a school psychologist were noticed in a research study that was conducted three decades ago, when there were demands to increase support to school psychologists in some schools (Genc & Jovanović, 1985). Since then, significant social changes have occurred and they led to aggravation of living conditions in the country as well as education conditions within national education system (Максич & Павлович, 2013). School psychologists together with other school counselors were seen as professionals who could be of key importance for changing and harmonizing needs of all interest groups, from students to education authorities at the beginning of education reform (Đurišić-Bojanović, 2001). However, despite all changes made in education since 2001, it cannot be said that negative trends have been overcome (Maksić, 2015).

How school psychologists can contribute to overcoming current issues in education considering their professional role and the status they have? Research findings showed that psychologists were seen as the experts who were needed in schools and who were expected to practice clinical approach. Also, it was found that psychologists had the same expectations from themselves (Petrović & Dimitrijević, 2013). The findings of the research study of school psychologists' beliefs about their work showed that school psychologists emphasized individual and group counseling as a very significant task. As exclusively psychological tasks, school psychologists highlighted psychological evaluation, individual and group counseling as well as consultative services. It was concluded that the findings about school psychologist tasks are in accordance with tasks stipulated by educational policy.

The school is an educational institution where difficulties in individual development are an exception and not a rule, and a school psychologist is not supposed to cope only with them. Above all, the school requires support in learning and positive development of students starting with what a child knows and focusing on what it can achieve. Positive development is aimed at human strengths and virtues in order to ameliorate optimal functioning of the

individual (Benson, Scales, Hamilton & Sesma, 2007). A school psychologist should show in school practice that his/her work differ from a work of a clinical psychologist, although clinical knowledge is useful and required for working in a school. Unrealistic expectations from a school psychologist can lead to deterioration of his/her status, therefore it is very important to clarify that a school psychologist cannot solve all problems that appear in a school. A school psychologist is not a judge, but one of the team members who work on solving a certain problem.

A school psychologist should have a recognizable scope of work which would not be only symptomatic reactions to a current problem in a school but also providing support in realizing better mutual understanding among participants in education process and individual development of a child, as well as professional development of teachers. Research work was planned since school psychologists were introduced in schools, but the lack of it is evident (Mioč, 1962; Ničković, 1967). Development of a research approach could provide continuity in dealing with certain topics, creating individual student portfolios, generalization of experiences about a certain problem, envisioning how the situation will develop, and giving recommendations for overcoming certain problems (Maksić & Đerić, in press). In the meantime, school psychologists are required to maintain awareness of their environment for their work results and competences as well.

Development of a school psychologist professional identity requires school psychologists to constantly review their beliefs about individual development, education limits and influence of social context to school education (Gutvajn & Ševkušić, 2013). There is a need for a special professional development of school psychologists and their deeper involvement with vocational associations (Pravilnik o stalnom stručnom usavršavanju i sticanju znanja nastavnika, vaspitača i stručnih saradnika, 2012). Vocational associations of school psychologists should become institutions that more intensively support professional development of their members. A possibility for improvement of school psychologist work is in implementation of positive psychology principles, which promote health and wellbeing for all participants of education process and the school itself as an institution (Gable & Haidt, 2005; Linley & Joseph, 2004; Seligman, Steen, Park & Peterson, 2005).

CONCLUSION

The analysis of education policy and the results of research studies into work of school psychologists in Serbian schools indicated different obstacles they encounter. Creating conditions for their more efficient work in the future requires changes of environment as well as school psychologists themselves. Activities that will improve the status of a school psychologist in a school and education system in general refer to a greater contribution towards achieving goals of education focused on positive development of an individual. The proactive role of school psychologists implies their activities in preparing applicable action plans, more intensive promotion of results achieved by school psychologists both in a school and in wider environment, as well as better cooperation with colleagues from other schools at local, regional and national level. There is no doubt that schools need a great number of school psychologists instead of reducing their number. The conclusions of the study have broader implications due to the fact that school psychologists are in a similar way present in schools in other Balkan countries.

Acknowledgment: The article in based on the conference paper from the Third International Conference ― Education across Borders, Education and Research across Time and Space

(1100th Death Anniversary of St. Clement of Ohrid) held on Faculty of Education in Bitola, 6-7 October 2016.

REFERENCES

Benson, P. L., Scales, P. C., Hamilton, S. F. & Sesma, A. (2007). *Positive Youth Development: Theory, Research, and Applications. Handbook of Child Psychology*. I:16.

Bogunović, B. (2006). Kompetencije psihologa u muzičkoj školi. *Inovacije u nastavi*, 19(4), 111-118.

Čordašić, M. (1980). Školski psiholozi i vaspitanje za humane odnose među polovima. *Nastava i vaspitanje*, 29(3), 503-508.

Đorđević, B. (1967). Mesto, uloga i sadržaj rada školskog psihologa. *Nastava i vaspitanje*, 16(3), 193-198.

Đurišić-Bojanović, M. (2001). Stavovi stručnih saradnika prema aktuelnim problemima škole. *Nastava i vaspitanje*, 50(5), 514-531.

Gable, S.L. & Haidt, J. (2005). What (and why) is positive psychology? *Review of General Psychology*, 9(2), 103-110.

Genc, L. & Jovanović, M. (1985). Školska psihološka služba u Vojvodini, istorijat, stanje, perspektive. *Psihologija*, 18(3-4), 199-211.

Gutvajn, N. & Ševkušić, S. (2013). Kako stručni saradnici doživljavaju školski neuspeh učenika. *Zbornik Instituta za pedagoška istraživanja,* 45(2), 342-362.

Karović, D. & Korica-Tošović, R. (1980). Funkcija i programiranje rada školskog pedagoga i psihologa u obrazovnim centrima srednjeg usmerenog obrazovanja. *Nastava i vaspitanje*, 29(3), 483-489.

Linley, P. A. & Joseph, S. (Eds.) (2004). P*ositive psychology in practice*. New Jersey: John Wiley & Sons.

Maksić, S. (2015). Obstacles to reform changes of Serbian education. In V. Hedrih & A. Stoilković (Eds.), *International conference 11th Days of applied psychology "Contemporary Psychological Research", Abstract Book* [Elektronski izvor] (9). Niš: Department of Psychology of the Faculty of Philosophy.

Maksić, S. & Đerić, I. (Eds.) (2016). *Razvoj istraživačke prakse u školi.* Beograd: Institut za pedagoška istraživanja.

Максич, С. & Павлович, З. (2013). Современная школа в переходном обществе в Сербии. *Известия Волгоградского государственногоПедагогического университета*, 2(77), 114-120.

Marković, J. (1997). Uloga stručnih saradnika u kreiranju nastavnog procesa – uvođenje edukativnih radionica u praksu. *Inovacije u nastavi*, 15(49), 312-318.

Mioč, J. (1962). Potrebna je saradnja teoretičara i praktičara ali prvenstveno na praktičnom rešavanju problema. *Nastava i vaspitanje*, 11(9-10), 508.

Ničković, R. (1967). Nužnost organizovanijeg naučno-istraživačkog rada u oblasti obrazovanja. *Nastava i vaspitanje*, 16(4), 276-278.

Petrović, D. & Dimitrijević, B. (2013). Kako školski psiholozi vide svoju profesionalnu ulogu? *Nastava i vaspitanje*, 62(3), 421-437.

Pravilnik o kriterijumima i standardima za finansiranje ustanove koja obavlja delatnost osnovnog obrazovanja i vaspitanja (2015). *Službeni glasnik RS,* No. 36/2015, 72/2015.

Pravilnik o kriterijumima i standardima za finansiranje ustanove koja obavlja delatnost srednjeg obrazovanja i vaspitanja (2015). *Službeni glasnik RS,* No. 72/2015.

Pravilnik o programu rada stručnih saradnika u srednjoj školi (1993). *Službeni glasnik RS,* No. 1/93.

Pravilnik o programu svih oblika rada stručnih saradnika (2012). *Službenik glasnik RS – Prosvetni glasnik,* No. 5/2012.

Pravilnik o stalnom stručnom usavršavanju i sticanju znanja nastavnika, vaspitača i stručnih saradnika (2012). *Službenik glasnik RS,* No. 13/2012.

Programski zadaci pedagoško-psihološke službe u školama (1970). *Psihologija*, 3(2), 279-283.

Radoš, R. (1989). Status i doprinos stručnih saradnika u školi. *Inovacije u nastavi*, 7(2), 149-151.

Seligman, M. E. P., Steen, T. A., Park, N. & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventation. *American Psychologist*, 60, 410-421.

Tisinović, S. (1990). Učešće psihologa u ostvarenju programa profesionalne orijentacije. *Inovacije u nastavi*, 8(2), 79-81.

Zakon o osnovama sistema obrazovanja i vaspitanja (2009). *Službeni glasnik RS,* No.72/09, 52/11, 55/13.

Živković, D. (1980). Uloga školskog psihologa u reformisanoj školi. *Psihologija*, 13(1-2), 17-21.

Faculty of Education - Bitola
"St. Kliment Ohridski" University
eISSN: 1857- 8888
DOI: 10.20544/teacher.15.02

WITTGENSTEIN'S TRACTATUS - A MODEL FOR PHILOSOPHICO-LINGUISTIC COHERENCE[1]

Edita Kamberi Spahiu
International Balkan University, ELS, Skopje, Macedonia

Isa Spahiu
AAB University, Faculty of English Language, Prishtina, Kosovo

Abstract

The aim of this paper is to show that the teacher's role as researcher of the language knowledge in the teaching is particularly important, even in the making ethical decisions in the classroom. Wittgenstein told Ludwig von Ficker that the point of the Tractatus was ethical. The value of the Tractatus consists in two things: "that thoughts are expressed in it" and "that it shows how little is achieved when these problems are solved." At the end of the book Wittgenstein says "My propositions serve as elucidations in the following way: anyone who understands me eventually recognizes them as nonsensical".

Key words: *knowledge, philosophy of language, semantics, education, values*

In fact all the propositions of our everyday language,
just as they stand, are in perfect logical order"
(Tractatus Logico-Philosophicus, 5.5563)

INTRODUCTION

Ludwig Wittgenstein (1889-1951) is one of the most original philosophers and linguists of the twentieth century. In his works he studies the language as the only logical structured code that lies at the heart of the ontological base of the world. According to him, the language does not unite the universal logical structure, but it consists of various substructures ("language games") derived from a multitude of different languages. Every true statement, according to Wittgenstein, is a logical picture of a possible condition of things that has the same formal structure as the true statement it depicts.

The only work Ludwig Wittgenstein published during his life, dedicating it to his friend David Pinsent, is Tractatus Logico-Philosophicus. The treatise is known for its strict and compact style of writing. By carefully numbered views and declarative sentences that are treated as self-evident, the tract attracts the curiosity of a whole generation of philosophers and linguists. The work does not contain arguments, but consists of statements that are hierarchically numbered in seven basic levels, while each sub-level is an explanation or commentary on a higher-level statement (for example, 1, 1.1, 1.11, 1.12). The seven basic levels in the treatise are:

[1] Specialized paper

1. The world is as it is the chance.
2. As is the chance - the fact - such is the state of things.
3. A logical picture of the facts is the thought.
4. Thought is a suggestion with a sense.
5. The proposal is a true function of elementary statements
6. The general form of the true function is [p, E, N (E)] and it is the general form of the statment.
7. The test must overcome the proposals and see the world as an order. What we can not talk about, we need to go into silence.

At the end of the work, there is an index that includes the more interesting words and gives all of their occurrences in the book. The listing of the Index belongs to translators Pers and Mac Guinness.

PHILOSOPHICO-LINGUISTIC COHERENCE

Not only is the Philosophical Investigation but also of course the Tractatus of Wittgenstein of great importance in the history of linguistic thought. The linguistic theories play an essential part in the structure of Tractatus (De Mauro, 2013).

In the first level (World is as it is the case), Wittgeinstein briefly states that the world is a whole of facts and that the facts, subordinated in a logical space, oppose the chance. This claim can be regarded as the basis of his metaphysical point of view by which he supports his conception of language as an image. The definition of a system of communication that can be termed "language" must set certain criteria on which basis it can be unambiguously decided whether something is or is not a sign of a particular language system, that is, whether or not any activity is or not is an act of interpretation of a sign or image that belongs to the set of signs.

In the second level (What is the coincidence - the fact - such is the state of things), Wittgenstein argues that the world we perceive does not consist of the essence but of the facts. This epistemological representation is further clarified by discussion of the term and the thing as metaphysical substances. The notion is presented as a static, immutable form which is considered a conjecture of the essence. However, the opposite view denies that there is no immutable form and that the old one is subject to constant change. Although this attitude of Wittgenstein largely explicitly attacks the universals, however, the idea of a general concept is related to other ideas that relate to the structure of language. The very idea of the private language argument is inherently built upon a limit. Through it, Wittgenstein poses a paradox to us: in examining the limitations of language, it is impossible to determinate what the limit is from the angle at which language no longer plays a role. In this light, language is the currency of comprehension (Robb, 2010).

The third level (The logical picture of the facts is the thought) promotes the thesis of language as a visual phenomenon in the world. This can be summarized as follows: The world consists of a totality of interconnected facts, and the facts are associated with the help of suggestions that make "images" for the world. In order for a picture to represent a certain fact, it must, in some way, possess the same logical structure as the fact. The picture is a standard of reality. In this way, the linguistic expression can be seen as a form of geometric projection, where language is the variable form of projection, while the logical structure of the expression is hidden in the invariable geometric relationships.

The fourth level (Thought is a sense proposition) contains Wittgenstein's most explicit message about the difference between material and grammatical statements. Namely, he argues that most of the proposals and questions that need to be found in philosophical works are not false, but meaningless. Consequently, we can not give any answer to the so-called "eternal questions", but we can only point out that they are meaningless. Most unsolvable questions stem from our failure to understand the logic of our language. If the form of our argument is valid, then the connection of the statement will be logically equivalent to the conclusion. Thus, the concept of tautology is a central motive in this part of Wittgenstein's book. According to him, the "ideal" language can not give meaning to the world, but only reflects its facts. Therefore, sentences in one language can not make sense if they are not reflections on the facts.

Fifth level (The proposal is the true function of elementary statements) is an explanation of the ability of language and thought to represent the world as a whole. Wittgenstein is largely concerned with studying the proposals and investigating how they function in correspondence with the truth of elementary statements. According to his first premise, proposals can "present" the world in a certain way, that is, either true or false. For example, the statement "There is a tree in the yard" is true if and only if there is wood in the yard. The images of language, according to Wittgenstein, are suggestions of the pictorial form of the world, but they can not represent their own logical essence, nor can they say what they have in common with reality. Since all suggestions, based on what are images, make sense regardless of reality, from the very proposal we can not see whether it is a truth or a lie, that is, the proposal can not say anything about the world or describe any fact in it.

The sixth level (The general form of the true function is [p, E, N (E)] and it is the general form of the statment). According to the traditional reading of the treatise, Wittgenstein's views on logic and language led him to believe that some traits of language and reality can not be expressed in sensual language, but can only be "displayed" in the form of certain expressions. Thus, for example, according to the theory of the picture, when a statement is expressed or expressed, the proposal represents the reality (real or false) by sharing some characteristics with that reality. However, those characteristics are something that Wittgenstein claimed that we can not say what it is because we can not describe the relationship that the images carry with what they represent, but merely to show it through the fact that it states the statements [p, E, N (E)]. Thus, we can not say that there is a correspondence between language and reality, but the correspondence itself can be shown because our language is not capable of describing its own logical structure. Reality is not a product of human language. If we concieve of reality as comprising the various things we refer to in language and the facts we state in term of it, including the existence of those things which we state in term of it, including the existence of those things which we name, then it reality would be absurd to claim that all this is a product of our language and, therefore, not independent of the language we speak (Dilman, 2016).

The seventh level (the story must overcome the proposals and see the world as an order. What we can not talk about, we need to pass in silence). Speaking and thinking are different activities whose practical governance does not have a logical side. The logical articulation of the activity itself can be made clear in terms of what is involved in our consciousness. All statements are of equal value. Everything in the world is coincidental (only the logic is necessary), and so nothing in the world can have transcendental value. If something has value or meaning, that value or meaning must lie outside the world. Even if it has value or meaning, we can not talk about it, because it lies outside the world and hence out of the kingdom of what can be said.

Everyone knows the word for seeing, keys, or a desk, as everyone knows the word for Goodness, Beauty, or Equality. And the only way to deal with such a claim would be to engage the question Carnap here passes over in silence (Hallett, 2008).

CONCLUSION

As a conclusion, we will mention only a few important representative proposals of the book:

1. The world is such as it is the chance.
4.01 The proposal is a picture of reality.
4.0312 "Logical constants "are not representatives of logical facts.
4.121 Suggestions show the logical form of reality.
4.1212 What can be shown can not be said.
4.5 The general form of the proposal is: "This is the way things stand".
5.4711 To give the essence of the proposal means to give the essence of the whole description, and thus the essence of the world.
5.6 The boundaries of my language mean the boundaries of my world.

Ethics and aesthetics (which Wittgenstein takes as their equivalent) can not be put into words because they make judgments about value. The actions are not good or bad because of their consequences, but because of the overall attitude towards life they embody. While the exercise of will does not have a direct impact on the world itself, this exercise of will defines the kind of world that a person lives:

"The world of the happy man is different from that of the unhappy man."

References:

1. De Mauro, T. (2013). *Ludwig Wittgenstein: His Place in the Development of Semantics*, Berlin: Springer Science & Bussines Media.
2. Dilman, I. (2016). Wittgenstein's Copernican Revolution: the Question of Linguistic Idealism, Berlin: Springer.
3. Hallett, G. (2008). *Linguistic Philosophy: The Central Story*, New York: SUNY Press.
4. Robb, T. (2010). *Visions of the City – Wittgenstein and Linguistic Modalities in Modernism*, Berlin: GRIN Verlag.
5. Wittgenstein, L. (1999). Tractatus Logico-Philosophicus, New York: Dover Publications.

IJET Faculty of Education - Bitola "St. Kliment Ohridski" University
eISSN: 1857- 8888
DOI: 10.20544/teacher.15.03

THE DIMENSIONALITY OF STUDENT TEACHER PROFESSIONAL IDENTITY[1]

Predrag Živković

Faculty of Education in Jagodina, Department of Humanistic Sciencies
University of Kragujevac, Republic of Serbia

Abstract

Although the problem of professional identity of teachers is relatively comprehensively investigate, both the theoretically and the empirically, the problem of the professional identity of student teachers and beginning teachers are not sufficient and comprehensively addressed. On the sample of N = 158 respondents, students of the Faculty of Teacher Education, *Student Teacher Professional Identity Scale* (Fisherman & Abbot, 1998) was used, which is in previous studies showed relatively good psychometrics characteristics and measures. On our sample of respondents, one dimension was obtained indicating job-orientation to teacher tasks rather than orientations on the profession and the teachers vocation. The implications of these results are important for decisions makers in teacher education.

Key words: *teacher education, professional identity, student teachers, factor analysis.*

THEORETICAL BACKGROUND

Becoming a teacher is a more complex process than many pre-service teachers may have initially thought (Beattie, 2000; Britzman, 2003, Živković, 2013). Life history, the personal, and those experiences of schools and teaching that the pre-service teachers bring with them to teacher preparation courses affect the way they manage the 'becoming' process. It has been argued that "clear self-image and ownership of an emerging professional identity" are necessary conditions that help pre-service teachers effectively apply knowledge acquired from teacher education programs into workplace situations in the future" (Bennett, 2013: 55). Moreover, the examination of pre-service teachers' perceptions of their future selves may reveal doubts and unrealistic expectations, as well as provide a road map for developing the skills or dispositions required to become the teacher they aspire to be (Brand & Dolloff, 2002).

Teacher educators have been challenged "to recreate the space for construction of an individual, meaningful, resilient professional identity underpinned by strong beliefs and values" (Smethem, 2007:478). Understanding early pre-service teachers' emerging identity may enable teacher educators to prepare pre-service teachers for their teaching career, through facilitating the development of a professional identity as teachers, and eventually the development of effective teachers who thrive in the profession.

Moore & Hofman (1988) have designed research to examine the hypothesis that a highly prominent teacher professional identity can block the tendency of abandoning the institution

[1] Revisional scientific paper

of higher education and that this coincides with justified criticism of institutions. Authors defined professional identity as an extension of awareness of how one thinks about his roles as important, attractive images about himself that are in agreement with other roles. With the issue of professional identity and its characteristics, the authors connect the concept of job satisfaction. The following results and conclusions were obtained: satisfaction with the work was previously connected with the needs of self-realization and self-actualization, but with working conditions; professional identity is a good incentive to leave the profession, ie, teaching work (absenteeism); insisting on quality at the level of the organization correlates with the developed professional identity of the members of the organization.

At the level and methodology of theoretical analysis, Siraj-Blatchford (1993) organize research to show that the professional identity of a teacher-beginner depends on the prescribed curriculum. Professional identity is determined by the sense of teacher autonomy. The autonomy of teachers is crucial for understanding of a identity, but in the conclusions of the research author accept the remark that in the formulation of the conclusions they were under the influence, then only the proposed, the concept *of teacher competences*, for whom they admit that it has negligible influence on the teacher's *self-identity.*

Research on the theme of forming a professional teacher identity is relevant to mentors in the training of future teachers in schools, and their goal is to better understand and conceptualize the support and needs of future teachers (Volkmann & Anderson, 1998). Important factors in shaping the professional identity of teachers are, in particular, biographies and beliefs expressed in these biographies (Knowles, 1992, Surgue, 1997, Kalchtermans, 1994). From this perspective, Bullough (1997) writes that:

> "[...] the identity of teachers-what beginners teach about self-as-teacher teaching (sic!)-vital to education and training of young teachers; This is the basis for the creation of meaning and decision making. Teacher education, therefore, must begin by self-examination by teachers, by examining the teacher's self" (Bullough, 1997:21).

The aim of the research carried out by Sugrue (1997) was to provide an insight into the most prominent impacts (formative, personal and social) on the professional identity of trainee teachers through the deconstruction of their implicit theories. Sardis defines professional identity as part of a discourse that is open to continuous redefinition, rather than as a set of essential characteristics that are common to all teachers. As related, the author uses the concepts: image of teachers, biography of teachers. His main conclusions are: teachers-trainees are able to define topics related to their professional identity; implicit teacher theories depend on the personality of teachers, but also on the social context; The professional identity of teachers is mostly an intuitive expression of their personality (tacit) and depends on personal theory of teaching and teaching.

Some studies of a positive and negative role model clearly demonstrated the impact of teachers from their own past on beginner teachers (Koster, Korthagen & Shrijumaners, 1995). These examples show that past models form a professional "self-image" of teachers. Tasin (1999) points out that "[...] the behavior of the functions of the self-concept, which makes the self-concept the essential aspect of teaching and training for teaching" (p.27). Hamachek (1999) notes that "[...] as more teachers know about themselves - within the personal curriculum - that more personal decisions influence the making of better decisions in teaching" (p.209).

Bearing in mind the education and training of teachers, it is interesting to speculate on how far or close the personal and professional self are. Although there are those who prefer clear and pure distinctions, most researchers agree that insisting on the distinction in this area is not justified (Nias, 1989). This is why "in other professions it may be easier to notice the difference between individual and professional performance" (McLean, 1999: 104).

We can ask ourselves whether and to what extent teacher training contributes to the development of professional identity. In some, this is unquestionable, as with Bullough (1997), which states:

> "The identity of teachers - what an inexperienced teacher believes in teaching and teaching, learning and self as a teacher - is vital to the education of future teachers; it is the basis for the formation of meaning and exercise in decision-making [...]. Teacher education must begin by exploring self (self) teachers "(Bullough, 1997: 21).

The main problem, here indicated, is that the self-concept is extremely resistant to change (Swann, 1992). Experienced teachers know that when a beginner has a negative self-concept, it is difficult to translate it in a different way of thinking about himself, even when confronted with examples in which he showed a different form of behavior (the reverse situation is, at least, controversial). The classical psychoanalytic explanation of this phenomenon is the "ego-resilience", which protects the ego.

Teacher training institutions organize their activities on the basis of the list of "basic competences" determined by the establishment in the field of education (Deros & Vanderheyden, 2002). These regulations define quality elements, but not necessarily the assumptions of the teaching profession. They represent only a part of the regulations (terms and conditions) for the preparation of the profession of teachers. What they do not prescribe is the second, much more important part: pedagogy of trainee teachers and mastering thoughts.

In the last few decades, five pedagogical traditions have made an impact on modern training programs for future teachers, as follows:
1. academic,
2. practical,
3. technological,
4. personal,
5. critical (reconstructive) (Bretzman, 2003).

Each of them has influenced a group of ideas about the goals of future teachers' training. Some comparative analyzes (Wideen, 1998) have shown that teachers still hold those positivistic ones, in the later discourse-traditional, ie, academic. Britzman analysis shows that:

- higher education teacher training institutions provide and offer knowledge through various, often fragmentary courses;
- schools provide an environment in which beginner teachers are expected to apply this theory (Britzman, 2003) .

Beginners are expected to integrate educational, didactic and pedagogical theories themselves. Such, traditionally structured programs, are not effective in preparing teachers for the teaching profession. This deficit is defined as the "problem of pedagogy" and the

failure of the program of theory integration (taught at faculties) and practice (Britzman, 2003).

In this paper, a realistic and holistic approach to the preparation of teachers is taught. Korthagen (2004), as already recognized authority in the field of pedeutology research, advocates this approach, inspired by the synthesis of valuable elements of each of the above historical traditions. The adjective *realistic* implies the need for a real pedagogy of teacher training, realistic ways of achieving the goals of teacher training, highlighting the different types of knowledge that form the basis for application in practice, e.g. academic, technical, practical, reflexive, thorough knowledge, etc.

The focus is not on the fact that the teacher "knows a lot about teaching", but in helping him to become a good teacher who understands himself, participates in personal and professional changes. To enable these aspects of formation to become operational, Korthagen (2004) proposes the so-called *level of change* or *onion model* with basic elements, levels of personal and professional changes.

According to the model, preparing future professors for the profession should not be focused on behavioral changes, competencies and beliefs, but the focus should be on the identity of teachers and his mission as a higher, more complete level of professional achievement. Some authors (Dilts, 1990: 13) report similar levels of change that determine the issues:

- where am I (the "environment"),
- what am I doing ("behavior"),
- what can they do ("capacity of competences"),
- what I believe ("beliefs"),
- who am I ("identity"),
- what do I want ("mission, calling").

The intention to distinguish the essential qualities of teachers and teaching can be fraught with great difficulties. There are many attempts to describe the quality of teachers and turn these descriptions into competences. There is also a lot of doubt about the validity, reliability and practical value of such a procedure (Barnet, 1994; Hyland, 1994). Concepts of performance models and competencies based on teacher education models have become prevalent since the 1950s. The basic idea of these models is - concrete and observable available behaviors and behavioral criteria can serve as the basis for beginner training. After that, in order to identify the behaviors of teachers that appear in high correlation with the results of student learning, the concept of "process-product" research appears. These forms of teacher behavior are translated into concrete competences, which teachers should adopt and improve.

The development of such a logic, it turns out now clearly, leads to serious problems. In order to ensure sufficient validity and reliability in the achievements of teachers, detailed lists of skills (teacher skills) are constructed. This led to the fragmentation of teacher roles. In practice, this detailed list (taxonomic character) and a long list of skills, is considered very narrowly. Insufficient attention is drawn to the fact that a good teacher can not be comprehensively described in the terms of isolated, narrowly defined competences, which would be practiced in repeated training and practice cycles (especially for primary and beginner teachers).

> "It's a mistake to assume that methods used by experienced teachers (certified competences) can (or should) be directly applied to beginners" (Newman & Wass, 1974: 4).

Feiman-Nemser (1983) states that teachers spent many years at school as pupils, during which period they gained and developed personal beliefs about teaching and teaching, many of which are diametrically opposed to what they hear and practice in the course academic education and initial training[2]. All of this led to the development of teacher education and training in which the transfer of scientific knowledge (or formal knowledge) was less emphasized (Fenstermacher, 1994), and the growing awareness of personal practical knowledge (Clandinin, 1986).

This practical knowledge usually takes the form of images. An example is a picture of a teacher that many teachers retain from their personal school days (personal experience) -one who stands in front of the student and explains it. Korthagen (1996) points out that not only are "visualizations and images" or purely cognitive aspects involved in this; these are also emotional, willing and behavioral aspects (Hargreaves, 1998).

The researchers use the term *Gestalt* for this feature to indicate the cohesive content of earlier experience, the role model, the need, the values of images and routines, which are often unconsciously caused by a concrete situation (Korthagen, 2001). An example of this in the case of a teacher-beginner:

- the teacher-beginner faces a student whom he / she considers to be impeccable;
- almost "directly and automatically" extracts old images and feelings in order to change student behavior;
- it would not be imaginable that, at the same time and in the moment (in magic), all the knowledge acquired during professional preparation is canceled and replaced by the *Gestalt*;
- A beginner-teacher may, for example, seek confrontation with the student, even though knowledge about interpersonal behavior in the classroom (Wubbels & Levy, 1993) suggests that in such situations the teacher would better define himself for cooperative behavior.

METHOD

Research Problem. The main problem of this research is to examine self-reported attitudes toward main student teachers professional identity dimensions. Similar as that, the second aim of the present study was examining of the psychometric chracteristics of the STPIS (Student Teachers Professional Identity Scale) (Fisherman & Abbot, 1993) that was for the first time used in Serbia.

General Research Hypothesis. It is expected that were one plausible and interpretable teachers professional identity dimension that expressed students teacher professional

[2] Beginner teachers often emphasize beliefs about teaching as "knowledge transmission", although their instructors (menthors) find that this belief does not have any major benefits in gaining the skills of a good teacher (Richardson, 1997).

identities characteristics according to the STPIS and research results, respectively.

Sample and Procedure. The initial sample of respondents consisted of 158 students from University of Kragujevac, Faculty of Education in Jagodina. The sample comprised of 54.1% of the 2nd year teacher program students and 45.9% of those who were the 3rd year and master undergraduated teacher program group. The study group consisted of 158 participants (131 [83%] women and 17 [17%] men (M=1.83, SD=.375), 50 [32%] post-graduated and 108 [68%] under-graduated students (M=1.06, SD=.206). Test distribution for academic achievements is normal (Kolmogorov-Smirnov Z=1.999, p=0.001, M=2.46, SD=.706). The survey was conducted anonymously and voluntarily in Faculty of Education in Jagodina. The data collection was conducted anonymously to protect confidentiality of the participants.

Instrument: *Student Teacher Professional Identity Scale* (Fisherman & Abbot, 1993) (STPIS). This questionnaire examines students' attitudes towards being a teacher and to how much they identify with teacher's role. The questionnaire examines their confidence about their professional choice, their sense of self-actualization as teachers, and the extent to which they see their profession as a mission and as a challenge. The questionnaire consists of 12 items. The teachers were asked to what extent they agreed with the items on a five-point scale (ranging from 1: complete disagreement, to 5: complete agreement). The total scores ranged from 5 to 60 points. Alpha reliability in previous study was α= .93 (Fisherman & Abbot, 1993), and in repeted measuring was α=.84 (Fisherman& Weiss, 2006).

Table 1. Mean and Standard Deviation of Single Items of the Student Teachers Professional Identity Scale for the Total Group (N = 158).

	Items/Stavke	Mean	Std. Deviation
1.	It is important to me to be a teacher /Biti ucitelj za mene je vazno.	4.44	1.037
2.	I'm comfortable introducing myself as a teacher /Ugodno mi je kada se predstavljam kao ucitelj.	4.37	.742
3.	Being a teacher is a central part of my life /Biti ucitelj je centralni deo mog zivota.	3.60	1.071
4.	When someone says something negative about teachers, I feel hurt /Kada neko kaze nesto negativno o uciteljima, osecam se povredjeno.	3.44	1.320
5.	I always wanted to be a teacher /Oduvek sam zeleo da budem ucitelj	3.81	1.314
6.	I am attracted by the work of a teacher/Privlaci me posao ucitelja.	4.35	.988
7.	I think that it will be good for me to be engaged in education /Mislim da je dobro za mene da se bavim poucavanjem.	4.33	.901

8. When someone does not understand my profession, I explain the meaning of being a teacher to him /Kada neko ne razume profesiju kojom cu se baviti objasnim mu sta to znaci biti ucitelj	4.15	1.036
9. For me, teaching is a mission/Za mene je poucavanje - poziv	4.15	1.092
10. I think I will fulfill myself as a teacher /Mislim da cu postati ispunjen/a kada postanem ucitelj	4.33	1.024
11. Teaching is an intellectual challenge for me /Za mene je poucavanje intelektualni izazov.	4.10	.891
12. My main challenge in my work is to advance children /Glavni izazov u poslu kojim cu se baviti jeste kako poboljsati zivot ucenika.	4.13	.817
	M=49.19	SD=9.47

Statistical Analyses. Cronbach's alpha coefficient, the test-retest correlation coefficient, and the correlations between the RS and other measures were established by calculating Pearson's correlation coefficients. Exploratory factor analysis (EFA) was conducted by using data at initial assessment. All statistical analyses used two-tailed tests. For all statistical evaluations, p values less than 0.05 were considered indicative of significant differences.

The statistical analyses were conducted using the Statistical Package for the Social Sciences (SPSS) for Windows, version 17.0. For statistical analysis, p-values lower than .05 were considered statistically significant. The normality of the total scores of STPIS were evaluated by using the Kolmogorov-Smirnov test of normality.

RESULTS

Mean score on the STPIS was M=49.19 (SD=9.47). The items are presented in Table 1. The overall Cronbach's alpha coefficient of the STPIS was α=0.935, indicate good reliability. In the item-statistics analisys, in Cronbach's Alpha if items deleted section, there were no items that had value above obtained α=.935. KMO (.889) and Bartlett test of sphericity (p=0.000) had satisfactory values. Kolmogorov-Smirnov test of normality Z=1.264 (p=.082). The test-retest correlation coefficient of the STPIS was 0.83, and that of the STPIS-6 was 0.84.

Table 2. Results of Reliability Analysis .

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
STPIS1	44.75	76.975	.648	.554	.932
STPIS2	44.83	80.734	.642	.484	.933
STPIS3	45.60	75.696	.697	.583	.931
STPIS4	45.75	72.387	.700	.624	.932

STPIS5	45.38	71.261	.760	.682	.929
STPIS6	44.85	74.603	.836	.770	.926
STPIS7	44.87	76.785	.775	.699	.928
STPIS8	45.04	76.116	.700	.637	.930
STPIS9	45.04	74.155	.771	.743	.928
STPIS10	44.87	74.511	.808	.752	.926
STPIS11	45.10	77.971	.704	.669	.931
STPIS12	45.06	80.055	.624	.465	.933

From a principal component extraction with varimax rotation, one factor were emerged.
The 12 items in the STPIS were entered into principal component analysis according to the previous study. All items loaded onto the first component, and factor loadings were greater than 0.68. One-factor solution accounted for 59.83% of the total variance.

Table 3: Results of Exploratory Factor Analysis (EFA) – Component Matrix.

Component Matrix

	Component
	1
STPIS6	.870
STPIS10	.851
STPIS7	.820
STPIS9	.815
STPIS5	.804
STPIS11	.761
STPIS4	.751
STPIS3	.751
STPIS8	.740
STPIS1	.709
STPIS2	.701
STPIS12	.683

DISCUSSION AND CONCLUSIONS

We can interpret obtain one factor as a *job-orientation* dimension, orientation on practice of teachers work. It seems that profession-orientation come and develop lately, in in-service phase. This means that the university students perceive teaching role more as a specific job and not as a profession. They are goal-directed towards their job as teachers, and see their practice as a part of their studies and not as a result of their professional identity development as teachers.

To sum, relationships that were found between factors in the college group, indicate of coherency of the personality factors that effecting practice. It means that the course of teacher training at college focuses on general and coherent professional identity development.

Practice influenced by both personality and cognitive factors. It seems that the university training does not invest in teacher's professional development as a general entity but rather focuses on cognitive and personality factors separately, during the training process compare to colleges.

Professional identity development is the process of integrating personal knowledge, beliefs, attitudes, norms, and values on the one hand, and professional demands from teacher education institutes and schools, including broadly accepted values and standards about teaching, on the other. It is a process of reconciling the personal and professional sides of becoming and being a teacher. During this process, teachers may experience conflicts between what they find to be relevant to the profession and what they personally desire or experience as good. If this connection between teachers' personal subjectivities or ideologies and their professional selves cannot be made, the personal and the professional may conflict. Such conflicts may emerge as tensions in the professional identity of (beginning) teachers. These 'professional identity tensions' are considered to be internal struggles between the teacher as a person and the teacher as a professional regarding undesirable situations. Tensions may have severe consequences for teachers' learning and functioning and even cause them to quit teacher education or leave the profession.

In this study, it is being assumed that particularly beginning teachers will experience professional identity tensions. The period of transition from student to teacher can be characterised as a "struggle" for many beginning teachers, which is often invisible to their teacher educators and mentors or colleagues in schools. In this study, this "struggle" is assumed to be caused by or lead to tensions in one's professional identity. Furthermore, reconciling the personal and the professional sides of being a teacher is a dynamic and very complex process for beginners, influenced by many occurrences, practices, and people. These many different sources may be experienced as competing or conflicting and, at least to some extent, cause or lead to professional identity tensions for beginning teachers.

The implications of these results are important for decisions makers in teacher education.

REFERENCES

Arellano, E.L., Barcenal, T.L., Bilbao, P.P., Castellano, M. A., Nichols, S. & Tippins, D.J. (2001). Case based pedagogy as a context for collaborative inquiry in the Philippines. Journal of Research in Science Teaching, 38(5). 502-528.

Beijaard, D. (1995). Teachers' prior experiences and actual perceptions of professional identity. Teachers and Teaching: Theory and Practice, 1, 281-294.

Beijaard, D., Verloop, N., & Vermunt, J.D. (2000). Teachers' perceptions of professional identity: An exploratory study from a personal knowledge perspective, Teaching and Teacher Education. 16,749-764.

Blustein, D.L. (1988). A canonical analysis of career choice crystallization and vocational maturity, Journal of Counseling Psychology. 35(3), 294-297.

Boone,C., De-Brabander, B.& van-Witteloostuijn, A. (1999). The impact of personality on behavior in five Prisoners Dilemma games. Journal of Economic Psychology. 20(3). 343-377.

Brickhouse, N.W., Lowery, P. & Schultz, K. (2000). What kind of girl does science? The construction of school science identities. Journal of Research in Science Teaching, 37(5), 441-458.

Britzman, D.P. (1991). *Practice Makes Practice: A Critical Study of Learning to Teach.* Albany: State University of New York Press.

Carrington, G., Griffin, D., Hollis, I. & Parry, J. (2002). Ethical problem-solving in the practice of educational psychology, *Educational and Child Psychology.* 19(1). 30-45.

Cha, Y.S. (2000). Using the concept of framing and loss aversion to answer pertinent questions on cooperative behaviors in social dilemmas. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign. U.S.

Coldron, J., & Smith, R. (1999). Active location in teachers construction of their professional identities, *Journal of Curriculum Studies. 31(6). 711-726.*

Diniz-Pereira, E.J. (2002). Teacher identity construction in different contexts of teacher education in Brazil. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans.

Dor, S., Ben-David, D., Zakai, G., & Nardi, O. (1997). Chinuch erki be'emtza'ut diunim bedilemot benoseh si'ud [Values education by means of discussions about dilemmas in nursing]. In: M. Bar-Lev (Ed.)., *Arachim VeChinuch La'Arachim [Values and Values Education]*. Jerusalem: Ministry of Education and Culture and Hebrew University, 271-291.

Fisherman, S., & Abbot, J.A. (1998). Ego Identity as a Predictor of Teaching Success. Paper presented at the Annual Meeting A.E.R.A., San Diego.

Fisherman, S. (2002). Crystallization of Religious Identity (The world of religious values) through Internal Conflict, Undermining and Critical Thinking. In: N. Maslovati & Y. Iram (Editors). *Education for Values in Various Educational Relationships.* Ramat-Gan: Bar-Ilan University, pages 375-396.

Galante, O. (1985). Shcikat morim bema'arekhet ha'al yesodit vehashpa'at ha'aklim ha'irguni aleihem [Teacher burnout in the secondary school system and the influence of the organizational climate on teachers]. Unpublished Master's thesis, Ben-Gurion University of the Negev, Beer Sheva, Israel.

Girod, M. & Pardales, M. (2002). Who am I becoming? Identity development in becoming a teacher-researcher. Paper presented at the Annual Meeting of the American Educational Research Association. April 2001. Seattle.

Ganser, T. (1997). The Views of Students in an Early Field Experience: Mixed Messages. Paper presented at the Annual Meeting of the Mid-Western Educational Research Association.

Goodson, I. (1992). *Studying Teachers' Lives.* London: Routledge.

Granberg, D. & Dorr, N. (1998). Further exploration of two-stage decision making in the Monty Hall dilemma. *American Journal of Psychology.* 111(4).561-579.

Hotaling, M.S. (2001). The relationship between vocational maturity and subjective well-being. Unpublished doctoral dissertation, State University of New York at Albany. U.S.

Key, C. & Aiello, L. C. (2000). A prisoners dilemma model of the evolution of paternal care, *Folia-Primatologica.* 71(1-2). 77-92.

Kimberly, J. (2001). Social identity and the NNES MA TESOL Students. *Journal of Education Policy, 16(2),* 149-161.

Kohlberg, L. (1968). The child as a moral philosopher, *Psychology Today. 2*,25-30.

Kompf, M., Bond, W.R., Dworet, D., & Boak, T. (1996). *Changing Research and Practice: Teachers' Professionalism, Identity and Knowledge.* London: Falmer Press.

Kramer, L., & Hoffman, Y. (1981). Zehut miktso'it uneshira min hahora'a [Professional

identity and defection from teaching], *Iyunim bexinukh [Studies in education]*. *31*, 99-108.
Lortie, D.C. (1975). *Schoolteacher: A Sociological Study.* Chicago: The University of Chicago Press.
Louden, W. (1991). *Understanding Teaching: Continuity and Change in Teachers' Knowledge.* N.Y.: Cassel.
Matsuda, M. & Yamagishi, T. (2001). Trust and cooperation: An experimental study of PD with choice of dependence. *Japanese Journal of Psychology.* 72(5), 413-421.
Mitchell, A. (1997). Teacher identity: A key to increase collaboration. *Action in Teacher Education*, 19, 1-14.
Newfield, S.A., Newfield, N.A., Sperry, J.A. & Smith, T. E. (2000). Ethical decision making among family therapists and individual therapists. *Family Process.* 39(2), 177-188.
Norris, P. (2001). Emotional reasoning. Unpublished doctoral dissertation, University of Massachusetts at Amherst.
Piaget, J. (1948). *The Moral Judgment of the Child.* N.Y.: Harcourt, Brace. Glencoe IL, Free Press.
Powell, R. (2000). Case-based teaching in homogeneous teacher education contexts: A study of preservice teachers' situative cognition, *Teaching and Teacher Education.* 16(3), 89-410.
Rest, J.R. (1976). New approaches in the assessment of moral judgment. In T. Lickona (Ed.) *Moral Development and Behavior.* N.Y.: Holt, Rinehart & Winston.
Roberts, G. & Sherratt, T. N. (1998). Development of cooperative relationships through increasing investment, *Nature*. 394(6689). 175-179.
Robins, S. (1997). The metaphor framing effect: The influence of metaphorical reasoning on everyday decision making. *Dissertation Abstracts International, 58 (3-B).* 1557.
Sagi, Y., Gilat, Y., & Kupferberg, O. (2002). *Hitpatxut miktso'it shel studentim lehora'a: mesugalut atzmit ve'amadot klapei hora'a [Professional development of teacher trainees: self-efficacy and attitudes towards teaching] (Research Report).* Tel-Aviv, Israel: Levinsky College of Education.
Takezawa, M. (1999). The effect of an unfair treatment in the resolution of a social dilemma, *Japanese Journal of Experimental Social Psychology.* 39(1), 30-40.
Tsuji, R. (1999). Trusting behavior in prisoners' dilemma: The effects of social networks. Unpublished doctoral dissertation, University of California at Irvine. U.S.
Vonk, J.H.C. (1995). Conceptualizing novice teachers' professional development: A base for supervisory interventions. Paper presented at the Annual Meeting of the A.E.R.A. San-Francisco: CA.
Weesie, J. & Franzen, A. (1998). Cost sharing in a volunteers' dilemma, *Journal of Conflict Resolution.* 42(5). 600-618.
Weisskirch, R.S. (1999). A new look at career maturity. Unpublished doctoral dissertation, University of California, Davis. U.S.
Wygant. S.A. (1997). Moral reasoning about real-life dilemmas: Paradox in research using the Defining Issues Test, *Personality and Social Psychology Bulletin.* 23(10), 1022-1033.
Živković, P. (2013). The professional development and teachers professional identity: self-assesment in Republic of Serbia.JOURNAL OF EDUCATIONAL AND INSTRUCTIONAL STUDIES IN THE WORLD. February, March, April 2013, Volume: 3 Issue: 1 Article: 18 ISSN: 2146-7463

Faculty of Education - Bitola
"St. Kliment Ohridski" University
eISSN: 1857- 8888
DOI: 10.20544/teacher.15.04

THE DIFFERENTIATION OF THE TOPIC AND THESIS IN THE FIVE-PARAGRAPH ESSAY – REQUIREMENT FOR THE QUALITY OF THE STUDENTS' WRITTEN EXPRESSION[1]

Violeta Janusheva

Faculty of Education, Bitola, Macedonia
violetajanuseva@gmail.com

Abstract

Our everyday teaching practice indicates that the students have unsatisfactory competencies, regarding the differentiation of the topic and thesis in writing the five-paragraph essay and this affects its quality. Therefore, the aim of the paper is to introduce a proposition-model for differentiation of the topic and thesis, and to show that, its practicing leads to improvement of students' competencies in this relevant segment. The research has qualitative (content analysis) and quantitative paradigm and descriptive design. The sample consist of 100 written assignments of 100 students that study at the Faculty of Education in Bitola, and the methods for processing the data and gaining conclusions are analysis, synthesis and comparison. The results show that practicing the proposition-model is justified, because it gives the elementary directions for developing the students' basic written skills, especially for identifying the topic and thesis in writing the five-paragraph essay. This guarantees the improvement of students' written expression.

***Key terms**: topic, thesis, academic writing*

INTRODUCTION

Within its two decades of independent existence, the higher education system in the Republic of Macedonia has changed its physiognomy in a large extent. From system, that is oriented toward the role of the teacher it changes to system in which the active role of the student during his study is stressed out. The role of the teacher is marginalized, and he, in fact, becomes only a leader and mentor of students' activities. This contributes the compatibility of the Macedonian higher education with the trends in the European and world higher education institutions. The written expression is an inevitable part of the students' activities. Among other activities, students are often assigned to write an essay and they get certain points for this, which lately become a part of the students' summative grade. To write an essay means that certain topic should be elaborated in written form and that the students should interpret their thoughts and opinions regarding this topic, i.e. it is an activity, which needs to be done in a written form and many elements, as the organization of the essay, content, language etc. should be taken into account. On the other hand, our daily teaching practice shows that there are numerous weaknesses regarding the students' written expression, especially when writing a five-paragraph essay, that the students should be taught to write an essay with good quality, and that serious and great efforts are needed to promote and cultivate the students' written

[1] Original scientific paper

expression (Januševa & Pejčinovska, 2016, pp. 112–119). Our teaching practice also shows that the students have unsatisfactory competencies in differentiation of the topic and thesis in writing the five-paragraph essay. Though these two concepts have a similar meaning, they need to be differentiated, because this affects the flow of the thoughts and the quality of the essay. Further, there is a need for the students to be taught of the ways they can delimit these two concepts, without assuming that they already have the necessary competencies. Therefore, the aim of the paper is to introduce a preposition-model for differentiation of the topic and thesis in writing the five-paragraph essay, because the teaching practice shows that the successfulness of the essay depends, in a large extent, not only on the capability of the students to express themselves in a written form but also on the teacher's teaching. The paper also wants to show that practicing this model improves the students' competencies in this relevant segment.

TOPIC AND THESIS

The topic refers to what will be discussed in the essay, i.e. the topic is the subject of the interest of the student who writes the essay (Merriam-Webster Dictionary, Cambridge Dictionary, and English Oxford Living Dictionaries) and the main idea that directs the whole essay (Collins English Dictionary). In the Tolkoven rečnik na makedonskiot jazik – TRMJ (monolingual Macedonian dictionary) the notion topic has several meanings: the main thought in work of art, scientific paper, a debate, speech etc.; subject, problem that should be elaborated in written form, title of students' school work (TRMJ, 2014, p. 43). For example, if the student decides to write an essay which topic is going to be euthanasia, that in fact, means that his aim will be to write something about euthanasia. When choosing the topic, several relevant aspects should be addressed: the tangibility of the topic, its scope, its adjustment toward the students' intellectual possibilities, its clearness for the students and for the potential readers etc., but they are not elaborated in this paper. The topic can come out form the reality, i.e. from all spheres of the human living and functioning. The topic can also be a result of the content of the books or newspapers that have been read, of the features of the characters in these books, of the students' own attitudes toward certain television or theatre shows etc. (Whitaker, 2009, pp. 4–5).

The notion thesis has also several meanings, such as long written essay, which is a result of research and is usually used for gaining university degree, for ex., master thesis, doctorial thesis etc. Then, main idea, thinking or theory in written or oral form (Cambridge Dictionary, Merriam-Webster Dictionary); Further, statement or theory given as a premise which needs to be proven (English Oxford Living Dictionaries, Collins English Dictionary); Finally, idea or theory expressed as a statement which should be discussed logically and is synonym with proposition, idea, theory and hypothesis (Collins English Dictionary). In the monolingual Macedonian dictionary, this concept has the following meaning, basic statement, attitude, which needs to be proven or defended and scientific paper for gaining a PhD degree (TRMJ, 2014, p. 36). From here, we can notice the difference between these two concepts as well their similarities. The topic is a broader notion then the thesis and it represents the main thought or idea of an essay, for ex., the essay will be about euthanasia. The thesis is narrower notion, and it often represents a statement or an attitude regarding the topic and should additionally be proven, for ex., Euthanasia should be legalized because/in order to/with aim… etc.

FROM TOPIC TO THESIS – PREPOSITION-MODEL

The determination of the topic is still not a thesis. From the example cited above, it is obvious that the topic Euthanasia is too broad, and that further, the aspect of the topic, which will be the subject of the writing, should be chosen. The choice of one aspect of the topic is in fact, choice of the subtopic that leads to the thesis. Then questions for the chosen subtopic are formulated and the answer of one of those questions presents a possible thesis (Crew, 1980). The thesis clarifies the aspect of the topic Euthanasia, which will be further elaborated in the essay. The thesis is in fact, a statement, which is the base for interpretation of the posed question of the subtopic. The thesis is usually introduced with one sentence at the end of the first (introductory) paragraph of the essay. The further elaboration includes proofs, which will persuade the reader that the thesis is justified. The thesis implies the arguments which will be present in the essay and informs the readers of what can they expect. The thesis should include an aspect that does not involve common agreement.

CHOICE AND FORMULATION OF THE THESIS

The choice and the formulation of the thesis are not a simple task at all. They are complex activities that the essay depends on and they are a result of a long process of thinking. In the teaching practice, it is necessary for the teacher to apply various techniques, which will stimulate the students' thinking and will help them in the understanding of the broader meaning of the topic in order for them to get to the thesis. What follows, are two techniques, which help students to develop the thesis form the topic, though there are many other activities with the same aim. a) Brainstorming is one well-known technique, which stimulates the students' thinking, because it is about free associations. The student focuses on the topic Euthanasia and notes down all ideas (words, phrases, details, descriptions, examples, people, and situations) that come through his mind. For ex., from the topic Euthanasia the following idea could be generated: death, life, doctor, patient's right to choose, family's right to choose, voluntary death, murder of mercy, society, law, patient who cannot be cured, legalization etc. These ideas are, in fact, the base for choosing the subtopic or the aspect of the topic Euthanasia that will be further elaborated. Then, these ideas can serve as a base for producing other ideas. The brainstorming of the topic Euthanasia shows that every component of this topic can be transformed into subtopic, which leads to the thesis; b) Formulating of questions is another technique, which follows the brainstorming. The student should formulate questions for the subtopic or the aspect, which he wants to elaborate (Subject to Thesis). The simple way is to use the question words: who, why, what, when, where, whether and how. Formulating of the questions sharpens the topic and transforms it into problem that should be addressed, i.e. into thesis. Let us assume that through the brainstorming the student chooses the subtopic or aspect Legalization of euthanasia. With the formulated questions, the student narrows this subtopic. For ex., the following question could be posed: Whether euthanasia should be legalized?, Why there is a need to legalize euthanasia?, When there is a need to legalize euthanasia?, How does euthanasia affect the family? etc. These questions are possible aspects of the subtopic Legalization of euthanasia. These questions can generate another, which can also be the base that will lead to the thesis. Further, let us assume that the student chooses to answer this question: Whether should euthanasia be legalized? Then, he writes down Euthanasia should be legalized. The answer of the question is still not the thesis, because further there is a need to complete the statement Euthanasia should be legalized with additional statement, which will note the reason for that opinion, for ex., Euthanasia should be legalized because/in order to/with aim …

After setting the thesis, the student could pose additional questions, such as Is the question persuasive enough?, Is the question provocative enough?, Are there enough information for the question to be answered?, Is the question in the scope of the writer? etc. With these questions, the student checks whether the thesis needs possible correction and revision (Subject to Thesis). Below the graphical presentation of the proposition-model is given:

<table>
<tr><td colspan="3">Topic: Euthanasia
↓</td></tr>
<tr><td colspan="3">Brainstorming
↓</td></tr>
<tr><td>Aspect (Subtopic) 1
↓
Right to choose</td><td>Aspect (Subtopic) 2
↓
Legalization</td><td>Aspect (Subtopic) 3
↓
Family</td></tr>
<tr><td colspan="3">Choice of subtopic
↓
Legalization</td></tr>
<tr><td colspan="3">Formulating question for the chosen subtopic
↓</td></tr>
<tr><td>Question 1
↓
Whether should euthanasia be legalized?</td><td>Question 2
↓
Who need to legalize euthanasia?</td><td>Question 3
↓
Why there is a need to legalize euthanasia?</td></tr>
<tr><td colspan="3">Choice of question that will be further elaborated
↓
Whether should euthanasia be legalized?</td></tr>
<tr><td colspan="3">Answer of the question
↓
Euthanasia should be legalized
↓
+ Reason, support (why)
↓
In order to keep the patient’s right to choose
↓
Thesis
↓
Euthanasia should be legalized in order to keep the patient’s right to choose</td></tr>
</table>

THE METHODOLOGY OF THE RESEARCH

In order to achieve the goal of the paper, i.e. to show that introducing and practicing of this proposition-model contributes for differentiation of the topic and thesis and for promoting the students’ written expression, 100 students’ written assignments are taken into account, and this represents the sample. The following students are considered: students that study at the Faculty of Education, from the first and second cycle of studying on the following groups, Macedonian language and literature, English language and literature, German language and literature, Translators, Social and rehabilitation pedagogy, Teachers and Preschool teachers.

The students are divided into two groups. The students form the first group, are assigned to write a topic and a thesis, but they do not get any directions for the assignment. The students from the second group are assigned to write a topic and a thesis, but they have the opportunity to practice the proposition-model in several occasions. The proposition-model is analyzed regarding the elements given in the graphical presentation: the chosen topic, the brainstorming, the aspects of the topic, the chosen aspect, the formulation of the question for the chosen aspect, the choice of the question, the answer of the question, the support of the answered question and the formulation of the thesis. Several other elements are taken into account, such as the actuality of the topic, significant relations of the ideas that are products of the brainstorming, nature and quality of the formulated questions, their relations with the topic, i.e. with the chosen subtopic, quality of the question that will be answered and the formulation of the thesis. The research has qualitative (content analysis) and quantitative paradigm and a descriptive design. The methods used for processing the data and gaining conclusions are analysis, synthesis and comparison.

RESULTS AND DISSCUSION

What follows are the results and the discussion form the conducted research. The analysis of the 50 written assignments, from the students that were assigned to write a topic and a thesis for a five-paragraph essay without being introduced with the proposition-model, shows that the students' competencies are not satisfactory, especially regarding the thesis. Still, a sense that these two notions should be differentiated is present among the students. Regarding the topic, it is obvious that all of the students listed topics that come out from the actual situations in all spheres of the human living and functioning, as well as from the titles of well-known novels in the Macedonian modern literature. This is in accordance with the claim of Whitaker (Whitaker, 2009). In 20 of the assignments, the topic is written as a common noun and the following are among the most frequent topics: Abortion, Euthanasia, "Pirej", "Pustina" (famous Macedonian novels), Antibiotics, Face book, Computers, Television, and Ecology. It is obvious that the topics are modern enough, still these topics are too general, imprecise, and too broad and from them, it is harder to get to the thesis. In 20 of the assignments, it could be noticed that the topics are written as common nouns but they are followed by the words yes or no, or with another noun phrase. For ex., Abortion – yes or no, Euthanasia – yes or no, "Pirej" – symbol of the Macedonian, "Pustina" – first psychological novel, Antibiotics – yes or no, Face book – yes or no and Ecology – healthy life environment. The words yes and no, as well as the noun phrase which follow the common noun are, in fact, the indicators of the students' sense that in the five-paragraph essay they should stand for an attitude whether positive or negative. This is a result of what was previously taught about the way to write a five-paragraph essay (Author & Pejčinovska, 2016, pp. 112–119). From these topics, students can easy develop the topic, though these topics are still too broad and they need to be further narrowed and limited. In 10 of the assignments, it is noticeable that the topic is written as a common noun phrase, which is again followed by the words yes or no or by another noun phrase. For ex., The use of antibiotics – a cure or a sword with two blades. Then, The communication between teachers and students on Face book – yes or no, Computers in the schools – yes or no, The use of the computers in the schools – better education, Healthy environment – healthy life, Politic in the everyday life – yes or no, Television shows – promotion of teaching or violence, Healthy nutrition – trend or way of living. These topics also show the students' awareness of what should be elaborated in the five-paragraph essay. Though these topics can lead to successful development of the thesis, they are yet not a thesis, because they are still too broad and imprecise. For ex., the topic Television shows – promotion of teaching or violence, in this sense, is too broad because it does not show which

television shows the topic refers to, what kind of teaching the topic refers to, what kind of violence the topic refers to, what is the attitude that will be further elaborated etc. None of the students formulate thesis from the written topics. Therefore, the students' incompetence to formulate a thesis is clear.

The analysis of the 50 written assignments in which the students were assigned to write a topic and thesis of the five-paragraph, which previously practiced the proposition-model in several occasions, shows a complete different result. All of the 50 students write topic that are similar to those written in the first group. The topics reflect the actual everyday occurrences in every sphere of the human living and functioning. Through the brainstorming, the students have successfully identified several aspects of the general topic, and then one subtopic, which will be further elaborated. The connections among the written ideas are meaningful and refer to relation with the chosen topic. The selected subtopics, are also meaningfully connected with the written topic and refers to the conclusion that successful thesis can come out from them. All of the students manage to formulate questions regarding the selected subtopic, and the formulated questions show the connection with written topic and the written subtopic. In the same time, they indicate quality of the topic's development. These questions also suggest the direction of the students' opinion, and this is in accordance with the state of Crew (1980). Further, the analysis of these 50 assignments refers that the students selected the question they will write their attitude for and in continuance, they add the reason, i.e. the support and successfully developed the thesis. Therefore, it is obvious that teaching the students about the way they should differentiate the topic and the thesis in writing the five-paragraph essay contributes to successful formulating and development of topic and thesis. This guarantees successfulness of the written essay and its quality. This promotes and cultivates the students' written expression. In continuance, one example from the student is cited. General topic is primary education. The results of the brainstorming are the following, teachers, students, principle, psychologist, lessons, the students' stress, quality, price, ICT. The selected subtopics are students' stress, ICT and quality. The selected subtopic is ICT. The formulated questions are the following Whether it is justify to use computers in the primary education?, Which are the contributions of the use of computers in the primary education?, Which are the negative effects of the use of computers in the primary education? The selected question that will be further elaborated is How the use of computers in the primary education can improve the students' achievements? The answer of the question is The use of computers in primary education can improve the students' achievements? The support is … because it develops the logical thinking.

CONCLUSION

The conclusion is more than clear. Before writing the five-paragraph essay, the students have to be familiar with the differences between the topic and the thesis and to be taught how to select and formulate a topic, and this refers especially to the thesis. This proposition-model provides the basic directions for development of the students' elementary skills for writing and presents a solid model that prepares the students to make a difference between the topic and the thesis. This model is especially significant in formulation of the thesis, which directs the students' thinking and provides the readers with the aim of the essay. Practicing this model contributes to the quality of the five-paragraph essay.

REFERENCES

1. Cambridge Advanced Learner's Dictionary & Thesaurus. Cambridge University Press. http://bit.ly/2qhYa2S, 21.12.2016
2. Crews, F. (1980). *Distinguishing between Subject Area, Topic and Thesis*. Center for Teaching and Learning: The Random House Handbook. http://bit.ly/2pwTAwH, 10.11.2016
3. Collins English Dictionary. http://bit.ly/2qhNeSG, 21.12.2016
4. English Oxford Living Dictionaries. Oxford. http://bit.ly/2oXABbA, 21.12.2016
5. Author, Pejčinovska, M. (2016). The role of the five-paragraph essay in promoting the students' written expression in the Republic of Macedonia. *University „St. Kliment Ohridski" – Bitola, Faculty of Education – Bitola: International Journal „Teacher", vol. 12*, pp. 112–119
6. Merriam-Webster Dictionary. http://bit.ly/2qkSgLv, 20.12.2016
7. Group of authors. (2014). *Tolkoven rečnik na makedonskiot jazik, p. 6* [monolingual dictionary of the Macedonian language, p. 6]. Skopje: Institut za makedonski jazik "K. Misirkov"
8. Subject to Thesis. http://bit.ly/2pKFSqZ, 10.11.2016
9. Temple University Writing Centre. Narrowing to Topic from Subject to Thesis. http://bit.ly/2pwTKUP, 10.11.2016
10. Whitaker, A. (2009). *Academic Writing Guide. Step-by-Step Guide to Writing Academic Papers*. Slovakia: City University of Seattle.
11. http://bit.ly/2pu2UiT, 20.12.2016

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

eISSN: 1857- 8888
DOI: 10.20544/teacher.15.05

THE PRAGMATIC ROLE OF METADISCOURSE MARKERS IN RA ABSTRACTS[1]

Zorica Trajkova

Department of English language and literature
Faculty of Philology "Blaze Koneski"
Ss. Cyril and Methodius University
trajkova_zorica@flf.ukim.edu.mk

Abstract

Research article (RA) abstracts are informative in nature. They inform the reader about the aim of the writer's specific scientific research and their main findings. Since they are restricted in length, they are supposed to be precise, economical and engaging. Metadiscourse markers help writers to comment on their text and lead the readers in the direction in which they want them to see and understand their arguments. More precisely, interpersonal metadiscourse markers are used by writers to modify their arguments so that they make them more acceptable for the readers, while textual metadiscourse markers guide the reader through the text and direct them to how they should read and understand the presented arguments.

Therefore, this paper seeks to analyse the use of textual and interpersonal metadiscourse devices in RA abstracts written in English by both native English and native Macedonian scholars, experts in the area of linguistics and literature. For this purpose, 60 abstracts (30 abstracts written by Macedonian native speakers (15 in the area of linguistics, and 15 in the area of literature) and 30 abstracts written by English native speakers, (15 in linguistics and 15 in literature)) were randomly selected from various scientific journals of Applied Linguistics and Literature and analysed. The results show differences in the form of the abstract, as well as in the usage of metadiscourse markers employed in the abstracts written by the native and non-native speakers, and between the two disciplines. This study contributes to deepening the understanding of English academic discourse and enhancing the understanding of the differences in approach between Macedonian and English scholars when writing abstracts both in the area of linguistics and literature.

Key words: RA abstracts, metadiscourse, interpersonal and textual, contrastive analysis, linguistics, literature

INTRODUCTION

Research article (RA) abstracts are considered an independent discourse which functions as a 'representation' (Bazerman, 1984: 58), 'distillation' (Swales, 1990: 179), crystallization (Salager-Mayer, 1990: 367) or a summary (Kaplan et al., 1994: 405) of an associated text (Hyland, 2004: 64). The purpose of the abstract is regarded as 'a description or factual summary of the much longer report, and is meant to give the reader an exact and concise knowledge of the full article' (Bhatia, 1993: 78).

[1] Revisional scientific paper

It is the readers' first encounter with a text – the point at which they decide whether to continue reading further. Therefore, writers need to plan it carefully and write it in such a way that it persuades the reader that the text which follows is worth reading. The abstract also serves them to negotiate the significance of their research and prove they have professional credibility.

So, the aim of the paper is twofold: 1. to compare and contrast the format of RA abstracts written in English by Macedonian and British/ American academics in order to see if there is some difference in format between the academics and how they write abstracts and 2. to analyse and compare the form and function of metadiscourse markers used in RA abstracts written in English by Macedonian and British/ American academics.

CORPUS AND RESEARCH METHODOLOGY

For the purposes of this analysis, 60 RA abstracts written in English were collected. Thirty of them were written by Macedonian academics - 15 in the area of linguistics[2] and 15 in the area of literature[3] and the other thirty were written by British and American native speakers- again 15 in the area of linguistics[4] and 15 in literature[5].
Before the analysis two initial hypotheses were made:
1st hypothesis: there will be differences both in format and the distribution of metadiscourse markers between disciplines;
2nd hypothesis: there will be differences both in format and the distribution of metadiscourse markers between native and non-native academics.

THEORETICAL BACKGROUND

The selected abstracts were analysed in terms of two main aspects: their form and the text writers used to talk about the text presented in the abstracts. In the first part of the analysis, the abstracts' format was compared and contrasted i.e. the organisation of the information presented in it. According to Hyland (2004: 67), the classification of rhetorical moves in article abstracts corresponds to the organisation of the paper itself: Introduction-Methods-Results-Conclusion and each part focus on certain aspect which needs to be covered (see table 1 below). So, this analysis tends to show how much the academics follow this format when writing their abstracts and if there is any difference between disciplines (Linguistics and Literature) and between native and non-native speakers of English.

Table 1. *Abstract's format*

MOVE	**FUNCTION**
Introduction	establish context
Purpose	outlines the intention behind the paper, indicates purpose, thesis,
Method	hypothesis
Product	information on approach, data, procedures
Conclusion	states main findings or results
	draws inferences

[2] taken from *Proceedings from the English department 2011 conference and ESIDRP 2016 conference* – 3351words, 223 words/average
[3] same source as above – 3460 words, approximately 230 words/average
[4] taken from the *Web of science* journals: *Journal of Pragmatics, Cognitive Linguistics and English language and Linguistics* (2868 words, 191 words/average)
[5] taken from the *Web of science* journals: *Journal of Language, Literature and Culture, Language and Literature* (2320 words, 154 words/average).

In the second part, the usage of metadiscourse was investigated. Writers employ metadiscourse markers to comment on the text and lead the readers in the direction in which they want them to understand their arguments. The analysis focused on the usage of both textual and interpersonal markers.

Writers use textual metadiscourse markers to guide the readers through the text and direct them to how they should read and understand the presented arguments. In order to see whether they do it successfully, the usage of transition markers (additive, contrastive, reason-consequence) in all the RA abstracts was analysed. On the other hand, writers use interpersonal metadiscourse markers to modify their arguments so that they make them more acceptable for the readers. For that purpose they use hedges (to express tentativeness whenever they are not completely sure in the truth value of their statements), intensifiers (to express certainty whenever they are completely confident in the truth value of their statements), attitude markers (to express their attitude towards the content of the proposition) and self-mentions and engagement markers (to talk about themselves or engage the readers into the discourse with personal pronouns).

FINDINGS

Part 1: Format

The analysis showed certain differences in the format of the RA abstracts across the two disciplines and between the native and non-native speakers of English. As it can be seen from table 2 below, 'Introduction' to the topic was written in abstracts from both disciplines. Native Macedonians give introduction to their research a bit more frequently, though. The analysis also showed that the 'Introductory part' is sometimes interchanged with purpose. Academics sometimes start immediately with focusing on the purpose of the paper and then they introduce the area or just skip it.

Table 2

(n=15)	Ling. (native Mac.)	Ling. (native English)	Lit. (native Mac.)	Lit. (native English)
Introduction	13	11	15	13
Purpose	15	15	14	15
Methodology	11	13	5	7
Product	7	14	3	7
Conclusion	9	5	3	6

The 'Methodology' of the research was described mostly in the abstracts from the area of linguistics. However, the research showed that Macedonian linguists need to work more on being more precise about the methodology they employ in the paper. On the other hand, the literature experts from bot corpora do not seem to employ any procedure in their papers or at least they do not mention it a lot. They mostly retell books used as sources for the article.

As for the findings or 'Product' of the paper, both native and non-native English speakers, literature experts, usually do not state what they achieved as a result from their research on the certain topic. They are mostly narrating and theorising, especially Macedonian academics. As for the linguists, the research showed that Macedonian linguistics experts do not discuss their product as much as English native speakers do. So, they are not precise about it. For instance, they use expressions of the type: *We expect that the research will show; we hope to detect; reasons for such results will be provided* etc., which shows that they write the abstract prior the analysis and therefore cannot talk about the results of the research. However, they seem to write a conclusion to their abstract more often than the other three groups of

academics. In general, academics from both disciplines do not really write a concluding sentence or sentences (see table 2). They simply finish with the product or the methodology.

Part 2: Metadiscourse markers

A. Textual metadiscourse: Distribution and use of Transition markers

The analysis showed differences in the use of transitions across the two disciplines. Linguistics experts generally used them much more frequently than literature experts (*Ling. (native Mac.)– 3,28%* : *Ling. (native Eng.)– 3,14 %; Lit. (native Mac.)– 0,29 %* : *Lit. (native Eng.)– 0,86 %).* They obviously feel the need to better guide the reader through the text of the abstract and thus be clearer on the content.

Contrastive markers were the most frequently used ones overall, especially: *but, however and nevertheless.* However, of all the 4 corpora analysed, Macedonian linguists seemed to use them least frequently. They used the reason-consequence markers (mostly: *thus* and *therefore*) more often than the other three groups (see table 3 below). Obviously, they tend to explain the connection between the things they research, the reason and the consequence of the concrete findings.

Additive markers were the least frequently used ones. *Furthermore* was the most frequent additive marker used. Instead of additive markers, writers used the so-called frame markers, like: *Primarily/ Firstly, Secondly, Then, Finally,* which helped them order their arguments better.

Table 3. distribution of transition markers

% - distr. per 1000 words	Ling. (native Mac.)	Ling. (native Eng.)	Lit. (native Mac.)	Lit. (native Eng.)
Additive markers	0,89	0,69	0,58	0,86
Contrastive markers	2,69	5,23	7,23	3,45
Reason-conseq.	3,58	1,05	2,60	1,29

B. Interpersonal metadiscourse

1. Hedges and Intensifiers

As it was previously mentioned, writers use hedges and intensifiers to express tentativeness or certainty in their statements accordingly, depending on how confident they are in their truth value. Since academics build their credibility depending on the quality of their papers, and abstracts for that matter, it is very important that they modify statements appropriately so that they present themselves as experts in the area who know what they know and what they might not really have the proof of and still need to investigate further. They use hedges and intensifiers to achieve that.

For the purposes of this analysis, Hyland's (2005) classification of hedges and intensifiers (boosters) was used (see table 4 below).

Table 4.

Hyland (2005)		HEDGES	INTENSIFIERS
VERBS	Modal verbs	*may, might, could*	*will, would*
	Judgemental verbs Evidential verbs	*suggest, seem, argue, tend to indicate, imply*	*show, demonstrate*

ADJECTIVES /ADVERBS	*somewhat, likely, possible/ly, suggest, argue, seem*	*undeniably, undoubtedly*
NOUNS	*possibility, probability*	*fact*

As it can be seen from table 5 below, verbs were the most frequently used markers both as hedges and intensifiers in both disciplines and by all the academics. However, there were some noticeable differences in the use of hedges by Macedonian literature experts – they used them less frequently than the other three groups of academics, and the use of intensifiers by Macedonian linguistics experts who used them the most frequently. Compared to them, English literature experts used them the least frequently. So, it could be concluded that there is some cultural difference between native and non-native speakers of English and the perception they have of the presentation of their arguments in the abstract. Macedonian linguistics experts obviously believe that they need to make confident claims in the abstract so, as it can be seen from table 5, they use intensfiers twice as frequently compared to English native speakers. The same goes for literature experts. Macedonian academics use intensifiers more than three times more frequently than English academics, who, on the other hand, tend to make more tentative claims in the abstracts.

Table 5. Distribution of hedges and intensifiers across corpora

% - distr. per 1000 words	Ling. (native Mac.)	Ling. (native Eng.)	Lit. (native Mac.)	Lit. (native Eng.)
HEDGES				
Verbs	3,58	4,53	1,73	4,31
Adverbs/ adjectives	0,59	0,69	1,16	--
Nouns	--	0,69	--	--
INTENSIFIERS				
Verbs	6,27	3,14	3,18	0,86
Adverbs/ adjectives	0,59	0,35	0,87	--
Nouns	0,29	0,35	--	--

Examples: Hedges

(1) The findings suggest that grammatical person, but not grammatical voice may also influence…
(2) Our results indicate that preposition copying creates redundancy …
(3) The occurrence of t-to-r seems to be constrained …
(4) We argue here that it is possible for grammatical innovation to …
(5) Some versions may become established as dominant accounts of events, whilst others may be marginalised as counter narratives…
(6) They are a sort of "paintings" themselves…
(7) Considering that Williams was recounting the weary painter's self-portrait, one might be led to suggest…

Examples: Intensifiers

(8) This paper will show how captive Mind has shed light to…
(9) The analysis shows overall increased sensitivity to their pronunciation errors …
(10) These generic formulations are undoubtedly related to the aesthetic vision…
(11) It is clearly a complex issue and has relevance to a number of theoretical questions

(12) Instead, t-to-r shows evidence of being lexically restricted and this fact has recently encouraged…

As for the use of adjectives and adverbs, there is no some conspicuous difference among the 4 corpora investigated. It can be noted, though, that Macedonian literature experts use them a bit more frequently than the others. Nouns, in general, were very rarely used by all academics.

2. Attitude markers

The use of attitude markers reveals the writer's attitude towards the propositional content – they can convey importance, relevance, agreement, surprise or other affective meanings. The most frequently used attitude markers were the attitudinal: adverbs (*unfortunately, luckily*) and adjectives (*it is important, essential, surprising*). The results showed that they were much less frequently used by Macedonian linguistics experts (*2,39%)* compared to the other three groups of academics (*Ling. (native Eng.) – 4,18 %; Lit. (native Mac.) – 4,91 %; Lit. (native Eng.) – 4,31 %),* who used them more or less the same. Obviously, Macedonian linguists are avoiding the usage of words with affective meaning and tend to be more factual.

Examples:

(1) *What the tricky part in fact is how to include the standards of the processes of observing…*
(2) *Problematically, however, the rule does not apply blindly across …*
(3) *When either of the coordinates is a personal pronoun, difficult choices have to be made…*
(4) *It is doubtful whether the first poem in William's series is based on…*
(5) *What is most fascinating in William's verbal portrait…*
(6) *What makes this book such interesting reading is …*

3. Self-mentions and engagement markers

Finally, the use of self-mentions and engagement markers in all abstracts was investigated. The use of self-mentions help the writer make herself/himself visible in the text, while with the use of engagement markers, the writer involves the readers into the discourse. For the purposes of this research, Hyland's (2005) classification was used: **self-mentions** *(I, my, we, our, us (exclusive[6]))* and **engagement markers** *(we, our, us (inclusive[7])).*

Table 6. Distribution of self-mentions and engagement markers across corpora

[6] excludes the reader from the discourse

[7] includes the reader into the discourse

% - distr. per 1000 words	Ling. (native Mac.)	Ling. (native Eng.)	Lit. (native Mac.)	Lit. (native Eng.)
Self-mentions (I, my)	0,89	1,74	1,45	5,17
We (excl.)	0,89	8,02	-	1,29
We (authorial)	-	0,69	1,16	-
Our (excl.)	-	2,44	0,29	-
Us (excl.)	-	0,69	0,29	-
OVERALL	1,78	13,58	3,19	6,46
Engagement markers				
We (incl.)	0,29	0,35	0,58	0,43
Our (incl.)	1,19	0,35	-	0,43
Us (incl.)	-	-	-	-
OVERALL	1,48	0,7	0,58	0,86

As it can be seen from table 6 above, English native speakers used self-mentions (especially "I" and "exclusive we[8]") much more frequently than Macedonian in both disciplines, especially linguistics experts. This might be the result of some cultural difference or difference in the writing style between the two cultures, in a sense that Macedonians are taught to be as objective and impersonal as possible in academic writing so they use passive constructions or avoid mentioning themselves. By avoiding the use of self-mentions they might also be avoiding to take responsibility for their arguments. As for the use of engagement markers, they were much less in all the four corpora, which shows that writers do not really tend to involve the readers in the discourse.

CONCLUSION

This analysis focused on RA abstracts. The aim was to investigate differences in how native and non-native speakers of English (academics from 2 different areas, linguistics and literature) write abstracts. Both initial hypothesis proved to be correct. There were differences both in the format and the distribution of metadiscourse markers across the two disciplines (linguistics and literature) and between the native and non-native speakers.

When it comes to the format, the analysis showed that non-native speakers do not or rarely state the product, while in literature abstracts in both disciplines, there was lack of description of the Methodology and Product. As for the use of metadiscourse markers, it turned out that contrastive markers were the most frequently used ones. However, in the area of linguistics, native English speakers used them more, while in the area of literature, Macedonian academics used them more. Another interesting finding was that frame markers were used more frequently by linguists than by literature experts.

When it comes to the usage of interpersonal metadiscourse markers, the analysis showed that in both disciplines hedges were used more frequently by native English speakers, while intensifiers were more frequently used by native Macedonian speakers. This reveals some cultural differences because obviously Macedonian academics feel they should be more confident when making their claims in the abstract, while British/American academics do the opposite. As for the use of attitude markers, they were used less frequently by Macedonian linguists who obviously have a "stricter" style of expression than British/American academics. Finally, the analysis showed differences between native and non-native speakers

[8] this either referred to the authors (if they were two) or it was the usage of authorial *we*.

of English in the use of self-mentions. Native speakers make themselves more visible in their texts compared to Macedonians who write more impersonal statements.

So, overall, the analysis showed differences between native and non-native speakers when they write abstracts in English in the two disciplines: linguistics and literature. Academics, especially Macedonian ones, should obviously be made aware of these differences when they send an abstract to a more prestigious journal and thus be more successful in their professional area than they are.

REFERENCES

Brown,P. and Levinson,S.C. (1978,1987). *Politeness. Some Universals in Language Usage.*. Cambridge University Press.

Coates, J. (1983). *The semantics of the modal auxiliaries*. Beckenham: Croom Helm.

Crismore, A., Markannen, R., Steffensen, M. (1993). *Metadiscourse in Persuasive Writing. A study of texts written by American and Finnish University students*. Written Communication 10 (1), 39–71.

Crismore, A. & Vande Kopple,W. (1988). *Readers' learning from prose: The effects of hedges*. Written Communication 5: 184-202.

Crompton, P. (1997). *Hedging in academic writing: Some theoretical problems.* English for Specific Purposes 16: 271-287.

Hyland, K. (1994). *Hedging in Academic Writing and EAP Textbooks*. English for Specific Purposes, Vol. 13, No. 3, pp. 239-256, 1994.

Hyland, K. (1995). *The Author in the Text: Hedging Scientific Writing*. Hong Kong Papers in Linguistics and Language teaching 18.

Hyland, K. (1998). *Hedging in Scientific Research Articles.* John Benjamins Publishing Company.

Hyland, K. (2010). *Hedges, Boosters and Lexical Invisibility: Noticing Modifiers in Academic Texts English Department, City University of Hong Kong.*

Lakoff, G. (1973). *Hedges: A study in meaning criteria and the logic of fuzzy concepts*. *Journal of Philosophical Logic* 2: 458-508.

Lewin, B.A. (2005). *Hedging: an exploratory study of authors'and readers' identification of 'toning down' in scientific texts*. Division of Foreign Languages, Tel Aviv University, Ramat Aviv, Israel, Journal of English for Academic Purposes 4 (2005) 163–178.

Mauranen, A. (1993). *Cultural Differences in Academic Rhetoric*. Peter Lang, Frankfurt am Main.

Palmer, F. (1986). *Mood and Modality*. Cambridge University Press.

Vassileva, I. (2001). Commitment and detachment in English and Bulgarian academic writing. *English for Specific Purposes* 20: 83-102.

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

eISSN: 1857- 8888
DOI: 10.20544/teacher.15.06

COMPUTER ETHICS AND THE IMPACT OF IT TECHNOLOGY AND THE INTERNET ON SCHOOL-AGE CHILDREN[1]

Zijad Kulici

"St. Kliment Ohridski" University – Bitola
Faculty of Education (PhD candidate)
zijad.kulici@hotmail.com

Valentina Gulevska

"St. Kliment Ohridski" University – Bitola
Faculty of Education
valentina.gulevska@uklo.edu.mk

Abstract
With the notion of ethics we meet every day, because it is the one that affects all spheres of social life. Many of us identify ethics with morality, that is, with a set of rules that people need to behave to. She is, in fact, studying the philosophy of morality; relatively she deals with what is supposed to be, and not what it is. Computer ethics is one of the youngest ethical disciplines. In this paper it is described the concept of Computer Ethics as well as the parts she studies and the impact of IT technology and the Internet on school-age children. The justification of this research lies in the fact that it is being conducted for the first time in the municipality of Prizren and its region. The goal was to determine how much modern technology is present in society, to what extent it is used, how the Internet affects children and of course, one of the most important ones, which is their safety.This work can be an introduction, or a basis for further research in this region. There is also a need for further research, since the problem of uncontrolled use of modern technology and the Internet is increasingly present in society and has a negative influence on the development of children and their personalities.

***Key words**: ethics, computer ethics, modern technology, Internet*

INTRODUCTION

We are well aware of the fact that we are living in a world where technology is developing at a fast paced speed, and lately, a special emphasis is placed on the development of information technology.The accelerated development of this branch opens up a series of issues related to this field, which are all the advantages, disadvantages and imperfections.How and to what extent should it be used, in what branches,what is permitted,what we can and can not do and a small million of other questions which require us to alwayssearch the answer on them.

[1] Specialized paper

Answers to all these questions, if not complete, at least partially, can be found in the study of ethics, that is, its specific branch of computer ethics, that we will talk about more in the further work.

However, in this work, the results of one part dealing with computer ethics are particularly prominent: the impact of modern information technology and the impact of the Internet on school-age children, as well as their ethical code of conduct on the Internet.

ETHICS

We meet with the very concept of ETHICS on a daily basis; it is the notion that touches all parts of social life. We can freely say that the more developed ethics of a society is, the more morals and values of that society are better. The word itself is derived from the Greek word ***ethos*** which means the customs, habits, morals, character, and nature. Philosophy of morality deals with ethics. It is in fact a philosophical discipline that explores the origin, motives, norms and purpose of moral work and prosecution.

People have dealt with ethics ever since the very beginning of the world, posturing norms, what is good and what is bad, what and how something should be, how it should be done, it is being processed, different rules are established, etc. Very often we encounter ethical dilemmas when two or more moral values are valid and mutually contradictory, and then the individual is asked to make the best possible choice with the best possible explanation. The most common dilemmas arise in the setting of moral norms that can be ethical for some people, while for other people or nations it is not necessary and do not have to be ethical. However, ethics as a science branch in the form we are learning it today for the first time appears and is mentioned with Aristotle and he is considered to be the founder of ethics as the theory of moral doing. As we mentioned at the beginning, ethics as a science of morality is affecting all spheres of social life that is, education, science, medicine, business, ethics of leadership, ethics of scientific research, and ethics of behavior…. On ethics and morality in general, we can talk to infinity. However, we will particularly pay special attention to one of the newer ethical disciplines i.e. on the computer ethics, its history and the field of research.

HISTORY OF COMPUTER ETHICS

We can say that computer ethics is a very young ethical discipline, but that its roots can be traced decades backwards, as Dragan Čarić claims in his collection of works.[2] However, we can freely say that this term was not used or had no widespread use until the mid-1970s when it was first used by Walter Manner.After him, a number of authors such as Ozef Weizbaum, Deborah Johnson, and many others, have also disclosed their views on computer ethics. There was also a conflict of thought where some considered it to be a new, special and in a way a unique ethical discipline, while others thought that everything was the same only transformed in a different way. One of the more prominent theoreticians, Kristina Gorniak-Kocikovska in her work Computer Revolution and the Problems of Global Ethics states and argues that "computing ethics will become a global ethic and thus replace all other applied ethics and in that way set ethical standards.[3]Naturally, Deborah Johnson did not fully agree with these claims made by Kocikov. The result of their disagreement was a large number of

[2]Драгана М. Чориќ,"Увод у комјутерску етику ",Правни факултет, во Нови Сад, 2016, стр. 1813.
[3]Krystyna Gorniak Kocikowska,"The computer revolution and the problem of global ethics", *Science and Engineering Ethics 2*, 1996,p. 177 -190.

scientific papers, publications that enriched and contributed to a better understanding of the notion of computer ethics.

COMPUTER ETHICS

According to Dr. Dragani Ćorićand how he states it in his article "Introduction to Computer Ethics"-"Some authors consider computer ethics as part of a practical philosophy that relates to computer professionals and how to make their decisions in the field of professional and social behavior."[4] However, prof. Dr. Valentina Gulevska believes that computer ethics is a very young science discipline and as she states in her article "that computer ethics is about investigating the behavior of people using computers, based on which moral rules and specific ethical norms are derived." However, prof. Dr. Valentina Gulevska believes that computer ethics is a very young science discipline and as she states in her article "that computer ethics is about investigating the behavior of people using computers, based on which moral rules and specific ethical norms are derived."[5]

Also, Prof. Dr. Valentina Gulevska states in the article that besides the term computer ethics, more information technology and cybernetics are used. And the largest field for learning computer ethics is to develop an ethical code of conduct. As some of the basic values of each ethical codex in the computer ethics those should be: respect, confidentiality, sincerity, responsibility and respect of rights, all this leading to professionalism. That can be confirmed with the commands published by the Institute of Computer Ethics. This organization has published 10 computer ethics commands:

1. Do not use a computer to hurt another.
2. Do not interfere in someone else's computer work.
3. Do not sniff in someone else's files.
4. Do not use a computer to steal.
5. Do not use a computer to falsely testify.
6. Do not use commercial software that you have not paid.
7. Do not use computer hardware resources without authorization or reimbursement.
8. Do not take credit for someone else's intellectual property.
9. Think about the consequences that the program you write or the system you are planning will have on society.
10. Use the computer only in a way that is consistent with the respect of others.[6]

Speaking of a code of conduct, computer ethics commands, the use of IT technology, computers, smartphones, the Internet, etc.. We also have to keep the account for the youngest and school-age children.How is this reflected on them, do they respect basic commands, how and to what extent they use modern technology, the Internet, computers. . . All of this requires a series of researches, and we conducted one such research (first of this type for Prizren and its surroundings) in the Prizren region, which will be discussed in more detail below.

[4]http://www.cs.utexas.edu/~ear/ cs349/Bynum_Short_History.html
[5]Валентина Гулевска ,*Филозофија и етика на информациските системи*, Педагошки факултет, Битола, 2015(скрипта за интерна употреба).
[6]http://blog.b92.net/text/16978/Deset-zapovesti-racunarske-etike/

RESEARCH METHODOLOGY

We know that today, it is difficult, almost impossible to imagine life without modern information technology, life without Internet.Modern technology, computers, the Internet, this is something that surrounds us and what is today's reality, we meet with them everywhere and at every step.Today, one can not imagine school and teaching without modern technology, without the internet, the computer. All this leads to new ethical and moral values, new ethical dilemmas are created both for parents and teachers, but also for pupils.The use of modern technology in teaching is more unquestionable, but how it should be used, to what extent, without being abused, not to violate some basic moral principles, how to ensure the safety of children, users, institutions, how and in what way should they be protected, those are all the problems that have been withdrawn by modern technology and the Internet.Many more questions can be asked about the extent to which children are familiar with the moral principles and whether and to what extent they use it while using modern technology and the Internet. Many scientists, researchers, professors, individuals, companies, universities have conducted research on how and in what ways children, adult learners use the Internet and how it affects them and their lives.One of these studies was also conducted among school age children from the 6th to the 9th grade in lower secondary schools in the Prizren region of Kosovo.

The subject of our research is „the Impact of Contemporary Technology and the Influence of the Internet on Children of School Age as well as their ethical code of conduct.“

HYPOTHESIS

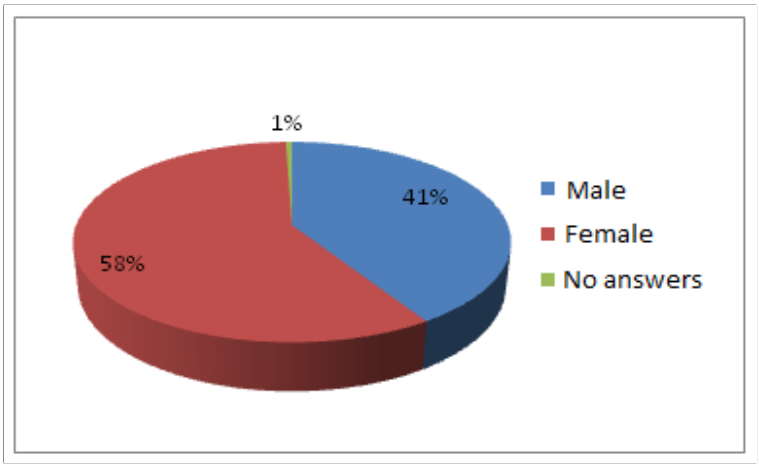
In line with the problem and the subject of research, we have set up an explicit hypothesis of research that reads:

„SCHOOL AGE CHILDREN DO NOT USE THE INTERNET IN APPROPRIATE WAY“

In addition to the main hypothesis, we have identified several other auxiliary hypotheses in order to facilitate research, which are:

A. H. 1. : - Children spend too much time on the Internet
A. H. 2. : - Children are not protected enough on the Internet
A. H. 3. : - School age children are not sufficiently informed about possible danger that exists on the Internet.
This research involved 190 pupils of lower secondary schools (from VI to IX grade) in the Prizren region.

RESULTS OF RESEARCH



In Chart 1. 1. We can see that more than half of the respondents (58%) are girls, and just under half of them are boys (41%), while only 1% of the students did not answer this question.
The target age category of the pupils that were questioned was from 10 to 16 years. The following table shows us pupils' data according to their age.

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	3	1.6	1.6	1.6
	11	8	4.2	4.3	5.9
	12	50	26.3	27.0	33.0
	13	69	36.3	37.3	70.3
	14	48	25.3	25.9	96.2
	15	5	2.6	2.7	98.9
	16	2	1.1	1.1	100.0
	Total	185	97.4	100.0	
Missing	System	5	2.6		
Total		190	100.0		

Based on the table, we see that the number of respondents by age is relatively uneven. Children with the age of 12, 13 and 14 years are mostly embraced, and together they account for more than 85% of respondents. . The average age of the pupil is about 12.5 years.

Based on a group of questions related to the use of the Internet and information technology, we have come up with the following data: About 92% of respondents said they had a computer at home, and in 41% of them, the computer is in the living room. A very high percentage (34%) of the respondents said that the computer / laptop is in the bedroom. Whether they have access to the Internet, when have they started using the Internet and how often they access the Internet, the results are very interesting.

About 95% of respondents have permanent access to the Internet and as very young people have started using the Internet, 30% have started using the Internet when they were 7 or 8. Most users access the Internet mainly through a smart phone (75%), while about 15% of

respondents access the Internet with the help of computers. On questions of how much time they spend using the Internet, respondents of one third of them said that it was 1 to 2 hours a day, while a significant percentage of respondents who use the Internet for more than 4 hours a day is about 15%.Most Internet users (44%) use every opportunity whenever they have free time to connect to the Internet to check what they have on social networks. Based on these data we can freely confirm AH1 which reads: **"CHILDREN SPEND TOO MUCH TIME ON THE INTERNET"**

Indicators of how often children of school age use Internet		Playing games	Chat	Searching class materials	Social networks – Facebook, Twiter...	Listening music	Watching movies	Online learning	Writing homework	Download content from network	Something else
N	Valid	190	189	186	190	189	186	190	185	179	
	Missing	0	1	4	0	1	4	0	5	11	
Mean		3.2474	2.0741	2.6989	2.7128	1.8947	2.6085	2.9731	2.3579	3.1892	2.8603
Std. Error of Mean		.10115	.08635	.08712	.10779	.08105	.08701	.09953	.09405	.08438	.10139
Median		4.0000	2.0000	3.0000	3.0000	2.0000	2.0000	3.0000	2.0000	3.0000	3.0000
Mode		4.00	1.00	2.00	1.00	1.00	2.00	2.00	2.00	4.00	3.00
Std. Deviation		1.3942	1.1872	1.1881	1.4780	1.1172	1.1962	1.3574	1.2964	1.1477	1.3564
Variance		1.944	1.409	1.412	2.184	1.248	1.431	1.843	1.681	1.317	1.840
Range		4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Minimum		1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Maximum		5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Sum		617.00	392.00	502.00	510.00	360.00	493.00	553.00	448.00	590.00	512.00

When we look at the table and the obtained results related to the way in which the Internet is used, it can be said that: **"CHILDREN DO NOT USE THE INTERNET IN THE APPROPRIATE WAY".** And thus confirm the main hypothesis.

A large numbers of respondents said they spent most of their time listening to music, then chatting and using social networks (Facebook, Instagram, Twitter), while in the last place they downloaded content from the Internet, Online Learning and Finding Content for the school. Based on the table that serves as an indicator of the safety and protection of school age children on the Internet, we can see the data that is of concern. We see that more than 11% of respondents think that it is safe on the Internet, and that only 35% of them use some of the programs for filtering unwanted content.

Internet is safe for children					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	10	5.3	5.3	5.3
	Often	12	6.3	6.4	11.8
	Average	79	41.6	42.2	54.0
	Seldom	60	31.6	32.1	86.1
	Very rarely	26	13.7	13.9	100.0
	Total	187	98.4	100.0	
Missing	System	3	1.6		
Total		190	100.0		

Based on this, we can confirm AH2 as follows:

„CHILDREN ARE NOT PROTECTED ENOUGH ON THE INTERNET“

I use programs for filtering unwanted contents					
		Frequency	Percent	Valid Percent	Cum. Percent
Valid	Very often	29	15.3	15.6	15.6
	Often	37	19.5	19.9	35.5
	Average	26	13.7	14.0	49.5
	Seldom	37	19.5	19.9	69.4
	Very rarely	57	30.0	30.6	100.0
	Total	186	97.9	100.0	
Missing	System	4	2.1		
Total		190	100.0		

And as a confirmation it is a result where somewhat less than 50% of respondents do not allow parents to access phones or computers they use.

When we talk about how children are informed about the dangers that lurk on the Internet, something more than 60% said that they are very often or often familiar with the dangers that lurk on the Internet and that only in 13% of respondents the phone or computer / laptop was infected at least once with some virus.

I am informed with the dangers which are lurking on the Internet					
		Frequency	Percent	Valid Percent	Cum. Percent
Valid	Very often	62	32.6	33.0	33.0
	Often	58	30.5	30.9	63.8
	Average	19	10.0	10.1	73.9
	Seldom	23	12.1	12.2	86.2
	Very rarely	26	13.7	13.8	100.0
	Total	188	98.9	100.0	
Missing	System	2	1.1		
Total		190	100.0		

On the basis of these data we cannot confirm sub hypothesis 3. , because respondents consider that there is enough information about the dangers on the Internet, and as a proof, there are very few telephone and computer that are infected with viruses.

CONCLUSION

Computer ethics as one of the youngest disciplines of ethics must take on more importance and role in the education of children and adults. Based on the above mentioned, as well as on the research we have done in some schools in the Municipality of Prizren, we can safely say that we need to be more entertained by promoting the ethical code of conduct of children on the Internet and this should be a lesson.
And in order to fully complete this, we will also mention several important recommendations that we need to adhere to:

- Introduce rules for using the phone and Internet in schools
- Raise learner's awareness of the code of conduct on the Internet
- Seek advice from experts in this field
- Require parents to control what their children are doing on the Internet, social networks.
- Introduce more games and workshops with the rules of using the Internet and IT technology for children from 6 years of age 10
- Greater mobility and participation of pupils and teachers in the rational aspects of seminars, trainings and workshops on raising awareness among children and parents about this problem. . .

The personal attitude is that we should continue to pursue the research on this subject with the involvement of parents, the community and the society as a whole. Because only in this way can we get more information, collect detailed information and get to more precise conclusions with the involvement of parents, the community and the society as a whole. In addition to all this, we can give better recommendations in order to respond more adequately to certain problems and dilemmas brought about by modern IT technology and computer ethics.

REFERENCES

1. Džonson, D. (2006). Komjuterska etika. Beograd: Službeni glasnik.
2. Nikčević I., Marković E. (2015). Etičko ponašanje adolescenata na internet.Beograd:Univerzitet Singidunum, Poslovni fakultet.
3. Čorić D. Uvod u kompjutersku etiku, str.1813-1821. Univerzitet u Novom Sadu.
4. Muratbegović E., Vujović S.(2016). PONAŠANJE I NAVIKE DJECE NA INTERNETU: stavovi djece, roditelja i nastavnika informatike. Sarajevo: Save the Children.
5. Gulevska V.(2015). Filozofija i etika na Infomaciskite sistemi.Bitola: Pedagoški fakultet (skripta za internu upotrebu).

IJET Faculty of Education - Bitola "St. Kliment Ohridski" University
eISSN: 1857- 8888
DOI: 10.20544/teacher.15.07

CONTEMPORARY METHODS AND TECHNIQUES IN THE TEACHING OF THE ALBANIAN LANGUAGE[1]

Fatbardha Nuhiu Sadriu

Abstract

The teaching methods in the field of pedagogy, didactics and methodology represent a way, means and form of action in the teaching work through which knowledge is acquired, skills and abilities, and this way the educational material is elaborated. The application of modern methods and techniques in the content articulation of the teaching class is of exceptional importance for achieving higher success in learning and teaching. This paper work seeks to show modern methods and techniques and their application in the study of Albanian language. Through the presentation of this topic, the following elements will be considered: methods of teaching in education, structure of teaching and active learning, learning objectives and teaching objectives and, teaching techniques used in the study of the Albanian language. In the paper work, the problem of asking questions of the students in the teaching process will be presented in a special way as an important moment in the assessment of the students. The ultimate goal of the paper work is to point out the significance of the application of contemporary methods and the role of the teacher in the teaching of language.

Keywords: *methods, techniques, modern methods, language*

INTRODUCTION

The use of modern techniques and methods that are in line with modern educational technology reflect contemporary trends in teaching in the best way. Obviously, there is a disagreement of active learning and critical thinking with passive learning that has many pedagogical remarks. This approach is also present in the learning, respectively the realization of the teaching of the Albanian language. To learn in an active way means to be curious, to ask questions, to discover new knowledge, to think more widely and to use their knowledge to solve problems and for further discoveries. In passive learning, students listen to the teacher and receive information. While active learning and critical thinking are intended to awaken curiosity among students, to develop in them the ability for new discoveries and to build understanding in the form of answers to the questions they have and to cause deeper thinking about the meaning of new knowledge. Our main task as teachers, educators, tutors is to teach our students how to learn effectively, to think critically, thus contributing to students being able to independently view information and make decisions.

Through the presentation of this topic, will be consideredthe following elements: methods of learning in teaching, asking questions in the teaching process, structure of teaching and active learning, learning objectives and teaching objectives and teaching techniques used in the study of the Albanian language.

[1] Specialized paper

I. METHODS OF TEACHING IN CLASS AND LEARNING

The teaching method is a means, tool and form of action in the teaching work through which knowledge, skills and habits are acquired, and the educational and educational material is elaborated.

1.1. Verbal method

The verbal method or method of communication is divided into: monologue and dialogue.

1.1.1. *Monologue method* is commonly used for lectures, explanations, etc.

The variants of this approach are numerous, but starting from the criteria, the most famous are: lecture; narration, description, explanation and reporting.

The lecture is one of the oldest monologue variants, which takes a special place in the organization and the learning process. But since the classes last for an hour, respectively 45 minutes, this method is not recommended for primary school students.*Narration* or narrative method is a specific variant of the monologue method (monologue) widely used in teaching.*Description* in the teaching work plays a very important role in reflecting the real world in students' awareness, therefore it is a constant variant and often used form of the monologue method.*The clarification* as a constant variant of the achromatic method, aims to explain the unknown educational content, by making it clearer and closer to students.*Reporting* as a method of monologue is carried out in situations where from students or a particular person is required to report (inform) the results of a particular action.

1.1.2. Dialogue method

The dialogue method or method of conversation is a method through which is made modification and exchange of information. When we talk about dialog we mainly need to bear in mind the conversation that takes place by means of questions and answers, therefore this teaching method is very close to the students, because it encourages their learning activity. Dialogue method with its interactive character in educational work, mobilizes the psychic and physical personality of students, and is therefore an integral part of all phases of organizing the educational structure and teaching.

Since teaching is organized through questions as an integral part of the dialogue, the verbal expression of the teacher and the students are those elements that develop the process of cooperation in the direction of acquiring new knowledge, as well as the process of controlling and verifying the acquired knowledge[2].

2. ASKING QUESTIONS

The skill in asking a question is also at the centre of the reporter of the successful teaching. John Dewey, as the founder of progressive philosophy in education, on the skill and techniques of asking a question, says: “If you know how to ask the right question, then you know how to teach. More than anything else, the beauty of the art of teaching depends on the ability, ideally, the teacher's skill to ask questions, because it serves as a guide for vivid and clear ideas, stimulates imagination and thinking and makes us act[3]. “

[2]Zulfiu, N. (2005), Didactics, Prishtina: Timegate, p.318-326.
[3]Musai, B. (2002), Teaching Methodology, Tirana: Peggy, p. 134.

In the teaching work, we divide the questions into convergent and divergent questions.

a. Convergent questions

Convergent questions focus on specific, narrower goals. While using such a convergent strategy, the teacher encourages student responses to focus on one central topic. Convergent questions, in most cases, receive short answers from students, and rely on a lower level of thinking, which means a low level of knowledge and understanding. This does not mean that the use of a convergent technique is not good, respectively, it is bad. In most situations, the teacher should decide what knowledge needs to be demonstrated to the pupils, and in these cases, lower-level questions are more appropriate.

At the classes of Albanian language instruction, teachers can use a convergent model that requires short and quick answers, during the evocation or forecasting phase. These questions also encourage the participation of all students in the teaching, respectively, in giving answers.

b. Divergent questions

Divergent questions are contrary to convergent questions. Through the divergent interrogation strategy, a bigger number of responses by students can be obtained. Divergent questions also provide more extensive responses from students. Divergent questions are ideal for inculcating trust among students who have learning difficulties, because these questions are not always intended for getting straight and correct answers.

c. Questions according to Bloom taxonomy

Teachers use different strategies when they ask questions. There are seven hierarchies of questions and classifications of methods such as those of: Benjamin Bloom (1956), Norris Sanders (1966), Hilda Taba (1967), Richard Smith (1969) and others. Most teachers use Bloom's taxonomy (in the function of formulating the question), where the questions are classified in several levels:

1. Questions from a lower level, which include questions from the cognitive sphere, questions for understanding knowledge and questions for the implementation of knowledge.
2. High-level questions, which include questions that aimanalysing, synthesizing and evaluating knowledge.

The types of questions are also classified according to the content:

- Closed or open questions - focus on the teaching questions that are pre-determined by the teacher;
- Open or wide questions, essays - have a broad goal and responses cannot be accurately determined by the teacher;
- Evaluating (assessment) questions - encourage the students' logical abilities because they judge and evaluate the acquired knowledge;
- Conceptual questions - students respond by relying on rational, reasonable response;
- Empirical questions - include surveillance, reproduction of facts and students' experience;
- Transparent questions - are used to prolong the rationale by forcing the student to think about giving complete and lasting answers;

- Key questions - these questions bring to light the fundamental issues and ideas in teaching[4].

d. Levels of using the questions

The diversity in the formation of questions, at all levels of thinking, with varying degrees of difficulty, forms an integral part of the art of interrogation. The field of knowledge according to Bloom Taxonomy, as we pointed out earlier, contains six levels: Knowledge; Understanding; Implementation; Analysis; Synthesis and Valuation.

The table below distinguishes the different types of student behaviour at each level[5].

Table 1. One model of classification of questions

Level of difficulty in behavior	Expected behavior of the student	Teaching procedure	Key words
Knowledge (reproduction)	The student is able to recall information or repeat the same, to get to know the facts, terminology and rules.	Repeating Reproduction	Tag Description Identification
Understanding (meaning)	The student is able to change the way of communication, transforming and reformulating what is read or discussed.	Explanation Illustration	Sum (summary) Paraphrasing Reformulation
Implementation (transfer)	The student is able to apply the learned information in a different content than that of the learned.	Practice Transfer	Implementation Usage Engagement
Analysis (link)	The student is able to divide the problem of its constituents and establish a connection between them.	Generalized trial Special trial	Connection Differentiation Difference
Synthesis (creation)	The student is able to combine the parts to create a special or new solution to the problem.	Division Generalization	Formulation Compilation Production

[4]Ismajl, H. (2012), Teaching Technology and Critical Thinking, Pristina: Toena, p. 269-270.
[5]Musai, B. (2002). Teaching Methodology, Tirana: Pegi, p. 143.

Evaluation (trial)	The student is able to make decisions about values or valuable methods, idioms, people or means, according to the criteria set in advance.	Differentiation Conclusion	Evaluation Decision Justification

3. TEACHING METHODS THAT FOCUS ON THE STUDENT'S ACTIVITY

Learning methods regarding teacher and student activities are divided into two groups:

- Methods that focus on the teacher's activity
- Methods that focus on the student's activity.

The teaching that is based on the development of thinking habits, in the last 30 years, has gained large proportions, with the so-called "cognitive revolution"[6]. To understand better the relationship between thinking and knowledge, researchers Singler and Fenkins proposed the following analogy:

Solving the problem through critical thinking uses a procedure to identify the problem, providing ideas for a solution, trying one solution to assess what happened.[7] According to Sanders, the various types of questions form a hierarchy, ranging from the lowest level of thinking to the highest level.[8] Classification of questions has 7 levels:

1. Memory - reproduction, knowledge of previously learned ideas;
2. Translation - re-formulating an idea in a different way;
3. Interpretation - use of an idea to solve a particular problem;
4. Implementation (conducting) - use of a certain idea to solve a particular problem;
5. Analysis - solving one problem following logical steps;
6. Synthesis - creating something when data is given;
7. Evaluation (assessment) - evaluating some value.

There is a coincidence between the different types of questions with the categories of thought, according to Bloom's taxonomy.[9]

4. Structure of the teaching class according to ERP

Evocation - In this phase, there is an evocation (remembrance) of previous students' knowledge about a certain topic.

In the first phase there is a discussion in groups, whereby students complement ideas with each other. During this discussion, it is highlighted what is important about this topic. Using the structure during the evocation phase, students are required to create a list of ideas using

[6]Beck,I.L, Mckeown, M.G., Hamilton, R.L. & Kucan , L. (1997). *Questioning the autor: an approach for enhancing student engagement with lest*. Newark: Intenational Reading Assosoation, p. 14.

[7]A book with guidelines for methods that focus on the student's activity. (2005) Tirana: KEDP, p.36.

[8]Group of authors, (1999), Methods of teaching: Manual for new teachers, AEDP, Theona, Printing house LERT, Tirana

[9]Zisi, A. (2003). Interrogation module, Tirana: IMS

the Brainstorming technique, about what they know at the beginning. The evocation phase aims to activate students, because learning is an active, not a passive activity.[10]

Realizing the meaning (sense)

The realization of the meaning is the second phase of the structure of the teaching.

During this phase, the reader gets new information. This can be achieved by using a textbook or by doing a demonstration experiment.

There are certain techniques for this phase:

- *Interrogation procedure* (under this procedure, two students read the text together and at the end of each paragraph they ask questions each other)
- *Mutual teaching* (it is known that the best way to learn is through teaching).

Reflection (mapping)

The reflection phase is one of the main stages during which students strengthen the new learning and actively update their previous knowledge. During the reflection these goals are achieved:

- Expression of the students with their own words about the ideas and information they encounter during the reflection (mapping).
- Reasoning will be more sustainable when information is established within a structure with comprehensible content.
- The occurrence of the inclusion of various and numerous information leads to different construction of them so that they can be applied in practice in the future[11].

CONCLUSION

The teaching methods are used in every activity that serves the realization of teaching objectives, respectively, in order to fulfil certain requirements of the educated process.

In today's conditions, with the rapid development of society and the increasing increase in the speed of information flow, traditional teaching methods that focus on the teacher's activity cannot respond to new changes and challenges in the field of education.

Therefore, in the process of applying modern methods in teaching, the focus is shifted and focused on the student's activity by using active-oriented teaching. Contrary to the traditional teaching that is dominated by the use of outdated methods in teaching, contemporary teaching requires the application of modern methods in teaching that are actively oriented. Actively oriented and conceptualized teaching is characterized by the application of other types of activities such as: acquiring skills for problem solving, applying acquired knowledge in new situations, developing independence, active relation in the perception and problem solving, the development of a system of logically related knowledge, the application of knowledge in practical situations, and others. Active-oriented teaching enables the student to switch from a passive object to an active subject in the classroom. This involves the release from the practice of reproduction of knowledge and directing to the practice of greater autonomy in the acquisition, processing and application of new information and knowledge in the teaching

[10]Musai, B. (2003). Teaching Methodology, Tirana: Peggy, p. 115-117.
[11]Same, p. 117

process. The application of modern methods in teaching as well as the pursuit of practicing actively oriented teaching is a common goal of the teacher and the students.

REFERENCES

Bonnie M., (2003), How to create successful contact with students, QPEA, Ferizaj.

Banks, T., (2000). Teaching learning process. Center for Aide Regulation and Education. North Carolina.

Beck, I.L., Mckeown, M.G., Hamilton, R.L. & Kucan, L., (1997). *Questioning the autor: an approach for enhancing student engagement with lest*. Newark: International Reading Assosoation.

Charles Temple, Alan Crawford, Wendy Saul, Samuel R. Mathews, James Makinster, (2006), Strategies of Teaching and Learning for Subject Classes, CDE, Tirana.

Fulham, Michael, (2010), The Forces of Change, Center for Democratic Education, Tirana.

Fulham, Michael, (2010), New Concept of Changes in Education, Tirana.

Fulham, Michael, (2001), A New Understanding of Changes in Education, Edoulba, Tirana.

Grillo K. (2002). Educational Dictionary (Psikologija0Sociologija0Pedagogija) Printed in printing DITA 2000 Tirana.

Group of authors, (2005), ЧТКА, Teaching with the student in the center of attention, Tirana.

Group of authors, (1999), Methods of teaching: Manual for new teachers, AEDP, Theona, Printing house LERT, Tirana.

Group of authors, (1995), Learning Strategies, Tirana.

Gyokutay, M., (2005), Teaching with the student in the center of attention, Tirana

Ismajli., H., (2012), Educational Technology and Critical Thinking, Textbook, Pristina.

Book of Directions focused on Students, KEDP, 2005.

Mato E., Djheda R., Koci E. (2006). Guidelines for development of curricula, IKS, Tirana.

Mita N., (1999),. Methodology of teaching, Tirana.

Musai, B., (1999). Psychology of education.

Musai, B, (2005). Interactive Teaching and Learning Models for the Development of Critical Student Refinement (2005): CDE, Tirana.

Musai, B., (2003). Methodology of teaching, Peggy, Tirana.

Rather A. R. (2004). Essentials Of Instructional Technology. Publisher, Discovery Publishing.

Zisi A., (2003), "Interrogation Module", IMS.

Zulfiu, N., (2005), Didactics, Pristina

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

eISSN: 1857- 8888
DOI: 10.20544/teacher.15.08

PROFESSIONAL AND CAREER DEVELOPMENT OF TEACHERS IN KOSOVO AND MACEDONIA[1]

Zijad Kulici
zijad.kulici@hotmail.com

Dobri Petrovski
St. Kliment Ohridski University, Faculty of Education
d.petrovski@pfbt.uklo.edu.mk

ABSTRACT

The Ministry of Education and Science with its long-term planning and producing strategies for the development of pre-university education, strives to introduce greater reforms in the education system and in that way affect professional development of teachers and their career advancement. MEST through the development of strategies, administrative instructions and law determines the ways of professional development and improvement of teachers, by approving and accrediting adequate programs. By comparing the laws, administrative instructions and strategies related to the education system of Kosovo and Macedonia, we realized that there are certain differences, and therefore we tried to state those differences in this paper. Kosovo is at the very beginning of introducing these reforms, while in Macedonia these reforms are being implemented. How really are those reforms introduced? Are employees in educational institutions familiar with this? Are seminars, trainings and professional meetings in accordance with the plan and program? In what measure can the acquired knowledge be applied in praxis? Does all that lead to career development? These are some of the general questions we have decided to find out the answers. Based on this, we prepared a questionnaire and conducted a little research in Kosovo in Prizren region, and the data of this research will be presented in this paper. There is a very low number of researches on the topic of professional and career development of teachers, and I believe that this work will be used for some other enlargements and more detailed researches, especially in Kosovo.

Key words: *Professional development of teachers, professional improvement, career development...*

INTRODUCTION

Many countries in the world believe it is necessary to carry out various reforms in society, and in particular, reforms in the education system. In order to make these reforms as planned, it is necessary to develop certain strategies. Both Kosovo and Macedonia had and still have a strategic plan for the development of pre-university education. Special emphasis is placed on the professional and career development of teachers. Professional training is a very important part of improving the quality of the education system in general and without such reform of the teachers, there can be no reform of the entire education system. The methods and concepts of professional teacher training are defined by the laws on pre-university education. On the basis of these laws, strategies have been made on the development of pre-university education in Kosovo for the period from 2005 to 2015, and later from 2007 to 2017, while in

[1] Revisional scientific paper

the Republic of Macedonia a national program for the development of education was made for the period from 2005 to 2015 and later a strategic plan from MEST for the period from 2015 to 2017. This includes all details of reforms in terms of professional development of teachers. Now, new strategic plans for the coming period are being development. One of the most important functions of professional and career development of teachers is that each of us has to change ourselves to make an effective change of our own work in order to achieve a positive effect in the educational process. The steps that lead and contribute to the realization of this component are the continuous development and improvement of the internal training system, and the active participation of teachers in the process of making progress in order to expand their knowledge and competences and in that way progress in their career.

PROFESSIONAL DEVELOPMENT

We are well aware of the fact that things in this world are changing at a high speed pace and nothing remains the same for a long period of time. We know that children today are ready for these changes and live a different pace, but the question arises if we are ready? We can freely say that today only those people, who are able to change, constantly adapt to the new ways of life and work. In this time of constant change, education becomes one of the most important forms of human resource management. Quality and permanent education of employees in educational institutions becomes one of the key issues that can be achieved by professional development. The professional development of teachers is basically a continuous process of improving the skills and competencies of teachers in order to improve the quality of educational work. In order for professional development to be a truly continuous process, it must also take place in the educational institution, through various types of planned transfer and knowledge exchange at the level of one or more schools / kindergarten / resource centers, etc. Professional development cannot be reduced to occasional seminars and professional gatherings. It is a long-term integrative process during which, through learning, practical work and research activity, the knowledge, skills and abilities of an individual are developed and improved. In this case, the teacher is the one who becomes a practitioner, who considers where in accordance with the needs of the educational institution he sets the goals of his own professional development. The abovementioned goal is a teacher who successfully helps and supports the learning process of students. This in translation would mean that he himself should become a successful student - to be responsible for decisions, to develop individual learning strategies that are directly related to the development needs of the entire educational institution. Teachers are those who need to know the latest professional and methodical achievements, as well as the achievements in the field of technology in order to organize a modern and quality teaching process.

However, we also have cases where some authors use professional development instead of professional improvement, which is an absolute mistake. It is clear that professional improvement is a part of professional development, but there are clear boundaries between these two terms, as in the presentation "Modular and Professional Improvement", author Ivana Lović Štenc stated[2]:

[2]Ivana Lović Štenc, 2009, Modular professional improvement, Agency for **upbringing** and education, Zagreb

Table 1. *Thedifferences between professional improvement and professional development*

PROFESSIONAL IMPROVEMENT	PROFESSIONAL DEVELOPMENT
• Time limited • Financial limited, • Systematic (eg Curriculum, ...) • Transferring knowledge from person to person • Possible only in groups, • It is based on the offered daily work • - Centralization • - Part of the budget	• A permanent process • Optional • Individual • Personal motivation • It's based on personal interest - Personal process - Not depending on the lecturer • - Responsibility

Why is professional development important?

Theprofessional development of teachers enables the acquisition, expansion and deepening of the knowledge, skills and abilities needed for the success of teaching and extracurricular activities, as well as quality and successful co-operation with colleagues, school management, parents and the local community. It also provides preparation for acceptance of systemic changes, their successful implementation and active engagement in the implementation of the reform. Professional development at the school level - in contrast to the trainings that takes place individually, outside of school - are initiated by the teaching staff ,ensuring, in addition to the sense of belonging to the appropriate community and a common vision in terms of improvements that will be necessary in the future. One of the goals of PDSHL's development is to develop a team spirit in the school, in which the achievements of the individual become part of the general process of professional development. Professional development is a process that takes place mainly in school. In comparison to the training that is going on outside of school and which happens periodically, professional development at school level (hereinafter: PDSHL) is a continuous process that involves various activities that are implemented at school. PDSHL provides the opportunity to acquire different skills and competencies for all teachers. The system of professional development of teachers was created in order to provide all teachers with the opportunity to continuously improve their professional skills by improving the process of teaching pupils and the quality of students' knowledge. Starting from the assumption that teachers have a key role in the upbringing and education of young people, as well as in the implementation of planned changes, they can also contribute to the development of an education system whose product will be educated individuals who possess the knowledge and skills necessary for life in contemporary society.

Professional development of teachers at the school level - PDSHL

The professional development of teachers is basically the process of improving the skills and competencies of teachers in order to improve the quality of teaching, as well as the learning and achievement of students. In addition to the seminars offered to teachers, a very significant part of the professional development of an individual is taking place in school. This means that professional development can not be reduced to occasional seminars, trainings, professional gatherings and conferences. It is a long-lasting integrating process through which, through learning, practical work and research, the knowledge, skills and abilities of an individual are developed and improved. Going through this process, the teacher becomes a practitioner who, in accordance with the needs and the needs of the school, sets the goals of personal professional development. In order for PDT to be a continuous process,

it must take place in all fields, including school, through different types of planned transfer and knowledge exchange at the level of one or more schools.

Personal professional development of teachers

The basis on which the PDSHL rests (teachers learn from each other) involves team work that gives the opportunity of creating and exchanging new ideas, but also considerably greater efficiency in the work of an individual. Teamwork is the way in which many forms of learning are realized and they develop successful approaches build on the richness and diversity of knowledge, thinking and vision. This system also respects and makes visible the engagement of individuals on their own professional advancement. The *professional portfolio* of teachers is proof of its continuous improvement and development, both in the part of the verifications and certificates on completed training programs, and in the part that contains the documents about their own teaching practice and thinking about it. In our country, it is not necessary yet for each teacher to have his own personal portfolio, however, it is of great importance and we should all have it, and MEST should strive to require from school as soon as possible for the PDSHL and personal professional development or portfolio to be an obligation of each school.

We can use the portfolio:

- for personal promotion
- when applying for a job
- for career advancement
- during external evaluation

Portfolio includes a collection of documents and works that describe and showhis process of progress, development and achievement over time. In this way, the teacher presents his work, knowledge and skills. The paper portfolio is, with the development of technology, replaced by electronic so-called an e-portfolio that you can put on your computer or publish it on the Internet and make it public (web). You can greatly improve the look and organization of your e-portfolio by using various applications and web tools.

In many developed countries of the world, teachers have their portfolio that mainly includes these parts:

Home page with basic contact information

- **Short content**
- **Work biography**
- **Personal professional philosophy or essay**
- **Assessment / Evaluation** (Self-Assessment and External Performance Assessment)
- **Attachments** with which we document everything that we have cited in the preceding paragraphs.[3]

This is one of the drafts that is mostly used and which should be included as an obligation in our schools.

[3]http://tehnickaskolavaljevo.wordpress.com/2013/12/01/u-susret-portfoliju/

Career development

Every person should strive for professional development. With this term we meet daily and we think that this term is very familiar to us. But many people do not know, and replace the concept of career with the concept of professional development and work in general. There are many definitions that describe the concept of a career, and one of them is how Collin and Wats state: "Career is the development of an individual in learning and jobs throughout life."[4] As Prof. Dr. Dobri Petrovski states: "Career development enables us to gain an individual sense of security and establish a logical set concerning work and vocational goals."[5]He also states that "career is the thing that most clearly and most closely associates and combines individual and organizational interests and needs."[6] This is the result of all the activities of a man in business and social life. Each of us must manage his career, and this is in fact a long-term process that implies personal development, personal profile construction, career planning, choice of the right job and choice of the right organization. We should look at career management as an institution, or like managing a certain branch. This means that we must monitor, deploy, and direct the potentials towards achieving our goal. A particularly big problem is that people do not have, or create a career development plan. They behave as if they have no motivation, and motivation is one of the key factors for success in a career.

Work and career

As we have stated earlier, many people replace the notion of careers with the notion of work and employment. We need to emphasize that there is almost a clear boundary between these two concepts. This difference is best expressed by the statement of Professor D. Petrovsky, "that the job is something an individual is working in his / her workplace, in order to earn a salary, while the career implies research activity that makes satisfaction."[7] Other authors also state that there are differences between these two concepts. Bahtijarević and Šiber presented the difference between these two concepts in the following table:

Table 2. The differences between work and career (Bahtijarević – Šuber)[8]

WORK	CAREER
Short-term time perspective	Long-term time perspective (life-long career)
Direct results	Long-term development
It's determined by the management	It's determined by an individual
It's in the company	Professionally skilled, in the profession
Satisfies the company's needs	Satisfies the individual needs in the company
Limited system for motivation	Motivation that focuses on increasing the rating and importance of the individual

Phases of career development

Career development of every person goes through different stages of development. Some of the stages require different activities, support from the organization and managers / executives. They do not have the same value at the beginning or at the end of their career."[9]

[4]DobriPetrovski, 2007, Menadžment na čovečki resursi, Univerzitet Sv. Kliment Ohridski, Bitola, str. 233
[5]DobriPetrovski, 2007, Menadžment na čovečki resursi, Univerzitet Sv. Kliment Ohridski, Bitola, str. 233
[6]DobriPetrovski, 2007, Menadžment na čovečki resursi, Univerzitet Sv. Kliment Ohridski, Bitola, str. 234
[7]DobriPetrovski, 2007, Menadžment na čovečki resursi, Univerzitet Sv. Kliment Ohridski, Bitola, str. 234
[8]Bahtijarević, Šuber, Razlike između posla i karijere – citirao prof. d-r Dobri Petrovski
9 Dobri Petrovski, 2007, Menadžment na čovečki resursi, Univerzitet Sv. Kliment Ohridski, Bitola, str. 237

People constantly change and adapt to the conditions of the environment in which they live and work, and on the basis of that they set their goals, ambitions and needs. It is normal that people who are 18 or 20 years old look differently at the world, life around and career in relation to people in the 50s and 60s years of life. Many authors have tried to isolate and define the ideal stages of development for creating a successful career. A large number of them suggest 5 phases of development. According to Super, Hall, Nougaim, Callanan and others, there are 5 stages of career development:

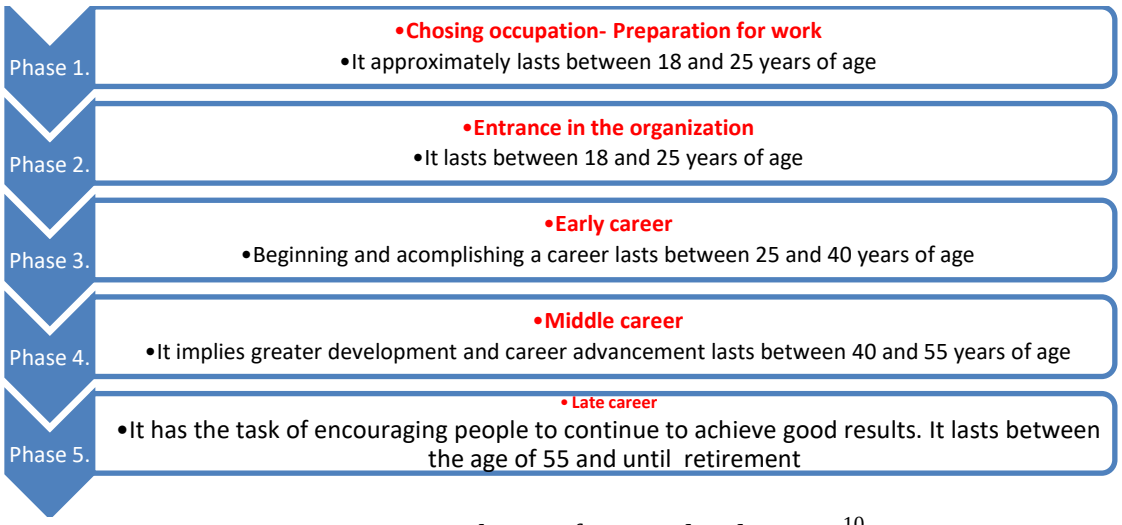


Figure 1. Phases of career development[10]

This last phase can be divided into two sub-phases of development:

- Sub-phase of career maintenance and
- Sub-phase withdrawal and preparation for retirement

People who have devoted their entire live on developing their careers, interruption or the end of their career is something that presents a great trauma for them and it is hard to deal with.

The Role of Organizations and Leaders in Career Development

A very important role in career development also have the organizations in which the individual is employed, but also the leader of the organization that manages the career of these people he supervises. The organization for the development of a professional career affects the human resources sector and the leader is mainly the one who manages human resources, evaluates their work and their results, and directs them to a certain professional path. In this case, the human resources department together with the leader have an important role in assisting in the choice and career development, as well as in gaining insight into the reality of expectations.

As professor Dr Dobri Petrovski states:

"An organization can help individuals in:

- Career Viewing,
- Setting career goals,
- Career strategy and planning activities and
- Provide feedback on careers. "[11]

10 Faze karijernog razvoja citirao prof. d-r Dobri Petrovski u svojoj knjizi - Menadžiranje na čovečki resursi, 2007

PROFESSIONAL AND CAREER DEVELOPMENT OF TEACHERS IN KOSOVO AND MACEDONIA

Professional and career development of teachers in R.Kosovo

Permanent professional development of teachers is the basis of school life in the 21st century. Considering that the Republic of Kosovo is a very young country, it still faces problems in almost all spheres of life. However, one of country's priorities is continuous improvement of the education system, of teachers and new generations, in order to improve the quality of teaching. Therefore, the Ministry of Education Science and Technology of Kosovo (also referred to as the MEST) developed the strategy of pre-university education in 2007-2017 years. This strategy covers all fields in order to improve the teaching, teaching process and education at all times. The very process of professional development of educators / teachers at all levelsis also included there. From the period of 2000 and until today, a large number of teachers have gone through various forms of professional development, through various types of professional improvement such as seminars, trainings, professional meetings, conferences, round tables, additional educations... All these programs were supported by the Government of the Republic of Kosovo, the Ministry of Education Science and Technology, the KEC (Kosovo Educational Center), then many government and non-governmental organizations such as KDP, CPTKT (Canadian Program for Training Kosovo Teachers) and many others, which apart from all types of professional training of teachers, also provided a lot of necessary literature for professional training. Despite great efforts of both domestic and foreign experts theremajor problems exist still in the field of teaching and professional training of Kosovo teachers / educators. There is still a large number of unskilled workers (although this number is decreasing year after year), non-licensed teachers, and non-inclusion of all teachers in professional improvement programs, although it is planned to complete all that by the end of this year (2017).

All these problems in the education system that we have emphasized can serve to create new conditions for the development of teaching, if a quality educational system is ensured. "The quality of teaching is the most important indicator of student achievement, and therefore special attention is paid to the professional preparation and development of teachers. Preparation includes the qualifications that teachers have before working, studying. Professional development is more than basic training. It consists of providing opportunities for acquiring new knowledge, e.g. participation in various conferences, study tours, etc. In Kosovo, professional development also implies teacher retraining for other areas.

INDICATORS

- By 2017, all teachers in the service are included in accredited professional development programs
- By 2017, all teachers should have a license ... "[12]

In addition to the strategy on pre-university education issued by the MEST, there are a number of other documents, Administrative Instructions (hereinafter: AI), which tell us about professional development, the manner of professional development of teachers, the programs

[11]DobriPetrovski, 2007, Menadžment na čovečki resursi, Univerzitet Sv. Kliment Ohridski, Bitola, str. 240-241

[9] Strategija za razvoj preduniverzitetskog obrazovanja na Kosovu 2007-2017, MONT, str. 55

to be covered, the method of teacher licensing etc. Administrative instructions published by the MEST with the number 5/2017 and 6/2017 signed by the Minister of Education on April 18, 2017, tell us about the system of licensing and development of teachers in their careers, as well as the criteria and procedures for adopting programs for professional development of teachers and educators. With the entry into force of these two AIs, all the AIs that have so far regulated this area and which are in opposition to these new AIs are superannuated. We should mention that none of the teachers, at least until now, until the emergence of these regulations, did not know that there is a law regulated career development of teachers. They were only aware that the first year of work experience when they work as ateacher beginner there was a difference in salary and that after completing one year of education they had the right to apply for the teacher's license. MEST has its own division for the professional development of teachers. Through this division, MEST carries out the selection of programs, accreditation of programs for professional development of teachers ...
"The tasks and responsibilities of MEST in the field of professional development are:

- To determine the criteria and standards for qualifications and professional qualifications which one should fulfill in order to acquire a teacher license,
- To determine the criteria, needs and requirements for PDT,
- To establish standards for quality assurance, monitoring and evaluation of PDT
- To create a system for licensing and PDT ... "[13]

A devision for PDT is the one that builds a catalog of accredited programs, seminars and trainings adopted after a public invitation for programs offer. PRN is closely related to licensing of teachers on the basis of which the assessment of career development is carried out. The system of licensing and professional development in career was prescribed on AI 5/2017 from the date of 18.04.2017. Article 3 of this AI states that the teacher licensing system is linked to the system of career developments of teachers.

"Career development system consists of:

- Development of a teacher's qualification before employment,
- Development of teachers in the initial phase of the profession and
- Development of teachers in service(employment) "[14]

All clauses of this system are described in detail in this AI 5/2017, Articles 4, 5 and 6.

However, it should also be noted that teacher licensing plays a major role in the development of their careers and is implemented on the basis of the regulation mentioned above. This system of licensing of teachers who are already employed, the teachers who are in service, determines four types of regular license:

- "1. License for teacher in career,
- Teacher promotion license,
- Teacher mentor license i
- License for teachers who deserve acknowledgement“ "[15]

[13]AI 6/2017 on the criteria and procedures for adopting programs for PDT and educational workers 18.04.2017, Article 3.
[14]AI5/2017The system of licensing and career development of teachers 18.04.2017, Article 2.
[15]AI5/2017The system of licensing and career development of teachers18.04.2017, Article 10, Item 1.

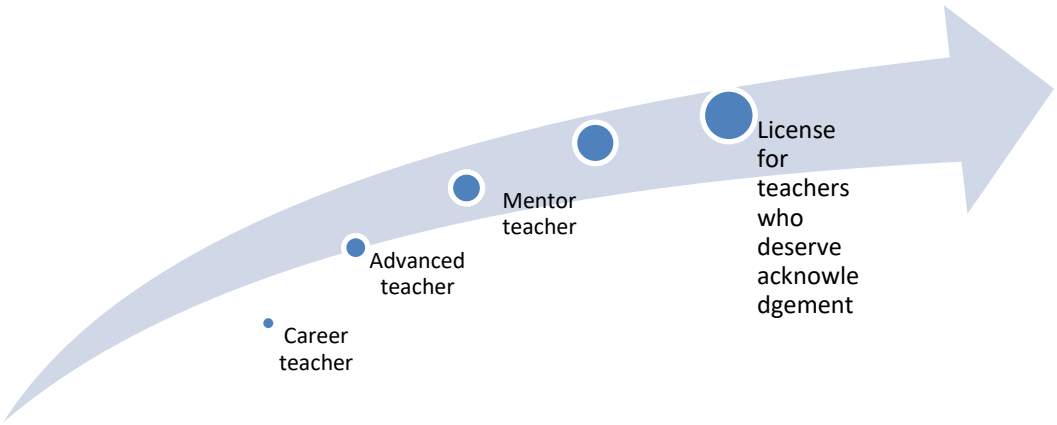


Figure 2. Career Development of Teachers in Kosovo - Teacher Licensing

The first license for teachers in career is acquired after the first year of service and it is valid for the next 5 years. During those 5 years, the teacher has the obligation to complete a minimum of 100 hours of training and training seminars on professional improvement in order to be eligible for the re-application for a career teacher license. All this is described in Article 12 of the mentioned AI. As for gaining a teacher development license, the teacher must have a career-teacher license for a minimum of 5 years,300 hours finished of training , and a minimum of 100 hours of teacher advancement training , and this license is valid for 5 years. This is also prescribed by the AI mentioned in Article 13. A mentor teacher license is issued if the teacher has an advanced teacher license with a minimum of 10 years of work experience as a teacher, while having completed a minimum of 200 hours of training for a period while working with an enhanced teacher license, of which at least a minimum of 100 hours in area of mentoring. And this mentor teacher license is valid for 5 years with the possibility of obtaining a license for another 5 years. This is all prescribed by the above AI in Article 14.

The latest and greatest license for teachers provided by this AI is a License for teachers who deserve acknowledgement and it is prescribed by this AI, Article 15, which states that:

"In order to obtain this license teachers must fulfill the following requirements:

- To have a mentor teacher license for a period of 10 years,
- Make at least 450 hours of training after receiving the first mentor-teacher license and
- Require minimum performance requirements for licensing a teacher who deserve acknowledgement.

The License for teachers who deserve acknowledgement is permanent. "[16]

In addition to all mentioned above, we must note that there is a reverse process, the process of taking away licenses and career regression, or returning to the previous level if the requirements prescribed in AI 5/2017 are not fulfilled. It also sets out the actors for the implementation of the system for licensing and career advancement, which are:

- „ MEST,

[16] AI5/2017 The system of licensing and career development of teachers,18.04.2017, Article 15

- Universities that train teachers
- Kosovo Accreditation Agency,
- National Council for Teacher Licensing,
- Division for professional development of teachers,
- Inspectorate for Education,
- ODO,
- Educational institution / school,
- A teacher. "[17]

All these licensing systems for teachers are linked to the salary system. If a teacher has a higher license, his salary will be even higher.However, this has not yet come to life because we are at the very beginning of the regulation application and for now, under our education system, most of the teachers have received a license for 5 years. Certainly, we were asked to have a minimum of 100 hours of training to elongate this license and get a teacher advancement license. All of this represents us one system for the development of career teachers in Kosovo

Professional and career development of teachers in the R.Macedonia

Professional and career development of teachers in the Republic of Macedonia are prescribed by the law, the Comprehensive Strategy for the Development of Education and Administrative Instructions. All these documents state that the key factor for students's successis teaching, as well as competent teachers. We can also inmediately make bunch of questions.What type of teachers do we need? What competences should they possess? Should they improve professionally? What professional sphere should they improve? How to prepare to answer challenges that they face? Like everywhere in the world, and so in the Republic of Macedonia, there is a system for professional development of teachers as well as a system for career development. The project for professional and career development of teachers in Macedonia was financed by the SAD (USAID) and implemented by the Macedonian Center for Civic Education in cooperation with the Foundation for Education Step by step. This project has started to implement from December 2012 and now is included in the National Education Development Program.

Continuous professional development of teachers is done through:

- School leadership,
- Department for the development of education,
- Center for professional education and training,
- Accredited bidders training and
- NGO and international organizations.

Professional development of teachers includes schooling, education, seminars, trainings and personal development. Every teacher in R.Macedonia can make career progress.
"The stages of career development of teachers in Macedonia are:

- Teacher trainee,
- Teacher,
- Teacher mentor and
- Teacher advisor. "[18]

[17]AI5/2017The system of licensing and career development of teachers , 18.04.2017, Article 17.

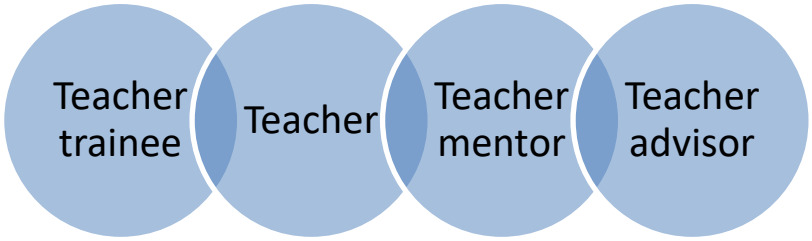


Figure 3. Career development of teachers in Macedonia

The procedure for career development of teachers in the Republic of Macedonia is such that, every teacher who is employed at the very beginning of his career is given the name of a trainee. The trainee teacher is obliged to take an expert exam in order to obtain the title of a teacher. The mentor-teacher must be an example of good practice in school and thereby, supports the professional development of young teachers. While the teacher is a counselor, the person who raises the level of quality of teaching at the regional and national level.

METHODOLOGY OF RESEARCH

The purpose and aim of the research

The subject of this research is to determine whether and how the teachers are professionally improving and whether it affects their career development. The aim of this research paper is the perception and assessment of the state of professional development of teachers with the characteristics of their competence Through the essence of this problem, we have also generated research goals such as:

- To find out to what extent are teachers professionally improving,
- How much the knowledge gained on professional trainings (trainings, seminars, debates, conferences, etc.) is applying in praxis
- How much impact has the gained knowledge on the quality of teaching.
- Does the professional improvement affect the career development?

Research Hypothesis

The main hypothesis:

M.H. "Professional improvementand professional development of the teachers have a positive effect on their competences and career improvement "

Auxiliary hypotheses:

A.H.1. -The teachers are improving sufficiently

A.H.2. - The knowledge aquired during trainings is in accordance with the needs of the school and is sufficiently applied in praxis

A.H.3. - Teachers are not well acquinted with the system of career development in Kosovo

[18]Bilten br.1, 2014, Proekt za profesionalen i karieren razvoj na nastavnicite, USAID, Skopje

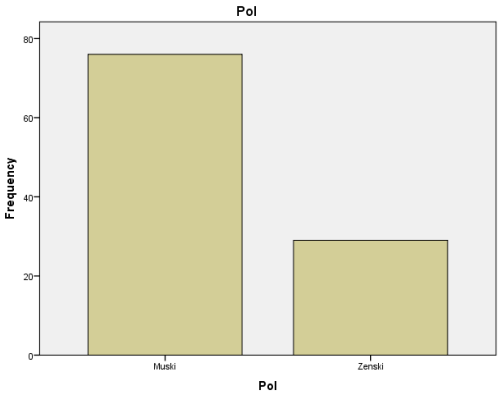
Sample and a research instrument

This research involved 105 teachers of Primary and Lower Secondary Schools in the Prizren region. It is very important to emphasize that the research will be done on the basis of samples; because, numerous research and theory of probability enable with certainty making the scientific conclusions about the population based on the information obtained from the analysis of the samples.. In this paper, we used a survey questionnaire for teachers as an instrument of research.

RESEARCH RESULTS

Sample according to gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	76	72.4	72.4	72.4
	Female	29	27.6	27.6	100.0
	Total	105	100.0	100.0	



Based on the data we can see that male teachers in this research were involved in larger case, with slightly more than 72%

Are you professionally improving?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	90	85.7	85.7	85.7
	No	15	14.3	14.3	100.0
	Total	105	100.0	100.0	

Based on this table, we can confirm **AH1** which reads: "

"THE TEACHERS ARE IMPROVING SUFFICIENTLY "

because more than 85% of them think that they are professionally improving and only about 15% of them answered with NO.

I apply in praxis the knowledge acquired during trainings					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mostly yes	54	51.4	51.4	51.4
	Sometimes	49	46.7	46.7	98.1
	Mostly no	2	1.9	1.9	100.0
	Total	105	100.0	100.0	

Are the seminars / trainings in accordance with the real needs of the school, teaching and the teachingprocess?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mostly yes	57	54.3	54.3	54.3
	Sometimes	42	40	40	94.3
	Mostly no	6	5.7	5.7	100.0
	Total	105	100.0	100.0	

Observing the answers we received on the basis of the above question of whether the seminars are in accordance with the needs of the school and the questions about applying the knowledge gained during seminars and trainings in praxis, we can confirm **AH2** which reads:

"THE KNOWLEDGE AQUIRED DURING TRAININGS IS IN ACCORDANCE WITH THE NEEDS OF THE SCHOOL AND IS SUFFICIENTLY APPLIED IN PRAXIS"

Is there a career development of teachers prescribed by law and administrative instructions in our education system?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	40	38.1	38.1	38.1
	No	19	18.1	18.1	56.2
	I don't know	46	43.8	43.8	100.0
	Total	105	100.0	100.0	

On question whether they were aware of the existence of a law-regulated career development in our educational system, about 62% said that it doesn't exist or that they do not know if it exists in the law at all. Based on this, **AH3** is confirmed which reads:

"TEACHERS ARE NOT WELL ACQUINTED WITH THE SYSTEM OF CAREER DEVELOPMENT IN KOSOVO"

Does the professional development affect the improvement of knowledge and competences?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	98	93.3	93.3	93.3
	No	7	6.7	6.7	100.0
	Total	105	100.0	100.0	

Does the professional improvement of the teacher affect the career development?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	79	75.2	75.2	75.2
	No	9	8.6	8.6	83.8
	I don't know	17	16.2	16.2	100.0
	Total	105	100.0	100.0	

These two tables show that professional development affect the improvement of teacher competences and that professional development of teachers affect the career development, which confirms the **main hypothesis** that reads:

Here we have set up another data table where teachers were asked to select three areas of education for which they want to be educated. 77% of respondents expressed desire to attend seminars / trainings related to quality improvement in the education system then on the second place they put programs about e-education, while in the third place, which is very positive that a large part of them wants to deal with research work.

Based on this, we can also see where the teachers are the weakest, or the fields where they want to improve. The number of teachers who wanted to work voluntarily was the smallest; there were only more than 12%

CONCLUSION

The main goal of this paper is to determine the differences and similarities of professional improvement and professional development, differences and similarities between work and career, as well as to examine and point out the differences and similarities between professional and career development of teachers in Kosovo and Macedonia. Based on the topic, objectives, tasks and target groups as well as programs of professional development and monitoring of teachers' work, some administrative regulations were analyzed, as well as accredited programs that actualize the application of innovations in the teaching process. We have also contributed to this paper a small research paper to determine the real situation on the terrain, whether the predicted in AI is actually applied in practice and to what extent. Today, in the modern world, when changes are so frequent and unpredictable, relying on personal creativity has a special meaning for life in a world which is changing. However, in school, this fact is not sufficiently understood, but it is improving day by day and will be even better if school leaders are those who are trained for this job. They have to help teachers in their professional development, motivate them, perform an organizational role, but also plan and lead. This means that new generations, future teachers, directors should be as creative as possible, to possess the abilities and skills mentioned above, because only in this way we can prove ourselves and become one of the key factors in our place, community, municipality, one of the key factors at the state level, but also the world, and the meaning of education lies in it. Forif we do not become creative, skilled, we do not help others, we do not motivate, we are not planners, organizers, leaders, we are not leaders, and wecannot transfer that to new generations of pupils and students.

REFERENCES

1. Petrovski D. (2007): Menadžiranjenačovečkiresursi, UniverzitetSv. KlimentOhridski, Bitola
2. Štenc I. L.(2009): Modularno stručno usavršavanje, Agencija za odgoj i obrazovanje, Zagreb.
3. MONT, Strategijazarazvojpreduniverzitetskogobrazovanjana Kosovu 2007-2017, Priština
4. MONT, AU 5/2017, Sistemlicenciranja i razvojanastavnika u karijeri, 18.04.2017, Priština

5. MONT, AU 6/2017 o kriterijumima i procedurama usvajanja programa za PRN i prosvetnih radnika, 18.04.2017, Priština
6. Bilten br.1, 2014, Proekt za profesionalen i karieren razvoj na nastavnicite, USAID, Skopje
7. Bedaković, V. (2009): Kreativnost kao profesionalna kompetencija i perspektive doživotnog obrazovanja nastavnika, Učiteljski fakultet, Zagreb
8. Bognar, L. , Bognar, B. (2007): Zbornik radova Kompetencije i kompetentnost učitelja, Filozofski fakultet, Osijek
9. Kostović - Vranješ, V., Ljubetić, M. (2008): „Kritične tačke pedagoške kompetencijeucitelja", Život i škola, 20 (147-162), Filozofski fakultet, Osijek.
10. Lončarić, D., Pejić-Papak, P. (2009): "Profiliranje učiteljskih kompetencija", Odgojne znanosti 11, Učiteljski fakultet Rijeka.
11. Mail, A.(1968): Kreativnost u nastavi, Svjetlost, Sarajevo.
12. Rosandić, R., Pešić, J., Pavlovski, T., Hadži Jovančić, N., Zindović Vukadinović, G. (2002): "Obrazovanje i profesionalni razvoj nastavnika" Kvalitetno obrazovanje za sve – put ka razvijenom društvu, Ministarstvo prosvete i sporta, Beograd.
13. Sučević, V., Cvjetićanin, S., Sakač, M (2011): "Obrazovanje nastavnika i učitelja u evropskom konceptu kvalitetnog obrazovanja zasnovanom na kompetencijama", Život i škola 25 (11 – 23), Pedagoški fakultet, Sombor.
14. http://tehnickaskolavaljevo.wordpress.com/2013/12/01/u-susret-portfoliju/

Faculty of Education - Bitola
"St. Kliment Ohridski" University
eISSN: 1857- 8888
DOI: 10.20544/teacher.15.09

SYMBOL OF BIRD IN CHILDREN' S PROSE BY VIDOE PODGORETS[1]

Jovanka Denkova

Faculty of Philology, UGD
Štip, Makedonija
jovanka.denkova@ugd.edu.mk

Abstract

The bird is always a symbol of the soul. When we observe with what ease birds take off and land, as with congruent movements, they drift, intercept, and steer themselves, and then with folding wings rise again and fly in the sky, striving towards their goal in the endless distance. This in us is ignites the primordial desire to get rid of the earthly weights and for us to experience them. With their free flight, birds embody the symbolism that drives us and we want to immerse ourselves and experience that immense freedom of the body and soul. The bird as a symbol and motif in literature appears from the time of the symbolists, with Charles Baudelaire, Edgar Allan Po, then to Harper Lee, Adam Brooks, Vida Ognjenovic, Jesi Kosinski and an array of other authors who cherished this symbol and reflected through it their emotional waves, thoughts and their messages. In this paper we will look at the work of Vidoe Podgorets, especially his prose and the significance of the symbolism of birds in his works.

***Key words**: symbol, birds, prose, Vidoe Podgorets*

INTRODUCTION

The bird as a symbol and motive is as old as mankind. This symbolism will be the subject of study in this paper. From flying as a link between the earth and the sky, the birds were often an illustration of the journey of the soul and the return to Heaven's homeland. They are thought of as messengers of the gods, a symbol of immortality, and as predictors of future events. Thru their free flight, the birds embody the symbolism that drives us and desire for height and the feeling of immense freedom of the body and soul. How often by observing them in our hearts we fly in elegant bows. The beauty of the birds in flight raises us from the yoke of our existence and gives birth to the longing that gives us wings, thus we want to follow our path, to fly aligned with them, to let our body flow through the endless distances, to leave our old life to reach our goal. With every wing stroke, the longing of the soul grows in us, it sings our song about distance, beauty and love. And to the extent that the song sounds stronger and clearer, the more the boundaries of our existence become clearer, and the desire to turn to something new and interesting, to turn to the soul bird in us, to turn to the like-minded people and group themselves together. Birds are a metaphor of departure, change, but also adaptation, flexibility. They are symbols, and they are really here. Around us. With us and in our books also.

[1] Original scientific paper

VIDOE PODGORETS AND HIS ORIGINAL WRITEN WORD

Vidoe Podgorets is one of those authors who "identifies nature with art" and the bird serves as a part of that nature as a motive and symbol through which he will convey his vision and understanding of life and everything that is happening around him and what as moral a message wants to be passed on to us(Idrizovič 1988: 241). By the authenticity of the institution, coverage of life and spaciousness of the work, Podgorets is seen a unique phenomenon not only in Macedonian literature" and beyond (Idrizovič 1988: 237). Taking into account that he created an enormous number of books filled with poetry, prose, travelogue, criticism and stories, this is what makes him Olympus the literary scene. This prolific writer of children literature all that he wrote, even when it is not always unbelievable and completely new, is captivated by the manner of communication, the intensity of the fable, the cultivated language and style, and, ultimately, the emotionality of the word, the verse, the sentence ... (Drugovac 1975: 143. The volume and the number of his works amazes and fascinates. Arouses admiration that relevant library, a genre varied, aesthetic and pedagogical, from which the reader learns a lot about his national historical past and the living transformations in modernity, with many human dramas and bad children's dilemmas, joys and pains that fill the books of this humanist (Drugovac 1996: 303). The anxiety of this creator and engagement with life seem to have no boundaries. He is an artist who has shown that inspiration does not diminish in our time and that with new achievements he shows a rich and original talent. The work of Vidoe Podgorets is a confirmation of the primeval bond of man for the soil, his devotion to humanism and the ideals of freedom(Idrizovič 1988: 237). The prose of Vidoe Podgorets is a lavish treasure of themes and motifs expressed through numerous collections of short stories and novels (Cackov 1997:143). Through several decades of work, he has succeeded in creating an enormous number of friends and supporters of his work, to initiate many researches and studies on the topics and motives included in his books and to encourage many papers that try to explain the symbolism in them, to find the meaning and to make conclusions.

The narrative process of Podgorets is the result of a profound personal experience of the author, a work of a creative spirit that perpetually perfectionates this important aspect of his work. As a connoisseur of our village and of our people's life, Podgorets is passionate about the nature, the man in it, the child in it, the child in nature, the man in it, his pets - the animals, the beauty of his native region. The deep knowledge of the child's world enables the author to penetrate into it, to create his literature according to the measure of that world, but also to enrich and spread that world’s horizons (Mickovič 1987: 9-29). Humans since prehistoric times have associated themselves with animals. And in prehistoric times he hunted and trampled the animals to survive. This fateful relationship between humans and animals has their early association as an important inspiration and preoccupation (Ristanovič 2010: 48-48). The animals have always had their place in literature. Animality in children's literature is one of the more frequent topics (Denkova 2016: 163). Podgorets constantly paints nature in his works, respects animals, birds, insects, and makes us discover the deep meaning and symbolism of his words.

THE SYMBOL OF THE BIRD AS A GENERAL MOTIVE

The bird as a symbol and motive is as old as mankind. Even the Bible itself is filled with many allusions to birds and birdlife. Among the celestial birds, the swan, the eagle, the wolf, are the most common motifs. From the details of the bird-related motifs, the wings, the bird's flight, and the singing of the birds are the most thematic. Bird singing is like exalting the human soul, so the slavic ornithological symbolism of the bird is of no surprise, the motives

associated with the notion of birds represent the human soul, its fragility, tenderness and transparency. According to the Dictionary of Symbols, flying predetermines birds to be a symbol of the connections between heaven and earth (Ševalie and Gerbran 2005: 831). The symbolism of the bird in different religions and different nations is different. In Egypt, however, the bird with a head of a man or a woman symbolizes the soul of the deceased or the soul of the god who visits the land. Thus, the Book of the Dead describes death as a flying falcon, and in Mesopotamia they imagine the dead as birds. In this way, the bird is a symbol of immortality, a symbol of the heavenly world. If something bad was done to a bird, in some parts of Africa was considered an act of real or metaphorical murder of a real person. From African art and from bird-like masks as a symbol of strength and life through Homer's ornithomanism we see an interpretation of the bird's flight as a flag of the outcome of major events, the imitation of the bird's flight in the shamanistic rituals emphasize liberation from the earthly gravity and convergence in a higher state of life, they are a powerful and omnipresent symbol. In the dream, the symbol is the dreamer, in Feng Shui symbols are inspiration and renewal, dictionaries of symbols are abundant with bird species. Some prehistoric drawings of human-birds found in the caves of Altamira and Lascaux represent the flight of a soul or a shaman's flight. In Islam the birds represent angels, according to the Quran, the language of birds is the language of angels. Also, in the Quran, the word "bird" is often considered a synonym of "fate". And in Celtic mythology, the birds were considered messengers of the gods. In some Vedic texts, the image of the birds reflects the belief of the gods' affection for humans. Probably, all these understandings arise from an older myth: on the prehistoric monuments in Europe and Asia, the cosmic tree is represented by two birds on the branches, and beyond their cosmic significance. It seems that these two birds symbolize the soul of the ancestors (Ševalie and Gerbran 2005: 833). The bird as a symbol and motif in literature appears from the time of the symbolists, to Charles Baudelaire, Edgar Allan Po, then to Harper Lee, Adam Brooks, Vida Ognjenovič, Jesi Kosinski and other authors who cherished this symbol, who through it reflected their emotional waves, thoughts and messages.

THE SYMBOL OF THE BIRD IN PART OF THE WORK OF VIDOE PODGORETS

Vidoe Podgorets is one of those authors who "identifies nature with art" (Idrizovič 1988: 241) and the bird as part of that nature serves as a motive and symbol through which he will convey his vision and understanding of life and everything that is happening around him. In most of his books, the birds are represented, he describes them, admires them, through them transfers our perceptions and experiences of life, conveys their moral messages and tries to reach the reader. It makes us think, makes us understand its thought, read it and memorize it, understand it.

Canary, is a small, but beautiful singing bird, who is also happy when it is free. It will serve as Vidoe Podgorets’s motive in the book "Prosti mi kanarinke". It is a book-memory in which is described "one of the forgotten world, but so close and dry"(Petrevski 1999: 149) which is an interesting retrospective and an evocation of childhood where the children's characters dominate and where these children face their moral dilemmas that help them understand and grow. The book speaks of a poor world where a grandfather teaches his grandson to return to the mill to remember his childhood: "Since it is remembered for the longest time, the most loved one and most complains ...“ (Podgorec 1964:8). The book talks about the grandfather who can not send his grandson to school, for a child who profoundly affects the nickname "coward" when he refuses to steal cherries prevented by his moral dilemma of stealing as a negative act, because "something that belongs to someone else is someone else’s". In the Dictionary of Symbols, the cuckoo is a symbol of jealousy, and yet more a symbol of the

parasitic, because it carries its eggs in the nest of foreign birds, it is unable to make itself a nest, so it is also considered a sign of laziness (Ševalie and Gerbran 2005: 553). This interpretation of the symbolism of cuckoo quite correspond with the indicated narrative sequence in the case of Podgorets.

But in this story, and the book "Prosti mi kanarinke" ("Forgive me, canary") "the song of a canary is sadder than ever" and the boy Pavle mistakenly realizes that it is because he is going to work. Later, when he feels humiliation, restriction and disdain, he will understand that in fact "the stranger's yard was a cage for Pavle and Pavle is the trapped bird in him!" And that the poor bird "was never happy" and that the reason for that was "sadness of lost freedom and her wish for a free flight"! (Podgorec 1964: 37). At that moment, he firmly and steadfastly decides that "he will not be a slave to anyone", he returns home to whisper to the canary by opening the door of the cage with the intention of freeing her: "Forgive me canary, for keeping you in slavery! Forgive me! I did not even know how difficult it is to be captured ... goodbye my little singer!" (Podgorec 1964: 38). In this wonderful story, Podgorets recalls the motif of lost liberty, only under different conditions and in a symbolic way, again through the help of birds we understand the message that he is trying to send us – a strong protest against social injustice.

While in the short story "Grlitsa", the child Gavro understands through the explanation of the old man what it means when by satisfying the desire for hunting, you cause not only the death of one bird but also the whole family of birds, and here in a symbolic way the author again gives us one moral lesson that we should think deeper and deeper before we act cruelly taking away the free flight of birds. Although its symbolism is often associated with that of the dove, in the Christian tradition, turtledove is a symbol of marital fidelity (Ševalie and Gerbran 2005: 213).

Furthermore, in other stories, one can meet quail, partridges and they are all painted perfectly with the characteristics that symbolize, but the story of the devastated stork's nest and the fear that "the birds will curse us" is especially impressive, but also the feeling of "sorry for the storks" who "when the spring will green its wide yard, they will come, circle above the roofs of the houses and they are searching for their old nest. But the nest won't be there... "(Podgorec 1964: 82), and our people from our history pretty much know what it means for a nest to be demolished and destroyed, which Podgorets very subtle and symbolically reminds us of. In the dictionary of symbols, the stork is generally a good sign, a symbol of longevity and immortality.

In the book "Siviot odmazdnik" ("The Gray avenger") through the twenty stories Vidoe Podgorets again goes back to the descriptions of nature, the plants in it, the animals and the birds, helps us understand the struggle for survival, the symbolism of the circle of life, and yet teaches us to draw moral lessons from our actions.

In "Smrtta doaga tiho" ("Death comes quietly") we meet again a predator who comes slowly, searching for food rubs wild ducks, especially the partridges - interrupts them in their love game, "in the most beautiful moments of life when the heart is filled with happiness, when all the body trembles from unyielding joy and passion" (Podgorec 1969: 105). These birds fail to fly with their flock. The partridge is a symbol of immense passion, caused by love until death. ... Life and death embraced, that is the image of the partridges that the love plays and sing (Ševalie and Gerbran 2005: 1016). However, in this case, Podgorets does not allow the criminal to remain unpunished - "death comes quietly". Partridges are again encountered in the eponymous story where their family happiness is almost interrupted by another tower - the hawk, if Podgorets does not respond through the character of the hunter and finally ends

with the explanation: "a place on Earth should be given to those who want to live peacefully" (Podgorec 1969: 202).

Another story mentions the owl and Podgorets, like other authors in the literature, symbolically presents him as a reluctant, robber, who will shout with his scream: "Come on, it's time for the robbers to go hunting!" (Podgorec 1969: 131). The owl blows a bad voice as a thief from whom we have made a symbol of ugliness. Given that it is nocturnal bird that can not stand sunlight, it is commonly associated with the underworld (the Aztecs) with chthonic forces, death, cemetery (some Indo-American ethnic groups) (Ševalie and Gerbran 2005: 1059-1060). This perception of her is also reflected in this story of Podgorets, like a night bird, a thief who hunts at night.

In the "Posledniot let" ("Last Flight") we are given the symbolic fight of two predators, one on earth, one in heaven, who will be punished for their greed and "only the desire for the last flight will remain" (Podgorec 1969: 160) through which the various types of people are symbolized, who do not choose the means to justify their goal, in the end to pay with life for it. Through the story of the "Divite gulabi" ("Wild pigeons") we get to know the parents' concern for their family, the efforts of the little pigeons to learn everything they need to know and how to "fly", to get to know the world and to know how to find their own life enduring all the temptations.

In the "Vozdushniot razbojnik" ("Air robber"), the author again talks about the thief, the hawk, only now he puts him in the role of a defender of the family, of his own children, and therefore in this case he is the moral winner. In the end, however, we get a symbolic explanation of the question of when to care for the powerless birds - "until they become able to take care of themselves". In Greek mythology, the hawk is associated with the god Apollo and symbolizes discernment, because it flying high in the sky and with its sharp glance observe all (Ševalie and Gerbran 2005: 422).

Further in the book, we encounter the beautiful lark - a symbol of the beautiful and "eternal scarab of the celestial cloth" in "Srceto na prirodata" ("The heart of nature"), we follow the struggle of the gray herons- the symbols of the intruders and usurpers, and the storks - symbols of goodness that are heroic fighting in the desire to return their nests, regardless of the consequences ("Shrkovi"-"Storks"). In "let bez granici" ("Flight without borders") through the story of Zlatko, for the aluminum ring of the wild duck, which, from too much grief over his dead comrade, goes to unknown places where he finds only his death, we understand the symbolism of the infinite in the sky and "that the wings have no borders , and there is no room for sorrow" (Podgorec 1969: 242). Its symbolism corresponds to that of the Far East as a symbol of marital bondage and happiness, and the reason is that the man and woman always swim harmoniously. This symbol is often used in iconography as well as in folk painting, where the image of a couple of ducks is placed in the marriage room, as a symbol of expressing good wishes (Ševalie and Gerbran 2005: 750).

In the book of short stories "Pticite odletaa" ("Birds Flew") (Podgorets 1999) Podgorets once again turned back to the first love and she is actually "completing" the warm first love story of "Tunika" (Petrevski 1999:146). "Pticite odletaa" ("Birds Flew") is a book-whole, but each chapter, itself, represents and can be experienced as a story (Petrevski 1999: 146). Through the story of the canary in the first short story "The Bird of Childhood", birds are used as a symbol of childhood, which flew away leaving the memories of an irreversible period of life. This symbolic motive for the departure of childhood as a bird we will meet again when the bouquet for the desired Tunica in the "Mad Courage" is picked up bravely and the explanation that "to release a trapped canary at liberty - it's still not farewell to childhood. It

is not that sharp and visible border, behind which begins youth and that true, big, serious life, filled with a lot of anxiety and worries“.

In "Summer Rain" the story of the white swans is told and once again used the symbol of birds. In literature, the swan symbolically represents elegance, grace, purity, immense faithfulness. In essence, the swan is a symbol of poetry and poetry in general (Ševalie and Gerbran 2005: 578-580). Here not thinking children kill one swan and become witnesses of deep love and fidelity when sadly another swan also dies. Lastly, the space for the extension of the love yearning is left, leaving the contact address after the departure of Tunika and the grief in the heart of the boy.

In the literary world of Vidoe Podgorets, marvelous realism, magical objects, phenomena and human abilities change the relationship to space and time. In his novels, we can point out that the world remains "realistic" in the union of the real and the unreal (Denkova 2015-2016: 108).

CONCLUSION

This was a an attempt to make a parallel in the works of Podgorets using the thread that connects them - the significance of the symbolism of the birds through which the author himself conveys our thoughts, understandings of life and lessons that we want to learn. Vidoe Podgorets's writing revealed to the children the unusual wealth of his native region, conveyed his colors and sounds, introduced children with beauties, history, past, with people, mostly those who spent the whole life or childhood in nature. This work is also shown by the writer who understands the literary work as a social and artistic function, which in addition to the beauty gives a meaning in the formation and development of the young man (Idrizovič 1988: 258).

There is still much to talk and write about Vidoe Podgorets, because it is difficult to tackle everything he wrote in a few pages of the review and can not give a complete picture of him, about everything he wrote and created. His work is an impressive building that astonishes, a creation that has long overcame the incredible number of published titles. The creative records have been demolished here and they are getting closer to the incomprehensible boundary for common sense. That is why the work of Vidoe Podgorets can be called - the creation of dreams. Spiritual wealth that surpasses even "Balzac's dream" to write hundreds of works. That number has broken it long ago, becoming a creator whose actions future generations and experts will have to seriously deal with (Petrevski 1999: 141).

REFERENCES

1. Cackov, D. (1997). *Literatura za deca i mladina*, Skopje: NIP Globus, Skopje.
2. Denkova, J. (2015-2016). *Animalističkiot roman “Diviot pes” od Vidoe Podgorets*, Godišen zbornik, Filološki fakultet, Štip: UGD.
3. Denkova, J. (2016). *Animalizmot kako tema vo književnosta za deca*, Zbornik od konferencija FILKO, Štip: Filološki fakultet.
4. Drugovac, M. (1975). *Makedonski pisateli za deca*, Skopje: Makedonska kniga.
5. Drugovac, M. (1996). *Makedonskata književnost za deca i mladina*, Skopje: Detska radost.
6. Idrizovič, M. (1988). *Makedonska literatura za deca*, Skopje: Naša kniga.
7. Mickovič, S. (1987). *Šarenata ptica*, Skopje: Naša kniga.

8. Petrevski, G. (1999). *Pogovor kon kn. Pticite odletaa od Vidoe Podgorets*, Skopje: Detska radost.
9. Podgorets, V. (1964). *Prosti mi kanarinke*, Kultura: Skopje.
10. Podgorets, V. (1969). *Siviot odmazdnik*, Skopje: Naša kniga.
11. Podgorets, V. (1999). *Pticite odletaa*, Skopje: Detska radost.
12. Ristanovič, C. (2010). *Animalni svijet kao opšta tema u književnosti za djecu*, Novi Sad: Detinjstvo.
13. Ševalie, Ž., Gerbran, A. (2005). *Rečnik na simbolite*, Skopje: Tabernakul.

IJET Faculty of Education - Bitola "St. Kliment Ohridski" University
eISSN: 1857- 8888
DOI: 10.20544/teacher.15.10

DEVELOPING RHYTHMIC SKILLS OF PUPILS IN THE FIRST GRADE OF PRIMARY MUSIC SCHOOL[1]

Anica Arsić

Muzička škola "Josif Marinković" Vršac, Srbija
anica_arsic@yahoo.com

Abstract

Reproduction of rhythm represents the basic skill acquired through theoretical music subjects. Understanding and performing rhythm is very important for pupils who are at the beginning of music education. The first steps of solfeggio teachers with first grade pupils in primary music schools should encompass access to rhythm and meter. The solfeggio teacher should harmonize auditory experience with musical literacy, which is the basic task of rhythm teaching. The didactic models used in solfeggio teaching in some cases prefer the auditory model and in others cases prefer the visual model.

The aim of this study was to compare two teaching methods in mastering rhythmic skills. In one class of the first grade primary music school applied auditory method and visual in the second. The monitoring results of pupil's achievement was conducted twice during the school year.

The paper is based on assumption that the pupils of first grade can understand the rhythm more easily if the visual method is applied. In order to confirm or reject the hypothesis a comparison was conducted of pupils achievement. In one group the rhythm and meter teaching was conducted via the visual method and in the second group via the auditory method. Analysis of the results did not confirm the hypothesis. The methods applied have shown that pupils had successfully mastered the rhythm exercises, in both firs year classes.

The results of this study could represent the motivating impulse for such a research to be conducted in several music schools. The research was conducted at Music school "Josif Marinkovic" in Vrsac, during the academic year 2016/17. The study included two classes (44 pupils) of first grade primary music school.

***Keywords**: Didactic models, gifted children, rhythm, solfeggio, teaching methods,*

INTRODUCTION

Latent rhythmic feeling is an innate predisposition of the human body (Vasiljevic,2000). Before one year of age, children show an interest in music. They listen to music and body movements follow the rhythm. Synchronization of body movement and music do not comply, but the presence of movement is present. With the children's growth the body movements that accompany the music become more harmonious.

In preschool institutions teachers apply designed rhythmic musical activities and develop children's sense for dynamics and tempo.

When selecting appropriate children's songs, preschool teachers work on developing a feeling for two-piece and three piece rhythm types. These didactic models have the aim to discover and develop children's musical abilities. Children's discovered primary music talent

[1] Specialized paper

can be developed in music school. The start of musical education is connected closely with the development of rhythmic abilities. The rhythm can't be separated from music tempo even though they are conceptually and substantially different.

In music school in the methodology of music teaching it is necessary to determine the kind of rhythmic abilities that solfeggio teachers should follow in order to promptly intervene and correct the irregularities.

Vasiljevic Zorislava lists five elements that should be followed in rhythmic abilities. They relate to the maintenance of a balanced pulse and the ability to cluster knocks, the response to the change of music tempo, observation and execution of different rhythmic types, as well as the ability of the agogic tinting and polyphony monitoring of different rhythmic relationships between voices (Vasiljevic,2000a).

The solfeggio teacher should perform these complex tasks, in order to develop pulsations and agogic tinting, which are essential for development of stylistics.

In the practical teaching of solfeggio the development of rhythmic abilities can conducted through various didactic approaches to the rhythmic-metric aspect (Karalic,2014). The difference is reflected in the routing operation that can be highlighted in the auditory experience or the visual perception. If is justified methodically to give priority to the auditory approach in music, when teachers focus on skills and ability of reproduction duration, emphasis and grouping of tones in the whole and on phrases (Vasiljevic,1985;Gostuski,1968). Other teachers are oriented towards musical literacy, where priority is given to abilities of reading notes. In teaching of solfeggio rhythm and meter can be approached in two ways, which can be combined in practical work with children. The first, auditory model, might be labeled as direct, and the second, visual model as indirect, because it requires from children to read musical notation and connect them to the auditory perception.

In the selection of the auditory or the visual model, it is important to make a distinction between approaches to the rhythm. That is whether the rhythm is studied as a whole, or as a set of two separate but interrelated components- rhythm and meter (Karalic, 2014: 227).

The rhythm as a whole, refers to duration and accentuation, while the meter represents method of observation and recording the rhythm in relation to the basic grouping of knocks and their type (Vasiljevic,1985a). The rhythm and the meter can be noticeably different in the visual format, because they are represented by different symbols. The rhythm is indicated by symbols which define duration and highlighting of tones, while the notation of meter is represented by different symbols indicating the measure (4/4, 2/4 and all.) grouping of notes and tact lines.

In practice, solfeggio teachers are faced with a dilemma, when starting work with first grade pupils. The curriculum indicates that work on rhythm should be conducted by combining auditory and visual methods. This approach means that pupils are literate, because it is necessary to read musical notation and connect it to auditory perception. The pupils can enroll in the first grade of primary music school and the first grade of primary school. This group of pupils begins to learn basic literacy, which requires great concentration and attention. The pupils are engaged on a daily basis to learning the letters and musical notations, simultaneously. Parallel learning of letters and musical notations can be a large load for the pupils; consequently the resistance to solfeggio learning is possible, if not even expected.

It is assumed that pupils who had already learned to read and write would more quickly master the rhythm of both approaches. Their achievements would be higher than pupils who are learning only through the auditory rhythm method. The pupils who have learned the rhythm with combined methods may be more successful then pupils who had access to the auditory method. Therefore, the survey was conducted to clarify dilemmas whether the pupils that entered the first class of music school before they acquire the basic literacy, can complete all of the tasks as well as pupils who had enrolled after they had learned how to read and write.

THE RESEARCH METHODOLOGY

The aim of research:

The study was conducted in two firs year primary music school classes with the aim to check which didactic model for the perception of rhythm and meter will help the pupils adopt them more effectively.

In one class (Class A) work on fostering and developing the rhythm took place so that in the first semester the accent was put on auditory perception. In the second class (Class B) the perception of rhythm was taught through the visual method.

The research hypothesis:

The pupils who were subjected to the visual didactic model will be more efficient in overcoming rhythmic tasks.

The research instruments: The study implemented a descriptive method of evaluating the efficiency of mastering rhythm with four parameters (very successful, successful, good and satisfactory). The evaluation was assessed by the solfeggio teacher twice during the school year (at the end of the first semester and at the end of the school year). After the evaluation the results were summarized and compared.

The dependent variables: The auditory and the visual model.

The independent variables: Gender and age of subjects.

The research sample:

Class A consisted of 20 pupils who were attending the first grade of primary school and the first grade of music school. Class B consisted of 24 pupils, who attended the second and the third grade of primary school and the first grade of music school.

The survey was conducted during 2015/16 school year at Music school “Josif Marinkovic” in Vrsac.

The organization of the research:

When the study began (September 2015.) the pupils were beginning to learn the letters in elementary school. Therefore the solfeggio teacher decided to apply the auditory model in methodology of processing of rhythm. The teacher thought that shouldn’t burden children with writing notes. Learning notes was postponed for second semester.

The first tasks that the pupils had to learn were to develop the rhythm and accurate intonation. The sense of the rhythm was developed with auditory method consisting of:

- Learning to accurately and clearly pronounce the words of a children’s song text.
- Clapping.

- Stepping and reciting the text simultaneously.
- Hand tapping on a table.

The solfeggio teacher's task was to present the meaning and importance of rhythm to the pupils. Another important activity was learning the correct pronunciation of words to children's songs.
The solfeggio teacher has worked on:

- Breathing exercises.
- Vocalization exercises.
- Exercises of cantabile and parlando.

Breathing exercises involved the practice of proper inhalation and exhalation of air. The pupils were practicing to take in a deep breath, hold it and then gradually discharge. The children performed these exercises with curiosity because they were accompanied by imitation of activities that were familiar to them (blowing candles on a birthday cake). After successful mastery of technique breaths of air, the teacher introduced in the program exercises to hold the air (Cinc, 2015). The solfeggio teacher conducted these exercises, so that the pupils learn how to properly dispense the air. The goal was for the pupils to become aware of the importance of a balanced presence of air in the lungs, no matter what rhythm is implemented. The vocalization exercises included work on correct pronunciation of vowels. The vocalization exercises were used to develop ambitus of voice, precise intonation and the skills for proper use of air and for connecting tones (Romanu,1973). The solfeggio teacher did not use ready-made patterns for vocalization exercises. She made patterns taking into account the children's age. Because the amplitude of children's voice is small the simplest form of vocalization were used. Vocalizations that were used based on a few tones of musical scales and have begun with tone **do 1**, because most children can sing it without difficulty. Children also practiced to separately perform vowels, which were combined in the same vocalization exercize (each tone with another vowel or the same tone with more vowels). The solfeggio teacher was practicing with the pupils a text which followed a melody. The pupils practiced parlando successfully, because the words of children's songs were simple and rhymed.

The exercises were conducted so that short notes were sung on different tones of the scale, up and down (sixteenth to the syllables ma-me-mi-mo-mu). Each syllable fitted one note. The next group of exercises related to diction in speech and singing.

The solfeggio teacher performed with each pupil individually all exercises that were related to singing and correct pronunciation of words. In that way the teacher could estimate the musical potential of every child. After a solo exercises the pupils sang together. They were allowed to self- select the song which they performed as soloists and the songs which they sang in a group were chosen together with the teacher.

The pupils accepted with pleasure the exercises of rhythm that were performed with stepping and pronouncing text, because they were dynamic, were performed away from the desk and allow the creativity in motion. Rhythm exercises that pupils performed clapping palms have shown that children often lagged on tact and their concentration was not adequate always. Their attention was attracted by other sound effects from the environment or the clapping was independent of the song's rhythm.

The exercise, in which the rhythm was determined by tapping on the desk, were much more interesting for the pupils then the previous.

The pupils were motivated for work when the class dynamics were frequently changed, and when new content was introduced during the class. The solfeggio teacher noted that pupils were more creative when they work in two groups. One group recited songs and the other followed the rhythm by stepping and clapping. The pupils accepted and cooperated well with the teacher during this combination of exercises. The pupils performed these exercises during the first semester.

Eight and nine years old children attended class B. In elementary school they were attending the second and third grade and the first in music school. The investigated group consisted of twenty-four pupils. There were 14 (58%) girls and 10 (42%) boys. 18 pupils attended the second grade of primary school (75%) and 6 (25%) third grade. In that class the visual model was used. In the first classes rhythm was taught using the same didactic method as in class A. After several lessons, the text of song which the pupils have sung was switched to the musical system. The pupils were introduced to the concept of scale and concept of tones. On the line system the tonal height and names of tones are represented. The pupils were introduced to the **C-major** scale first. The rhythm on the musical scale is determined by duration and accentuation of notes (stressed and unstressed tact). The pupils have determined the duration of notes by visual perception. First of all the whole note was presented to the pupils, and then half and quarter notes. When they accept that the duration of notes is marked by rhythmic intervals and connect these terms visual and auditory, pupils were introduced to the concept of counting units. They learned 2/3, 3/4, 4/4 of tact.

Recording of rhythm is connected to pauses that are necessary for the understanding of note duration. Every note is accompanied by an appropriate break. On the note system the pupils learn form of notes, shape of breaks and extended duration, which represent elements of rhythm.

RESEARCH RESULTS

Class A consisted of 20 seven year old children. They simultaneously attended the first grade of elementary school and first grade of music school.

The results of rhythm activities that have been evaluated at the end of the first semester are shown in Table No 1.

Table No 1. Results of the auditory model

Results	very successful		successfully		good		satisfactorily	
	f	%	f	%	f	%	f	%
Correct pronunciation and singing	2	10	6	30	7	35	5	25
Making time by stepping and singing the words of a song	2	10	8	40	8	40	2	10
Making time by clapping	2	10	4	20	7	35	7	35
Making time by tapping on a desk	2	10	8	40	7	35	3	15

Total: 20

Trough the analysis of the obtained results it can be concluded that two (10%) pupils had completed all of the didactic methods very successful. It could be assumed that these pupils are musical gifted, therefore their work will be monitored in cooperation with instrument teachers. Through the analysis of the achievements of other pupils it was concluded that the *proper pronunciation and singing* represented a difficulty for five pupils and *making time by clapping* (seven pupils had shown only *satisfactorily* results).

The method *making time by stepping and singing the words of a song* was suited for all pupils. Such interactive content was interesting because the pupils could demonstrate their creativity. *Making time by clapping* wasn't suited for pupils with a less developed attention span. The results showed that 60 to 70% of pupils were grouped in the *successful* and *good* categories. This indicates that most pupils were motivated and showed that they understood the basic settings of rhythmic exercises.

Class B consisted of 24 pupils aged eight and nine. When the study began they were attending the second or third grade of primary school and the first grade of primary music school. Because they know to write and read, their rhythmic activity program was implemented through the visual model. The visual model contained introduction to the musical notation, appearance of notes, form of musical pauses and duration of notes. The results that pupils achieved at the end of the first semester of the auditory and visual perception were shown in table number two.

Table 2. Results of visual rhythm perception

Results	Very successful		Successfully		Good		Satisfactorily	
	f	%	f	%	f	%	f	%
Correct pronunciation and singing	3	12.5	8	33	9	36,5	4	16
Making time by stepping and singing the words of songs	3	12,5	8	33	12	50	1	4,5
Making time by clapping	3	12,5	8	33	8	33	5	21,5
Making time by tapping on a desk	3	12,5	8	33	7	29,5	6	25
Introduction to the note system, note form, duration and breaks	3	12,5	5	21,5	6	25	10	41

Total: 24

An analysis of the achieved results showed that three (12,5%) pupils achieved very successful results. When these results are compared to the results of pupils from class A, it can be determined that the percentages obtained are similar (10 and 12,5%). Among the respondents 12,5% of the pupils performed their tasks without difficulty with the assessment of "very successful". These pupils were assumed to be gifted and their achievements will be monitored in cooperation with instrument teachers, in order to develop their potentials in a synchronized way.

The results of the research showed that introduction with the note system, the shape of notes, the duration and breaks were a difficult task for ten (41%) pupils. These data were significant for the solfeggio teachers because it was necessary to intensify visual rhythm exercises during the second semester in order to make pupils' achievements better.

In the second semester the rhythm elements were practiced by visual techniques both of classes.

The achievements of both classes are presented in Table No 3.

Table 3. The achieved results of the visual model for pupils of both classes (A and B)

	Class A								Class B							
Results	Very successful		Successfully		Good		Satisfactorily		Very successful		Successfully		Good		Satisfactorily	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
The ability to record the rhythm with the notes	2	10	4	20	10	50	4	20	3	12,5	7	29	10	42	4	16,5
Understanding the concept of counting units	2	10	4	20	10	50	4	20	3	12,5	7	29	10	42	4	16,5
Identifying height of tones and names of tones	2	10	4	20	10	50	4	20	3	12,5	7	29	10	42	4	16,5
The ability to assess the duration of notes	2	10	4	20	10	50	4	20	3	12,5	7	29	10	42	4	16,5
							Total: 20								Total: 24	

The comparable analysis of the obtained results could not confirm the hypothesis, according to which the pupils who started the rhythmic activities with the visual method would master the tasks more easily then pupils who got acquainted with the rhythm through the auditory method.

The results marked with a "very successful" in the analysis of rhythmic methods concerning the recording of rhythm with a note signs, understanding of the concept of unit counting, recognizing tonal height and the names of the tones and the ability to assess the duration of the notes shown that two (10%) pupils from class A and three pupils (12,5%) from class B, responded to all tasks.

The solfeggio teachers concluded that these pupils are potentially gifted, because they mastered both aspects of rhythm without errors.

It was noted that the pupils of both classes showed similar percentage of achievements. This fact had a practical significance because it showed that pupils, who attend first grade of elementary school and first grade of music school simultaneously, can successfully master

the exercises in rhythm, as well as the pupils who know reading and writing before starting the first grade of music school.

Parameter "good" was estimated for 50% of pupils from class A and 42% of pupils from class B. The solfeggio teachers concluded from the data that firs grade pupils have mastered the initial tasks of rhythm. It was important for the successful continuation of their schooling.

CONCLUSION

The paper presents a comparative analysis of the achievements in mastering the rhythm activities of two classes of first grade Music school "Josif Marinkovic" in Vrsac.

In the professional musicology literature there exists the attitude that for the beginning of musical literacy a visual model is more effective (Miocinovic,2002). We wanted to compare the achievement of pupils who started their musical education with the auditory model (in the first semester) with the achievement of pupils who started the rhythmic exercises with the visual model. It was assumed that pupils who started the rhythmic education with the visual model will be more successfully in mastering the rhythm tasks than the pupils who worked with the auditory model.

The analysis of parameter "very successful" has not proven the established hypothesis. By comparing the percentage results, it was found that 10% of pupils of class A and 12,5% of pupils of class B rated "very successful"

The parameter "satisfactorily" related to the weakest results. An analysis of this parameter showed that 20% of pupils of class A were assessed in this way, while in class B this percentage was lower (16,5).

By analyzing the results of other parameters, there were no significant deviations between pupils of class A and pupils of class B.

By analyzing all parameters set for the assessment of success in rhythmic perception, it was concluded that 70% of pupils in the first grade Elementary music school "Josif Marinkovic" in Vrsac, completed their rhythmic activities very successful, successfully and good. On the basis of the obtained results the solfeggio teachers concluded that the activities related to basic music literacy and rhythm understanding were done well and that the pupils were motivated to continue their music education.

The research had a practical application because it answered the question: "Can seven year old children, who simultaneously started their regular schooling in elementary school, realize all the planed tasks in a music school"?

On the basis of the obtained results, it was found that pupils who started the rhythm exercises through the auditory method, in the first semester, during the second semester learned to record the rhythm by note characters, understood the concept of counting units, recognized the tonal heights and names of tones and shower that they could evaluate duration of the note. The results showed that seven-year-olds didn't show weaker results then children aged eight or nine.

REFERENCES

1. Bogunovic,B; Karan,G; Dubljevic,J(2013). Razvoj muzicki darovitih i vestine izvodjenja u nastavi solfedja. U: Gojkov,G;Stojanovic A.(ur.) *Metodoloski problem istrazivanja darovitosti*, (78-87).Međunarodni naucni skup *Metodoloski problem istrazivanja darovitosti*,28.6.2013.Vršac: Visoka skola strukovnih studija za vaspitače „Mihailo Palov“, Arad (Romania) Universitatea de Vest „Aurel Vlaicu“.
2. Cooper,G.W& Mayer,L.B: (1971). *The rhythmic structure of music* (4th *Impression*). Chocago: University of Chicago.
3. Cinc,E; Stolic,J: (2015). *Organizovanje i rad sa decjim muzickim sastavom.* Vrsac: Istrazivacko edukativni centar Vrsac, Visoka skola strukovnih studija za vaspitace „Mihailo Palov“.
4. Cinc, E: (2013). *Muzicko vaspitanje sa metodikom.* Vrsac: Visoka skola strukovnih studija za vaspitace “Mihailo Palov”.
5. Despic,D: (2007). *Teorija muzike*. Beograd: Zavod za uddzbenike.
6. Fitch,W.T.& Rosenfeld,A.J: (2007). *Perception and production of Syncopated Rhythm*. Music Perception, volume 25, issue 1, (43-48),Bercley: University of California Press.
7. Gostuski,D: (1968). *Vreme umetnosti*. Beograd: Prosveta.
8. Karalic,A: (2014). Sticanje ritmicko metrickih vestina tokom obrazovanja muzički darovitih. U: Gojkov,G; Stojanovic,A (ur.) *Daroviti i kvalitet obrazovanja* (226-245) Medjunarodni naucni skup *Daroviti i kvalitet obrazovanja,* 2014. Vrsac: Visoka skola strukovnih studija za vaspitace “Mihailo Palov”, Arad (Romania): Universitatea de Vest “Aurel Vlaicu”.
9. Krstic Sekulic,V: (2007). *Korelacija nastave solfedja sa instrumentalnom nastavom*. Knjaževac: Nota.
10. Longuet-Higgins,H.C.& Lee,C: (1984). *The Rhythmic Interpretation of Monophonic Music*. Music Perception, Vol. 1. No 4(424-441). Bercley: University of California Press.
11. Miocinovic,Lj: (2002). *Pijazeova teorija intelektualnog razvoja.* Beograd: Institut za pedagoska istrazivanja.
12. Pravilnik o nastavnom planu i program muzickog obrazovanja i vaspitanja: (2010). *Prosvetni glasnik 005.* Beograd: Sluzbeni glasnik RS.
13. Romanu, J: (1973). *Dirigent horova i horsko pevanje.* Timisoara: Fakultet muzicke umetnosti.
14. Vasiljevic, Z.M: (1985). *Teorija ritma sa gledista muzičke pismenosti.* Beograd: Univerzitet umetnosti u Beogradu.

IJET Faculty of Education - Bitola "St. Kliment Ohridski" University
eISSN: 1857- 8888
DOI: 10.20544/teacher.15.11

INDICATORS OF THE TEACHER EFFECTIVENESS IN THE EDUCATIONAL PROCESS[1]

Jasminka Kochoska, Marija Ristevska

University "St. Kliment Ohridski" Bitola, Macedonia
Faculty of Education, Bitola, Macedonia
gemelli4@yahoo.com, marija.ristevska@uklo.edu.mk

Abstract
Today's modern education requires modern teacher in the same process. The emphasis is not placed only on the curriculum and what should be taught, but the affective moment holds a significant place. The way the teacher manages the classroom, provides climate in the classroom, relations of entities actively participate in the educational process, etc. Something that is really appreciated today is the effectiveness of the teacher and his ability to be a good leader. This paper will focus on indicators that show teacher's effectiveness in the educational process: the ability to develop trusting, compassionate relationships with students; patient, caring and kind personality; professionalism (dedication to teaching); subject matter knowledge and knowledge of learners. These indicators are taken as a benchmark and a starting point from Pearson's Global Survey of Educator Effectiveness.
Key words: *teacher, effectiveness, classroom, relationships, educational process*

INTRODUCTION

It is undisputed that the role of the teacher is crucial in the educational process. The modern teacher tends to be a successful leader and at the same time be effective in work that matters. The modern teacher will be successful if it is able to establish adequate interaction and communication relationships with their students. The success in this depends on the degree of mutual trust, sincerity and partnership. Both students and teachers should work in that direction, since school quality implies a shift in the behavior of all stakeholders involved in the implementation of this process. (Kochoska, 2007) In order to have a better world, a world of respect and equality, it is necessary to embrace democratic values, community and cultural diversity. It is the only way we can talk about deep understanding of civic issues, connected communities, and global conversation. (Education, 2016)

TEACHER EFFECTIVENESS IN THE EDUCATIONAL PROCESS

A number of studies have shown that teachers are the most important school-based factor in student learning. A perfect example of such research is Pearson's Global Survey of Educator Effectiveness. Pearson surveyed a range of citizens in 23 countries asking the question: "What do you think are the most important qualities of an effective teacher?" People around the world recognize that teachers need to be able to build compassionate, trusting

[1] Revisional scientific paper

relationships with students to create a safe, positive and productive teaching and learning environment.

These are the main indicators of the effectiveness of teachers in the educational process:

1. The ability to develop trusting, compassionate relationships with students
2. Patient, caring, and kind personality
3. Professionalism
4. Subject matter knowledge
5. Knowledge of learners (Katherine McKnight, 2015)

ABILITY TO DEVELOP TRUSTING AND PRODUCTIVE RELATIONSHIPS WITH STUDENTS

The most frequent response is that a great teacher develops relationships with students. The research literature agrees: teachers need to be able to build trusting relationships with students in order to create a safe, positive and productive learning environment. (Peterson-DeLuca, 2016)

The importance of building trust in the classroom

One definition describes trust as a "reliance on the character, ability, strength, or truth of someone or something." Trust means that we rely on someone else to do the right thing. We believe in the person's integrity and strength, to the extent that we're able to put ourself on the line, at some risk to ourself. Trust is essential to an effective team, because it provides a sense of safety. When the team members feel safe with each other, they feel comfortable to open up, take appropriate risks, and expose vulnerabilities. Without trust there's less innovation, collaboration, creative thinking, and productivity in the classroom. Students spend their time protecting themselves and their interests – this is time that should be spent helping the group attain its goals. Trust is also essential for knowledge sharing. A study published in the "Journal of Knowledge Management" found that trust was a key element in a team's knowledge acquisition. If the team members trust one another, they're far more likely to share knowledge, and communicate openly. (Team, 2016) Trust is an essential element in team productivity. With it, the students can accomplish everything they set out to do and more. To achieve confidence in the classroom, the teacher should be a role model for students. The teacher should demonstrate his trust in them, as well as in his colleagues. He should make an effort to help everyone get to know each other on a personal level, to encourage conversations on values, family, or hobbies. (Team, 2016)

The importance of good relationships in the classroom

The students, as human beings are naturally social creatures and they practice friendship and positive interactions. The better the relationships are at classroom, the happier and more productive they're going to be. Good working relationships give several other benefits: the work is more enjoyable when there are good relationships between the subjects in the educational process. Also, the students are more likely to go along with changes that they want to implement, and they're more innovative and creative. There are several characteristics that make up the good, healthy working relationships in the classroom:

- Trust – This is the foundation of every good relationship. When we trust our team and colleagues, we form a powerful bond that helps us work and communicate more

effectively. If we trust the people we work with, we can be open and honest in our thoughts and actions.

- Mutual Respect – When we respect the people that we work with, we value their input and ideas, and they value ours. Working together, we can develop solutions based on our collective insight, wisdom and creativity.
- Mindfulness – This means taking responsibility for our words and actions. Those who are mindful are careful and attend to what they say, and they don't let their own negative emotions impact the people around them.
- Welcoming Diversity – People with good relationships not only accept diverse people and opinions, but they welcome them.
- Open Communication – We communicate all day, in so many ways. The better and more effectively we communicate with those around you, the richer our relationships will be.

All good relationships depend on open, honest communication. (Team, Mind Tools, 2016)
Building and maintain good working relationships will not only make teacher more engaged and committed in his classroom; it can also open doors to key projects, career advancement, and raises (Team, Mind Tools, 2016). Trust, teamwork, communication and respect are keys to effective working relationships. While developing positive relationships with the individuals we interact with, we make our job more enjoyable and productive. These connections could also serve as future references or contacts in our career. Strong working relationships take time to mature, so the teachers should be focused on being consistent and dependable (Tingum, 2016).

PATIENT, CARING AND KIND PERSONALITY

Patience, care and kindness are defined as personality characteristics related to being a compassionate person, particularly with learners. Teacher dispositions are strongly related to student learning and development. (Peterson-DeLuca, 2016). Showing the students the teacher cares about them helps create a positive, supportive relationship and helps build an environment where learning can flourish. His modeling behavior helps students to learn and emulate. Most teachers care about imparting knowledge to students. But the best teachers also care about the relational aspect of teaching. They take time to establish a trusting and caring connection with their students, who in turn become more receptive to what's being taught. They get to know their students' interests, talents, and needs, which helps them prepare lessons and helps students feel the partnership of the learning experience.

Being a great teacher

There are a number of indicators that show the superiority of the teacher, like credentials, knowledge, critical thinking, and many other faculties of intelligence that are important. However, a great teacher should be much more than credentials, experience and intelligence. Among other things he should possess the following characteristics, so he should be:

- **Kind:** a great teacher shows kindness to students, colleagues, parents and those around him. “Kindness makes the world go around”. It truly changes the environment in the classroom and school. Being a kind teacher helps students feel welcomed, cared for and loved.

- **Compassionate:** Teaching is a very humanistic profession, and compassion is the utmost feeling of understanding, and showing others you are concerned about them. A compassionate teacher models that characteristic to the students with his actions, and as a result students will be more open to understanding the world around them.
- **Empathetic:** Empathy is such an important trait to have and to try to develop in ourselves and our students. Being able to put yourself in someone's shoes and see things from their perspective can have such a powerful impact on our decisions and actions.
- **Positive:** Being a positive person is not an easy task. Being a positive teacher is even harder when we're always met with problems with very limited solutions. However, staying positive when it's tough can have such a tremendous positive impact on the students and everyone around us. Looking on the bright side always seems to help make things better.
- **Builder:** A great teacher bridges gaps and builds relationships, friendships, and a community. Teachers always look to make things better and improve things in and outside of the classroom. Building a community is something a great teacher seeks to do in the classroom and extends that to the entire school and its community.
- **Inspire:** Everyone looks at a great teacher and they want to be a better teacher, they want to be a better student, even better, they want to be a better person. A great teacher uncovers hidden treasures, possibilities and magic right before everyone's eyes. (Alrubail, 2015)

Once you become a teacher, you care, not just about education, but about your students' education. Great teachers care about their students. They want them to succeed and are committed to helping them achieve their goals. Moreover, teachers care about their students' happiness, well-being and life beyond the classroom. (Powers, 2015) Investing yourself in your students creates a positive atmosphere in the classroom that enhances your relationship with students and makes them feel important. A student is far more responsive to a teacher who cares, and is therefore more likely to learn and engage. Connecting with your students establishes trust, which is important to the students' learning because it makes them comfortable enough to participate, ask for help when needed, and pay closer attention to advice and encouragement. Also, students feel better about themselves if they feel that a teacher has taken a genuine interest in them; they are motivated, and stronger self-assurance can make it easier for the student to challenge themselves academically. Especially with younger students, away from their parents and overwhelmed by the commotion of the classroom, a caring teacher is comforting and helps make the transition easier. (Inouye, 2015)

KNOWLEDGE OF LEARNERS

This is a broad category that incorporates knowledge of the cognitive, social and emotional development of learners. It includes an understanding of how students learn at a given developmental level; how learning in a specific subject area typically progresses like learning progressions or trajectories; awareness that learners have individual needs and abilities; and an understanding that instruction should be tailored to meet each learner's needs. (Peterson-DeLuca, 2016)

Knowing students as learners

The process of coming to know the students as learners is often difficult and challenging, particularly if the students are struggling with schoolwork. Knowing students means more

than merely acquiring social or administrative information- students' names and ages, something about their friendship circles, a bit about their family backgrounds, a few statistics from their academic record. To maximize learning, we need to dig deeper than this superficial acquaintance.

In the past, most teachers did not pursue student information in either a systematic or particularly rigorous way. Instead of gathering and analyzing data for the purpose of learning about their students, they were content to put together a general picture based on tidbits from essays or student journals, a hint from an example of student artwork, a guess from an overheard conversation in the corridor, a comment from a parent or last year's teacher and so on. In some cases, teachers did forge personal connections with students, often when the personality of the student and teacher were compatible or when they shared a common interest (more often than not, this was an interest in the subject the teacher was teaching). In other cases, teachers ended the school year knowing little more about their students than they had at the year's start. Overall, coming to know students was an optional and often arbitrary business.

Developing an in-depth understanding of each learner enables teachers to

1. Create a psychologically safe environment for every learner.
2. Determine each student's readiness for learning.
3. Identify multiple access points to the curriculum to increase engagement and success.
4. Develop and demonstrate greater emotional intelligence in the classroom. (Kusuma-Powell, 2011)

One of the most challenging principles of teaching for me is the knowledge of learners. When the school year first begins even the most experienced teacher has to learn about the new students. It is not always easy when these young people with different backgrounds and learning abilities enter the room. There are several strategies that will help any teacher become successful at meeting this difficult challenge. (Miller, 2015)

DEDICATION TO TEACHING

Dedication refers to a love of teaching or passion for the work, which includes commitment to students' success. Responses often referred to loving the subject matter or simply being dedicated to the work. (Peterson-DeLuca, 2016)

Teaching is not a mission; it is a profession, and like any other, it requires a certain set of knowledge, competencies, skills, and behaviors. A teacher who is truly committed to students is one that puts students' learning and interests above everything else. It's a teacher who knows that the continuity of the work started with students during the school year is essential and does their best to comply with the commitment they've made. An effective educator also needs to be committed to the profession, by being a member of teaching associations and developing a professional learning network. Being committed to the profession also means engaging in formal or informal continuous professional development. Nonetheless, as important as the dimensions of commitment above may be the greatest commitment of a true educator should be with the students and their learning. (Boas, 2013) Teacher commitment is a key factor influencing the teaching-learning process. It is the psychological identification of the individual teacher with the school and the subject matter or goals, and the intention of that

teacher to maintain organizational membership and become involved in the job well beyond personal interest. Teachers' commitment is thought to decrease progressively over the course of their teaching career (Fraser, Draper & Taylor, 1998).

Commitment is a term that teachers frequently use in describing themselves and one another. It is a word they use to distinguish those who are 'caring', 'dedicated' and who 'take the job seriously' from those who 'put their own interests first'. (Nias, 1981)

a) *Commitment to the learner:* includes genuine love for the learner, readiness to help thelearner, enthusiasm, friendship, concern for their all-round development etc.

b) *Commitment to the society:* awareness of and concern about, the impact of the teachers work on the development of the community, democratic values and the nation.

c) *Commitment to the profession:* development of a professional ethic and sense of vocation.

d) *Commitment to achieve excellence:* in all aspects of a teacher's roles and responsibilities, care and concern for doing everything in the classroom, in the school.

e) *Commitment to basic human values:* to become a role model in the classroom and community through genuine and consistent practice of professional values such as impartiality, objectivity and intellectual honesty, national loyalty etc. (T.Deepa, 2016)

Passionate teachers are distinguished by their commitment for achievement of their students. Commitment is an essential element of successful teaching. Committed teachers are concerned with the development of their students and they profoundly struggle how to keep students' learning. They cultivate students' curiosity and interest in learning. Showing commitment to student learning can be an important factor in motivating students. Committed teachers recognize and endeavor to fulfill their responsibilities to their students. The degree of loyalty of committed teachers have, toward their profession is one of their distinguished characters. Teachers, who are engaged in their profession and committed to students and their learning, play a crucial role in development of students. Passionate teachers know that it is their role to encourage students for an active learning and concern themselves with promoting students' intellectual and moral development. Teachers with passionate, work with enthusiasm, their dedication and commitment increase, and they believe in the importance of their job.

Committed teachers have a tendency to perform the roles effectively that their job requires and to establish a good teacher-student relationship in accordance with the professional values. This approach facilitates student learning and development of terminal behaviors. However, in the clash of the career goals and values, and the goals and values of school, the importance of dedication and commitment increases. The basic goals and values of teaching profession effectively shape student behavior change in accordance with the principles of education sciences. (Mart, 2013)

SUBJECT MATTER KNOWLEDGE

Subject matter knowledge includes expertise in a given content or subject area as well as knowledge of the curriculum, learning objectives and/or standards in that content area. Those exceptional teachers develop extremely strong bonds with students, and use them to help students learn. (Peterson-DeLuca, 2016) Several features make up pedagogical content

knowledge and each is intended to provide students a route to genuine understanding and learning.

- Combining Content and Pedagogy
- Understanding Student Perceptions
- Deciding a subject's difficulty

The foundation of pedagogical content knowledge is the combination of both content and pedagogy. Pedagogical content knowledge requires an understanding of where students are coming from in reference to the subject being taught. That's because, in order to teach material well, teachers have to know what the students bring to the table as far as prior conceptions, feelings, and strategies.

Teachers must have a good grasp of which acpects of the subjects are typically easy for students and which are more difficult. If it is clear, then they can create lesson plans that move through the easier material quickly and provide more time for the difficult subjects. This way the students will be better prepared to move forward. (Mazarin, 2015)

REFERENCES

1. Alrubail, R. (2015, January 14). *Edutopia*. Retrieved October 15 , 2016, from The Heart of Teaching: What It Means to Be a Great Teacher: https://www.edutopia.org/discussion/heart-teaching-what-it-means-be-great-teacher
2. Boas, I. V. (2013). *TEFLing*. Retrieved October 9, 2016, from Who or what should teachers be committed to?: https://isabelavillasboas.wordpress.com/2013/03/10/who-or-what-should-teachers-be-committed-to/
3. Education, P. (2016). *Pearson*. Retrieved October 20, 2016, from K-12 Social Studies Solutions: http://www.pearsonschool.com/index.cfm?locator=PSZu4e
4. Inouye, D. K. (2015). *Teach Make a difference*. Retrieved October 15, 2016, from Teachers Care: (Powers, 2015)
5. Katherine McKnight, J. G. (2015). *Global Survey of Educator Effectiveness* . Retrieved October 15, 2016, from Pearson education: https://www.pearson.com/innovation/global-survey-of-educator-effectiveness.html
6. Kochoska, J. (2007). *Civic education and the classroom climate.* Bitola: Jasminka Kochoska.
7. Kusuma-Powell, W. P. (2011). *Books*. Retrieved October 10, 2016, from How to Teach Now: http://www.ascd.org/publications/books/111011/chapters/Knowing-Our-Students-as-Learners.aspx
8. Mart, Ç. T. (2013, January). A Passionate Teacher:Teacher Commitment and Dedication for Student Learning. *International Journal of Academic Research in Progressive Education and Development, 2*(1), 437-442.
9. Mazarin, J. (2015). *Study.com*. Retrieved October 9, 2016, from Pedagogical Content Knowledge: Definition & Explanation: http://study.com/academy/lesson/pedagogical-content-knowledge-definition-lesson-quiz.html
10. Miller, K. (2015). *Enroll Teaching & Mentoring*. Retrieved October 10, 2016, from Knowledge of Learners: Learning About Your Students: http://blog.enroll.com/post/Knowledge-of-Learners-Learning-About-Your-Students

11. Nias, J. (1981). *Commitment' and Motivation in Primary School Teachers.* Educational Rewiew.
12. Peterson-DeLuca, A. (2016, October 5). *Pearson*. Retrieved October 22, 2016, from Top 5 Qualities of Effective Teachers, According to Teachers: http://blog.pearsonschool.com/top-5-qualities-of-effective-teachers-according-to-teachers/
13. Powers, E. (2015). *Teach Make a difference*. Retrieved October 15 , 2016, from Teachers Care: https://teach.com/what/teachers-care/
14. Staff, N. E. (n.d.). *NEA National Education Association*. Retrieved October 19 , 2016, from A Quality Teacher Is a Caring Teacher: http://www.nea.org/tools/15751.htm
15. T.Deepa, A. L. (2016). *Academia*. Retrieved October 9, 2016, from TEACHER COMMITMENT IN PROMOTING EDUCATION: https://www.academia.edu/1462058/TEACHER_COMMITMENT_IN_PROMOTING_EDUCATION
16. Team, M. T. (2016). *Mind Tools*. Retrieved October 22, 2016, from Building Trust Inside Your Team: https://www.mindtools.com/pages/article/building-trust-team.htm
17. Team, M. T. (2016). *Mind Tools*. Retrieved October 22, 2016, from Building Good Work Relationships: https://www.mindtools.com/pages/article/good-relationships.htm
18. Tingum, J. (2016). *Chron studioD*. Retrieved October 20, 2016, from How to Build Effective Working Relationships: http://smallbusiness.chron.com/build-effective-working-relationships-20282.html

Faculty of Education - Bitola
"St. Kliment Ohridski" University
eISSN: 1857- 8888
DOI: 10.20544/teacher.15.12

INDIVIDUALIZED TEACHING THROUGH GROUP WORK[1]

Ivana Tasic Mitic

Pedagogical faculty, University of Nish, Vranje, Serbia
ivana.tasic82@yahoo.com

Abstract

This paper discusses the need to innovate the approach to teaching in order to achieve more effective results in the educational work of students. One of the best ways of modernizing teaching is through the adequate application of individualized teaching, which involves adapting teaching content, methods, means and forms of work to the individual abilities of each student. The paper emphasizes the importance of individualized teaching through the organization of group forms of work, an approach which at the same time ensures the socialization of students and the development of their individual characteristics. The article also presents the articulation of the time required for introducing and teaching the literary prose text "The Story of a Boy and the Moon" by Branko V. Radicevic, in order to point out the extent of learning that can be achieved by applying this form of individualization.

***Key words**: modernization of teaching, individualized teaching, innovative model, group work.*

INTRODUCTION

An ongoing civilizational implies a tendency to raise the quality of life of modern man in all areas. In order to achieve such quality, the introduction of innovations is resorted to. In particular, man insists on the need to innovate in the realm of education, since knowledge is the only sure category that drives and properly orients contemporary social development. The creation of a highly educated society that will be the bearer of change in all spheres of social life, requires the elimination of the shortcomings of the traditional school system. Along with the passive position of students in the acquisition of knowledge, a process which ensures the impossibility of thoughtful engagement in order to gain new knowledge, one of the basic shortcomings of the prevailing classroom system is the frontal form of work that implies an equal teaching approach to all pupils of the same age. This means teaching is adapted to the so-called "average" pupil, which neglects the needs and possibilities of either more successful or weaker students. This state of affairs establishes the need to initiate certain changes in the structure of the school system in order to achieve more effective results.

INDIVIDUALIZED TEACHING

Bearing in mind the fact that students, in view of their intellectual, cognitive, emotional and other psycho-physical abilities, differ greatly from each other, notwithstanding their belonging to the same age group, the teacher must be the initiator of a method that will be adapted to the individual abilities of each student. In this way, the student will be given the

[1] Revisional scientific paper

opportunity to seize and master the necessary knowledge and skills at a pace appropriate to his abilities. Such opportunities provide an individualized teaching approach, defined as one of the innovative work models whose immediate application in practice ensures that each student masters the intended content and builds up his own personality in accordance with the abilities that distinguish him. Thus, an individualized teaching approach involves adapting teaching content, forms of work, teaching methods and resources to the individual abilities of each student in order to achieve the optimal development of his personality.

In the Pedagogical Encyclopedia, the notion of individualized teaching is defined as follows: "In a manner compatible and complementary with differentiation, the individualisation of teaching is a didactic principle that obliges the school and teachers to adjust the goals, content, methods, relationships and assistance of teaching in a way most adapted to the student. This is done to discover and develop a scientific determination of the differences among students; this determination then forms the basis to strive, as much as possible, for a personalized group teaching and learning process, in order to enable students to carry out a relatively independent and autonomous learning. This learning should be harmonized with the overall social goals of teaching, to stimulate the thinker's own creative thinking and recognize the originality of his personality, to support his hobbies, desires and needs, even if they may have no general significance "(Potkonjak, Šimleša, 1989: 265).

Individualization is based on differentiation, which involves classifying students based on their social, cognitive, psychological and physiological characteristics. However, differentiation also means grouping students by similar or identical features such as abilities, previously acquired knowledge, interests, pace-of-learning, attitudes toward learning, and students' readiness to learn. In this sense, differentiation is a key factor or basis of individualization. In order for a teacher to resort to an individualized teaching process, it is necessary to know the individual differences of his students, because "students are not equal - they have neither the same knowledge nor an equally built mental structure" (Lazarevic, 2005: 49). Research demonstrates that students of the same age are very different in their physical and mental abilities, as well as in general abilities and knowledge. Physical differences are the category that can be most easily assessed because physical properties can be detected without any special measurement and verification. A much more difficult task is to spot the differences in the mental development of children because various methods of objective measurement are required to determine the degree of inequality. It's also important to bear in mind that differences can be high among pupils with the same general abilities, as well as among those students who have the same knowledge at their disposal.

THE FORMS OF IMPLEMENTATION OF INDIVIDUALIZED TEACHING

Within the preparatory stage for the organization of individualized teaching, the teacher defines the appropriate format of individualization, taking into account the specific situation in which the learning process shall be carried out, as well as the availability of teaching materials and materials for work. In order to decide on the application of a particular form of individualized teaching, the teacher himself is expected to first objectively evaluate his own possibilities to successfully realize his task, to know well his students and the differences that exist among them, as well as all the ways and possibilities in individualization teaching that would create the conditions for its adequate and efficient implementation.

Numerous authors provide different classifications of individualized formats of teaching. However, based on the classification of individualized types of teaching by the majority of authors and on the basis of the knowledge provided by teaching practice, the most commonly applied implemented types of individualization would be:

- individually planned teaching;
- teaching at a higher level of content;
- individualization of teaching by means of teaching tracts;
- individualization using programmed teaching;
- individualization of teaching through group work;
- supplementary and additional instruction;
- individual teacher instruction;
- differentiated teaching materials and
- individualized homework.

INDIVIDUALIZED TEACHING THROUGH GROUP WORK

The group form of work is based on the division of classes into several smaller groups that work together to solve the same or differentiated tasks. Individualized teaching by this type of work is provided by resolving the differentiation of tasks within groups, whereby the actual tasks are differentiated according to the individual abilities of students. In addition to differentiation, tasks for the work of students in groups can be prepared in such a way that tasks are equal to all members of the group. Such groups must be homogeneous in terms of general abilities, acquired knowledge and interests. This is very difficult to achieve, and more often than not one resorts to the formation of groups that receive differentiated tasks for independent work (Vilotijevic and Vilotijevic, 2008). In this way, pupils adopt the program's intended content.

A significant feature of the group form of work is the possibility of socialization. Man is a social being and as such has the need to associate with other members of the community in order to meet basic existential and other needs. In the process of integration with other members of the community, man is increasingly developing his individuality, that is, the differences between individuals are emphasized.

Many methodologists are of the opinion that a group form of work should be applied to older classes. The fact is, however, that the atmosphere of group work promotes the intellectual and social development of students. Most methodologists therefore believe that starting from the first grade of elementary school, children should gradually get used to work within groups, which would actively involve them in the teaching process. Working in groups brings out richer and more constructive contacts among children, developing more dynamic relationships that contribute to increased engagement and an achievement of desired results. This kind of work enables the realization of important educational tasks, such as developing a cooperative spirit, directing attention to common problems, cooperating in order to solve a problem. Precisely because of this, group work equally favors both extroverted and introverted students. In order for tasks to be done successfully, more extroverted learners must adapt to the needs and goals of the whole group. On the other hand introverted pupils, while working in a group, are gradually freed from inhibitions and become more open to cooperation.

When formation of a group is concerned, the teacher must take into account the number of each group, as well as the way in which they will be formed. The formation of groups is conditioned by the total number of students in the class. It is most important to provide a healthy atmosphere in which the teams will work well on properly-designed tasks tailored to each individual group. An optimal group is one that is composed of between five and seven members. A group with a smaller or larger number of students would be unable to meet the requirements for quality knowledge-acquisition. The number of members in a group also

depends on the age of the students. Thus, younger students prefer work in larger groups, while older students are more likely to work in groups of three to four members. This when they are the most productive.

The teaching content needed to be taught, the age and abilities of students, and the space that the school has at its disposal, determine the way in which the groups will be formed. Accordingly, there are so-called art groups formed on the basis of student talent levels, workgroups formed on the basis of different psycho-physical abilities, and groups based on the friendly relationships of its members. In order for this third category of groups to form, it is necessary to take some time for students to get to know each other better. "When students in a new group activity see a favorable opportunity to exercise their abilities, knowledge, skills and preferences, they will be motivated to participate actively in carrying out group tasks" (Djordjevic, 1985: 80).

Each group should have its own representative or leader who will organize and direct the work of other members in order to carry out the assigned tasks. This, however, does not have to be an obligation or precondition for the groups to successfully function. Throughout the process of organizing and realizing group forms of work, the greatest responsibility lies with the teacher who has to take care of all the mentioned factors. His primary task is to provide timely assistance to students, (if there is a need for that), to encourage and direct students' attention to carrying out the tasks set. Teachers are also expected to promote the development of co-operative relationships and socialization within groups; teachers should equally encourage the competitive spirit among the groups themselves. In that sense, while the groups are working on carrying out tasks, students should not be demanding complete silence since it is necessary to communicate with each other in order to arrive at a common approach to solving the assigned task. That is the essence of group work.

Once the work is completed, each individual group of results shall be reported. In this phase, a representative of each group presents the results of their work. It should be necessary to include other groups in order to correct or supplement the answers provided. That coordination should be carried out by a teacher. The teacher should direct a healthy discussion of students, to encourage them to explain their attitudes and opinions. Therefore, Vilotijevic thinks that the advantages of group work for a teacher are precisely what "enables him to come to a direct discussion between students" (Vilotijevic, 1999: 187). However it is not only limited to that. When applied in group work, "individualization enables us to discuss, experiment, set different tasks and questions, encourage problem solving, and work with each student individually; it enables a teacher to provide students with more attention, to understand their desires, their potential, strengths or weaknesses. Students in group work freely expose their ideas and their opinions by comparing them with those of others, similar to themselves, but also to those who are different, and in this way they perceive their own developmental level "(Djukic, 1995: 97).

"Research on the values of group work and teaching practice itself, demonstrate that working in a group for individual students represents a significant motivation (by surely proving himself) and that it increases the overall effect of teaching and training. Group work has, therefore, its value as a form of differentiation and individualization, provided it is embedded in the general system of teaching and training "(Djordjevic, 1985: 81).

Below you will find an example of the preparation of a selected prose literary text using individualized teaching through group work to showcase the productivity that can be achieved.

An exhample of a model teaching unit

Method data:

Teaching title " The Story of the Boy and the Moon " - Branko V. Radicevic

Type of class: learning

Goal of the class: Aesthetic analysis of the text " The Story of a Boy and a Moon " - Branko V. Radicevic.

Educational tasks:

Training: developing a love for reading literary works; developing gentle and pleasant feelings drawn from the literary work; formation of literary taste of students; developing a sensibility for the aesthetic experience of works of art; training students to recognize and experience true artistic values and beauty in literary works and the surrounding world; encouraging positive personality traits and honorable behavior among students; stimulating the imagination; developing and cultivating moral values.

Educational: training students for an experience and analysis of literary and artistic work; training students for independent analysis and interpretation of literary texts; spotting and understanding the content of the story; analysis of characters, their characteristics, actions and behaviors; discovering the relationship between the world of reality and the world of imagination; enriching vocabulary; further work on oral and written expression of students; repeating and expanding terms: story, writer, composition.

Functional tasks: training students to be active participants in the teaching process; developing a cooperative spirit within student group work; developing logical thinking and conclusions.

Teaching methods: method of work on the text, method of written work, dialogue method, receptivity method.

Forms of work: teacher facing the class and group work
Teaching tools: text stories, school exercises for groups
Correlation: nature and society, fine arts
Research tasks for homework:
• Read carefully "The Story of the Boy and the Moon" – by Branko V. Radičević.
• Remind yourself of who Branko V. Radicevic is and which of his stories you were taught in the third grade.
• What characters appear in this fairy tale? What is the relationship between the boy Radojica and the Moon?
• Discover the fantastic elements in this story.
• Which part of the fairy tale made the strongest impression on you and why?
• Think about the characteristics of the characters and their actions.
• While reading the story, pay attention to unknown words, highlight them and try to find their meaning at the end of the book.

Structure of the course

1. Emotional-intellectual preparation of students
2. Introduction of the teaching subject
3. Oral reading of the story
4. Testing the experience

5. Interpretation of unknown words and expressions
6. Formation of groups and analysis of the story
7. Reporting on and integrating the results
8. Independent and creative work of the students
9. Homework

Flow of the course

Emotional-intellectual preparation of the students

Right at the start of the course we verify whether the students did the homework. We ask them if they all read "The Story of the Boy and the Moon", whether they liked it and why. Then we ask the students to tell us something about the author of this story, Branko V. Radicevic. Students are expected to recall the story of "The Lonely One" of the author of the same name which was studied in the third grade. If their knowledge is incomplete, the teacher provides additional information about the writer. One of the research tasks for homework refers to the characters that appear in the text. After learning and listing all the characters that are mentioned, we ask the students to tell us about the relationship between the boy Radojica and the Moon. At the same time, we analyze all the fantastic moments in the story.

Introduction of the teaching subject

The teacher announces and introduces the teaching subject and writes the title on the board; the students do so in their notes.

Interpretative reading of the story

The teacher again expressively reads the text in order for the children to better and more emotionally experience the story. Students listen attentively.

A brief psychological break and probing of the experience of enjoyment of the story

In order to probe this experience, we ask a few more questions:

- Do you like this story?

- Why?

- What's interesting about it?

- What fantastic moments do you notice?

- What kind of boy is Radojica, and what kind of a boss is “Hardhead”?

- What kind of feelings did this story provoke in you?

Interpretation of unknown words and expressions

Students within the scope of their homework received instructions to pull out unknown words from the text and try to find out their meaning. We ask them whether they did this, and then we write the unknown words and their explanations on the board. We assume that some of the unknown words might be the following:

- **Scales** - stairs

- **Hats** - heels

- **Spotted** - beautiful, nice for the eye

- Hardhead - a selfish man

- Hoops - tera

- Take a bath - take off

Formation of groups and analysis of the story

In this phase of the course we apply an individualized teaching approach. Students are divided into four groups based on their abilities and results. Each group receives a tutorial on questions and tasks tailored to the cognitive and intellectual abilities of the children. The teacher determines the representatives of each group who will report the results after completion of the work.

First teaching exercise
1. From whom did the writer hear this story?
2. Where and with whom did the boy Radojica live and what did he do?
3. What did the boy want?
4. Who helped him to realize his child's dream?
The second exercise
1. How was “Hardhead”? Why did not he just go outside to see the Moon coming down the silver scale?
2. How did “Hardhead” behave towards Radojica? List the text from which you can find out.
3. What did the boy say to the Moon? What did he long for?
4. How does the story end?
Third teaching exercise
1. Which book would the boy want to read? Why?
2. Why did the Moon come to Radojica's room? What qualities did you notice?
3. What message is communicated in this story?
4. Find the fantastic elements in the story and list them.
The fourth teaching exercise
1. What do you think, is “Hardhead” happy? Why?
2. What do the spiteful people look like? What qualities do they possess?
3. How do you understand the sentence: "I would have found the wisest book in the world in which is written how to wipe out misery on earth"? What do you think, did the boy Radojica choose the right way to do this?
4. Why are the first and last sentences in the text the same?
Reporting on and integrating the results

Group representatives announce their answers before the class. Other students listen, complement with their own view, and express their opinions. Afterword the results are merged and conclusions drawn in terms of character traits and messages.

Characterization:
Radojica - good, handsome, wise, worthy, modest, persistent
Hardhead - selfish, spiteful, evil, dangerous, mischievous
Moon - noble, humorous, compassionate, good, generous
The following is the message of the story, and it could be formulated as follows:

The mind can handle more thoughts than water in the sea.

Independent and creative work of the students

This portion of the course relates to encouraging the child's creativity. Therefore, we give the students the task of writing the titles of the chapters found in the wisest book that Radojica had read.

Homework

As homework, the students have to think and write about what Radojica's life would look like if "Hardhead" was not a selfish and spiteful man, but a benevolent and generous one.

CONCLUSION

Compared to a traditional approach based on a teacher facing the class and interpreting the textual content of a text equally to all students in the classroom, individualization allows the interpretation of the content of the text through well-prepared tasks at several levels that takes into consideration the different intellectual, cognitive, psychological and other abilities of the students; it also takes into account the ability of students to relive and react to these texts and tasks emotionally. Every child is in a position to adequately respond to the demands of the teachers, reaching the maximum intellectual and emotional engagement and development. The student, in accordance with his personal capacities, reaches the level of understanding and emotional experience of the work that is expected of him. It is assumed that in this way the student will be able to reach the upper limit of general development and advancement. In addition, student motivation is recognized to be higher than usual, because when a weaker student succeeds in responding to set tasks, he feels pleased with himself and his self-esteem grows. Equally it intensifies the student's desire for further engagement and an increased workload to obtain confirmation that his efforts were not futile. The traditional approach does not allow this. On the contrary, when a student realizes that he cannot keep up with those students who successfully master all the content, the weaker child is demoralized and there is no urge to develop a need for work and advancement. On the other hand, even gifted learners get the opportunity to reach the maximum of their psych-social development through individualized teaching, since the questions and tasks in this case are adapted to their capabilities and interests. The conclusion to draw is that individualized teaching benefits all categories of students.

REFERENCES

Vilotijevic, M. (1999): *Types of classes,* Belgrade, Pedagogical faculty ;

Vilotijevic, M., Vilotijevic, N. (2008*): Innovation in teaching*, Vranje, Pedagogical faculty;

Djordjevic, M. (1985): *Individualization of educational work in school,* Belgrade, New education;

Djukic, M. (1995): *Didactic factors of individualized teaching,* Novi Sad, University in Novi sad, Faculty of philosophy, department of pedagogy;

Lazarevic, V. (2005): *Individualized teaching*, Educational technology no. 2;

Potkonjak, N., Šimleša, P. (1989): *Pedagogical encyclopaedia*, Belgrade, Institute for textbooks and teaching resources;

IJET Faculty of Education - Bitola "St. Kliment Ohridski" University
eISSN: 1857- 8888
DOI: 10.20544/teacher.15.13

IMPLEMENTING FILM, MUSIC AND COMICS AS AN INNOVATIVE POSSIBILITY OF THE EDUCATIONAL PROCESS[1]

Filip Risteski, Biljana Gramatkovski

University "St. Kliment Ohridski" Bitola, Macedonia
Faculty of Education, Bitola, Macedonia
risteski.filip14@hotmail.com, biljana_nov@yahoo.com

Abstract

A lot of experts and professionals from the upbringing and educational sector work on the improvement of all aspects of a school day. Whether they are legally structured or personally defined implications, they all strive towards a qualitative upgrade, both of the student and the teacher, who are in the parameters of the upbringing and the education.
The best and the most effective of them will be set apart as working methods and will be used as a framework for the future generations in the school benches. In this work, the attention is directed towards several chosen arts, which the students will get to know better during the teaching, but also outside of it. Film, music and comics are chosen as an alternative and aiding means, because they can grab the attention of the individual most easily, but in the meantime they offer a lot of possibilities for an exploitation of the material which is being covered. For a proper implementation, a few criteria need to be met, which are crucial for the success of that implementation.
One thing is certain - students and teachers both benefit, as does the innovative side of the education in general.
Key words: film, music, comics, educational process

INTRODUCTION

The core meaning of the term upbringing, as well as its processes, is the way that a person is built, formed, the way that the person matures and grows. By that definition one's intellectual, physical, moral, aesthetic and working side makes one person whole. During this task there is a certain process that's happening which is inclined towards an aesthetic, moral and emotional aspect of a person. This doesn't mean that the fundamental tasks of the upbringing can stand alone and are independent from one another. For example: when a person starts to understand and starts to create their own moral opinions, those opinions have to previously be based on facts, knowledge and information, and only after, the process of forming this person morally starts using specific methods and takes certain steps. The process of education is contained as well in this process of upbringing the person.

This process of upbringing acts on a bigger scale than the educational process. These two, functioning with one another, aren't enough to complete all of the needed tasks. This means that the educational process is not the only thing that can create or make a person a person whole. Simply put, education can help a person to form their opinion on the world (scientific opinion), it can help the person in a variety of understandings, basic terms, comprehending

[1] Specialized paper

with some procedures, subjects or events. Upbringing however, conducts with the moral dilemmas of a person, with their motivation, as well as forming some ideals, persuasions and reassurance, etc. Teaching holds these two processes together. Teaching is a process that has plans and programs that are fixed beforehand, with carefully constructed tasks and goals, with methods and tools that can help in the accomplishment of said tasks and goals. That being said, through teaching both the upbringing and the educational processes are being accomplished, even though for the layman the term "teaching" just means a process in which a person acquires some knowledge. Practice shows that the teaching process is inclined more towards education rather than the upbringing, which is set aside. There is a logical explanation for this: its way easier and more susceptible to just teach some facts and see to what degree they are acceptable. What's way harder is to determine the effect of all of that; to come to positive, emotional and willful components by shaping a character; to find all of the acceptable types of behavior etc. Upbringing as a task can't stand alone and independent from education, and vice versa: a person can't have much use of facts and information if they just have them as a list of facts and they don't know how to use them. They come "alive" only after the person starts using them to build their own character and behavior.

DEFINING THE FILM AS A PART OF THE SEVEN ARTS

Known as the seventh art, the film„a series of moving pictures" (Dictionary, Meaning of "film" in the English Dictionary) is a type of communication which uses motion pictures and sound to tell a story or to bring new ideas to people. The majority of the films are initially filmed to be shown on the big screens in cinemas. There are many types of genres: drama is a genre of fictional stories or stories based on real events which represent certain characteristics of the main characters and their deeds; action based films tell stories which are filled with fight scenes, explosions, daring escapes, etc.; comedy movies intend to make the audience laugh; horror movies are filled with tension and terror; cartoons are either hand-drawn or animated by a computer - the majority of cartoons are made for younger audiences… *(Dirks, 2018)*

The Frenchman Louis Le Prince is said to be the "father of cinematography" with his first short film "Roundhay Garden Scene" in 1888, even though 10 years earlier there was a short segment called "Sallie Gardner at a Gallop" by Eadweard Muybridge. The brothers Lumière are one of the pioneers of the film industry with one of their first movies "Arrival of a Train at La Ciotat Station". *(Lumière, 2007)*

IMPLEMENTING THE FILM AS PART OF THE EDUCATIONAL PROCESS

Films can be very helpful during classes in many ways. Films don't only have to be used during linguistic classes, they can also be used in different classes as long as they correlate with the given material. But still, films can't be overused and can't dominate over the regular, normative ways of teaching. That being said, films can, on occasion, be more dominant (if it's an interactive class, or the students visit a cinema) over the other activities. Teachers have to have in mind a couple of indicators which would put the films in good use during classes and would make sure that the student's experience will be positive and that they would want to see more films which would expand their point of view on how a class should look like.

SELECTING THE GENRE

Picking the right type of film is affected by several factors: connection with the theme, levels of intellectual difficulty, attracting interest and attention, knowing a language and having a suitable translation, the age of the students etc. The genre should be in correlation with a certain part of the material; if it's a linguistics class the students should be learning a new vocabulary or processing through a text. It would be harder to pick a film based on grammatical subjects, not unless it's a part in which the students can take in consideration an element of the language. Animated movies or cartoons are more suitable for younger generations, whereas for the adult audience genres like unobtrusive comedy, classic history movies, or documentaries can be shown.

Watching a full movie vs. watching parts of a movie

The teacher makes this separation based on the given program which s/he has to fulfill and integration of any possible free activities within the given time. Furthermore, depending on the idea of the teacher, s/he can prepare segments and cutouts which would be shown on the beginning of the class with the intention to fill-in the students with the up-coming activities, or to motivate them to think about the material, the teachers can also project whole movies that would incite other activities which would conclude the material.

Structural design of the scenario and the dialog (formal and informal version)

This type of use of films is very helpful when there is a case of some linguistic forms which need mutual engagement of vocabulary and grammar. Depending on what they're watching, films can offer a verity of linguistic variations that are unknown to the students. The teacher should separate these types of terms beforehand if s/he thinks that they will be a problem for the students to understand. This can also be used to study the complexity of sentences, their way of pronunciation etc. The differentiation of formal and informal versions is of great contribution to the correct way of determining the linguistic standards which the students constantly run into.

Comparing the eras of cinematography

The teacher shouldn't really go into depth about the essence of this task; rather they should point out the main characteristics of an era. Here are some of them: distinction between genres, black and white color technique, the way of portraying the roles, everyday life of the characters, the level of understanding the dialogs etc. Comparisons can be often made between two or more movies that have already been seen by the students or the students themselves can suggest a film that they have seen before. The teacher can inflame interest for an additional research by students that show curiosity for the material.

Favorite characters and favorite actors

This is an activity that will surely give a lot of feedback from a lot of students. Every generation can talk about their favorite animated character; they can also talk about the moral dilemmas of the anti-heroes of the stories or they can indicate the qualities of their favorite actors and actresses. Portraying the characters and the actors is of great importance to the students because they often look up to them; they follow their actions and idolize them. The teachers have to be careful that the students don't over-do the imitations of their favorite characters, and, if necessary, to normalize them.

Other activities during classes

Picking the right task to complete the circle of activities associated with the film is of interest to the students and their opinion on the matter. That way a theme for an essay can be chosen that was most talked about during the film; and students can form individual opinions about the content of the film; they can also impersonate and act out characters and parts of the story; games and quizzes can be played that are connected with the film or same parts of it etc.

DEFINING MUSIC AS A PART OF THE SEVEN ARTS

The first art whose medium is sound organized in time is defined as music. The elements of the sound in music are: pitch (which governs melody and harmony); rhythm (tempo and meter); and the vocal qualities, such as dynamic articulation and texture. *(TRIPOD)* The creation, performance, significance, and even the definition of music vary, according to culture and social context. Music can be divided into genres and subgenres, but the dividing lines are open to personal interpretation. There are three types of music by the matter it's performed: vocal (singed music); instrumental (played music) and a combination of these two. Given the name of the song, music can be divided into commercial - in which the title of the song gives away the content of the song, and absolute – a composition whose title does not give anything away. Usually these types of compositions only have a mark for tempo such as Allegro, Presto, and Rondo etc. *(Colles, 1978, 4th and 5th chapter)*

Implementing music in the educational process

Same as the film, the music can help in motivating the students in class, and can innovate the educational process, but in a different dynamic. The nature in music is different from the one in the film because it leaves more to the imagination as well as the personal preference in interpreting the melody. When it comes to implementing music in classes, the teacher has to be weary of the length of the musical act, and when it will be presented during the classes. During the class activities music can be a primary activity or a secondary, or it can be just played in the background, which will help the students to be more relaxed.

Next, I'll give you a couple of examples that show a good use of music in the educational process.

Fill-in the blanks

This exercise can only be done with music that has both the vocal and instrumental aspects of a song. The teacher picks a song that is adequate to the student's level of linguistic knowledge; also s/he has to pick words to be filled in which are easily understandable. If it can help, the song can be replayed so that the students can check their answers. This type of educating is often used when new types of linguistic structures are being taught, and also it's a fun way of teaching and it breaks the monotony in the class room.

Enriching the vocabulary of the student

A lot of musical tracks, that are not included under pop music, can have deeper meaning and deeper ideas. The words and the phrases with which these tracks are being presented can sometimes be daring to the students, especially if they never heard them before. The teacher has to be careful that the vocabulary that's being used is not filled with lots of new terms, and, if so, s/he has to limit their number so that the student can get the gist of the song, and then they can slowly implement these terms in their vocabulary. *(Cox, 2017)*

Aid with studying grammar and finding a suitable translation

It's not unusual for grammar to cause problems when remembering its rules and putting them in use. By selecting the right tracks the teacher can help the students to easily interpret grammatical rules (such as phrasal verbs, conditionals etc.) and later on help them find that rule in the lyrics of the song. We also have to mention the idioms that have a figurative meaning. The teacher first explains its meaning and then, if necessary, finds a suitable translation. Translation of lyrics is welcomed if something is unclear to an individual; if there is a full translation of the lyrics, the songs' original meaning is lost and the whole dynamic of the order of the words in the verses is lost.

Collecting data for modern music

This includes studying accompanying information about a certain style, song or an artist from the modern era. The English language is "carrying" today's modern music so if the students listen to a certain song in English, the teacher can give-out notes that contain interesting facts about the performer. The British and the American music histories are very rich, and a lot of trends have come out from them that are stylish, that are being cared for, and that are evolving. Even though this is a very passive way of studying, it can expand the student's musical horizons, and maybe they will find a new favorite artist or a group.

Writing essays with instrumental music in the background

This is one of the most creative ways of teachers using music during classes. The teacher does not determine the theme of the essay, but s/he just plays the instrumental music (one on repeat or a picked selection) and lets the students express themselves through the music. That way, the students' fantasies and imaginations that are corresponding with the idea of the music come out in the light. They can either dedicate a whole class to writing (depending on the student's imagination) or a segment of the class towards "dreaming upon words". The materials that the teacher can use are abundant, and there's a lot to choose from, depending on the mood.

Background music assisting in the focus during classes

Last but not least, music can be used to help the students focus during classes. It's scientifically proven that music helps to stimulate the brain and to improve the mood. When the music is not the main fuse in the classes, sometimes it can be played in the background. The teacher has to be weary that the music that's being played isn't obtrusive and it's not disturbing the main activities. It has to flow in with the class and to serve as a toll for bettering the mental capacity of the students.

Defining the comic book as an art

There is one main distinction between the term comic and comic book according to Francis Lacassin. He says that a comic is a concept or art (the ninth art) and a technique that allows that type of art to be created, while the comic books are a medium through which that art is being presented. According to Eisner, these days the comic book is the main application in sequential art that's being put on paper. *(Eisner, 2008, p. 7, 8)*

The comic first appeared in Switzerland during the 1830s with the appearance of the first albums of Rudolf Tepfer. The comic experiences its true expansion towards the end of the 18^{th} century; in the US it appears in different forms (one of the most famous ones is the comic strip); while in Europe it was considered as a text for children. It was more dominant

in the press for children, but after the 1930s, through special magazines the comic started to appeal to teens and adults. That way during its development the comic contributed in the forming of three main centers: France/Belgium, USA and Japan. Every country has its own comic tradition. France/Belgium nursed the artistic side of the comic and after the 1960s and the appearance of Bande Dessinèe (strip-cartoon) it was considered a real art. Usually the comic in France is in an album form, with 40 big pages, hard covers and quality paper. One of the most famous artists in this area is the Belgian Hergè, the creator of "The Adventures of Tintin". *(Sabin, 1993)*

The structure of the comic book is unique and it is different from the other cartoon based arts with a couple of features that make it stand out:

- The frame is used when a picture is shown in a square or a rectangle, but it's not always put to use – depending on the author or the story the pictures can be shown on the background without any frames.
- A track is a row of frames put next to each other that show a consequential activity, and capture the movie side of the comic book.
- Recitative is a panel that's used for silent comments, especially when the author appoints the time and the place of the story, or giving information that is curtail to the story.
- Speech balloons (initially known as phylactery) are circular or elliptical forms which contain dialogs of the character on whom they are attached to. When the character thinks or dreams these are drawn on in a form of a cloud.
- Onomatopoeia is a type of word or an icon that suggests some kind of external sound or a thought/information with a phonetic, graphic or iconic imitation. *(McCloud, 2001)*

Implementing the comic books in the educational process

As an interactive task based on linguistic and drawn structures, the comic book has a lot to offer during the classes. Its primary use is to attract the attention of the reader, usually the younger population and also it's a fun read. That being said the comic book can be used as a toll to break the monotony that can appear during a class, especially if the theme in progress is dull and without contrast. Comic books can also be used as an extracurricular in a form of homework, bearing in mind the concept and the grammatical structure. *(plasq, 2017)*

Here are some implicates that will help to ease in the comic books during classes:

Picking the right language and the suitable context

This doesn't mean using mother-tongue or a foreign language that the students understand, but a language that can equate with the viewpoints of the students and their age, and is inseparable with its context. Plenty of comic books that portrait the famous cartoon heroes are suitable for students in primary schools, whereas high school students should want some comic books that incite deeper analysis of the events of the story. In any case, those selections need to be fun, "grasping" the children's attention.

Picking a comic book that correlates with the linguistic unit during the class

Depending on the linguistic segment that's being developed during the class, the structure of the comic book should vary, according to the needs of the linguistic unit. Often the necessities can't be satisfied with only one comic book, so the students will have to do a separation between one or more comics that will capture the essence of the material. The

teacher may lose the meaning of the story, but will gain a lot in the field of internalizing if the students get the gist of that class by carefully processing the comic-sequences.

A suitable length of the material that was picked

As a suitable content for a certain age is previously picked, the teacher, parallel to that, has to be careful with the length of that content. The material shouldn't be very long with a lot of time spent on it, but it shouldn't be short either, because that way it will lose the vital information that the teacher was trying to teach in the first place. Time based, the material should be around 10 minutes long and used at the beginning or the end of the class; that way it can serve as a warm up at the beginning, or as a relaxation for the students at the end of the class, as similarly done in sports. The teacher can use up a full class dedicated to comics, in the time period designated for exercises or some additional activities.

Comic books created by the teachers themselves

Nowadays this task is simplified, because the teachers have a few technological types of aid that will ease their work. S/he has to know beforehand what the purpose of the comic will be, how will the storyline go, who will the characters be, what will be the length etc. There are a lot of internet sites that are capable of constructing comic books, and the teacher can also check in with his/her art colleagues. They can more easily construct the picture in mind of the teacher, and can also create color editions that are property of the school.

The students constructing a story based on pictures

Similar as before, the teacher can create a comic book, but only with pictures, and s/he could leave the speech balloons blank for the students to fill them in with phrases and sentences which they think are most suitable for the story. The story can be given beforehand for an easier work, or no information can be given related to the pictures. This would surface the imagination of the students, and in the end they could compare their stories, which will excite interest between them. As an accelerator to this task, background music can be used and the whole classroom will get a new more relaxed mood, which the students will appreciate and will seek for more classes like those.

CONCLUSION

These innovative educational alternatives can really help out in the classroom and stimulate the individual's interests as well as make them invest themselves more into the classes. The arts that we talked about here – the film, the music and the comic books "shatter" the more traditional way of lecturing and studying, and they spark a different kind of energy during the classes that could be the new driving force of education.

Movies and music are a new habit of the students nowadays, and combined with computer technology they take up most of their free time. When the teachers start injecting these student's occupations in small doses during their classes, the student's interest will increase and in correlation with that, they will subdue the material more easily. It looks like the comic books are falling behind (even though there are people who are dedicated to them), but if the teacher makes good use of them they can appeal to the students very easily.

A lot of attention has to be put towards this new kind of education, and it has to be given some time before its true goal is reached. This kind of attention is especially increased when

a new educational prototype is put to use and it's in an early access phase. The teachers can also implement some of their own ideas to help complete the student's understanding of the material, as long as those ideas are part of the primary educational plan.

The reaction of the students and the way that they internalize the newly made situation is another very important factor that the teachers need to be weary of when they are making these projects. The implementation has to be gradual, and in correlation with the needs of the class. If the students have some difficulties, let's say that they don't understand the task at hand or the material is very dull and repetitive, the teacher will have to revise his/her methods of working. Then, if there is still no collaboration, the teacher can terminate the whole process and start over with a new more productive and more interesting process/method.

For a successful completion the teachers will have to find all of those "little openings" in the educational plan and begin initiating their own activities which will renovate and upgrade as time passes. That way every new generation of students is going to have a different story and a different experience of the creative aspects of their classes, and maybe they themselves can construct an image of how they think the school should look like.

REFERENCES

1. Colles, Henry Cope (1978), *The Growth of Music: A Study in Musical History 4th edition*, Oxford University Press
2. Cox, J. (2017, March 17). *Fun Ideas to Enrich Students' Vocabulary*. Retrieved March 09, 2018, from ThoughtCo.: https://www.thoughtco.com/fun-ideas-to-enrich-students-vocabulary-2081692
3. Dictionary, C. (n.d.). *Cambridge Dictionary*. Retrieved 2017, from Meaning of "film": https://dictionary.cambridge.org/dictionary/english/film
4. Dictionary, C. (n.d.). *Meaning of "film" in the English Dictionary*. Retrieved 2017, from Cambridge Dictionary: https://dictionary.cambridge.org/dictionary/english/film
5. Dirks, T. (2018). *Main Film Genres*. Retrieved February 12, 2018, from Filmsite: http://www.filmsite.org/genres.html
6. Eisner, Will (2008), *Comics and Sequential Art: Principles and Practices from the Legendary Cartoonist*, W.W. Norton & Company, New York
7. Goldberg, Michael (n.d.), *Classical Hollywood Cinema - courses on the faculty of Washington*, University of Washington
8. Microsoft Encarta Online Encyclopedia (2007), *Lumière*
9. McCloud, Scott (2001), *Understanding Comics: The Invisible Art*, William Morrow Paperbacks; 1st Harper Perennial edition, New York
10. plasq. (2017). *The Benefits of Comics in Education*. Retrieved March 09, 2018, from plasq: https://plasq.com/education/the-benefits-of-comics-in-education/
11. Steiff, Josef (2005), *The Complete Idiot's Guide to Independent Filmmaking*, Alpha Books, New York
12. Small, Christopher (1977), *Music, Society, Education*, John Calder Publishers, London
13. Sabin, Roger (1993), *Adult Comics: An Introduction (New Accents)*, Routledge, Abingdon
14. TRIPOD. (n.d.). *History Of Music/Elements of Music*. Retrieved January 2018, from TRIPOD: http://historyofmusic.tripod.com/id6.html

IJET Faculty of Education - Bitola "St. Kliment Ohridski" University
eISSN: 1857- 8888
DOI: 10.20544/teacher.15.14

HISTORICAL AND SOCIETY ROLE OF THE TEACHER IN DEVELOPMENT OF EDUCATION[1]

Dimitar Spaseski

Municipality of Ohrid, Republic of Macedonia
spaseskidimitar@yahoo.com

Abstract
Teachers have a vital and essential role in the lives of students. Realizing its key role in educating students, teachers have a strong influence and authority on their students directly affecting the development of the overall society. The teacher determines the rules of behavior in the classroom, teaching students to always respect those rules throughout life, thus directly contributing not only to the development of education, but also to the development of the state as a whole.
The main function of the teacher is to advise students while they grow up and dream, how to relate things, sometimes merging and opposing attitudes in order to make a better decision in their personal life, and of course, this is the new civilization benefit. Today, the education process needs to be focused in order to help children to learn how to handle information, while developing critical thinking skills to solve problems and making a good and quality solution that will be in the interest of the community. Only then the education system will fulfill its basic function.
Freed from the responsibility to be primary information providers, teachers have the opportunity to spend more time discussing with their students about the existing information, making a difference with arguments between good and bad things. Only when students are active creators of knowledge we will be able to talk about an advanced educational process.
The aim of this paper is to examine and describe the historical and social role of the teacher in the development of education as a person who is one of the main parts of the educational system, but also as a person who plays an irreplaceable role in the educational process of the students.
Keywords: *teacher, education, students, development, learning;*

INTRODUCTION

Education is a process of acquiring knowledge, skills, values, beliefs, behavior and habits. Education system is the only social link through which different generations transfer their acquired knowledge and values. Historically, education was not always available for everyone. In ancient times, for example, education was available to a very small number of people. Basically, the understanding of education system in the past was primitive. In the past, it was considered that it was enough for children to learn a particular craft by studying the secrets of that craft without having to attend any education that would have acquired additional knowledge in different fields. It is important to point out that the education system was becoming stronger from the ancient civilization period itself. During the civilization period, people need to study writing and reading to transmit knowledge from person to

[1] Specialized paper

person and from generation to generation. From that time, education itself is becoming an important part of every one's life.Education has reached its present form when for the first time in Europe and the United States a primary school was established and the children began to attend classes in organized groups.

In some countries compulsory education was introduced in 1870. Thus, the United Kingdom was slow to introduce compulsory education due to the upper class defending its educational privileges. In England and Wales, the Elementary Education Act 1870 paved the way for compulsory education by establishing school boards to set up schools in any places that did not have adequate provision. Attendance was made compulsory until age 10 in 1880. [2]

Today, the most common age for starting compulsory education is 6, although this varies between 3 and 8.[3]

Through the years, the school becomes the most important educational institution in the educational process of the students. In this way education becomes an important global process. The process of industrialization and development of cities inevitably imposes the need for special education of people. The need for a continuous educational process for each individual increases because the new way of life does not provide the opportunity to transfer knowledge from the parents of children. Education is a partnership between students, teachers, parents, local and central authorities and the society as a whole.

Each generation leaves its mark on the education system. Our attention should always be focused on education being always a means of training citizens for democracy. The new spirit reflects the scientific revolution of our time.

Today, a right to education has been recognized by some governments and the United Nations. In most countries,such as Republic of Macedonia, education is compulsory up to a certain age.

An important segment within the educational process is the curriculum. Curriculum planning is a very important factor in the implementation of a quality educational process.Basically, curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning objectives they are expected to meet. Also curriculum always refers to the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, workshops etc. Certainly, curricuum includes the tests, assessments, and other methods used to evaluate student learning. Having in mind the above mentioned, in the process of designing the curriculum is important to ensure that it is not composed of lectures where students sit in a bench and listen, but instead it must be a program that offers to each child a diverse, upgrading and unique education.

Meaning of "Curriculum" has different interpretations among scholars.

According to Kelly (1999), curriculum is negatively viewed as a „syllabus which may limit the planning of teachers to a consideration of the content or the body of knowledge they wish to transmit or a list of the subjects to be taught or both".[4]

[2] Nuhoglu, S. Y.,& Strang, D. (1989). Construction of the First Mass Education Systems in Nineteenth-Century Europe. Sociology of Education, 277–288.

[3] Compulsory Education in Europe – 2016/17. Eurydice Facts and Figures. Luxembourg. Office of the European Union. Taken from European Commission web site https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/images/2/24/Compulsory_Education_in_Europe_2016_2017.pdf , retrieved on 13.03.2018.

Nowadays, simply convey subject knowledge is insufficient to be an effective curriculum. Because of that, the curriculum should offer much more than a statement about the knowledge-content in order to be a productive curriculum.

One of the most important innovations in the teaching organization is team teaching in which two or more educators share responsibility for a group of students. This approach enables teachers to apply their strengths, interests, skills and abilities knowing that in this way they offer children a new, interesting and quality education.

Such teaching will be recognized as one of the most challenging and respected career choices of vital importance for the social, cultural and economic development of the whole nation. Then, schools will turn into Lifelong Learning Centers where each individual will have the opportunity to personal upgrade.

The curriculum defines: goals, contents, concepts, activities and methods through which the student can easily and easily overcome the predicted subject.

Throughout this process, teachers have a vital role. The teacher is the essence of this process, but not as someone who needs to implement something thoughtful from the outside, but the teacher is a key factor that needs to consider the process by providing high-quality education for all students. It should be clear what this means in terms of the capacities that a teacher should possess and which it is necessary to upgrade during all of his career.

THE ROLE OF THE TEACHER IN DEVELOPMENT OF EDUCATION

At a time when the modern world is flooded with information from numerous printed and electronic sources of information, the main task of learning is not to distribute facts, but to help children with critical approach to make quality decisions. The relationship between the teacher and the student is a key factor for the success of this process.

Many teachers more often use the opportunity to explore about their own work and thus introduce new innovative approaches in the process of providing knowledge to their students.

An important segment of the education system are thousands of teachers who daily think about every detail of their work, thinking about their relationship with students, colleagues and the community, always taking into account the tools and techniques they use, their rights and responsibilities, the format and content of the teaching program as well as the process of assessing the success in acquiring students' knowledge. In a quality educational system, the good teachers know how to bring out the best in their students.

The teacher knows exactly what steps he needs to take to give each student the most effective education. Although in the past it was very difficult to establish new methods in teaching, because teachers were obliged to respect the rules established by the authorities.

Nowadays, modern time requires a new inventive approach in conceiving teaching in full, adapting to new practices verified and knowledgeable by science. By introducing new learning methods, teachers are trying to improve the process of learning from generation to generation.

---

[4] Kelly, A.V. (1999). The curriculum: theory and practice (4th Ed.). London, UK: Paul Chapman Publishing Ltd, 83.

Today's modern time is characterized by a significant transformation of education. Encouraged by the major revolutions in knowledge, information technology and public demand for better learning, schools are slowly, but surely preparing themselves for the new challenges ahead. Today's teacher knows very well that the essence of education is a close relationship with students, a good knowledge of the conditions in which they live and the possible problems they face, an understanding of his or her needs, interests, cultural background and abilities. These personal qualities are particularly important in communities where they live and teach young people from many cultures who come from various previous educational systems where they have acquired different knowledge and habits. The teacher's skill is to compose it all without leaving any student to feel neglected. Teachers are always ready to intervene to make sure that the educational process takes place and the necessary knowledge is achieved. They know exactly that with their behavior they inspire love for science and learning. This profiled teacher should be a pillar of a quality education system, which will result in better schools and better educated students. All of us should be ready to re-examine and improve our role in the educational process. It is necessary to give strong support, trust and freedom of teachers, so that they can do their job without any problems, and that is educating our children.

In general, the function of teachers is to help students to learn by imparting knowledge to them. But teachers fill a complex set of roles, which vary from one society to another and from one educational level to another. Some of these roles are performed in the school, some in the community.

The role of the teacher in the educational process is crucial and invaluable. Teachers are best known for the role of educating students who are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models. According to the curriculum that the teacher follows, it is envisaged during the school year that students acquire relevant knowledge in a particular field. This is accomplished through various methods of teaching: lectures, small group activities and practical learning activities.

Students often repeat a teacher’s behavior. If the teacher prepares a warm and happy environment, students are more likely to be happy. An environment set by the teacher can be either positive or negative. In cases when the teacher is angry, students may react negatively and the entire process of education will be disturbed. Teachers are directly responsible for the social behavior of their students. This behavior is a direct product of the activities of the teacher and the environment he establishes. The students spend a lot of time with their teacher and that is why the teacher becomes an example for them. In this regard, teachers can be a positive or negative example for their students. Teachers play a role to teach children, but also to take a care for them. Teachers are usually highly respected by people in the community and therefore become an example for students and their parents. Mentoring is an important role for teachers. Mentors can also have positive or negative effects on children. Mentoring is a way in which the teacher encourages students to be the best they can. In this way, teachers encourage students to enjoy learning. Generally, mentor is someone who takes a special interest in helping another person to develop into a successful professional.

The Council of Graduate Schools (1995) cites Morris Zelditch's useful summary of a mentor's multiple roles: „Mentors are advisers, people with career experience willing to share their knowledge, supporters, people who give emotional and moral encouragement, tutors, people who give specific feedback on one's performance; masters, in the sense of employers to

whom one is apprenticed; sponsors, sources of information and help in obtaining opportunities; models, of identity, of a kind of person one should be an academic".[5]

Another, no less important role of teachers is the role of protector. Teachers should be able to detect students' problems, when they exist. When students' behaviors change or physical signs of abuse are noted, teachers need to consider the problem and approach it. Teachers must follow the faculty procedures to act in all cases.

The teacher is no longer seen as a dominant character in the classroom. He knows that he will achieve more if he allows his students to have certain equality, certainly retaining their authority in front of them.

New technology has a significant impact on changing the role of teachers. The old model of teaching was based on a lack of information. Teachers and their books were the main sources of information, spreading the knowledge of the population through various methods.

Information technology particularly impacts course content and teaching methodology and the recruitment and training of teaching staff as well as the content of curriculum.

Information technology requires teachers to learn new sets of skills. Utilising computer technology improves the educational experience of the students. New information technology requires teachers to think laterally and systematically, and produce better teaching materials.

„The role of teachers will change with the advances of information. Students do not lack of information, but rather the time to find, analyse, understand and apply information. A teacher's role is therefore to help students develop skills in order to determine how to find, analyse and interpret information".[6]

In addition to performing the above mentioned roles, the teacher participates in the daily processes that are taking place around us. They work with colleagues, family members, politicians, academics, community members, employers, and others to set clear and accessible standards for knowledge, skills, and values. They participate in day-to-day decision-making in schools, working in order to identify priorities and actively participate in managing organizational issues affecting the learning process.

Overall, the teacher has a crucial role in the development of the state and the society as a whole.

CONCLUSION

The teacher is the basis and the essence of the educational process. The main function of the teacher involves teaching different facts and skills to students. In addition, the role of the

[5] Institute of Medicine, National Academy of Sciences, and National Academy of Engineering. (1997). Adviser, Teacher, Role Model, Friend: On Being a Mentor to Students in Science and Engineering. Taken from https://www.nap.edu/read/5789/chapter/2, retrieved on 13.03.2018.

[6] EduRoute World University (2011). Impact of Information Technology on education, Taken from EduRoute World University web site http://www.eduroute.info/Impact_of_Information_Technology_on_Education.aspx

teacher includes the care of the overall social development of the students. The role of the teacher is closely related to the degree of education of students. The role of the teacher during the first years of the student's education involves developing the basic skills necessary for the proper development of the student. Furthermore, as a student progresses in a high school , the teacher's role is spreading to convey information that is specific to a particular subject area.

The role of the teacher in the social development of the students changes proportionally with the age of children. This indicates that the teacher has a continuous role in the process of student's development. In this way, teachers have a direct and crucial impact on the development of the educational system and society as a whole. All this emphasizes the crucial role of teachers.

In general, an effective educational system is characterized by mutual respect, trust, understanding and empathy between teachers and students.

REFERENCES

1. Nuhoglu, S. Y.,& Strang, D. (1989). Construction of the First Mass Education Systems in Nineteenth-Century Europe. Sociology of Education, 277–288.
2. Compulsory Education in Europe – 2016/17. Eurydice Facts and Figures. Luxembourg. Office of the European Union. Taken from European Commission web site https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/images/2/24/Compulsory_Education_in_Europe_2016_2017.pdf , retrieved on 13.03.2018.
3. Kelly, A.V. (1999). The curriculum: theory and practice (4th Ed.). London, UK: Paul Chapman Publishing Ltd, 83.
4. Institute of Medicine, National Academy of Sciences, and National Academy of Engineering. (1997). Adviser, Teacher, Role Model, Friend: On Being a Mentor to Students in Science and Engineering. Taken from https://www.nap.edu/read/5789/chapter/2, retrieved on 13.03.2018.
5. EduRoute World University (2011). Impact of Information Technology on education, Taken from EduRoute World University web site http://www.eduroute.info/Impact_of_Information_Technology_on_Education.aspx

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

eISSN: 1857- 8888
DOI: 10.20544/teacher.15.15

IDIOMS AND THE CULTURAL MISUNDERSTANDING THAT (MAY) ARISE IN THE PROCESS OF ACQUISITION[1]

Bisera Kostadinovska-Stojchevska

Faculty of Education, Bitola, Macedonia
k_bisera@yahoo.com

Abstract

There are more than 6,000 living languages worldwide and varieties among languages that present a valuable point of interest for research (Kövecses, 2010). Differences and similarities between languages can help clarify the language - a universal tool that people use around the world. Every language is related to the culture of its speakers. This combination of language and culture raises several questions: Is culture embedded in the language, or is the language embedded in culture? Culture seems to affect language, but language is influenced by culture that exists in its own way. While language is taught, it is also important to understand its underlying culture in order to get an accurate and precise impression on people, without being biased or create an incorrect perception of their way of life. Recognizing the influence that culture has on language, people would be more motivated to study culture - especially as an addition to language studies.

Idioms are an important part of the language. They should be taught and translated appropriately, as they are part of the language widely accepted as standard English (Moreno, 2011). This research will help us see the importance of idioms from two aspects; how students who do not know enough of the target culture perceive the idioms and what professors do to make it easier for students to adopt them. This research requires that professors find quite effective methods that contribute to the easier adoption of idioms, but of course in a specific period of their education.

***Key words**: idioms, acquisition, language and culture, EFL*

1. INTRODUCTION

The relationship between language and culture

Communication among people is one of the most important topics occupying linguists, anthropologists, psychologists, and philosophers. That being so, the connection between language, culture and their common interactions is of great importance.

There are more than 6,000 living languages worldwide and varieties among languages are valuable for research (Kövecses, 2010). Differences and similarities between languages can clarify the main points of a language - a universal tool that people use around the world. Every language is related to the culture of its speakers. This combination of language and culture raises questions: Is culture embedded in the language, or is the language embedded in culture? Culture seems to affect language, but language is influenced by culture that exists in its own way. While language is taught, it is also important to understand culture in order to get an accurate and precise impression on people, without being biased or create an incorrect perception of their way of life. Recognizing the influence that

[1] Specialized paper

culture has on language, people would be more motivated to study culture - especially as an addition to language studies.

Culture presents guidelines for how to express an idea, but the culture itself does not create the idea. In other words, culture explains how to implement the idea, but it does not explain what the idea is. From one culture to another, human experiences are expressed the way that they are expressed through language. These experiences lead to the same idea expressed through different ways in different cultures. Benjamin Lee Worf and Edward Sapir were supporters of the views of language and its influence on culture and created the Sapir-Worf hypothesis. Both hypothesized that language is the most influential in shaping culture (Hussein, 2012). The research done for the purpose of this paper deals with the differences and similarities in the expression of universal ideas. This research is based on the idea that people share similar experiences that create universal significance.

The phenomenon of this research refers to the universal experiences that are expressed through different languages through figurative speech, which include idioms. The research shows that there are common concepts that many languages accept, or even called universal metaphors. (Kövecses,2010). They are depicted through various expressions of speech - especially metaphors and idioms. Idioms are a special kind of expression that are used as carriers of meaning. According to Bortfield (2003:) idioms are "immutable phrases that signify something other than a literal interpretation of what their particular parts indicate". Example for this would be "It's raining cats and dogs ", which means that it is pouring rain. The expression is not literal, but it expresses an idea through an image. The fascinating aspect of this figurative language is that meaning cannot be revealed when analyzing these expressions word by word. Significance, it can be said, is hidden in the context and we must explore the culture in order to discover the meaning of these expressions.

When examining language universals, figurative speech plays an important role. This is because universal or almost universal ideas while implementing the same idea use the spoken terms. Idioms often require exploring the cultural and historical background to make it easier to understand their meaning, which is often shared or transmitted among other cultures in a particular type of expression.

The role of culture can be explained only through language interaction. Culture explains how people behave on the basis of current / everyday experiences. People experience events through the lens of culture. Language and culture have the same goal - to create meaning (Kövecses, 2010). Culture emphasizes the meaning of different ways, through art, music, dance, ceremonies, and names. Unlike culture, language gives meaning through words that allow people to verbally share their experiences. Both aspects are undoubtedly accepted; each component of the culture-language relation is important and should be explored equally.

Studying idioms

As already mentioned, language is related to culture; Language is an instrument through which the culture and the environment of the speaker are transmitted / communicated (Yagiz & Izadpanah, 2013). Without culture, language could not survive independently. While the language needs culture, it is also dependent on language. According to Han S. J. Werner, language belongs to culture (Liu, 2012). Language not only protects and transmits culture; it is also the carrier of cultural change (Liu, Yin, & Zhang, 2014). Through language we can express the political, social and cultural ideas within a society and gain a method by which we can explain the reason on which the ideas are based, which lead to a potential change. Without the use of language, the function of which is the transfer of meaning and ideas, cultural change will remain at the level of non-linguistic ideas. Because culture without language is not really real, culture studies / studies should be based on those of the language, because their relationship is inseparable.

Researching metaphors and the significance they bring is a real challenge. Some universal ideas are transmitted through similar metaphors in other languages. An example of this is the idiom 'Do not add

fuel to the fire' that is equivalent to that in the Macedonian language "не додавај масло на огнот" - whose portable significance would be to not worsen the situation more than it is. Another way, similar metaphors carry a completely different meaning. While the English phrase 'To pull one's leg' means joking of someone's account, the Chinese language has a whole other meaning-a drawback caused by someone. Understanding idioms can be difficult to analyze if they are analyzed in part, so they should be seen as a whole, just like the way figurative language is studied (Liu, 2012, p. 2359).

Understanding idioms and their variants

How would people understand the phrase 'Did not spill a single bean'? It is clear that the meaning of this expression cannot be preserved in memory because the expression is new, based on the famous idol "spill the beans". If the variant of this idiom is not available in the memory, that is, the speaker has never been used / heard before, and then the meaning of the words must be used in some way to capture the meaning of this expression. There is a way that involves comparing the meaning of the elements of the original idiom and its variant, to maintain the relation between their meaning, that is, by analogy, the meaning of the variant from the view of the meaning of the original idiomatic expression.

To understand the varieties of idioms it takes longer than to understand the original form of the idiom. Original idioms require only one operation to be performed; vomiting the meaning of long-lasting memory. If for idioms variations, several additional operations are needed; seeking the meaning of the original idiom, comparing the meaning of the two idiomatic forms, identifying the link between their members, etc.

A simpler alternative model uses the meaning of the words of the variant of the idiom to come to its meaning. The main assumption of this model is that the words of the known idioms have become polysemic through frequent use in an idiomatic context. The verb and noun in the 'spill the beans' idiom have at least two meanings; their literal meaning and meaning associated with the idiomatic context. Beyond the idiomatic context, the verb *spill* marks outside the original location, and the word *beans* stands for vegetables. In an idiomatic context, these words have a dual meaning, in addition to their literal use; their idiomatic nature contains the words *revealing* and *secretive* in themselves.

The role of the basic parts-words in idiomatic interpretations

Coulmas (1981) considers that the case with speakers whose native / first language is not English is difficult to understand the meaning of idioms. A possible assumption that such a speaker can do is that every unknown expression on which it is inflicted is an idiom. Such a speaker has three possible sources of knowledge in order to reduce the scope of the possible meaning of the idiom: the use of logic, the structure of the lexical phrase, and the notion that some languages contain 'idiom-prone lexemes'. Taking into account these sources, a second or foreign language speaker can learn these idiomatic expressions by "performing" instead of "instructions." Through the context, the speaker will be able to extract the meaning of the idiom itself, or at least the semantic domain to which that idiom belongs, although it will not provide an awareness of when and where to use it appropriately.

There are several ways to explore the role of the meaning of words that form an idiomatic expression. Cacciari and Glucksberg (1990) studied the semantic productivity of idioms, that is, the ability of people to understand the already created and create new idiomatic meanings by altering various aspects of the individual elements of the idiom. The words that constitute idioms can be acquired with a new meaning they receive when they are part of the idiom.

The influence of culture on idioms

As it was already mentioned, culture stands side-to-side the language, and vice versa, so the question that arises is: How did the idioms come about and what is their background? Every idiom has its own origin and a certain time in history when it came about; every idiom brings with it its own cultural heritage. Accordingly, it can be concluded that every idiom is a story by itself, and it can enter the core only with knowledge of its "past". Below are examples of some idioms and how they came about.

That pop one's clogs - used for death or cessation of life. It is considered British Slang, dating back to the 1970s. The expression seems to be of origin either by TV drivers or by DJs. Socks (*clogs*) were traditional worker footwear used in multiple branches in industrialized cities and central cities in northern Britain. The shoes were intended for both men and women, who are now rarely able to meet, but at that time they were an "icon" of the working class. The sound of the workers' cockles on the cobbled streets at the end of the shifts was identified with lightning. The "*to pop* " verb is an old term for pledge of goods. Someone would like to "push their boots" when they no longer needed them, that is when his death was near. But it is also possible to be connected with the idiom *"to pop off"* (an abbreviation of *pop off the hooks),* which also means to die. Based on the call for evidence, it looks like a pseudo-archaic form, ever since the workers were carrying their shoes at work and exchanging items every week in order to cover the lack of money. But if other sources are taken into account, the term was used in Lincolnshire about 50 years ago, making it an example of another folk expression that was used but was not preserved in written form. Below is an example:

Once Cookie, our gray one, pops her clogs I'm going to pieces and I'm not sure whether to get another puppy, which could overcome us, or to save an older dog.

Another string to your bow - means having Plan B if other plans are not guided by the plan. This expression can mean - two wires in one arc that parry or two methods for achieving the goal. This is similar to an arc that has two or more wires to increase the force that rejects the arrow. In this way, the arrow would hit the target faster. A variation of the previous definition is to gain a new talent that will help you in your career. In other words, you have more than one skill to help you achieve your goal. This may refer to a shooter that has several different types of wires, created by materials and a level of force that differ. It should be kept in mind that all the analogies for shooters have been used since the 16th century and some have changed over time. It cannot be said that every expression is based on this explicit analogy. This idiom is commonly used outside the United States and is quite variable:

I've lost my job and I will have to retrain for something else. I wish I had another string to my bow.

Bob's your uncle is an expression that appeared before a long period in Great Britain is a kind of shout. Serves to explain how simple it is to do "You will put the cord here and you will press the red button and voila!". The most famous and, at the same time, the most attractive theory is that this expression comes from a prolonged act of political nepotism. Victorian Prime Minister Robert Salsbury has set up his successor, Arthur Ballfort, as successor. In 1887, the secretary of Ireland considered that while Balfour possessed intellectual abilities, he was not suitable for the position. The consensus was not accepted by V. Britain and so "Bob's your uncle " has become synonymous with a guarantee of success.

You simply put on the stain remover, leave it for an hour and Bob's your uncle, the stain's gone.

A little bird told me is an idiom that indicates information received from a person who wants his / her name to remain secret. This expression does not appear in the Bible at all, but is considered to have a biblical basis. Many authors have used it throughout the centuries, including William Shakespeare, who linked birds by sending letters. The closest version to this day is the phrase of Frederick Merriat, 1833:
"A tattoo bird has whispered a secret to me ",i.e. "A little bird told me a secret".

"How did you know he was leaving?" "Oh, let's just say a little bird told me."

Barking up the wrong tree means making a wrong assumption for someone / something, that is, someone being wrongly "convicted". The origin of this phrase is believed to be related to dogs and hunters. The dogs are often used by hunters because of their sense of smell, their ability to persecute and monitor other animals and as a safety weapon for the hunter. After detecting the other animal, the dog will likely haunt him. The animal in danger, if it is capable, can climb the tree to save itself from the situation. But dogs are not good at climbing trees, so they will stay close to the trunk and bark, giving the hunter the knowledge of where that animal went. Sometimes, the dog may make a mistake and choose the wrong tree. In such a case, if that dog makes a mistake, it literally "barks on the wrong tree". This expression originated in the early 19th century and this idiom has been used in a figurative sense since then.

e.g. The boss always barks up the wrong tree every time there is a problem. She always gets mad at the wrong department.

The origin of the idiom *"Taste of one's own medicine"*, comes from Aesop's famous story of the man who sold drugs among people, claiming that they can cure any disease. But after he gets sick, people give him his medicine, which you know will not help him. The transient meaning of this idiom is that one faces the same things that other people do.

Tom talks too much - but last night he met someone who talked more than he did, and he got frustrated. He finally got a taste of his own medicine.

"When pigs fly " is used to demonstrate a goal that is not achievable, that is, something that will *never* happen. It is often used in a humorous, even sarcastic way, when someone has an extreme ambition to something that will not happen. Also in this case the term "When hell freezes over" is used. The general agreement of this term originates from Germany or Scotland. Other creatures were placed at the place of the pig in similar phrases, but the pig took up the place as the animal that is most likely to fly. This term can be found in the most famous works as "Alice in the Wonderland" - Louis Carroll (1865): "I've a right to think," Alice said sharply ... "Just about as much right," said the Duchess, "as pigs have to fly."

"Piece of cake " refers to a situation that is too easy or does not require much effort. The idea of a "piece of cake" to become a synonym for "easy" dates back to the 1870s when the cake served as a reward in the competition. In particular, there was a tradition in the United States, where slaves would encircle the cake during the rallies. The "most enthusiastic" couple who won the cake that was in the center of the circle. From this term, "Cake walk " and " Piece of cake" have become an expression that means an easy-reaching goal. The first term used in written form was written by Ogden Nash in 1936: *"Her picture is in the papers now, and life's a piece of cake."* Today's term is most often used to describe school tests or friendly matches.

The figurative idioms, although rejected before the 20th century, have been gifted with genuine attention by the pedagogues in recent years, and this is partly due to the growth of interest, that is, the awareness that these inseparable aspects of human language are often used in everyday speech. Cooper (1999) states that idioms have an essential role in learning a foreign language and notes that most English speakers use about 20 million idioms in their lives, that is, they use the appropriate figurative language that would be a symbol of all speakers in their native language .

On the other hand, the transfer of idioms by professors and the learning of them by the students is one of the most difficult areas in mastering the language, because many of them have an arbitrary nature. As Chartiers (2002) argues, figurative idioms are a real challenge for scholars in a second language, and also for professors, because the meaning of many idioms does not come from the product of grammatical and lexical parts, which is a difficulty in introducing idioms in teaching. As a result,

finding an appropriate approach in the process of learning idioms has always been a huge interest among professors.

Contrary to this view, some linguists believe that the meaning of idioms is not entirely attributive, so that they can be simply memorized and learned by heart. They contributed to new views in the field of applied linguistics and introduced more perceptive and systematic approaches to the teaching of idioms in second-language speakers (Boers, Demecheleer, & Eyckmans, 2004).

2. METHODOLOGY OF RESEARCH

The research for the needs of this paper was conducted in the secondary school "Taki Daskalo" - Bitola, gymnasium education in May 2016 with the students from the III year, which covered 70 pupils, which represents 45% of the total number of students in the third year. The survey questionnaire consisted of 23 questions about the meaning of the listed idioms in the Macedonian language questionnaire. The research shows that no student has answered all the questions asked about the idioms.

Importance of the research

Idioms are an important part of the language. They should be taught and translated appropriately, as they are part of the language widely accepted as standard English (Moreno, 2011). This research will help us see the importance of idioms from two aspects; how students who do not know enough of the target culture perceive the idioms and what professors do to make it easier for students to adopt them. This research requires that professors find quite effective methods that contribute to the easier adoption of idioms, but of course in a specific period of their education.

Objectives for conducting the research

The purpose of the research is to see what percentage of students from the high school "Taki Daskalo" - Bitola from the III year, high school education, are familiar with the idioms - complex units that are part of the figurative language. In their anonymous surveys and data for their adoption of idioms, the goal is for students to use them fluently within the teaching, but also outside of the classroom. To achieve that level, professors should have perfected techniques and methods for teaching idioms and their successful adoption. First of all, professors are familiar with the techniques to teach students idioms in an understandable way and help them master this matter. Moreover, if their techniques do not produce solid results, professors have to find new techniques that will facilitate this adoption.

Materials and method of work

A survey questionnaire was used for students composed of 23 questions about the significance of idioms and a questionnaire for teachers on methods and techniques, the adoption and use of idioms on their side, composed of 5 questions.

Questions used in the research

In addition, the questions that were used during the research for the professors follow:

- What techniques do you use in studying idioms?
- How idioms are most easily learned?
- Do you translate them?
- Do you explain to them all the elements they consist of?
- Do you discuss the period in which they originated and how did they arise?

3. RESULTS

Results of the research conducted with the professors

Apart from the difficulties students face in understanding and using them, and at the same time professors, idioms are still an important aspect of language learning. Understanding idioms as well as

using them is a major feature of language and competence, as well as fluency that is the main goal of each professor. For this purpose, each professor recognizing his students finds his own method that will enable him to achieve this goal. Methods that almost every teacher has on the list for easier adoption of idioms are the following:

- Linking idioms with synonyms
- Understanding the idiom from the context of the sentence
- Understanding the idiom from the context of the whole text
- Explanation of idioms in Macedonian

Adoption of idioms is a long process that requires a lot of effort, both by students and by professors. The method that the professor will choose to easily adopt idioms depends on:

- The level of competence of the class
- The type of education (vocation / high school)

As for the translation of idioms, or their explanation in Macedonian, the professor shuns this method and uses it only if it is necessary. For example, if the language competence of the whole class is not high, the only option left to the professor is to translate idioms from English into Macedonian in order to facilitate their adoption. The first thing that they try is to explain the idioms according to the context. If and when that way is not successful, the professor finds idioms that are equivalent to the corresponding idiom. Later, if these two methods are not successful, the professor relies on translating idioms. This translation of idioms does not keep these idiomatic expressions in long-lasting memory; on the contrary, students only remember the translation of the idiom. In this way, the student is not sufficiently competent to use that specific idiom in everyday speech. For this reason, many professors avoid this method and aim to completely eliminate it from the process of learning a second / foreign language.

Explaining all elements of the idiom presents a real challenge for any professor. The survey showed that professors use all elements of the idiomatic expression during the study of idioms when it helps students to adopt them more easily. Idiomatic expressions carry a certain weight with themselves, so if all the elements are studied equally, students will be overloaded with information that will not even see the basic meaning of the idiom itself. Studying all elements as part of an idiom can be taught by students at a university level or those whose English is their mother tongue. Otherwise, they can make the situation difficult when adopting the idiom.

Discussing the period in which idioms originated or how they were created is also a complex process for students of English as a foreign language. But their origin may be longer in their memory, if the story narrated behind the idiom is simple and interesting to make it easier to adopt.

This research conducted with the professors showed how they are "coping" with this figurative speech in the classroom. Professors use various methods for their students to be able to adopt more easily all segments of the language. Each professor has a certain approach to a particular language field. But when it comes to such a complex part of language, everyone uses methods that have shown successful results in practice.

As for students who have never come into contact with these complex units, literal interpretation seems to be their only option. Each of them tries to connect what is known to them (culturally speaking), with which they had never previously had contact. The research has shown that students cannot even link idioms from the Macedonian language that are equivalent to those of the English language if they have not been studied previously. A literal translation was a common decision, but not always made at the exact moment. The *Piece of Cake* was known to most of the students, and the reason behind this was the frequent use of this idiom in early English language education in primary schools. *"Bob's your uncle"* seems to be the most idiosyncratic idiom listed, that is, the most difficult for a large number of students, and therefore his explanation came down to a literal translation or did not know the meaning of it at all.

In a research conducted with the students, there were idioms from three countries where English is the first language, that is, Britain, the United States and Australia. The research found that students who understood American idioms the best from the three given options. The reason behind this is that students are exposed to American culture more, that is, music, movies, food, technology, etc.

4. DISCUSSION

Much research has been done on idioms that have so far examined the various processes used to study idioms by people whose native language is English. Regardless of this, the processes involved in studying idioms from people who learn the language as a second / foreign language pose a serious challenge in acquiring their knowledge, and the result is that students have real difficulties in mastering them. In addition, although the second / foreign language learners should learn how to use idioms in everyday speech, much of the research on idioms and their understanding and problems associated with their creation are not solved. Thus, the other problem faced by students in English is how idioms are formed and how they are understood.

Without taking these issues into account, many idioms have a cultural basis and range from one language to another. Understanding and using idioms would be difficult for many Macedonian students who study English as a foreign language if they are not familiar with the culture of people in places where English is the mother tongue. The purpose of this research is to get acquainted with the methods used by professors in teaching this part of the figurative language and the knowledge of idioms by students in the early stages of their education.

The most frequently answered question about the meaning of idioms is the idiom 'Piece of cake' (meaning), where 76% of the respondents knew its meaning. The most outspoken answer was about the meaning of the idiom 'Bob's your uncle', whose significance was not known to any student. At the same time, a survey was conducted on the use of idioms in the educational process and methods used by the teachers.

5. CONCLUSION

The English language is one of the vastest and most vivid languages in the world. It is made up of over 1.5 million words. Over and above that, the same word can have a variety of different meanings depending on the context it is put in; two (or more) words can have the exact same spelling but are pronounced differently, depending on their meanings. It is important to point out that idioms use language in a non-literal (and sometimes metaphorical) way. This implies that ‘the meaning of the idiomatic expression cannot be deduced by looking at the meaning of the individual words that it is made up of' (Cambridge Encyclopedia of the English Language, David Crystal). Another important feature to point out is that idioms are fixed, which means that people cannot just decide to make up their own. That is why their acquisition is quite complex, but once learned, they represent an indispensable fortune and a great source for talking “creatively”.

REFERENCES

Boers, F., Demecheleer, M., &Eyckmans, J. (2004). Cross-cultural variations as avariable in comprehending and remembering figurative idioms. *European Journal of English Studies, 8*(3), 375-388.

Cacciari, C., &Gluckberg, S. (1990). Understanding idiomatic expressions: The contribution of word meanings. In G. B. Simpson (Ed.), Understanding word and sentence (pp. 217-240). Amsterdam, Netherlands: Elsevier.

Charteris-black, J. (2002). Second language figurative proficiency: A comparative study of Malay and English. *Applied linguistics*, *23*(1), 104-133.

Cooper, T. c. (1999). Processing of idioms by L2 learners of English. *TESOL Quarterly*, *33*(2), 233-262

Coulmas, F. (1981). Idiomaticity as a problem of pragmatics. In H. Parret& M. Sbisa' (Eds.), Possibilities and limitations of pragmatics (pp. 139-151). Amsterdam, Netherlands: John Benjamins.

Hussein, B.A. (2012). The Sapir-Whorf hypothesis today. *Theory and practice language studies*, *2*(3), 642-646.

Kövecses, Z. (2010). Metaphor, language, and culture. *D.E.L.T.A.*, *26*, 739-757.

Liu, D. (2012). Translation and culture: Translating idioms between English and Chinese from a cultural perspective. *Theory and Practice in Language Studies*, *2*(11), 2357-2362.

Liu, Y., Yin, Q., & Zhang, M. (2014). Challenges in intercultural language education in China. *Canadian Social Science*, *10*(6), 38-46.

Moreno, E. M. G. (2011). The role of etymology in the teaching of idioms related to colors in an L2. *PortaLinguarum*, *16*, 19-32.

Nagy, W. (1978). Some non-idiom larger-than-word units in the lexicon. In D. Farkas, W. M. Jacobsen, & K. W. Tordys (Eds.), Papers from the parallel session on the lexicon (pp. 289-311). Chicago: Chicago Linguistic Society.

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

eISSN: 1857- 8888
DOI: 10.20544/teacher.15.16

ANALYSIS OF THE PRAISING SERMON FOR THE HOLY AND BLESSED TEACHERS OF THE SLOVENIAN PEOPLE THAT CREATED A LITERACY AND TRANSFERRED THE NEW AND OLD TESTAMENT IN ITS LANGUAGE, THAT IS FOR THE BLESSED CYRIL AND THE PANONIAN EPISCOPE[1]

Anita Angelevska

aangelska@gmail.com

Abstract

The analysis of the Praising sermon for the holy and glorious teachers of the Slav people who created literacy and who translated the New and Old Testament in their language, that is, for Blessed Cyril and the Panonian episcope, refers to the authors' aquatic aspects, which opens the question of the presence of two authorial editions, from which it can still be concluded, according to all available scientific analyzes and arguments, that it is still a matter of the existence of a prototype, an original St Clement's text .
Furthermore, in the analysis, a therapeutic approach is offered, which not only confirms the artistic virtues of the sermon, but also clearly positions the importance of the Slavic teachers Ss "Cyril and Methodius" for the spreading of Christianity and enlightenment among the Slavic world, especially their significance in the creation of followers who continue their work. One of them, perhaps the most faithful follower, is exactly St. Clement of Ohrid.

Key words: authorship, two editions, followers, Ss Cyril and Methodius, St. Clement Ohridski

The original editorial of this sermon did not spread in the South Slavs, and from the second there were no Russian transcripts ever. In the future, arguments may arise that will testify to the common penetration - the interlacing of the two editions. The three transcriptions from the second edition, which are later 1469, 1479 and the 16th century (1598), show the preservation in a better form of some expressions of the pototype (the original). However, neither the first nor the second editorial office can be considered a work directly written by St. Clement Ohridski, and both editions are derived from the original Clement's text.The total linguistic and stylistic system of the general praise is in close connection not only with the Praise of St. Cyril, but also with other works of St. Clement of Ohrid, according to Angelov, based on the arguments available to him, citing Vondraq, Bodjanski, Teofilakt Ohridski and other researchers on this subject.

There is no reliable confirmation of St. Clement's authorship of praise in honor of Ss. Cyril and Methodius. Stanchev joins the deniers of St. Clement's authorship, especially the arguments presented by Ivanov. (Ivanova, 1978: 103 -106) At the beginning, we mention several qualifications for St. Clement's praise for St. Cyril and Methodius:

[1] Specialized paper

- "The praising sermon for Cyril and Methodius does not have the same composition as Cyril's praise. It is compiled in another way - with more legend details, by citing quotes, adhering to the vast legend. Regarding the use of epithets and comparisons, the Praise is closer to the word for Cyril. And here the heroes compare to the "morning star" and shine like the sun, and here we come across typical epithets: God-minded, fierce, etc. Cyril is compared with the Apostles, and Methodius is compared with the ancient patriarchs. "(Milovska, 2000: 47).

- "Clement's praise for the two brothers Cyril and Methodius is no less beautiful and important ... shows similarities (it is thought of the praise of Cyril and Methodius) with Cyril's praise, as well as with other Clement works" - says Vera Stojcevska Antic, relying on Bodjanski's arguments (the joint discovery of the Praise with the Methodius 'life in the oldest manuscript of the 12th century) and the arguments of the Angels, referring to the similarities between praise and Methodius' life. (Stojcevska-Antic, 1997: 146-147).

- "According to compositional and stylistic features, this praising sermon differs significantly from the familiar Clement's sermon. The great introduction with exegesis motifs brings him closer to the spacious lives of Ss. Cyril and Methodius. The narration is broadly branched, the biographical part is saturated with detail and is fubularly processed, contrary to the clenched Clement's expression in his words. The voluminous part is absent - the praise. The style is characterized by a complex syntax, there are no characteristic of Clement's words of light. The proximity of Praising sermon for Cyril and Methodius with the legends of Cyril and Methodius point to the excerpt, that probably the praising sermon and the legend of Methodius are the work of one author. The work is elevated primarily by the enlightening work of the two brothers, creators of Slavic literacy and translators of the Holy Scriptures. They are called "new apostles" who have found "new letters" for "new people". The struggle with the three lanaguages and the missionary activity Cyril and Methodius on a wide territory is emphasized - "in the eastern, western and northern countries." (Strobulgar literature - the encyclopedic dictionary, 1992: 352)

- Ss. Cyril and Methodius are present both in profane and in texts with a religious service. According to Petkanov, this is a result, especially for the first type of texts, of "social and patriotic needs" and is a result of the popularity of Ss Cyril and Methodius not only in the church but also in the masses. Cyril and Methodius in the Middle Ages are the heroes of the church, saints, but neither in their time nor later in the centuries they remain not only within the ecclesiastical praise ... their work turns into a legend, inseparable from the sense of national pride and honor. (Velinova, 1995: 63)

- On the question of the authorship of the "Panonian legends" and the Praise for Cyril and Methodius, Franco considers that contrary to the many Slavs who claim that St. Clement is the author, starting from the fact that this does not mention the biographer of St. Clement anywhere. Analyzing in detail the style and language of the "Praise for Cyril and Methodius", Franco concludes that it is written "of a completely different style from Clement's." (Franco, 1984: 46).

- "Certainly, to his greatest extent, his praiseworthy compositions dedicated to Cyril and Methodius are original. For them, the author did not possess Byzantine patterns, and the creations were created as a result of great respect for the teachers, with the author expressing his personal attitude towards them and their work. Thus, the ideas presented in them, the emotional outburst, the grades are authentic of Clement. These works represent the first praising sermons dedicated to Slavic spiritual and enlightenment people ... The praising sermon for Constantine - Cyril is a wonderful example of the solemn eloquence. "(Jakimovska - Tošić, 2008: 74).

Of greatest importance to science, both from the historical and from the literary point of view, are the Slavic sources (in addition to Latin and Greek). The ones that are written by the direct students of St. Cyril and Methodius, who directly participated in their lives, have the greatest value. The most important are: "The Spacious Legend of Cyril", "Spacious Legend of Methodius", "Praise for Cyril" by Clement Ohridski, "Praise for Cyril and Methodius" - which Petkanov considers anonymous, but "in science without a reason is attributed to St. Kliment Ohridski, "Service for Cyril", "Service for Cyril and Methodius" - by an unknown author, "Methodius Method" by Konstantin Preslavski. "(http://www.promacedonia.org/ dp / dp_1.htm).

More recent research questions the St. Clement's authorship of the Praise for Cyril and Methodius, leave the question of his authorship open. In the handwritten tradition, the creation appears to be anonymous. More recent lexical studies are in favor of the opinion that the creation occurred at the end of the IX and the beginning of the X century, and the linguistic features in it show unquestioning familiarity with the language of St. Kliment Ohridski, Konstantin Prezviter and Joan Egzar (Spasova, 1996: 55-75; Ivanova, 1985: 91-102). But on the other hand, in science there are arguments that do not support the thesis of Clement's authorship, which underline differences in the domain of structure, stylistics in relation to other Clement words, as well as with the fact that the general observance of the mind the two saints date from a later period. "(Ivanova - Velinova, 1984)

In addition to the skeptical and reserved opinions expressed, Angelov shares the subject, that St. Clement Ohridski is the author of the general Cyril - Methodius' praise. Naturally, while he was alive, Metodij, and probably with great importance, wrote a special celebration for Cyril Philosopher. Even more natural after Metodij's death he wrote not a special praise in his honor, but a general praise for the great brothers - Slavic first apostles, whose work has always been seen as unity, tied inseparably with the names of the two brothers. Angelov thinks that the author of the legend of Cyril, the legend of Methodius and the praise of Cyril is St. Clement, and he sees the general praise of Cyril and Methodius as "the completion of that Cyrillic Methodic cycle with a significant creation, a strong wreath - celebration of the great work "(Clement Ohridski, 1970: 444) Cyril and Methodius. Angelov refers to the Czech Slavic Vondrak, who in 1903 puts forward the arguments in favor of the claim of St. Clement's authorship of praise. Vondrakaz shows that St. Clement never hesitates to borrow some parts (bigger or smaller) from his own creation and to insert them into his own work. The Vondrak-designer widely used the typical Clement Phraseology, as well as the coincidence or similarity of a series of passages, borrowed from various Clementine creations, convincingly confirms Clement's authorship of praise. (Vondrak, 1903: 21-36). Also, part of the scientists, in favor of this assumption, find an argument in the life of Theophylactus, which speaks of the efforts of St. Clement to be true and worthy of his teachers, Cyril Methodius. Angelov also relies on the comparison between the general Cyril - Methodius praise and Methodius' legend, from which their mutual connection strongly affirms, that is the letter of Pope Adrian II to the Moravian prince.

And that relation is also carefully examined by Bodjansky and Vondraq. Hence, he summarizes that the author of praise is a close student of Ss. Cyril and Methodius, their faithful follower, a detailed connoisseur of their life, praise shows unquestionable connection with the praise in honor of St. Cyril Philosopher, whose reliable author is St. Clement, the praise shows connection with some parts of the spacious lives of St. Cyril and Methodius and the entire linguistic and stylistic structure of the praise is in close relationship not only with the praise of St. Cyril the Philosopher, but also with the other works of St. Clement of Ohrid.

(Clement Ohridski, 1970: 446). Grrivets and Lavrov, actualize the moment of the creation of a commemorative word for Sts. Cyril and Methodius (Lavrov, 1930: 79 - 87).

"This panegyric of the Moravian brothers was made on the basis of the Life of Cyril and the Life of Methodius, from which not only individual expressions were borrowed, but also whole phrases. The attribution of this monument to the Great Moravian period is based on the fact that in the Communion, nothing is said about the persecution after the death of Methodius, but on the contrary it is emphasized that the work of the Brethren continues to bloom in the areas where they preached. (Grivec, 1950). If this assumption is treated as true, a great literary activity is created from the students of Methodius in Moravia, after his death.

(However, the assumption that the Praising sermon is written by those people and at that time is subject to serious remarks, concludes Flora, standing before the question of the differences between the Life of Methodius and Praise for the two brothers, such as the admonition of Adrian II in two different versions, according to the latest research, the opinion prevails, however, that the praise was written in the later period in Bulgaria. Mechev (Mechev, 1966) thinks that the author is St. Clement of Ohrid, and Sakac (Sakac, 1964) Konstantin Preslavsky. In the arguments that are on the fact that the people in Moravia accept Christianity, precisely with the mission of St. Cyril and Methodius, are in favor of this claim, and the author of the Praise strongly emphasizes this point and identifies the Brothers with the apostles. It is understandable and very logical is such a thesis to appear in Moravia. Other information that is in favor of the Moravian origin of the Praise is the absence of any data on the activities of Ss. Cyril and Methodius in Bulgaria or that it was written when the cult of Sts. Cyril and Methodius in Bulgaria.

The original editorial of the sermon is Russian, and only the transcripts from the South Slavic version are preserved from the secondary. All three transcriptions from the South Slavic redaction are with a later date from 1469, 1479 and from the 16th century (1598), but they are better preserved in some terms than the first text. The volume of the secondary editorial staff is significantly lower compared to the first one. In the middle there is a large passage about the activity of old-bible characters, but this is not relevant to the essence of the creation and its main purpose, celebration and popularization of the Cyril and Methodius work. Because the occurrence of the transcripts is dated in a later period, a clear idea of the original text of this editorial office cannot be formed. In the data available to us, we see that phraseological and lexical differences appear between them, which nevertheless indicate the presumed previous text. Angelov presents the two Vladislav transcripts, which do not notice significant differences and the Hopov transcript, which shows the greatest similarity to the oldest transcript, the Assumption.

Especially characteristic in this regard is the end of the praise, where the greatest deviations from the original text are noted (Clement Ohridski, 1970: 476-477). The abbreviated editorial office of the Brothers St. Cyril and Methodius, is not revealed in the transcripts, its presence is through mediation, through the transcript of Vladislav Gramatik, and then according to the transcript (by an unknown transcriber) in the Hopov Panegyric. According to the analyzes, it was established that Vladislav Gramatik manifested a more liberal attitude towards the language, by introducing new linguistic forms, and the Kopyov manuscript distinguished more principled adherence to the original manuscript. The abbreviated editorial board of the praise, also marked as secondary, is known only in three South Slavic transcripts: Zagreb, Rilski and Hopovsky. Undoubtedly it is a South Slavic editorial board, this is confirmed by the dialect on which it is written. The initial editorial office of the praise was named as

Russian, due to the oldest transcript of the 12th century, found in the Assumption Collection, and about 40 documents have been known so far.

And the Praising sermon for the holy and glorious teachers of the Slav people, who created literacy and who translated the New and Old Testament into his language, that is, of the blessed Cyril and the Archbishop of St. Methodius (St. Clement of Ohrid: Collected Works, 2012: 117-131) can be divided into a five-part structure proposed by Ivanov for his words. Seeing, however, the structure of the word, the suspicion regarding St. Clement's authors is caused by the differences that are perceived when comparing it with the Praising sermon for our blessed father and the Slavic teacher Kiril Philosopher, in terms of length and in terms of the complete construction of the text, and apart from the divided opinions and the different arguments in the Slavic science, by looking at this word in the corpse we are witnessing, in fact, we accept in principle the fact, its attribution in favor of St. Clement (an attempt has already been made to present you the arguments that address the issue of authorship).

In the first, introductory part, through Christ's example, where St. Clement uses quotations from the Symbol of Faith, the Epistles to the Romans and the Corinthians, the Gospel of Matthew, the Book of the Prophet Isaiah, introduces the motive of the assemblage, the God's election of St. Cyril and Methodius, who from the spiritual darkness and ignorance should liberate the Slavic peoples : *"For God does not desire the death of the sinner, but to repent and be alive, because every man is very prone to evil. The gracious God did not leave His creature, and did not forget the work of His hands, but every year and at all times he chooses men and shows people their works and feats, and after they are likened to them, they reach eternal life. And after them, he chose the prophets - the apostles, after the apostles - the martyrs, the righteous and the teachers. This has happened in our time. For they (the prophets) said: "The blind will see, the deaf hear the word of the Scripture, and they will all begin to speak in various tongues of God's greatness (Is.35.5 Mt.11.5)."* (St. Clement of Ohrid: collected works, 2012: 118). This section ends, in fact, with the biblical theme key (according to Piksi), which is also a kind of introduction to the symbolic - mythological layer of the creation. (Stanchev, 1982: 28-30).

The second part, the narrative or the legend pattern (named after Velinov) is built with the data about St. Cyril and Methodius about their origin, their education, data on their missions, where the Moravian mission is most widely and accurately represented. This part contains many parts of the spacious lives of the brothers St. Cyril and Methodius. In the structure of the word, which is an unusual feature, otherwise for St. Clement's words, this part is the longest. The transition to the praise is in fact attached to it, completely unmistakably separated by a rhetorical question: "For this reason, what praise is given to the two of you who worked so hard on the eastern, western and northern sides, not seeking what is temporary and decadent, but eternal and infinite? "(St. Clement of Ohrid: Collected Works, 2012: 129).

The Praise, however, as a kind of central part, according to the genre definition of the text (and according to the function), does not constitute this rhetorical tirade, but only metaphors, epithets and comparisons, which profiles and elevate the great work and the cosmic feat of the two brothers - Slavic first teachers: *"After you bravely took the shoulder of the Cross of the Lord, you cleansed it and dealt with it with the thorns, overgrown with sinful desolate land, sowed the spiritual seed and the Church and brought pure grain - a spiritual teaching with which you, saints, shines is like a lamp all over the world, and you have thrust out demonic power and all heresy. You have become the great pillars of Christ's Church, heavenly men and earthly angels, after you have made a lifeless life in your body. Blessed is*

indeed the womb that wore you ... Blessed is your tongue, by which you used spiritual words for the salvation of an innumerable people. Once you received from the God inspired gift, you were scattered everywhere by the darkness of ignorance, giving you an example of all and pouring spiritual sweetness on your lips.

You appeared as destroyers of all paganism, enemies of heretics, casters of demons, light of the darkened, teachers of the youth, pouring spiritual enjoyment. You are abundant food for the hungry, inexhaustible source of the bloodthirsty, donors of abundant clothing of the untried, orphans, hospitable to foreigners, visitors to the sick, the comforters of the mourners, the guards of the persecuted, widows and orphans, the donors of light for blindness the great anchor for those who are trampled on the sea of life, the threshing floor and the cover of those who approach you, the opponents of the Judeans, the confessors of the Holy Trinity, the perpetrators of God's providence, the ministers of God's majesty, the sources of God's words, moving columns of the Church of Christ, a seal of righteousness, a shield of faith, a helmet of salvation, a class of fruitful, vineyard vine. Your words are waxy pies with honey, with which you enjoyed the whole universe. You are like a precious pearl, and the treasures of the Lord are poured out from you. You are the dwelling place of God's providence, the chosen vessels of the Holy Spirit, who have penetrated the name of Christ all over the earth. After you took the Cross to yourself, you overlooked what is temporary, and you received the eternal delights. "(St. Clement of Ohrid: Collected Works, 2012: 130-131).

The great church, educational and cultural activity of Ss. Cyril and Methodius and the significance of their work for all Slavic peoples deserves all these skillfully selected qualifications, which not only speak about the style and possibilities of the writer of this praise, but its meaning is vast because of the grades of the contemporaries, the followers ie the students of these Slavic educators. Locating the accuracy, size and significance of the teacher's work, the precise assessment and qualification of their followers, such as St. Clement Ohridski gives the opportunity for a strong engagement for the incitement and development of the literacy and literature of the Slavic peoples and is a reason for the medieval real resurgence of the Slavic world in general.

The end of praise brings a prayer, or a plea for intercession: *"Reverend and true shepherds, pray unceasingly and cordially for your chosen flock, persecuting our sufferings and deliver us from miseries and tribulation. Enlighten the eyes of our hearts and support our minds so that we can follow your footsteps. By taking upon ourselves our weaknesses, give us strength from above; then, after living in Christ, we will be the heirs of your labors and preachers of the righteous faith that you have given us, so that we will all unanimously celebrate the Trinity God - the Father and the Son and the Holy Spirit, now and forever and forever and ever. Amen.* "(Saint Clement of Ohrid: Collected Works, 2012: 131).

CONCLUSION

This sermon of St. Clement Ohridski mainly encourages and allows the elaboration of the issue of authorship, and it is especially important that the later edited editions (secondary) still confirm the better preservation of some expressions of the prototype (the original). They do not find Russian transcripts, yet it remains a future challenge for researchers to find solid arguments to confirm the interweaving of both editions. The so-called affirmative relation of science refers to the fact that the two editions cannot be considered as direct authorship of St. Clement, but it is likely that both derive from the original Holy text. Our determination, by the fact that we are in agreement and counted in the corpus of the Holy Cymbals of the Word, says that we still accept St. Clement’s authorship.

From his textual analysis, we distinguish: introducing the motive of abstraction, the sermon ends with a Bible theme key, which is a kind of introduction to the symbolic - the mythological layer of the text, the narrative part or the legend pattern is built with data on the origin, education, the center of the praise is composed of metaphors, epithets and comparisons for the cosmic feat of Ss. Cyril and Methodius. The sermon ends normally for such texts, with a plea for representation.

REFERENCES

Велинова, В. Климент Охридски-учителят и творецът. София.1995.

Иванова - Велинова. В. Авторството на Похвалното слово за Кирил и Методий, Старобългаристика. 2. София, 1984.

Иванова. К. Няколку наблюдения върху книжовното наследство на Климент Охридски.- Старобългарска литература, 3, 1978.

Јакимовска - Тошиќ, Маја. Ораторско-прозните состави на св.Климент Охридски. Во : Книжевното творештво на св.Климент Охридски (Втора научна средба по повод патрониот празник на Националната и Универзитетска библиотека „Св. Климент Охридски“- Скопје, Скопје, 2008.

Климент Охридски, Събрани съчинения т.I. София, 1970.

Лавров П.А. Материалы по истории возникновения древнейшей славянской письменности. Л., 1930.

Мечев, К. Климент Охридски и общото похвалното слово за Кирил и Методий. - во: Климент Охридски. 916-1966. София, 1966.

Миловска, Добрила. Книжевни дејци и дела. Скопје. 2000.

Свети Климент Охридски: собрани дела: слова, поуки, житија.превод од старомакедонски д-р Јован Таковски. Скопје, 2012.

Станчев, Красимир. Поетика на старобългарската литература: основни принципи и проблеми. София, 1982.

Старобългарска литература - енциклопедичен речник. съставител Донка Петканова.София.1992.

Стојчевска - Антиќ, Вера. Македонската средновековна книжевност.Скопје, 1997.

Спасова, Мария. Към въпроса за първоначалния текст и авторството на Похвалното слово за Кирил и Методий, Старобългаристика. XX. София, 1996. кн. 3. стр. 55-75.; В. Иванова, Проблеми на авторството на Похвалното слово за Кирил и Методий. Старобългаристика 9. София, 1985.

Франко.І.Зібрання творів у п ’ятидесяти томах.” Наукова думка” К.,1984.

Vondrak.Václav. Studie z oboru cirkevněslovanského pismenictvi. Praze, 1903.

Grivec, F. Pohvala sv. Cirilu in Metodiju. - Razprave Akademje znanosti in umietnosti v Ljubljani. Filozofsko-filol.-hist. razred, 1950.

Sakac, S. Die kurzere slavische Fassung des Briefes “Gloria in excelsis Deo” Hadrians' II. - во: Cyrillo-Methodiana. Koln; Graz, 1964.

http://www.promacedonia.org/dp/dp_1.htm.КОНСТАНТИН КИРИЛ - Денница на славянския род, Д. Петканова.

IJET Faculty of Education - Bitola "St. Kliment Ohridski" University
eISSN: 1857- 8888
DOI: 10.20544/teacher.15.17

THE MAKING OF ENGLISH: WHERE IT HAD BEEN AND WHERE IT IS HEADED[1]

Silvana Neshkovska
Faculty of Education - Bitola

Zorica Trajkova
Faculty of Philology "Blaze Koneski" – Skopje

Abstract

Linguists concerned with diachronic research of English have established several main periods of development of the English language: Old–English (450-1100); Middle English (1100-1500) and Modern English which is further subdivided into Early Modern English (1500-1700) and Late Modern English (1700 -).

The aim of the paper is to explore the most important social, political and cultural factors that marked all these three major periods, as they undoubtedly exerted heavy influence on the making of today's English. In fact, the paper attempts to follow closely the intricate and extraordinary story of the development and evolution of the English language since its inception to date. It traces some of the major ups and downs of the language and their correlation with particular historic events primarily (but not exclusively) from Britain's great and turbulent historic past and present. The paper tries to demonstrate how all of that has been manifestly reflected in the language at various levels – pronunciation, morpho-syntax, lexis, and spelling.

***Keywords**: English language, development, evolution, major historic events*

INTRODUCTION

Each language, being a 'living' organism, has its own path of evolution or development. This hard-and-fast rule has been confirmed on numerous occasions in the past and it surely applies to English as one of the most remarkable, influential and wide-spread languages in the world nowadays.

The story of the English language is a most peculiar one, to say the least. From its inception to date, tracing its path of development, its movement and growth, its ups and downs, can be an extremely complex, challenging and laborious task. Firstly, the process of 'brewing' the language is a centuries-long process. Establishing a neat progression of all its changes can be painstakingly difficult. With the advent of information technology and the progress made by humanity in general, nowadays, it is perhaps relatively easy to note, analyze and mark current changes in language. But the same task becomes progressively more complex as we go back in time and try to do the same in the Medieval Ages and the Old Ages, for obvious reasons – lack of real, tangible and sufficient pieces of evidence that will support our claims in a clear-cut and unambiguous manner.

[1] Revisional scientific paper

Despite these real setbacks, serious efforts have been made to figure out an approximate timeline of the evolution of English and to put the developmental stages of the language in a solid and well-defined framework (Crystal, 2003; Barber, 2000; Baugh and Cable, 2001; Singh, 2005; Hogg & Denison, 2006; Chiluva, 2008; McIntyre, 2009; Chamonikolasova, 2014, etc.). Thanks to these efforts, today we can discuss the features of Old English or Anglo-Saxon English, Middle English and Modern English, which further branches into Early Modern and Late Modern English.

In all these three periods the development of the language has undeniably been very dynamic, and all linguistic levels (phonological, morpho-syntactic, semantic and lexical) have been affected. Thus, if we compare Old English with, say, Modern English, one would be amazed by the fact that Old English is almost completely unrecognizable for contemporary English language speakers.

What instigates these persistent linguistic changes throughout time is decidedly something that can be attributed to various extra-linguistic factors such as social, political, economic and cultural circumstances arising in the country of origin of the language in question.

In the sections that follow this brief introductory part, we will take a closer look at this wide range of accompanying circumstances and major historic events that were instigated by those circumstances, as well as how they all have had their bearing on the creation and the present–day shape of the English language.

Needless to say, investigating the past of a language can be extremely helpful in making valid and plausible projections about its future course.

OLD ENGLISH (ANGLO-SAXON ENGLISH) (450 -1100)

The beginning of the story of the English language is a most striking one. English in its oldest form, i.e. Old English, did not originate in England. It was 'transported' to England from northern Europe, i.e. from what we nowadays know as Northern Germany and Denmark. That is why, within the tree of the Indo-European family of languages, Old English has been recognized as one of languages that belong to the West Germanic branch alongside with German, Frisian, and Dutch.

The Old English language in its most primitive form reached England in the 6th century, when the three Anglo-Saxon tribes (Angles, Saxons and Jutes) arrived from northern Europe and brought their language with them to the British Isles. At that point, the language was not unified; it consisted of at least four different but, more or less, mutually intelligible dialects: Northumbrian, Mercian, Kentish and West Saxon.

It is worth noting that these Old English dialects were not the first linguistic means of communication ever used among the inhabitants of the British Isles. The primacy in that respect belonged to the Celtic language which was also of Indo-European descent. Celtic was brought to the British Isles much earlier by another wave of European settlers who are believed originally to have come from the far ends of Russia, gradually moving and spreading throughout the entire European continent.

The illiterate Celts in England had almost no written records of their language. That was a great drawback which prevented them from preserving their language, first, during the Roman occupation (from BC55 to AD450), and then during the surge of the newly arrived conquerors – the Anglo-Saxons who brought with them their Old English language. Thus, the

Celtic language gradually and almost completely lost its ground in the British Isles, withdrawing to some distant parts of Wales, Cornwall and the Scottish highlands along with those Celts who refused to give in to the newcomers.

With that being said, it is evident that the Celtic language in England was not in a position to exert any significant influence on the making of English at this initial stage of its development. It did leave some traces on it, but that is only as far as place names are concerned (e.g. *Birmingham, Southampton, Stamford, Oxford,* etc.).

The language that did have a serious impact on the creation of English in this period, in fact, was Latin – the language of the Roman conquerors. Although the Roman left England in AD450 to defend their homeland from the relentless attacks of some pagan European tribes, their language was quick to return to England but via another route – the spread of Christianity. The undertaking of the Roman Catholic Church to spread the Christian faith throughout the British Isles, which was initiated in AD597, soon turned into a great success and it entailed a renewed and intensified input of the Latin language in the making of the English. This was especially evident in the domain of religion and church affairs as many Latin words almost effortlessly entered the English language at that time (e.g. *litany, epistle, canon, nun, cap, sock, mat, sack,* etc.). The Latin language served as a role model for Old English in terms of grammar as well. Namely, just like Latin, Old English was also a synthetic language, i.e. a heavily inflected language (with plenty of declensions and conjugations) which made its usage particularly cumbersome.

In the 8th century, another pivotal event took place in the British Isles which provided a major impetus for changes in the Old English language. That was the arrival of the famous warring tribes from Scandinavia, the Vikings (also known as the Danes or the Norsemen). Their initial interest in England was directed merely towards looting and plundering English churches and monasteries. Nevertheless, shortly after their first encounters with the magnificent and abundant natural resources of the British Isles, their ambition changed and their goal was to settle there. The Anglo-Saxons' resistance was gradually weakening, and, eventually, they were defeated by the relentless, troublesome and extremely military adept Vikings. Thus, a large proportion of the island fell under the Vikings' control, and they referred to it as the Danelaw due to their great infatuation with laws and regulations.

Once conquerors, now conquered, the Anglo-Saxons had no choice but to accept to live side by side with the newcomers – the Danes. Over time their interactions gradually intensified primarily via commerce and intermarriages, which, in turn, paved the way for introducing the last strong wave of changes in the system of the Old English language. Namely, the language of the Anglo-Saxons, being exposed now to the language of the Norsemen, had to accommodate a new linguistic intake which principally consisted of words such as place names, but also words related to everyday, domestic affairs (e.g. *Thornby, Withby, Scunthorpes husband, knife, window, sky, skin,* etc.).

Evidently, in this initial period of its development, the English language was still in a rather fluid state. Its shaping and structure were greatly impacted by the crucial historical events which took place in this period and which were characterized mainly by warring adventures and conquests, exploring and occupying new pieces of lands, mixing with other tribes, etc.

MIDDLE ENGLISH (1100 -1500)

The historic event that had grave consequences on the development of the English language and which ushered the Old English language into a new era of its development was the Norman Conquest in 1066, when England was conquered by William the Conqueror, the Duke of Normandy.

Being under French authority, England was forced to accept the French language, i.e. Norman French (a dialect of French) as its official language. In fact, the Norman French became the language of government, administration, courts, literature, etc. To put it succinctly, Norman French was synonymous with high class and prestige. Nevertheless, in this abrupt and drastic shift of the linguistic setting, the vernacular English language was not completely forgotten or exterminated. English remained in use as the language of the ordinary people, especially, those living in the rural areas. Its prospects were far from favorable, but at least it was safe from complete extinction.

Apart from Norman French and vernacular English, the presence of Latin was still very strongly felt in England in this period, especially in the domain of literature and religion. Thus, amazingly, the linguistic situation in this period (1100-1500) was such that there were three completely distinct languages coexisting in England – French, English, and Latin – each having its own sphere of influence and operation.

The Middle English Period, just like the Old English period, was marked by numerous salient historical happenings and they all had a direct and very strong impact on the language itself. Namely, in the 13^{th} and 14^{th} century, a series of significant historical events, such as King John's losing all possessions in France (1204); the deadly plaque – Black Death –which slaughtered almost a third of the entire population in England in a time span of only three days (1348); the Peasants' revolt (1381) which announced the rise of the middle class, and last but not least, the ever growing animosity between England and France, which resulted in the Hundred Years' War between these two countries (1337-1453).

All of these events, each in its own peculiar way, contributed to the unexpected shift in the position of the English language in the Medieval Ages. The French language suddenly lost its prestige almost entirely in England, and English triumphantly and rather unexpectedly rose to prominence once again. In fact, English won its final victory in 1363, when for the first time it was used in Parliament as the official language in which the Parliament sessions were to be conducted.

Another contributing factor that led to the ascent of the Middle English language was of an entirely different nature – it had to do with culture. Namely, a host of magnificent literary works (e.g. *The Canterbury Tales, Piers the Plowman, Sir Gawain and the Green Knight*, etc.) by extremely talented English authors such as Geoffrey Chaucer and William Langland sprang to life, and helped immensely in consolidating the Middle English language after the long, turbulent period in which the very survival of English was seriously questioned.

From the linguistic point of view, the Middle English Period is extremely important as some major changes were introduced to the linguistic system of the English language. Thus, on a morpho-syntactic level, the inflections were becoming an increasingly heavier burden for the language users to carry, and they initiated a common practice of dropping the inflections extensively. Having discarded most of the declinations and conjugations, considerably simplified the language structure of the English language. The role that inflections played previously in determining the meaning of sentences, now was substituted by much heavier reliance on prepositions and fixed word order (Subject - Verb - Object).

Moreover, the Middle English period is marked by huge changes in pronunciation. The process known as The Great Vowel Shift affected mostly the system of vowels, and, as a result, many long vowels changed their quality drastically – they were raised and turned either into short vowels or diphthongs (e.g. ī [fi:f] - five - [faIv]).

Evidently, huge linguistic transformations happened to the English language in the Middle English Period, and they were all, undoubtedly, to a great extend, propelled by the tremendous societal changes that occurred at that time.

MODERN ENGLISH (1500-)

This period of the development of the English language was also marked by a multitude of relevant historic events and unprecedented breakthroughs which literally opened the door to a new influx of linguistic changes which adorned the English language with a completely new outlook. The English language in this period is normally referred to as Modern English, which, in turn, for convenience purposes, is normally divided into: Early Modern Period and Late Modern Period.

Early Modern English (1500-1650)

The Early Modern English Period neatly overlaps with the Renaissance Period (1500-1650) in England. The Renaissance rekindled the interest in the human being and focused intently on all its complexities. The science was making a huge progress in exploring both human body and mind. Medicine made some invaluable breakthroughs in finding cure for numerous diseases that were troubling the human kind in the past.

Astronomy provided insights into the universe, and numerous novel technological advances presented themselves, making the subsequent large-scale explorations of the new continents, such as America, possible.

The admiration for the classical Greek and Roman literary and artistic achievements had also their say in the making of Modern English as the fashion of borrowing words from Greek and Latin became a common practice, especially, in the process of translating classical works into English (e.g. *anachronism, atmosphere, autograph, antipathy, chaos, chronology, climax, crisis, critic, dogma, emphasis, enthusiasm*, etc.).

Nevertheless, the ancient Greek and Latin language were not the only linguistic influence on the Early Modern English. Due to the extensive exploration feats of the English in the Renaissance period, which were strongly supported by the British Crown at the time, English came in contact with many other languages worldwide, for instance, the languages of the Indians, the indigenous people, of the newly discovered American continent at that time; languages spoken in Africa and South-East Asia, etc., and consequently, was in a position to enrich itself with numerous other borrowings which came directly from these languages (e.g. *tepee, moccasin, coyote,* etc.).

A lot of English people were critical of this excessive borrowing of foreign words, as they believed that it posed a serious threat to the very existence of their mother tongue. This process was popularly known as the Inkhorn Controversy.

The discussion of Early Modern English will not be complete without mentioning the contribution of the greatest English bard of all times, William Shakespeare (1564 - 1616). His truly impressive opus, which consists of 154 sonnets, 2 long narrative poems and 37 plays, presents an invaluable literary corpus which displays an immense and truly authentic

linguistic treasure. What is truly remarkable about Shakespeare is that he was incessantly experimenting with the language by inventing new coinages and by exploiting all word-formation processes (e.g. compounding, affixation, conversion, etc.) (e.*g. agile, allurement, antipathy, catastrophe, critical, demonstrate, dire, prodigious, renegade, widow-comfort, ill-turned, barefaced, courtship, dislocate,* etc.).

Another similarly strong influence on the language came from King James Bible (1611) which contributed greatly to the enrichment of vocabulary by resorting to an extensive use of old English idiomatic expressions (e.g. *en eye for an eye, the pupil of his eye*, etc.).

In the Early Modern Period, linguistic changes at the other levels were also noticeable. The great changes in pronunciation (The Great Vowel Shift) that started in the Middle English period were finally complete. This left pronunciation, to a great extent, in a grave discrepancy with orthography, which stabilized with the advent of the printing press in England in 1476. Efforts to sort the discrepancy ensued but to no avail, as they all failed to receive a wide public acclaim. This explains why orthography remains to be one of the most lingering and unsolvable problems of the English language to date.

The late Modern English (1700-)

This period was also very turbulent and filled with many significant historic events which were manifestly reflected in the language itself – mainly in the domain of vocabulary, as orthography, pronunciation and grammar in this period have stabilized to a great degree.

In fact, the Renaissance period was followed by the Age of Reason or the Age of the Enlightenment. Now the accent was increasingly put on science and scientific achievements. This was especially after the famous English mathematician, physicist and astronomer, Sir Isaak Newton (1642-1727) promoted the scientific method which advocated for systematic observation, measurement and testing of all investigated phenomena.

Secondly, what marked this period was the great Industrial Revolution (late 18th and early 19th century), the focal point of which, for the most part, was exactly England (e.g. the invention of the steam engine, steamships, railways, the development of new materials, numerous pieces of equipment in a range of manufacturing industries, etc.).

All these scientific and industrial advancements inevitably created an evident need for creating neologisms to designate the new inventions. Once again, Latin and Greek were used as the right source to provide the needed lexis (e.g. *oxygen, protein, vaccine, lens,* etc.). In some cases, though, completely new words were coined (e.g. *train, engine, combustion,* etc.), or old English words were given new meaning (e.g. *locomotive, factory, pump,* etc.).

The rise of the British Empire was yet another decisive factor that played a key role in the making of the English in this Late Modern English Period. With the process of colonization, which started as early as the 16th century and which was greatly intensified as a result of the scientific and industrial revolution between the 18th and 20th century, the English language was spreading with the speed of light throughout the entire globe from Canada to Australia, India, the Caribbean, South Africa and Singapore. This extending of the English language to the newly colonized territories was believed to help in consolidating the British authority over these territories. Although that was true, only few people realized then that the entire affair could also go in the opposite direction as well. Namely, by exposing the English language to the indigenous languages of the colonized people, the English language itself was being greatly influenced and modified. Thus, a new, unstoppable surge of borrowing foreign

words presented itself (e.g. *boomerang, kangaroo,* etc. from the languages of the Australian Aborigines; *pyjamas, bungalow, jungle,* etc. – borrowed from Hindu spoken in India, etc.).

Interestingly, the fall of the British Empire in the 20 the century, when most of the former British colonies gained their independence, did not put an end to the use of the English language on these territories. Quite on the contrary, many of them have adopted, or in fact, preserved the English as their official language. Such is the case with Hong Kong, Singapore, South Africa, Malaysia, etc.

At present, the English language continues to change and grow. Its growth now is mainly boosted by the new digital era and once again its vocabulary is most evidently affected by it. According to some estimates 8500 new words on average are added to the English lexicon per year. These are terms related to the new technologies, foods, gadgets etc. (e.g. *meme, selfie, nerd, unplugged,* etc.).

Apart from these newly coined words, the vocabulary is expanded by adding words that have been created by 'verbification' of nouns (e.g. *to google, to email, to text, to parrot,* etc.), or conversely, by 'nounification' of verbs (e.g. *an ask, a build, a solve, a fail*, etc.); compounding (e.g. *frenemy, stagflation, Disneyfication*, etc.); words change meaning (e.g. *momentarily* has come to mean *very soon*). A lot of short-lived words appear abruptly and disappear the next day as well (e.g. *fanute, YOLO* (you only live once), etc.).

ENGLISH TODAY

Given all this, now that we are confidently tramping throughout the first decades of the 21st center, the unfolding of story of the English language seems still far from over.

With its estimated approximately 2 billion users worldwide, out of whom interestingly only 350-400 million are native English speakers, English remains one of the most widely spoken languages today, along with Chinese, which has about 800 million native speakers.

The UK, Ireland, the USA, Canada, Australia and New Zealand are the countries where English is spoken as a mother tongue. In another set of countries, namely in the former British colonies, English is spoken as a second language. Finally, in almost all of the remaining countries in the world English is taught at school as a foreign language. In fact, the greatest number of English speakers today lives in these countries exactly.

Being so widely spread, nowadays, English has the unquestionable status of lingua franca in the world. English is the language used for international communication; almost all important international political meetings and gatherings, scientific and business conferences and forums are conducted in English. English is also the language of the international aviation and maritime navigation, broadcasting, popular modes of entertainments, i.e. music and films, etc.

What enables and sustains this highly prominent status of English nowadays is undoubtedly the current and strongly felt cultural, political, economic and military influence of the USA worldwide. It seems like the USA, the former British colony which gained its independence in 1776, has taken up in terms of promoting and spreading the language, where the UK has left off, when its Colonial empire started to disintegrate.

Due to its strong presence in all spheres of life and in all corners of the world, it is fair to acknowledge that at least as far as vocabulary goes, interestingly, the trend has been reversed and English these days lends far more from its extremely extensive and affluent vocabulary to

other languages than it borrows. This is especially the case with terms related to the latest ICT developments and breakthroughs (e.g. *iPhone, iPad, tablet, laptop,* etc.).

CONCLUSION

Although Noah Webster predicted in 1789 that English will change drastically in the coming decades and centuries by saying that "the language of North America will become as different from the future language of England as the modern Dutch, Danish and Swedish are from the German or from one another", still, that does not seem to have happened just yet (http://www.thehistoryofenglish.com/).

It would be absurd to deny that there are actual differences in pronunciation, vocabulary, grammar and spelling among the different variants of English (British English, American English, Australian English, etc.), and furthermore among the different regional and social dialects of these same variants, nevertheless, none of them currently seems to be able to make these varieties mutually unintelligible and completely distinct.

The age of instantaneous global communication is perhaps one of the factors which prevent that from happening. This same factor, which for the time being shows no signs of abating, is very likely to keep up this safeguarding of the stronghold of English in the future as well.

The other factor which preserves the English language dominance is decidedly the USA as its main advocate in modern times. Namely, as long as the USA manages to maintain its current economic, military and political supremacy in the world, the chances are that the English language will also retain its imperial status on the global stage.

Any far reaching predictions would be far-fetched as no one can actually predict with a relatively high degree of certainty what will happen in this extremely dynamic environment we live in. What is absolutely certain is that, just as it was the case in the past, the future development of English will be greatly determined by the future political, social, and cultural trends and occurrences in the world at large.

REFERENCES

1. Barber, Charles. *The English Language: A Historical Introduction*. Cambridge University Press, 2000.
2. Baugh, Albert C. and Thomas Cable (1993). *A History of the English language*. 4th edition. Englewood Cliffs: Prentice Hall.
3. Chamonikolasová, Jana (2014). *A Concise History of English*. Masarykova Univerzita – Brno.
4. Chiluva, Innocent (2008). *History of the English Language*. National Open University of Nigeria.
5. Crystal, David (2003). *The Cambridge Encyclopedia of the English Language*. 2nd Edition. Cambridge University Press.
6. Hogg, Richard M. and David Denison (ed.) (2006). *A History of the English language*. Cambridge: University Press.
7. McIntyre, Dan (2009). History of English: a resource book for students. Routledge: London.

8. Mugglestone, Lynda (ed.) (2006). *The Oxford History of English*. Oxford: University Press. Pyles, Thomas and John Algeo 1993. Origins and development of the English language. 4th edition. (New York: Harcourt, Brace, Jovanovich)

9. Singh, Ishtla, (2005). *The History of English: A Student's Guide*. Hodder Education, part of Hachette Livre UK.

10. The History of the English Language. Retrieved at http://www.thehistoryofenglish.com/ on 22nd February, 2018.

IJET Faculty of Education - Bitola "St. Kliment Ohridski" University
eISSN: 1857- 8888
DOI: 10.20544/teacher.15.18

MANAGEMENT OF HUMAN RESOURCES AND KNOWLEDGE MANAGEMENT[1]

Snezhana Petreska

Primary school "Aco Shopov", Skopje, Macedonia
spetreska76@yahoo.com

Abstract
Setting leadership as the primary factor affecting the management of knowledge shows that employees perceive their leaders driving force support for all kinds of changes, as well as in the application of activities in the field of knowledge management. If an educational organization exercises leadership in the management of knowledge in the organization, then individual and organizational performance will improve. In fact, it can be concluded that success in the implementation of knowledge management a so called Leader of knowledge is necessary to be included(Knowledge leader). Knowledge leader is a leader who with its characteristics, skills, knowledge and energy will guide the organization and its employees to effective implementation-active management of knowledge. This leader should be focused to knowledge and sharing knowledge, teamwork, innovation and creativity, strengthening the trust between employees and their continuous improvement and development.What is particularly encouraging are the results of research in which the principals of educational organizations in the Republic Macedonia can be recognized previously mentioned leadership characteristics. If an educational organization practices leadership in managing knowledge and organization, then the individual and organizational performancewill improve.

Keywords: *tacit and explicit knowledge, knowledge management, knowledgeleader, knowledge worker, process of knowledge management*

INTRODUCTION

Did Frasis Bacon, noting that "knowledge is power", mean for today and society of knowledge? This thought could be a guide, a basic idea of the modern workings of any organization, in today's fast and dynamic environment.

The knowledge management, as a relatively young discipline, in successful organizations around the world occupies a significant position. They incorporate the principles of knowledge management into their business processes and build on their effectiveness and efficiency based on them.

The characteristics of the principals of the educational organization are needed for the efficient management of the processes of knowledge management in their organizations. If human resources and their knowledge are the most important capital of the organization, then the principal should show leadership abilities for developing an organizational climate and culture, an appropriate structure and information technology that will stimulate learning in order to realize the individual and organizational goals and achieve higher organizational performance of the educational organization.

[1] Specialized paper

Through the definition of the knowledge management, the notion and concept of the knowledge management, its historical development, i.e. the phases through which the knowledge management has passed from its beginnings to the present, is explained. It also explains the meaning and essence of the process of knowledge management, as well as the benefits that modern organizations have from systemic knowledge management and generations of the knowledge management.It will also show similarities and differences between knowledge management and related concepts of radical change –organization that teaches the concept of lifelong learning and intellectual capital.

The Human Resources Management and the Knowledge Management reviews the human resource management, its significance and goals in the societyof knowledge, and the processes in human resource management will be discussed in more detail in the context of the implementation of the knowledge management process.

MANAGEMENT OF HUMAN RESOURCES AND MANAGEMENT OF KNOWLEDGE

A CONCEPT OF HUMAN RESOURCE MANAGEMENT

Even Drucker said that today's, modern and professional workers are not labor, but capital, a capital that is productive and creates added value for its organization. The organization is as good and successful as its employees-if they are good and successful, the organization is good and successful too. As a creative and innovative part of any organization, people have a leading role in creating and maintaining its competitive edge. Only highly educated, properly motivated human resources, with continuous and continuous learning of new business skills, can respond to the challenges imposed by the new business environment and the knowledge economy.[2]

What characterizes the knowledge economy is the shift from production to service offering and understanding of knowledge as the ultimate driving force of the organization and the basis for its competitive advantage. "Knowledge is Power" is the main saying that describes this age, and workers become "workers of knowledge," a notion first introduced by Peter Drucker back in 1959. With the continuous development of technology, the labor market requires highly qualified human resources ready to adapt not only to changes in its environment, but also to changes in their own careers.[3]. The efficiency and effectiveness of the organization in the economy and in a knowledge-based society will depend on the skills to animate, to keep in the organization and to motivate the workers of knowledge. In regard of this is also finding ways how the knowledge of the knowledge workers to be acquired, stored and shared among other members of the organization in a way that will lead to the creation of additional values for the organization.[4]

In working conditions in the knowledge economy, there is a need to define and analyze the role of the human resource management (HRM) as a function aimed at attracting, retaining and appropriately motivating knowledge workers. in literature there is no single definition of human resource management. For the purposes of this master thesis, one can start from the definition that human resources management is defined as a strategic and coherent approach

[2]Draker, 2005, p. 95
[3]Đordžević-Bojanović, 2009, p. 109
[4]Lončarević, Mašić, Đorđević-Bojanović, 2008, p. 236

of management to the most valuable resource of the organization - people who work in it, individually or collectively contribute to achieving its goals.[5]

The organization is as successful as its employees are successful. Human resources are the most important component of any organization. Management of human resources means management activity that includes: provision, development, maintenance, adjustment, targeting and use of human potential in accordance with the goals of the organization, while respecting the individual needs and goals of the employees.[6]Human resources include the overall knowledge, abilities, skills, creative opportunities, motivation and loyalty that an organization has at its disposal, which means that it is the overall intellectual and psychic energy that can engage the organization in achieving organizational goals and development.

Human Resource Management is a part of an organization that, by its action, contributes to achieving the strategic goals of the organization, by attracting, retaining quality staff and professionals and motivating them to work in an effective and efficient manner. The role of human resource management is to enable the organization to achieve success with the help of people, in this case with the help of knowledge workers.

MEANING AND GOALS OF MANAGEMENT OF HUMAN RESOURCES IN THE SOCIETY OF KNOWLEDGE

The relationship and interaction of the knowledge economy and human resource management must necessarily be considered in the light of the numerous changes occurring in the business environment, and which relate in particular to the following areas:[7]

1. **Strengthening the links between the organization and the individuals**. The development of the knowledge economy gives the knowledge workers the power that emanates from their abilities to resolve the unpredictable events that occured in the organization
2. **Communication.** Communication is evolving in a direction directed towards all employees to understand the wider context of their work.
3. **The role of management.** An effective manager in the environment of a knowledge economy should support the collection and sharing of knowledge by encouraging individuals to use their knowledge and skills, in a way that will inspire creativity and new ideas.
4. **Values and ethics**. The balance in human resources management policies and practices should be based on an ethical basis that is recognized and accepted by the employees.
5. **Managing changes and managing organizational culture.** It is necessary for the organizational culture, which corresponds to the knowledge economy and its requirements, to evaluate internal and external connectivity and contacts, respect for individuals, creativity and innovation, trust, information sharing and knowledge, continuous learning and development.

The success of modern organizations depends on the intellectual abilities of the employees. In order to develop the professional intellect in the organization, it is necessary to adhere to certain rules, some of which fall within the domain of human resources management. It is

[5] Amstrong, 2006, p. 8
[6]Lončarević, 2007, p. 153
[7]Herman i Brelade, 2007, p. 113

very important to insist on the intensive development and advancement of employees. This confirms that it is necessary to pay special attention to the development of knowledge management in order to increase the efficiency and effectiveness of human resource management and the work of the organization.

.

MANAGEMENT OF HUMAN RESOURCES AND MANAGEMENT OF KNOWLEDGE

The understanding of the relationship between human resource management and knowledge management should be removed from theoretical consideration of these notions. In terms of human resources, knowledge management involves the collection and the usage of resources in order to create an environment that will enable the availability of information to individuals and in which individuals can acquire, share and access information to develop their knowledge and where they will be encouraged to apply this knowledge to the benefit of the organization as a whole. What is important to emphasize is that the two phenomena are related to a common denominator - the worker of knowledge. It should be noted that the management of knowledge and human resources management are socially conditioned. The notion of knowledge itself is related to interactions between people, especially those relating to communication, learning, knowledge sharing or knowledge creation. Today's human resources management aims to provide and support the competitive advantage of the organization by linking human resources management in the organization with knowledge management. The main focus of human resource management should be the development of human capital and knowledge management. In order to achieve a competitive advantage with the help of knowledge management, the organization needs to define its competencies and define the knowledge it possesses, which will distinguish it from the competition and will contribute to creating values for the users. One of the basic needs in the knowledge economy is the need for learning. Therefore, the role of human resource management is crucial in creating an environment that will support learning.

In order for human resources management to meet the needs of a changing and unpredictable environment in the knowledge economy, it is necessary to focus on the maximum utilization and care of the knowledge held by the employees in the organization and in that way to ensure the achievement of the strategic values for organization itself. This leads to linking human resource management with the concept of knowledge management, i.e. the ability to create, share, store and use knowledge.[8]

Human Resource Management as a function should become a strategic working group that will enable and improve the communication among employees, mediate in the exchange and sharing of knowledge and the continuous improvement of employees. Also, human resources management needs to do everything in its power to train, develop and support its employees, ie its knowledge workers.

Providing the right people at the right place at the right time, which is the role of human resources management, and linking them to the right knowledge at the right time and in the right place, which is the role of knowledge management, requires the creation of a new function of the management of knowledge that will put the workers in the center of their activities and interests. Further, management should ensure that the current and future needs of knowledge workers are met to meet the knowledge and skills necessary for the effective and effective execution of trusted tasks and the creation of additional values for the

[8]Đordžević-Bojanović, 2009, p. 116

organization. As indicated, the need for research is proven that it is necessary to pay particular attention to the development of knowledge management in order to increase the efficiency and effectiveness of human resource management and the work of the organization.

If the knowledge management program is successfully applied, the new heads of the organization will be referred to their tasks in a very short time, will be available and at a disposal at all times all the necessary information, which primarily relates to the description of their workplace and work assignments, working conditions, organizational expectations regarding the results, work priorities, the basic values of the organization, its mission, vision and goals that apply both to employees and to the organization in general.

In order to be successful, the organization must recruit talented people at all levels who have a right combination of skills and abilities which are accompanied by the right values and attitudes. Such skills and attitudes must be constantly developed and strengthened, and every employee must be motivated and his or her efforts directed at the goals and tasks of the organization.[9]

It is not enough to employ highly talented individual and to expect that the skills and abilities of employees will remain current while being employed. Therefore, training and development must be carried out at all levels of organization. The development of human capital implies: encouraging broad engagement (active engagement of the leader across the organization), transferring knowledge (transfer), monitoring and tracking progress and development of employees and valuing human capital. The organization must find ways to create "links" between its workers and knowledge.[10]

THE PROCESS OF MANAGEMENT OF HUMAN RESOURCES IN CONDITIONS OF IMPLEMENTATION OF KNOWLEDGE MANAGEMENT

Providing the right people at the right time at the right time, the role of human resources management, and linking them to the right knowledge at the right time and in the right place, which is the role of knowledge management, from knowledge management requires the creation of one a new function that will put the workers in the center of their activities and interests. Thus, the basic role of the human resources management process in the context of the implementation of the knowledge management program is through its processes to ensure the immediate and future needs of knowledge workers who possess the knowledge and skills necessary for efficient and effective execution the entrusted tasks and creating added value for the organization. In this direction, the phases of the human resource management process are also directed.

Planning Resources for Knowledge Workers

Considering the complexity of the function of human resource management in terms of applying a knowledge management program, it is necessary for its careful planning.
Each human resources plan is based and must be aligned with the organization's strategy aimed at achieving and maintaining a competitive advantage. In this sense, it is envisaged not only the number of employees that the organization needs in the next period, but the

[9]Dess, Lumpkin, Eisner, 2007, p. 127
[10]Dess, Lumpkin, Eisner, 2007, p. 140

determined skills, abilities and knowledge that the employees should possess in order to be able to respond in time to the assigned business tasks.[11]

What is specific to the planning of human resources in the stated conditions refers to the prediction of possible gaps that may occur with the departure of the employees of the organization (retirement, absence, firing, etc.) that brings with it the potential danger of disappearing knowledge from the organization. The careful resource planning of knowledge workers should ensure that such situations are minimized and appropriate steps are taken in the event of such situations, such as the transfer of knowledge possesed by the employees that are leaving the organization to their colleagues who remain in the organization . Here one of the basic roles of knowledge management comes to the fore, which is the transformation of individual knowledge into collective knowledge, accessible to all employees in the organization, which also ensures the staying of knowledge in the organization and in situations when some employees leave the organizaton.

The basic guidelines for successful planning of resource knowledge workers include:[12]

1. Collecting all necessary information and data from the top management needed for successful planning, awareness of the consequences of misdirected planning, existence of consent for the activities that reflect the planned investment in resources, and the existence of an idea for measuring the profit from the planned activities.
2. Determining the future needs for talents and knowledge workers in the context of organizational goals and strategy. Then, we develop a profile (knowledge, skills, abilities, behavior) for the most important activities and tasks that are most difficult to fill.
3. Assessment of employees in accordance with future talent needs in order to recognize possible job vacancies in the future, as well as employees who have the potential to fill the mentioned places.
4. Creation, implementation and measurement of the results that result from individual development plans. For each area of development, it is necessary to include: individual and group tasks, job rotation, training and training programs, courses programs.
5. Assessing the effectiveness of development plans throughout the organization.
6. To equate responsibility. To link the awards and rewards of managers and staff responsible for the implementation and development of plans.
7. Control and evaluate the efficiency or profit from a successful planning program.

Defining the skills needed for knowledge workers and recruiting staff

Recruitment in the changing environment of the knowledge economy aims to find as many potential qualified and capable candidates as possible to perform certain tasks in an adequate way. If we take into account the professionalism, expertise, innovation and creativity of the employees who are working in modern organizations that have introduced a knowledge management program, the conclusion is that the recruitment process should be conceptualized in a more flexible manner than is the case in the traditional recruitment process.

[11]Lončarević, Mašić, Đorđević-Bojanović, 2008, p. 241
[12]Bergeron, 2007, available at www.bergeronassociates.com. Retrieved from 28.03.2017

In order to be successful in the recruitment process, it is necessary to identify areas of competence that could be a prerequisite for a potential candidate to be a successful knowledge worker. this would be the following areas of competence:[13]

- Specific skills in the respective field.
- Commitment to learning and development (evident commitment to new tasks and projects, searching for new experiences, dedication to intellectual curiosity and a desire to understand and resolve issues and dilemmas, a commitment to learning new skills and a desire for new information).
- Existence of a cooperative approach - cooperation and will to share information and knowledge with others, knowledge environments.
- Creativity - the ability to connect different ideas and experiences.
- Ability to adapt to different cultures.

Selection of workers of knowledge

Selecting is the choice of a person who best suits the free job position. This means that in the selection process, in the various ways, those candidates who have the best qualifications to perform the appropriate work are selected and identified.

What is specific to the selection process in relation to the traditional understanding of this notion, and from the aspect of the knowledge management program in the organization, comes from the fact that priority is given to individuals who can contribute to the creation, storage, sharing and the application of knowledge. Another specificity that arises as a consequence of the nature of knowledge that the organization needs, which is diverse, specific and unique for each organization separately. In that sense, there is no best way of selection acceptable to any organization that would guarantee a good choice of a quality candidate who could successfully participate in the application of program knowledge.

The selection process in conditions of application of the knowledge management program should determine the existence of certain competences in the candidate that will enable successful engagement in the implementation of the program. In the literature, often these required competencies are grouped according to key activities for the purpose of knowledge:[14]

1.**For activity - knowledge creation:** ability to learn and communicate. In the context of knowledge management, the ability to share knowledge, connect different ideas, and the ability to express ideas, which requires the existence of basic communication skills, is of great importance.

2.**For activity - storing knowledge:** structured and systematic storage and storage capability. This ability includes the ability to abstract thinking, focus on the essence and clear, expedient and concise expression.

3.**Application of knowledge:** requires openness and flexibility for the application of new knowledge, the ability to use the media, and the ability to assess the relevance of the new commitment for its realization.

[13]Harman, Brelade, 2000, p. 29-30
[14]Vorbeck, Finkle, 2001, p. 48-51

Socialization of Knowledge Workers

Organizational socialization is a process in which the newly employed knowledge worker adapts to the conditions in the working environment and the operating rules of the entire organization. The socialization of the newly employed has a strong impact on the satisfaction of the employees from the work, creating an atmosphere of trust and cooperation, fostering an innovative and creative spirit, and improving the results of the organization as a whole.

When it comes to the surrounding of knowledge and the organization that introduces a knowledge management program, then the role of socialization is even more important. Bearing in mind the specificity of the participants in the process of knowledge management, which in particular refers to creativity, the ability to create knowledge, establish relationships of trust with other employees, readiness to share their knowledge and make it accessible to all employees in the organization, socialization must be carefully thought out.

In the successful implementation of knowledge management programs, new members of the organization will be referred to their work assignments and activities in a very short period of time. They will be provided with all the necessary information, which primarily relate to the description of their work tasks, working conditions, expectations of the organization in relation to their results, work priorities, the core values of the organization, its mission , vision and goals, as well as other important issues related to other employees in the organization, but also with the organization as a whole.

Training and Improvement

The authors Garvey andWilliamson[15]believe that management in the organization has the ability to launch application and form a structure that will encourage, support, and develop a learning culture in the organization. In order for the organization to be productive with knowledge, a certain mindset is needed, which is the responsibility of the individuals. Therefore, the authors point out that the first step in creating an organization productive with knowledge is for employees to develop a sense of self-awareness. Of course, the importance of the organization in the creation of a corporate culture that supports the stated model of thinking, learning and work is great.

Speaking about the workers of knowledge, Peter Drucker expressed the view that "the existing knowledge before the raid of the new permanently outdates and the workers of knowledge have to return regularly to schools,"[16]emphasizing the importance of continuous learning and improvement for the modern knowledge worker in the knowledge economy. on the other hand, personal progress and continuous improvement is one of the basic ways of motivating workers of knowledge, and how they canThe need for continuous training and improvement of knowledge workers does not arise only from their own characteristics, but also from the need of the knowledge economy itself to hire highly trained human resources that will be able to effectively generate, store, share and apply knowledge in their own organizations. Therefore, organizations must establish programs for continuous improvement and training of their employees in order to maintain their competitive advantage based on knowledge.

[15]Garvey iWilliamson, 2002, p. 125
[16]Garvey iWilliamson, 2002, p. 188

A key role in the development and improvement of knowledge workers is that human resources managers who, together with top management of the organization, should implement the following guidelines when implementing the training and improvement program in the midst of knowledge management:[17]

- Developing the capabilities of managers to support innovation and creativity.
- Empower employees to have the skills to manage their learning and development.
- Trainings for acquiring skills necessary for efficient use of information, generating new ideas and communication skills.
- Trainings for acquisition of skills for using information technology.
- Building skills for teamwork and cooperative models in the workplace environment.
- Development of effective continuing professional development programs. be retained in the organization.

Motivation and Rewarding Knowledge Workers

For the workers of knowledge, as well as for their motivation and reward, similar rules apply to all employees (motivation and rewards are implemented with tangible and intangible strategies), except that they need to be careful with the use of force and methods of control which include intimidation, because workers of knowledge react very stubbornly.[18]Although money is usually not the most important motivator of knowledge workers, it is, of course, one of the most common and fundamental motivators. Intangible strategies in return, as a main goal, have to foster a sense of satisfaction and recognition within the organization, as well as awareness of the value one employee has for an organization.

When talking about motivating workers of knowledge, Drucker[19]compares them with volunteers. Namely, as is known, volunteers must necessarily feel more satisfied with the performance of their work than employees who receive salary, only because they do not work for money. What they need to be motivated to work is **the challenge**. Also, volunteers must be familiar with their organization's mission and believe in it. They need to be constantly educated and need to see them and feel the results of their work. The same rules, in order to maximize motivation, apply to workers of knowledge, in which continuous education is more important and significantly more important than that of average volunteers.

Also, one of the most commonly mentioned factors that influence the motivation of knowledge workers is **their working space**. Although knowledge workers prefer closed workplaces, the fact is that they better communicate in open-type spaces[20].However, despite the clear link between work space and the efficiency of knowledge workers, too little research has been undertaken in this area to give an unambiguous direction. What can be said with certainty is that the work in a common space should be nurtured, with respect to the need for autonomy, which, in relation to office space, manifests itself in the way in which workers of knowledge often have desires and ideas as to how functional and aesthetic should be organized by their offices and in this regard their requirements should be met.

[17]Harman, Brelade, 2000, p. 59
[18]Marcus i Watters, 2002, p. 91 i 92
[19]Drucker, 2001, p. 21
[20]Davenport i Prusak, 2000, p. xiv

O'Dell и Grayson[21]as part of the US Center for Productivity and Quality have conducted several researches related to **the rewarding of knowledge workers**. Research has shown that organizations are more likely to use intangible rather than tangible ways of rewarding the transfer of knowledge among employees. In particular, they noticed how only a few companies use primarily formal financial awards.[22]

Despres i Hiltrop[23]identified three main features of the award system for knowledge workers:

(1) The remuneration system must be competitive with respect to other companies to attract and retain competent staff and must be sensitive to the perceptions of internal equality among employees.

(2) It must be rational in relation to the context of the organization, implemented consistently at any moment and contribute to an organizational strategic direction.

(3) It must be conceptualized in such a way that it focuses primarily on cultural, socio-political and business challenges and focuses on the pay, bonuses and motivation systems in the background.

In particular, when a rewarding system for knowledge workers is created, there are several things to pay attention to, which will ensure that the employee is encouraged to exchange knowledge among employees, that is, to support knowledge management. According to the stated characteristics of knowledge workers, the following hierarchy of motivation factors and rewarding of skilled workers can be set:[24]

(1) autonomy, that is independence as the most important factor,

(2) personal and professional progress

(3) recognition, confirmation and confirmation of their contribution and

(4) money and the equivalent of money as a factor that has an impact on the motivation of knowledge workers.

Finally, one of the important topics when it comes to motivating knowledge workers is the question of retaining knowledge workers. In addition to the fact that there is a risk that a knowledge worker is not satisfied with the work, organizational climate and culture, benefits and the like, a major problem is the fact that knowledge workers are often in their own career plans and they have set a change of several different jobs and organizations. In addition, knowledge workers are often targeted by the headhunters, and it is not unusual to leave the workplace that they are quite happy and satisfied to go to another organization on a job that they presume will be more interesting or more challenging.

CONCLUSION

When it comes to people and managing them as human resources, and knowledge management relies heavily on human resource management as the basic users of knowledge and often constitutes the highest quality source of tacit knowledge, there is still a fundamental obstacle in a kind of their motivation and their desire and willingness to invest their knowledge and skills, their energy and their commitment. In this way, the basis of knowledge management comes down to the problem of how to motivate people in the organization in order to enrich their organizational knowledge with their specific knowledge and skills. This

[21]O'Dell i Grayson, 1998a., p. 168
[22]O'Dell i Grayson, 1998b, p. 82 i 83, i vo O'Dell i Grayson, 1998a, p. 168
[23]Despres i Hiltrop, 1996, p. 51
[24]Despres i Hiltrop, 1996, p. 101

task seems simple, but in a society where knowledge represents power, it becomes the biggest obstacle to a systemic knowledge management at the level of an organization.

With the development of the field of knowledge management the most common mistakes and the most important factors that influence the effectiveness and efficiency of knowledge management are identifed. With the help of numerous theoretical and empirical studies, today's researchers and practitioners have knowledge and techniques that can relatively easy manage with knowledge. The key factors that influence the effectiveness of knowledge management are: a well-established and diversified knowledge management infrastructure, dedicated knowledge management holders who combine personal example and decision-making support and promote knowledge transfer, organizational culture that it is also called culture knowledge - which is the basic assumption for long-term knowledge management, information technology that tasks collecting, storing, searching and re-accessing knowledge makes it much simpler and faster, as well as measuring the usefulness of knowledge management which, through specific indicators or through the recording and transfer of experiences that confirm the importance of knowledge management, gives full meaning and motivation to continue the initiated management activities of knowledge and they are constantly upgraded and enriched.

Key factors that influence knowledge management in an educational organization are leadership, organizational culture, human resources management, information technology, and control, listed in order of priority to influence knowledge management The leadership as the primary factor influencing knowledge management shows that employees in their leaders see driving force and support for all kinds of changes, as well as the application of knowledge management skills. Namely, it can be concluded that the success of the implementation of knowledge management requires the so-called. knowledge leader or leader who, with its characteristics, skills, knowledge and energy, will direct the organization and its employees to the effective implementation of the management's activities. Such a leader should be focused on knowledge and sharing of knowledge, teamwork, innovation and creativity, the strengthening of trust among employees and their continuous improvement and development.

Since progress is not happening only in the organizations, but also in the society as a whole, the word "knowledge is power" is valid - it must become part of the Macedonian history, and the concept "knowledge is for giving, not for keeping" should become part of the Macedonian everyday life .

REFERENCES

1. Amstrong, M., *A Handbook of Human Resource Management Practice*, 10th edition, Kogan Page, London, 2006
2. Dess, G., Lumpkin, T., Eisner, A., *Strategijski menadžment,* treće izdanje, Data Status, Beograd, 2007
3. Drucker, P. F., Knowledge-worker productivity: The biggest challenge,*California Management Review*, 41 (2), 1999, p.79-94
4. Drucker, P. F., *Management Challenges for the 21st Century*, New York:HarperCollins Publishers Inc., 2001
5. Drucker, P. F., *Managing in a Time of Great Change*, New York: TrumanTalley Books, 1995
6. Drucker, P. F., My life as a knowledge worker, *Inc*, 19 (2), 1997, p.76-82.

7. Drucker, P. F., The coming of the new organization, *Harvard Business Review*,66 (1), 1988, p.45-53.
8. Drucker, Peter F., *Draker iz dana u dan*, Adižes, Novi Sad, 2006
9. Drucker, Peter F., *Upravljanje u novom društvu*, Adižes, Novi Sad, 2005
10. Dyer, G., McDonough, B., The State of KM, *Knowledge management*, 4 (5), 2001, p. 31-36.
11. Đordžević-Bojanović, J., *Menadžment znanja*, Data Status, Beograd, 2009
12. Garvey, B., Williamson, B., *Beyond Knowledge management: Dialogue, creativity and the Corporate Curriculum*, Harlow, UK: Financial Time, Prentice Hall, 2002
13. is *the* critical practice, *The Learning Organization*, 12 (2), 2005, p.125-139
14. Herman, C., Brelade, S., Managing Human Resources in Knowledge Economy, United Nations 7th Global Forum od Re-inventing Government, 2007. Dostapno nawww.unpanl.un.org., prevzemeno od sajtot na 18.03.2017
15. Lončarević, R., *Menadžment*, Univerzitet Singidunum, Beograd, 2007
16. Marcus, R., Watters, B., *Collective Knowledge: Intranets, Productivity, and thePromise of the Knowledge Workplace*, Washington: Microsoft Press, 2002
17. O'Dell, C., Grayson, C. J., If only we knew what we know: Identification andtransfer of internal best practice, *California Management Review*, 40 (3), 1998a, p.154-174.
18. O'Dell, C., Grayson, C. J., *If only we knew what we know: the transfer ofinternal knowledge and best practice*, New York: The Free Press, 1998b
19. Vorbeck, J., Finkle, I., Motivation and Competence for Knowledge Management, *Knowledge Management. Best Practices in Europe*, Mertins, K., Heisig, P., Vorbeck, J. (ed.), Spingers, 2001
20. Petkovski K., Pelivanova G., The Challenges of Contemporary Leadership in Education, Herakli Komerc, Bitola, 2009
21. Petkovski, K. Stoilkovska, A., Human Resources Management, University of Tourism and Management, Skopje, 2010
22. Petkovski, K., Leadership and Effective Communication, AD Kiro Dandarro, Bitola, 2000
23. Petkovski, K., Business Leadership, University of Tourism and Management, Skopje, 2010

IJET Faculty of Education - Bitola "St. Kliment Ohridski" University
eISSN: 1857- 8888
DOI: 10.20544/teacher.15.19

COMMUNICATION BETWEEN ELEMENTARY SCHOOL PUPILS AND THEIR PARENTS ABOUT THE PEER VIOLENCE[1*]

Vesna S. Trifunovic
University of Kragujevac
Faculty of Education in Jagodina, Republic of Serbia
dimitrije95@ptt.rs

Gordana P. Budimir-Ninković,
University of Kragujevac
Faculty of Education in Jagodina, Republic of Serbia
budimirninkovic@yahoo.com

Aleksandar P. Janković
University of Novi Sad
Faculty of pedagogical sciences in Sombor, Republic of Serbia
alexjankovic@gmail.com

Abstract
This paper deals with research of social characteristics of parents and connectivity with their communication with children – pupils of older elementary school about peer violence. The aim of the work is to establish whether and to which extent residential factor and education grade of parents influence communication with children – pupils about peer violence. The initial hypothesis was that communication between parents and their children - pupils about peer violence is significantly connected with quoted characteristics. For the purpose of research was applied descriptive – analytical method and questionnaire as research technique. Parents of pupils of older elementary school have been polled at the territory of the municipality Jagodina, in total 107 participants in October 2017. The h^2 test was used as the measure of statistical conclusion. The level of connectivity of some variables was determined through coefficient of contingency (C). The results show that (a) parents insufficiently perform conversation with their children about their school problems including peer violence; (b) achieved communication between parents and their children about peer violence is significantly connected with residential factor and mother`s education level.
***Key words**: parents, children-pupils, communication, elementary school, peer violence*

1. INTRODUCTION

Peer violence is present in schools in the modern Serbian society in spite of many years of engagement by the employees in the institutional education within the project *School without Violence* (2005), which main objection was control and prevention of the violence in school. Since February 2012 the program is realized under the umbrella of the Ministry for education, science and technological development Republic of Serbia, i.e. the Unit for

[1] Specialized paper

[*] Prepared as a part of the project *Sustainability of the Identity of Serbs and National Minorities in the Border Municipalities of Eastern and Southeastern Serbia* (179013), conducted at the University of Niš – Faculty of Mechanical Engineering, and supported by the Ministry of Science and Technological Development of the Republic of Serbia.

violence prevention in partnership with UNICEF in order to reduce and stamp out the violence among the children in elementary and secondary schools. The problem of violence in school and peer violence, however, is not eradicated – it is permanently present characteristics of so called school life of pupils (Popadić, Plut & Pavlović 2015; Popadić, 2009; Trifunović, 2006). The conducted research works that dealt with such problems mostly have identified the presence of the violence itself, its forms of expression and reactions of pupils exposed to the violence. There have not been searched the causes of peer violence that can, conditionally, be divided on *subjective* (psychological profile of a person, character and characteristics of a pupil) and objective (social, economic, cultural, and other). Just with sound understanding of the widest context in which the violence is expressed including causal-consequential and other links inducting the violence in mega structures and mezzo structures (Bronfrenbrenner, 1979) it is possible to grasp the violence at micro level, such as violence in school and peer violence. Therefore, the preventive programs trying to find solution for the problem in the climate change exclusively at the micro level, so in the school – are not effective. Only synergies at all levels of society can provide different approach to *violence* as a kind of performance which can deliver rejection of the violence among school pupils.

In conditions of several decades of so called society in transition disorganization, where Serbian society also belongs, occurred a devastation and rejection of the system of values and valuable orientations that are altruistic. An individual is exposed to random forces having been a witness and an *object* of various kinds of violence leading to particular insensitivity to *violence*. Competition, sharp confrontation of interests, non-constructive problem solving, and conflicts are just some among permanently present characteristics of economic, social and cultural organization of society as the widest context were the school *is placed*.
In school, as a microcell of the society (Mialare, 1989) processes happen including phenomena shaped by the environmental factors such as violence. Peer violence is one of expressions of violence but its performers are, to some extent, placed in special position: the violence act occurs in segregated school environment standardized by the certain rules; it happens within and between different social groups of school children with certain models of behaviour imposed by socialization often contrary to their own codex. Peer violence, in its base, represents (a) violation of school and legal norms; (b) expression of behavioural model embedded in specific norms and values that justify satisfaction of own interests to detriment and injury of others; so, norms including violence. Therefore, it is important that performer who suffers peer violence is ready to open communication with *significant other* (parent, teacher, etc.) in order to enable such behaviour to be identified and to become a part of the public discourse where the socially acceptable solutions will be investigated.

This paper illustrates the communication within the family between parents – children (pupils) relation about school life and it offers basic information about (1) representation of themes such as school problems and peer violence in conversations between parents and children; and (2) variables connectivity such as residential factors and level of education of parents and communication between parents and children about peer violence, a domain which was dealt with by relatively small number of research works.

2. THEORETICAL APPROACH

Theoretical framework for analysis of achieved communication between parents of pupils of older elementary school and their children-pupils about peer violence is developed on the basis of literature that explores: (1) a family as an agent of socialization; (2) significance of

communication for inclusion of an individual into social environment; (3) violence in school including peer violence.

1) Study of the influence of family on development of different strategies for problem solving as part of cultural pattern can be defined within two basic approaches: (a) the first approach emphasises influence of family on creation of certain culture within own framework by imposing certain values to members of the family group; (b) other emphasises the ability of the members of the family group to independently, through action and interaction with other members of the family and out-of-family (environmental) factors, create own culture embedded in specific values and valuable orientations.
It is even today considered that the role of the family role in the process of socialization is *primary* (Milić, 2007; Budimir-Ninković, 2009). Family transfer to children norms, values and cultural patterns that are complied with social (Kon, 1991) imposing valuable choices which further determine their position in the society and culture. Children behaviour is shaped by, both, perception of *allowed social forms of behaviour* and personal choice of accepting or rejecting the same. Personal choice of children are connected with family patterns, acceptable models of behaviour within wider social and cultural environments and with cultural patterns transformed by the school, media, peer groups, and other out-of-family factors.
2) Communication is the base of interpersonal relations and one of the levels is family communication (communication between family members) that depends on communicating context. Under the communication is meant all procedures by which people perform mutual influence, and communication is also defined as *structural behaviour in space-time with symbolic determination* (Hawes, 2009). Communication represents an *interaction between individuals performed by signs* (Rot, 2010) by which one person interfere behaviour of other person. During the communication between parents and their children – pupils, the parents can achieve intentional or unintentional influence to their behaviour: positive interpersonal relations can lead to children`s initiative to talk with parents about different difficulties and problems including peer violence. The interpersonal communication means establishment of communication with other person and depending factor is the social environment it performs within, which emphasises the importance of communication examination in relation parent-child (pupil). Permanent interaction and communication with *others* provides to an individual a *structure and form to what such individual does* (Giddens, 2001:61). Children within the family are *exposed to* so-called a *cultural hegemony*which means domination of one system of ideas over the other (Hall, 1995). Parents and relations they create with children are important factors which influence reflects to formation of child`s relation with others (e.g. peers).
3)Violence in school is observed as phenomenon shaped by influences from school and environmental context (Trifunović, 2006) and all complex inter-influences of the ecological system (Bronfrenbrenner, 1979). In the research the violence definition includes the following forms of behaviour: (a) exposition to deliberately negative and repeated behaviour of one or more pupils, of disproportionate real or perceptive strength due to which a child suffers physical and (or) emotional damage, while such child is week to resist (Olweus, 1993); (b) physical oremotional injury of other person; while intention of such behaviour is to hurt other person; and injury is unjustified (Popadić, 2009; Popadić ,Plut & Pavlović, 2015). In the realized research the basic standpoint considering the violence is ecological or systematic approach (Bronfrenbrenner, 1979) that was adopted by Popović et al: *The violence, first of all, is a group phenomenon and group norm, either norms within the family, peer group, classroom, or school having strong impact no matter if violent behaviour will be demonstrated and with which will be the respond* (Popadić et al, 2015:22). Peer violence is a

form of expressing the violence in school as interaction where pupils relates one toward other within roles they have within school context even when the interaction is not occurred in the school. Peer violence is related with distinct phenomenon of preferring value orientation directed to the power among adolescents promoting violence in order to achieve own aims (Jevtić, 2016).
Communication examination between parents as leading mediators of socialization and their school children about the peer violence, at one deeper level, shows (a) parent`s concern in all aspects of school life and growing up of their children including violation of rules of school regulatory environment; and (b) confidence of children in parents as mediators of family regulatory environment to talk with them about the problems in school.

3. METHODOLOGICAL APPROACH

The *subject* of this paper is research of connectivity of social characteristics of parents of older elementary school pupils and their communication with their children about peer violence. The *aim* of the paper is to establish to which extent the residential factor and education of parents are related with achieved communication with children-pupils about the peer violence.

According to the subject and aim of the paper the following *tasks* are defined:
(1) To establish the most often themes of talk between parents of older elementary school pupils and their children;
(2) To establish whether the parents of older elementary school pupils have insight in school problems of their children including peer violence;
(3) To establish whether communication between parents of older elementary school pupils and their school children about peer violence is linked with residential factor of parents;
(4) To establish whether the communication between parents of older elementary school pupils and their school children about peer violence is linked with education level of parents;
(5) To establish whether parents of older elementary school pupils have any proposal on stamping out and prevention of peer violence.

The following *hypotheses* were defined:
1. *The main hypotheses* – in this paper the initial assumption is that parents of older elementary school pupils, since they are concerned with all aspects of school life of their children, achieve an intensive communication with their children regarding peer violence problem.
2. *Additional hypotheses:*
- It is assumed that the most often theme of conversation of the parents of older elementary school pupils with their children is their success in school (evaluations).
- It is assumed that parents of older elementary school pupils in their conversation with children learn about their school problems including peer violence problem.
- It is assumed that communication of the parents of older elementary school pupils with their children about peer violence significantly linked with residential factor – parents whose permanent place of residence is a *village* talk with their children more often about violence than parents who live in a *city*.
- It is assumed that communication between parents of older elementary school pupils and their children about peer violence is significantly linked with the education level of both parents – parents who have higher education grade talk with children more often about violence.

- It is assumed that parents of older elementary school pupils have clear proposals for stamping out and prevention of peer violence.

In the paper is implemented descriptive-analytical method and questioning technique. For the purpose of this research an instrument was constructed – Questionnaire for parents of older elementary school pupils. Research was conducted in October 2017 at the territory of the municipality Jagodina. The sample is made of 107 parents of older elementary school pupils: 66 of them female and 41 male. The h^2 test is applied as statistical concluding measure. The level of connectedness of single variables is determined through coefficient of contingency (C).

4. RESULTS AND DISCUSSION

Te research investigated answers to the following questions: *Which are the most often themes in conversation between parents of older elementary school pupils and their children; whether parents have any insight about problems of their children including peer violence problem; whether residential factor and education level of parents impact their decision to talk with children about peer violence; and whether parents have any proposal for this problem prevention*.

Communication between parents and their children-pupils about peer violence can strengthen their mutual confidence; can prepare children for inventing adequate responds to violence challenges in a peer group; and perhaps, initiate cooperation of parents with school in order to activate a school mechanism of protection against violence.

1. Research showed that certain themes in communication with parents are more often than others. As the most often themes of talks are separated the following: marks, behaviour of pupils in school, health problems of pupils, organization of pupil`s free time, pupil`s professional orientation, *peer violence, asocial behaviour, and prevention of deviant behaviour*.

Daily conversation with children performs about marks in school – 6.4% of parents; about pupil`s behaviour - 5.5% of parents; about *peer violence, asocial behaviour and deviant behaviour* – 3.6% parents.

Interval of such themes of talks and specific problems occur within refers to assumption that parents express a practical interest in continual communication with children in (1) domain of achievement of desired individual positioning of children-pupils in school regulatory environment (success in learning and behaviour of pupils in school); and (2) domain of remedying the factors that can disturb desired position of child in school (peer violence, asocial behaviour).

Parents are mostly interested in conversation with school children about their success – effects of participation in educational process. Obtained finding provides conclusion that the first additional hypothesis: *It is assumed that the most often theme of conversation of the parents of older elementary school pupils with their children is their success in school (evaluations)*, is confirmed.

Positioning of children in competitive unit (school class), as showed in other research papers, is in the focus of parents. *Increased interest of parents for school success of children in our condition, we can observe as consequence of the fact that knowledge becomes the main*

development resource, and, accordingly, represents open channel for social promotion. (Trifunović, 2001:230)

2. Research showed that parents of older elementary school pupils in conversation with them try to inform themselves: about all happening in school (56.9% of parents); particularly about marks and discipline (about 26% of parents); particularly about violence in school, including peer violence (about 11% of parents). Obtained results show that majority of parents, about 56% of them, have insight about all aspects of school life of their children. About 37% parents talk with children about themes particularly interested in, including peer violence.
Answering the question *does your child-pupil has problems in school*, the major per cent of parents, 84.4%, state that their children have no problems in school; 8.3% state that their children have problems with peer from the classroom; 2.8% of parents state that their children have problems with pupils form other classrooms; while 1.8% of parents emphasize that their children have problematic relation with teacher. Data show that according to parents` knowledge gained from these conversations with their children, about 11% of children are exposed to violence problem performed by the pupils from the same school. Obtained results enable conclusion that second additional hypothesis: *It is assumed that parents of older elementary school pupils in their conversation with children learn about their school problems including peer violence problem* is confirmed.

3. Research monitored connectedness between themes choice in conversation between parents and children about the school (about all events in school, particularly about marks and discipline, especially peer violence) and *permanent residence* of parents. Obtained results showed that:
(a) 6.6% of parents confirming they talk with children *about everything that happens in school* live in the village and this makes 50.0% of total number of parents whose residence is village; 42.6%of parents that choose the same topic for talk live in city, and that is 51.0% of total number of parents that live in city; 63.3% of parents stating they talk about all events in school live in suburb which presents 28.7% of total number of parents whose residence is suburb.
Research showed that only among parents that live in village is one group separated with 12.5% of parents who *do not talk* at all with children about school.
(b)28.6% of parents confirming that talk with children about *marks and discipli*ne live in village and that is 25.0% of total number of parents that live in village' 42.9% of parents that choose the same topic for talk live in city which presents 5.9% of total number of parents living in city; 28.6% of parents that talk with children about marks and discipline live in suburb and that makes 4.1% of total number of parents whose residence is suburb,
(c)20.0% of parents who talk with children about *violence in school* live in village, and that is 12.5% of total number of parents with residence in village; 80.0% of parents testifying that talk with children about violence in school live in city which presents 7.8% of total number of parents that live in city; violence in school was not topic for conversation with children whose parents live in suburb settlements.

Calculated Hi square (Chi-Square) = 29.377 at grade of significance p = .022 (df = 16) is statistically significant and illustrates that parents of older elementary school pupils, depending on residential factor, differ in between upon topic selection for talk with their children.

Obtained data provides conclusion that third additional hypothesis: *It is assumed that communication of the parents of older elementary school pupils with their children about peer violence significantly linked with residential factor* is confirmed.

Data show that parents whose place of residence is village point to increased interest in talk about *marks and discipline* of a child in school, as well as in problem of *violence in school* than parents who live in city; curiosity to know *all that happens in school* equally is shared with group of parents whose place of residence is city but they are unique in fact that even 12.5% of them decided not to talk about school with children. Parents whose place of residence is suburb, on the other hand, show the least interest in talking about school with their children.

4. Monitoring connectedness between theme choice for conversation parents with children about school and *education grade* of parents showed the following: (1) *fathers* of older elementary school pupils *do not differentiate* in between in theme selection for conversation about school with their children according to the education level; (2) mothers of older elementary school pupils *do differentiate* in between in selection of themes for conversation about school with their children according to the level of education.
Level of education of mothers of older elementary school pupils is linked with theme selection for conversation with them:
(a)About everything that happens in school talk 1.7% of mothers that have incomplete elementary school, which makes 100.0% of total number of mothers with incomplete elementary school; 3.3% of mothers stating that talk about everything that happens in school with completed elementary school which makes 22.2% of total number of mothers with completed elementary school; 66.7% of mothers stating that talk about everything that happens in school with completed secondary school which makes 60.6% of total number of mothers with secondary school; 15.0% of mothers that talk with children about everything that happens in school have higher education which makes 64.3% of total number of mothers with higher grade of education; 13.3% of mothers that talk about everything that happens in school have high education which makes 50.0% of total number of mothers with high education.
Research showed that only among mothers with completed elementary school is separated the group of 11.1% of mothers who do not talk about school with their children.
(b)About *peer violence* problem, as separate topic, do not talk mothers with uncompleted elementary school and mothers with high education; 20.0% of mothers stating that talk particularly about peer violence problem with their children have completed elementary school which makes 11.1% of total number of mothers with completed elementary school; 40.0% of mothers stating that talk about peer violence with their children have a secondary school completed which makes 3.0% of total number of mothers with secondary school grade; 40.0% of mothers that talk particularly about peer violence problem with their children have higher school education which makes 14.3% of total number of mothers with higher education grade.

Calculated Hi square (Chi-Square) = 51.858 at grade of significance p = .015 (df = 32) is statistically significant and illustrates that mothers of older elementary school pupils, according to acquired education level, differ in between upon topic selection for talk with their children.

Obtained data enable conclusion that fourth additional hypothesis: *It is assumed that communication between parents of older elementary school pupils and their children about peer violence is significantly linked with the education level of both parents* is not confirmed.

5. Research showed that parents emphasize, as one of the most important goals of cooperation between parents and school, finding *solution for the violence in school* problem: (a) 57.8% parents believe that basic aim in cooperation of family and school is prevention of violence in school; (b) 11.9% parents think that basic aim is informing parents on violence in school; (c) 10.1% of parents emphasize as the most important goal the cooperation in *solving theexisting problem/current cases of peer violence*; (d) about 20% of parents think that all said goals of cooperation are equally important. According to data, more than one half of parents think that *prevention of violence in school* is the key factor of its elimination from the school context.

However, whether parents have any proposal for prevention?
Obtained data points that majority of parents, about 68%, think that prevention of the peer violence is task for school which by its entire engagement (teaching contents and activities) can promote and develop non-violent patterns of behaviour. 16.2% of parents believe that prevention of peer violence is also task for school which, by involvement of experts like pedagogues and psychologists in workshops within the subject *civil education*, can contribute prevention of peer violence. About 15.4% of parents think that prevention of peer violence is not primarily task for school and responsibility for peer violence is on the side of parents who by their own values and patterns of behaviour create relation of children with violence phenomenon.

On the basis of exposed attitudes it is possible to conclude that fifth additional hypothesis: *It is assumed that parents of older elementary school pupils have clear proposals for stamping out and prevention of peer violence* is not fully confirmed. Parents have too many expectations from the school system in domain of stamping out the peer violence and they have no clear concepts about proper actions and performance except the general idea that engagement of school resources can significantly impact the peer violence phenomenon.

5. CONCLUSION

The peer violence is the problem that have been repeatedly examined, however, there is small number of research papers focused on parents of elementary school pupils and their readiness to talk with own children about the violence phenomenon. Conducted research provided an opportunity to emphasize certain specific qualifications of achieved communication between parents of older elementary school pupils and their children that are an expression of conditions and influences of social and cultural environments parents are coming from. Results of this field research are primarily certain description of events in certain environment and in that sense do not embody a base for developing full picture about communication between parents and children of the peer violence in school, but, at least, provide an opportunity to emphasize some local characteristics.

Parents of older elementary school pupils are mostly interested in limited number of questions about school life of their children such as in the most of cases: marks and pupil`s behaviour in school. Selection of themes for talk between parents and children about school live is related with variables: residential factor and level of education.

Solution for the problem of the peer violence parents see as one of the major tasks for school and research showed, in majority of per cents that they do not recognize the roe of family in this problem prevention. Proposals and suggestions are, however, directed to content and activities that solve the problem in palliative manner avoiding the ground of the problem occurrence regarding the wider social context where the violence is a usual phenomenon and where from it is transferred to school. Stamping out the peer violence in elementary schools is not sufficiently successful because such violence is a mirror of disorganization of entire society and it is not just a *product* of so called school culture. The violence is an expression of disorientation in values. It is first of all an ethics and axiological question and not cognitive. It seems that strategies of the violence stamp out and prevention of the peer violence in elementary schools cannot be efficient if engagement of the school is reduced, mostly, to introduction of teaching contents within the framework of different teaching subjects of non-violent forms of communication and interaction while communication between parents and children is only about marks and discipline. Change can occur only if entire society changes own paradigm of development that generates the violence in new paradigm which will be based in the culture of peace.

REFERENCES

1. Bronfrenbrenner, U. (1979). *The ecology of human development*. Cambridge, MA: Harvard University Press.
2. Budimir-Ninković, G. (2009). *Savremena porodica i škola* [Modern family and school]. Jagodina: Učiteljski fakultet.
3. Giddens, E. (2001). *Sociologija* [Sociology]. Podgorica: CID.
4. Hall, S. (1995). Fantasy, Identity, Politics. In E. Carter, J. Donald &J. Squites (Eds.), *Cultural Remix: Theories of Politics and the Popular* (pp.63-69). London:Lawrence & Wishart.
5. Hawes, *C.L.* (2009).Toward a hermeneutic phenomenology of communication. *Communication Quarterly, Volume 25*: 30-41. *Doi:*10.1080/01463377709369261
6. Jevtić, B. (2016). Vrednosne orijentacije kao strategija prevencije vršnjačkog nasilja [Orientation values as strategy for prevention of the peer violence]. *Pedagogija* 1(2016), 37-47.
7. Kon, I.S. (1991). *Dete i kultura* [Child and the culture]. Beograd: Zavod za udžbenike i nastavna sredstva.
8. Mialare, G.(1989).*Uvod u edukacijske znanosti* [Introduction to educational sciences]. Zagreb: Školska knjiga.
9. Milić, A. (2007). *Sociologija porodice* [Sociology of the family]. Beograd: Čigoja.
10. Olweus, D. (1993). *Bullying at school: What we know and what we can do.* Oxford: Blackwell.
11. Popadić, D.,Plut, D. & Pavlović, Z. (2015). *Nasilje u školama Srbije: analiza stanja od 2006. do 2013* [Violence in schools in Serbia: analysis of the situation from 2006 to 2013] Beograd: Institut za psihologiju; UNICEF.
12. Popadić, D. (2009). *Nasilje u školama* [Violence in schools in Serbia]. Beograd: Institut za psihologiju; UNICEF.
13. Rot, N. (2010). *Osnovi socijalne psihologije* [Basics of social psychology]. Beograd: Zavod za udžbenike.
14. Trifunović, V.(2006). *Nasilje i škola* [Violence and school]. Jagodina: Učiteljski fakultet.
15. Trifunović, V.(2001). *Seoske škole i kultura* [Village schools and culture]. Jagodina: Učiteljski fakultet.