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INTERACTION BETWEEN FRENCH LANGUAGE AND PUBLIC SERVICES OF FRANCE IN THE SECOND HALF OF THE 20th CENTURY[1]

Zoran Nikolovski

"St. Kliment Ohridski" University– Bitola
Faculty of Economics - Prilep
zoran.nikolovski@uklo.edu.mk

Abstract

The public services play a major role in preserving the status of the French language on the internall plan, in promoting it as a language of international communication, as well as in fostering language and cultural diversity. For better illustration of the interaction between the language and the public services, we will present their role in the preservation and promotion of the French language on the internal and internationall plan, as well as its terminological enrichment in the second half of the 20th century. *Internally,* the public services properly apply the required decisions for proper and regular use of the French language, pay attention to the increasing of the quality and properly apply the recommended terminologies by the terminology commissions in administrative and legal documents, while maintaining scientific manifestations and publication of publications, commercial posts and advertisements, products, trademarks, as well as on the websites. *Internationally,* the public services consistently promote the French language in relations with the European Union, United Nations and with Francophone countries. They regularly review the bilateral and multilateral agreements, strengthen the translation services, establish a fund for assistance in translating and interpreting international events, and organize language courses. France, as one of the main coordinators of the International Organization of the Francophone, proposes more measures for spreading of the French language in the world by encouraging Francophone scientific staff to participate in various international activities, increasing its presence on the Internet, creating electronic language tools, etc. With *the terminological enrichment*, the French language is modernized and enhanced its use. For this purpose, are created terminology and neology commissions, which in contact with the French Academy, related institutions from the francophone countries and international standardization organizations, encourage the creation of new terms in all areas that are constantly updated and thus directly and positively affected on its status at the international plan.

Keywords: interaction, French language, public services, France

1. Introduction

The subject of this research is the interaction between the French language and the public services of France in The second half of the 20th century. These services play a major role in preserving the status of the French language internally and internationally and represent an important segment of the French contemporary linguistic policy regarding the French

[1] Revisional scientific paper

language (Calvet, 1996: 99-111, 1999: 246-270, Николовски, 2002: 53–62). To present the interaction between the French language and the public services of France in this period, we analyzed several administrative decisions concerning the French language (Николовски, 2002: 101-118). For the starting point of the French contemporary linguistic policy regarding the French language, we determine year 1966 when the founding of the *Haut comité pour la défense et l'expansion de la langue française* (Décret n˚66-203), the first institution of the modern period in this country whose goal is defense of the language. France, by its founding, portrays a new, systematic dimension with respect to the defense of the French language and establishes a special relationship towards it. According to the manner of operation and functioning of the institutions whose main concern is its defense, we distinguish three periods of French contemporary linguistic policy in relation to the French language, in which there is a continuous relationship between the public services and the French language that indicates the link between language and the state[2]. On the *internal plane*, the public services obligatory must to take into account for the proper usage of the French language and for increasement of its quality. They also must to take into the correct application of the recommended terms by the terminology commissions in the legal and administrative documents, in the advertisements, the products, the trademarks, on the web sites, as well as in the maintenance of scientific manifestations and publishing publications, etc.

The public services on the *Internationall plan*, need to consistently promote the French language in relations with the European Union, United Nations and Francophone countries. They must inspect bilateral and multilateral agreements, strengthen the translation services of the international events, organize language courses and undertake other measures for spreading of the French language in the World (reinforcement of its presence on the Internet, creation of electronic language tools etc.).

The use of French language is being modernized and increased with *terminological enrichment*. Therefore, terminology and neology commissions are created that encourage the creation of new terms and their updating in all areas and thus directly and positively influence its status on the international scene.

2. The public services and the application of the French language internally

Internally, the public services are based on the constitutional principle that French language is the language of the Republic of France « La langue de la République est le français » (Constitution française du 4 octobre 1958, article 2). According to the circular letter of April 1994 (Circulaire du 12 avril 1994), they should ensure the strict application of all administrative decisions concerning the use of the French language, to consistently apply all newly created terms from the terminology commissions and all documents that they will publish not to be contrary to the provisions for the usage of the French language. In addition to this circular letter, by September 1999, another 14 circular letters with similar contents were sent, intended for each ministry separately (Николовски, 2002: 54).

[2] Based on the functioning of the institutions for the defense of the language, we distinguish three periods of French contemporary linguistic policy regarding the French language such as: 1. 1966 - 1984, the period of operation of the *Haut comité pour la défense et l'expansion de la langue française*, 2. 1984 - 1989, the period of operation of the *Commissariat général de la langue française* and the *Comité consultatif de la langue française*, 3. 1989 - 2001, the period of operation of the Conseil supérieur de la langue française and the *Délégation générale à la langue française et aux langues de France* (Николовски, 2002: 36-46).

And the Law on the Usage of the French Language from year 1994 (La loi n^{o} 94-665 du 4 août 1994 relative à l'emploi de la langue française) defines the obligations of the public services[3].

Namely, all posts and advertisements posted in public places by legal entities should contain a translation in at least two languages (art. 4), contracts concluded by legal entities to be written in French, except for the exemptions provided by law (art. 5), the manifestations, seminars and congresses to be translated from and in French (art 6), all foreign-language magazines to contain a French summary (art 7), and the use of a foreign expression is prohibited or a term in the trademark of a particular product when the same exists in French language (art. 14). The general feature of this period, inter alia, is the encouragement towards multilingualism (art.4), both internally and externally, through which France is fighting against the global tendency of monolingualism and the superiority of the English language. Although with certain problems, however, the provisions governing public administration in respect of the application of the French language to the internal plan are duly respected (Droit de comprendre, 1999: 55-60 & Rapport au Parlement, 2000: 61-68).

Also, mandatory use and special attention is also required to the French language on the websites (Circulaire du 15 mai 1996, 2. b.) and in the state information systems (Circulaire du 6 mars 1997) is also required. In order to regulate the language in this area, in the period from 1996 to the second half of 1999, we noted the adoption of eight administrative decisions (Николовски, 2002: 54). With the circular letter from 7 October 1999, it is specified that the terms used on the sites should correspond to the terminological lists published in the *Journal officiel* de la République française, and their translation into English is permissible if there is a translation into another foreign language whose choice depends on the purpose and aim of the site. (Circulaire du 7 octobre 1999, 2. 2. 2. Langue). Providing an example and fostering multilingualism on websites only reinforces the position of French public services on a global scale towards the global respect for language and cultural diversity on the Internet.

Regarding the application of the aforementioned provisions in this area, we conducted an analysis of several dozens of sites belonging to the French public services, and we noticed that almost all of them have bilingual French-English language (Николовски, 2002: 55). In the headings intended for French citizens there is no translation into a foreign language. Some research institutions, in addition to French publications, also contain summaries in English, and the sites of certain public services that contain useful information for various partners in the world also have a translation into the language of the country for which the information is intended under Article 6 from the Circular a letter of April 1994 (Николовски, 2002: 55).

In this period of French contemporary linguistic policy regarding the French language, the tendency continues for improvement of the quality of the language of all administrative texts for improvement of the quality of the language of all administrative texts. In that respect, we noticed the adoption of three legal acts[4] that reminds public administration employees of

[3] Some provisions of this Law are taken from the previous French Language Law 1975 (Loi du 31 décembre 1975 relative à l'emploi de la langue française), that imposes mandatory use of the French language in the public announcement, advertising, as well as prohibition of use of foreign terms or expressions. This Law ceases to be valid with the entry into force of the Law from1994.

[4]Circulaire du 2 janvier 1993, relative aux régles d'élaboration, de signature et de publication des texts au Journal officiel at à la mise en oeuvre de procedures particuliéres incombat au Premier minister; Circulaire dy 20 septembre 1994 relative aux régles aux nominations des mebres des conseils et des dirigeants des

the proper use of the French language in the compilation of administrative documents so that they can be better understood by the subjects to whom they are referred.

Also, with that purpose is the creating the Orientation Committee for the simplification of the administrative language (Comité d'orientation pour la simplification du langage administratif) (Arrêté du 2 juillet 2001), that is responsible for formulating specific proposals for quality improving of the administrative language, as well as to monitor their specific application by the public administration.

3. Public services and the promotion of French language as a language of the international communication

The public services, in the relations with foreign persons and institutions, must fully respect the rules for the use of the French language in the international affairs (Circulaire du 12 avril 1994, art. 6), but not favoring any foreign language. The French negotiators while concluding international bilateral or multilateral agreements must use the French language, and if there is no possibility for it from the other side, it is permitted the use of the language of the negotiators or at the third language agreed in the first stages of the negotiation. (Circulaire du 30 mai 1997, III-Rédaction et présentation).

Even though, the French language is an official or working language of many international institutions, however, the public service officials face some difficulties in applying it.

In the General Assembly of the United Nations, despite the fact that the French language is one of the official or working languages, the English language confirms its supremacy. In 1992, the number of delegations expressing in English was 74, and in French 31, but in 1999 increase to 95 delegations in English, and fall to 26 delegations in French (*La place de la langue française dans les institutions internationales*, 2000: 4). Most of the official documents are also written first in English, but very often there are problems in the translation sector that leads to delay in the distribution of translated documents in French language. There is the same problem for contacts between most French ministries with the relevant institutions in the United Nations. The permanent French representatives in international organizations, largely, direct their attention to the use and respect of the French language status. They advocate that international officials from other countries must be obliged to know the French language as a one of the working languages, placed francophone heads of certain sectors that have strategic importance for the preservation of the status of the language, allocated funds for starting language courses in many international institutions. They encouraged the appointment of a Language Coordinator at the United Nations Organization, create a Consultative Committee on Language Pluralism (Comité consultatif pour le pluralisme linguistique) of UNESCO etc.

In the institutions of the European Union, French language is also an official and working language (Règlement nº 1 du 15 avril 1958, art. 1er). It can be used during official and informal meetings, in relations with the institutions of the Union, in the contacts with representatives of other Member States whereby the use of the language of the interlocutor's

établissaments publics et enterprises du secteur public: Circulaire du 30 janvier 1997, relative aux régles d'élaboration, de signature et de publication des textes au Journal officiel et à la mise en oeuvre de procédures particulières incombant au Premier ministre, art. 1. 1. 1.

country is permitted, provided that the French official is in charge. The European libraries and documentation centers must give them a special place for editions published in French (*Le Français dans les institutions europeennes*, 2000: 4-14).

According to the French Delegation's for the French language from 1999, the most of the working papers sent by the European Council and to the European Commission to the respective French instances are written in English, while those sent by the European Parliament and the European Court, as well as those referring to official meetings, are usually written in French language (Rapport au parlement, 2000: 76-81). However, and in the European Union there is also a stagnation of the French language, especially after the accession of the non-Francophone countries in it. Even in the relations between the Union and the Francophone countries of Africa, communication is used only in English. The Union allows its use even in relations with the French enterprises.

During the presidency, in the second half of 2000, France reacts strongly against the use of only one language and is committed to multilingualism. It reinforces French language translation services in European institutions by organizing language courses for officials from member states and candidate countries for membership in the Union, and trains French translators from EU accession countries. In addition, France launches more actions in favor of multilingualism in new information technology: enhanced translation of European sites into multiple languages, putting into use an automated online translator and interactive online-grammar in French language.

France's ties with French-speaking countries and institutions are also strengthened. In addition, their representatives in the international institutions use the French language at every possible occasion. France is the principal coordinator of all actions aimed at spreading the Francophone in the World. France runs a policy of cooperation with the international francophone organizations, proposes measures, encourages and defines the actions taken to develop the Francophone and the French language (Décret nº 91-1094 du 21 octobre 1991; Décret nº 92-1231 du 24 novembre 1992; Décret nº 93-797 du 16 avril 1993, art. 5, 6, 7). Also, by encouraging of the young scientific staff of the Francophone countries to take part in the work of numerous international institutions and through the establishment of the Fund for Translation and Interpretation Assistance (Fonds d'aide à la traduction et à l'interprétation), the use of in French language increases during the holding of international events held outside France.

The defense of the status and the spread of the French language in the World is also the goal of the Directorate for Cultural Cooperation and French language (Direction de la coopération culturelle et du français) at the French Ministry of Foreign Affairs, which prepares plans and programs for studying of the French language in the World. For that purpose, France is in constant contact with the network of French institutions and centers, with the French alliances, and cooperates with all other institutions in which foreigners from all over the world are educated in France (Arrêté du 25 juillet 2001, art. 5).

4. Terminological Enrichment of the French language

In order for the French language to preserve its international status, it must be enriched with terms from all areas through which it will have to express the modernity. Enriching the language is one of the features that characterizes French contemporary language policy (Николовски, 2002: 37, 40, 45).

With the creation of the General Commission and the Specialized Committees for terminology and neology, it is encouraged the creation of new terms and it is increased their application in various fields: economy, natural sciences, technology, law, etc[5].

These commissions contribute for the spreading of the Francophone and the promotion of multilingualism worldwide. These are also in contact with related institutions of the francophone countries working on the equalization of newly created expressions and terms, with the international organizations, as well as with institutions for international standardization (Décret du 3 juillet 1996, art. 1er). The last, eighteenth in a row, Commission for terminology and neology at the Ministry of Youth and Sports was established in March 2001. In every commission, there is a special high-level officer for terminology and neology (Arrêté du 27 mars 2001) and special service responsible for coordinating of all activities from this domain.

In year 2000, the General Commission of terminology and neology, through its specialized committees, performed an audit of all terms, phrases and definitions published in the *Journal officiel* de la République française in the period from 1973 to 1996. The results from the audit are published in a terminological list (Répertoire terminologique, 2000) that covers 3,000 fully audited units.

With the government preparation program for France to entry into the information society, the great outstanding role played the newly created terms in this area, whereby the General Commission for terminology and neology, is required to develop terminological lists of this area in cooperation with the specialized commissions.

Three such lists were issued until year 1999 (*Rapport annuaire d'activité*, 1999: 22). In addition, brochures of newly created terms from several areas are issued and are sent free of charge to all departments of public services and related associations whose activity is related to the specific area for which the list is intended. All terms and lists can be downloaded from the website of the General Delegation for French language.

Contacts are deepening in this area with related institutions from the Francophone countries. Through constant contacts, it is possible for experts from several countries to participate in determining the composition of the newly created terminological lists that reduces the possibility of occurrence of terminological differences in the Francophone countries. In year 2000 were organized two meetings of French experts with colleagues from Canada and Belgium in order to define the condition of terminological policy in relation to the French language in those countries (*Rapport au Parlement*, 2000: 86).

As a reaction to the second wave of the feminist movement that began in the 1960s, forms of feminine gender for certain professions or functions are increasingly being used. Therefore, as early as in 1986, the use of a special form in feminine gender in nouns denoting professions, functions, acts or titles (Circulaire du 11 mars 1986) is required in all official documents of the administration. In 1998, women participating in the government sought and increasingly used the form of feminine titles of the minister (*la ministre*), and at the same

[5] The Decree of 2015 (Décret n° 2015-341 du 25 mars 2015) aims to simplify and modernize the provision for the enrichment of the French language by changing the composition and the name of the General Commission for terminology and neology that becomes the Commission for enrichment of the French language (Commission d'enrichissement de la langue française). The specialized terminology and neology commissions in each ministry become Expert groups (Groupe d'experts).

time began to make the use of that form as a regular voice practice. Therefore, with the circular letter of 1998 (Circulaire du 6 mars 1998) instructs the General Commission for terminology and neology to begin a research that would clarify the problem, by accepting the situation in other Francophone countries.

The survey would be based on previous surveys from 1984 and 1985, carried out by the commission that worked in that period. This came under strong opposition from members of the French Academy (Saint Robert de, 2000: 101).

The General Commission for terminology and neology submitted its report in October 1999 (*Rapport sur la féminisation des noms de métier, fonction, grade ou titre au Premier ministre*) stating that principally, there are no obstacles to the use of the feminine gender of the nouns that denote occupations and professions. On the other side, the Commission opposes the use of the feminine gender in nouns that denote public functions in administrative documents of the public services and considers that there strictly should be observed the rule of neutrality of the functions. Also, it proposes further research on this issue. The same circular letter instructs the National Institute for French Language (Institut national de la langue française) to compile a brochure, to give users instructions in relation to the use of the most appropriate noun forms in the feminine gender. The publication (Becquer et al., 1999) contains the rules for formation of a feminine gender in nouns denoting a public profession, function, rank or title, as well as forms of the masculine gender for the same nouns. It also allows the *une ministre* form. The same circular letter permits the use of the forms of feminine gender, which are widely used: *la secrétaire générale, la directrice, la conseillère,* by the public services.

5. Conclusion

Starting from the fact that the public services play a major role in preserving the status of the French language on the internal plan and in the international communication, we tried to show their action in the second half of the 20th century and, therefore, the interaction between the language and the state. At *the national level*, public services properly apply the decisions required and proper use of the French language, pay attention to increasing the quality and properly apply the recommended terminology by terminology commissions in administrative and legal documents, while maintaining scientific events and publishing publications, trade posts and advertisements, products, trademarks, as well as on the websites. Although there are certain problems, however, these provisions are duly respected.

At the *international level,* the public services consistently promote the French language in relations with the European Union, United Nations and Francophone countries. They regularly review the bilateral and multilateral agreements, strengthen the translation services, establish a fund for assistance in translating and interpreting international events, and organize language courses. France, as one of the principal coordinators of the International Organization of the Francophone, proposes more measures for spreading of the French language in the World by encouraging francophone scholars to participate in various international activities, strengthening ties with francophone educational and cultural institutions, increasing its presence on the Internet, creating electronic language tools, etc.

Although the French language is an official or working language in many international institutions, however, some difficulties are encountered in its application (delays of official documents translated into French, the use of English in communication with French ministries or enterprises, as well as with certain francophone countries by the General

Assembly of the United Nations and the European Union). Therefore, France, together with other Francophone countries in Europe and through the International Organization of the Francophone, strongly reacts against monolingualism and advocates multilingualism through the policy of promoting the French language. The French language is modernized and its use enhanced with *the terminological enrichment.* For this purpose are created commissions for terminology and neology, which in contact with the French Academy, related institutions from the Francophone countries and the international standardization organizations, encourage the creation of new terms in all areas that are constantly updated and distributed through brochures, or can be downloaded electronically from the Internet. This has a positive effect on its status on the international plane, also reduces the possibility of occurrence of terminological differences in the Francophone countries and it turns out that France joins the era of modernization and progress. Through the recommendation то use the gender of the nouns of certain professions and public functions in the legal and administrative documents published by the public services, it is once again confirmed that the state monitors the current social conditions and adequately reacts with their use. Through the continued care and fostering of the French language, it is confirmed the interaction between the public services of France and the French language, as well as its contribution to fostering the language and cultural diversity on a global scale.

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

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TEACHER PERCEPTIONS FOR USING COMPUTER AND MEDIA LEARNING (IKT) IN MACEDONIAN LANGUAGE TEACHING CLASS IN PRIMARY EDUCATION[6]

Irena Kitanova

Faculty of Educational Sciences
University "Goce Delcev" Stip, Macedonia
irena.kitanova@ugd.edu.mk

Sadudin Sadiki

Municipal High technical school – Gostivar
satko77@gmail.com

Abstract

The recent reform of education in the Republic of Macedonia has brought innovation in the use of technology in the teaching process as well as in the use of computers as a tool, but also as a method and a way to learn. Also, projects and curricula for computer learning have been developed in both primary and secondary schools.

In this context, this theoretically-empirical research combines the reality of the use of ICT tools in Macedonian language classes in elementary schools with segments defined in Macedonian language curriculum. With the empirical, descriptive and conclusive results gained in this research, where 88 Macedonian language teachers in the primary schools of Skopje, Gostivar and Stip were surveyed, a statistical difference (sig = 0.028) was observed in teacher attitudes per city in terms of level and the impact of ICT tools on the productivity of students in Macedonian language classes as well as the statistical difference (sig = 0.043) in teachers' attitudes by their age. In the end, the hierarchy of IKT tools was determined according to their level of use and the hierarchy of skills developed by the use of ICT tools in Macedonian language classes in elementary schools.

Keywords: computer usage; IKT tools; e-technology; teachers perceptions;

1. Introduction

Schools in the Republic of Macedonia are undergoing a historic change process of their ICT readiness which reflects the wider social integration of ICT technologies leading to the creation of a modern digital society and economy. School education sets the foundations for creating a society based on knowledge and citizens who are ready for active inclusion in the digital society and able to contribute to the development of the domestic economy. Seeing the long-term benefits of a quality and modern education system, The Republic of Macedonia, as its strategic priority, determines the investment in education as the safest way to create strong ones individuals and strong state. In this direction, a number of interconnected and

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dependent initiatives are being undertaken which together lead to modernization of the educational process and improvement of the the quality of education, inter alia, by integrating digital technologies in teaching.

The use of computers and the Internet in schools is significant increased in the last decade, and one of the most important reasons is the need for students and students to acquire knowledge and skills that are essential for life and work in 21st years century.

Because computers and the Internet enable the use of useful tools and access to a myriad of information, the school teachers they help:

- ✓ Give pupils access to information that would otherwise be difficult available
- ✓ to meet the different ways of learning students (each student is taught with different tempo)

By using computers and the Internet, students can:

- ➢ find the desired information
- ➢ explore different topics
- ➢ develop the ability to find and collect information
- ➢ collaborate with other students on projects on the Internet

Anyway, computers and the Internet should be seen as an accessory, and not as a substitute for the traditional way of learning. Teachers' obligation is:

- • identify strategies for collecting information
- • determine the relevance of the information they find
- • develop problem solving skills
- • evaluate it efficiency and effectiveness of the solutions

2. Methodology of the research

2.1. Subject of research

This research provides an overview of the level and scope of the use of ICT tools as well as their impact on the productivity of students in the Macedonian language teaching class in the primary schools in the Republic of Macedonia.

2.2. Purpose and nature of the research

The purpose of the research is to examine the attitudes and opinions of teachers in primary education in the subject of Macedonian language on the level and impact of ICT tools in this subject, how many of them are used, what kind of educational needs are and what are the potential differences their views. The objective will be tested in the sense of:

- The level of use of ICT tools in this subject;
- The type of ICT tools outlined in the program plan;
- The impact of these tools in developing a child in each segment;
- Hierarchy of indicators of the psycho-social development of the child from the use of these tools;
- Hierarchy of tools according to the level of use in this subject;

2.3. General hypothesis

According to the attitudes and opinions of teachers in Macedonian language in primary education, the ICT tools allocated according to the curriculum for the subject in Macedonian language are sufficiently used, and they have a positive impact on the productivity and development of the students.

2.4. A sample of research and their caracteristics

1. Example of municipalities (teachers who teach Macedonian language in the primary schools in Skopje, Gostivar and Stip).

2. A sample of primary schools (a total of 18 elementary schools, 10 in Skopje, 5 in Gostivar and 3 in Stip)

3. A sample of teachers in primary schools (a total of 88 teachers, 45 in Skopje, 17 in Gostivar and 26 in Stip).

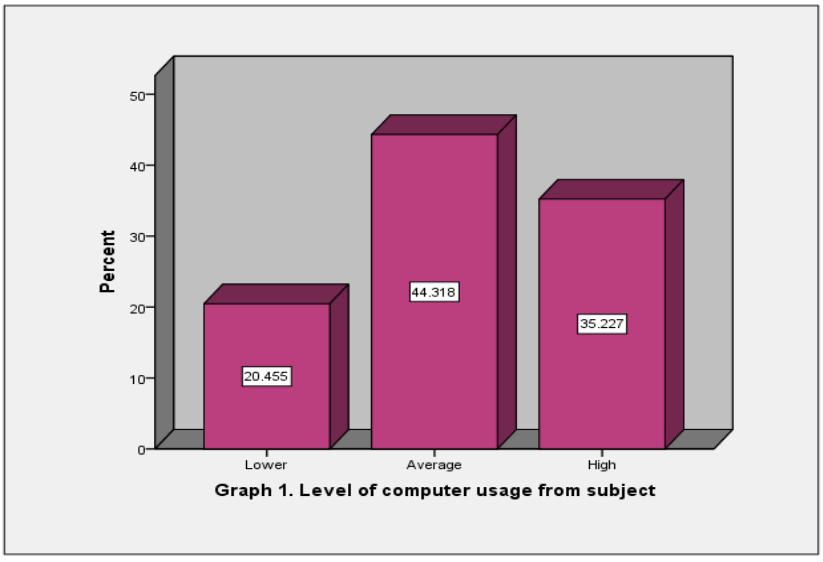
Table 1. Respondents by city

	F	%	Valid %	Cumu.
Gostivar	17	19.3	19.3	19.3
Skopje	45	51.1	51.1	70.5
Stip	26	29.5	29.5	100.0
Total	88	100.0	100.0	

Table 2. Respondents by Gender

	F	%	Valid %	Cumu. %
Male	33	37.5	37.5	37.5
Female	55	62.5	62.5	100.0
Total	88	100.0	100.0	

According to the level of knowledge and use of computers, the surveyed showed three levels:



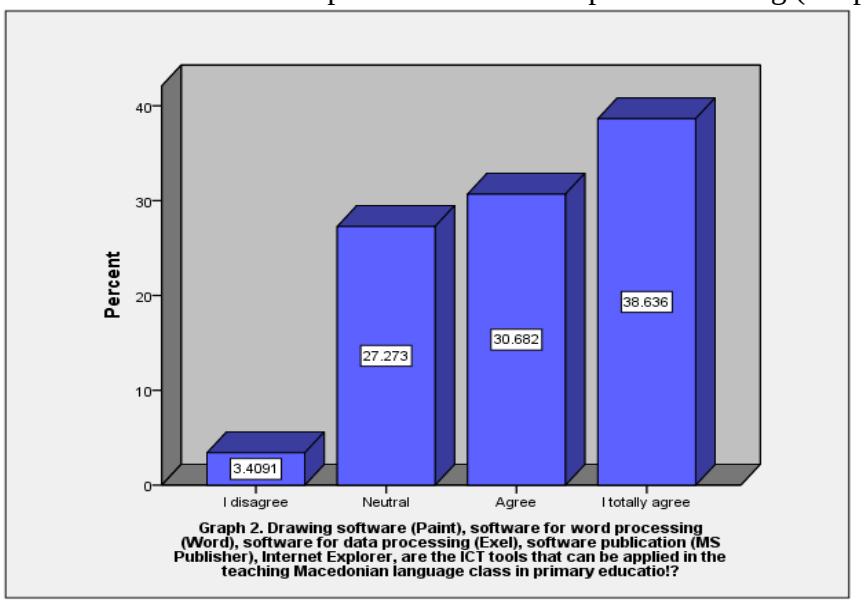
Graph 1. Level of computer usage from subject

2.5. Data processing

The research uses quantitative and qualitative data processing. In quantitative processing, several statistical procedures in the field of descriptive and inferential statistics are used, as follows: determines the frequency distribution, percentage and graphical representation of frequencies, t-test (data obtained from the questions from the native type). For the processing of data of this nature, the Statistical System for Social Sciences (IBM SPSS 20.0) is used. The remaining data, obtained from open issues, are qualitatively processed and analyzed.

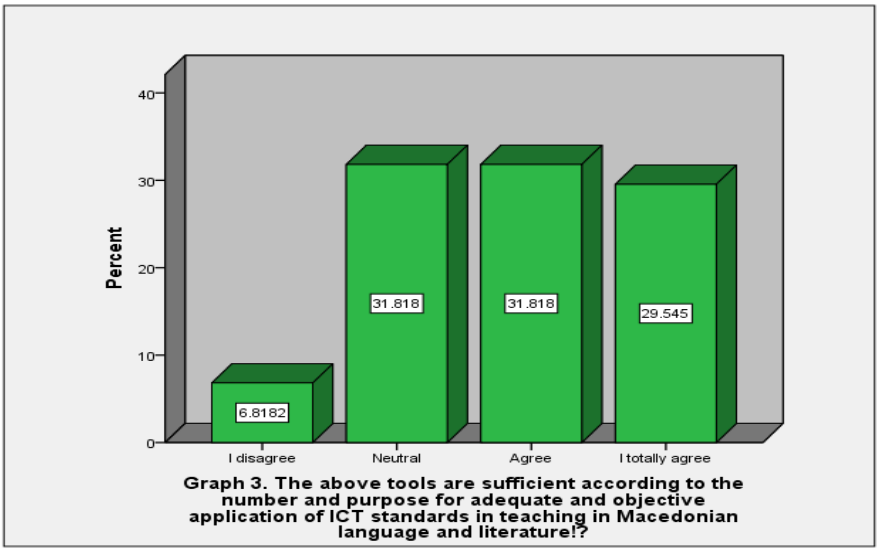
3. Research results

After processing the data and their grouping, it was found that over 69% (30.682% Agree + 38,636% Totally Agree) of the surveyed teachers agree that Drawing software (Paint), software for word processing (Word), software for data processing (Exel), software publication (MS Publisher), Internet Explorer, are the ICT tools that can be applied in the teaching Macedonian language class in primary education. Which means that the percentage of teachers who do not agree with these tools as small and auxiliary tools that advocate for improving the productivity and development of the psycho-social skills of students in the teaching tools that are listed and in the plan of the ICT Prospectus teaching (Graph 2.).



Graph 2. Drawing software (Paint), software for word processing (Word), software for data processing (Exel), software publication (MS Publisher), Internet Explorer, are the ICT tools that can be applied in the teaching Macedonian language class in primary educatio!?

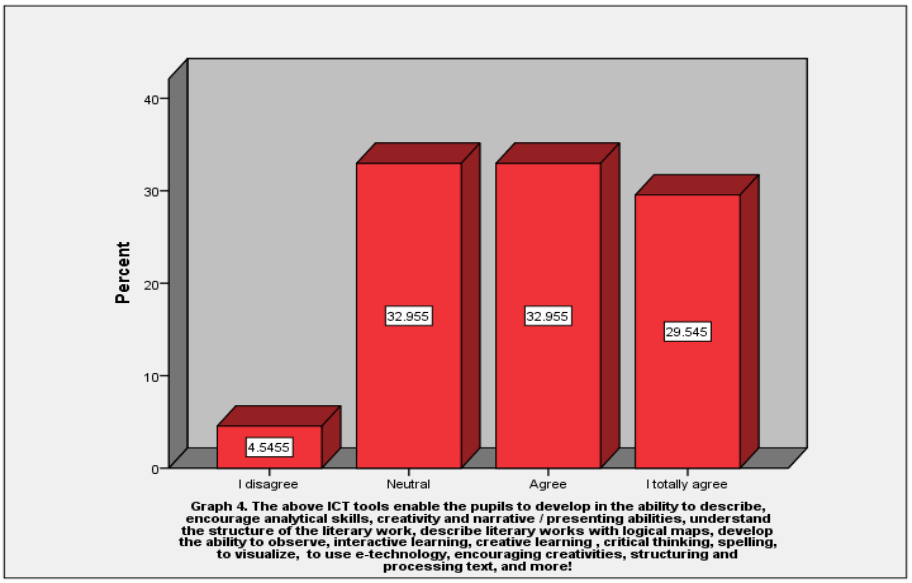
Regarding the question whether the above mentioned tools are sufficient according to the number and goal for appropriate and objective application of ICT standards in Macedonian language teaching, teachers have different opinions and that over 31% have no opinion on this, while around 7% think they are not enough and over 62% think that these tools are sufficient and that there is no need for other such tools to be targeted in the prospectus for ICT teaching (Graph 3.).



Graph 3. The above tools are sufficient according to the number and purpose for adequate and objective application of ICT standards in teaching in Macedonian language and literature!?

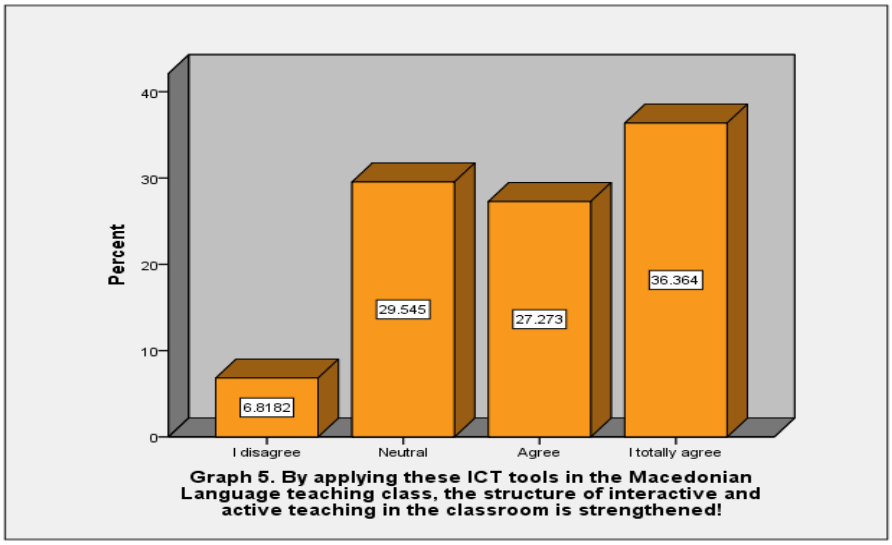
Almost the same proportion occurs on the next question that the above ICT tools allow the student to develop in the ability to describe, encourage analytical skills, creativity and narrative / presenting abilities, understand the structure of literary work, describe literary works with logical cards, develop ability to observe, interactive learning, creative learning, critical thinking, spelling, visualization capability, developing the ability to use e-technology, encouraging the creative abilities, structured and word processing, and more!

In this, about 62% are in favor of this, about 33% have a significant percentage with no opinion, and a lower percentage of 5 think that these tools do not allow students to develop the abilities and abilities mentioned above (Graph 4.).



Graph 4. The above ICT tools enable the pupils to develop in the ability to describe, encourage analytical skills, creativity and narrative / presenting abilities, understand the structure of the literary work, describe literary works with logical maps, develop the ability to observe, interactive learning, creative learning , critical thinking, spelling, to visualize, to use e-technology, encouraging creativities, structuring and processing text, and more!

Also, with a similar percentage, the teachers think that using these ICT tools in the class of Macedonian language strengthens the structure of interactive and active classroom instruction, and over 63% agree with this, about 30 do not have attitude and over 6% disagree with this (Graph 5.).



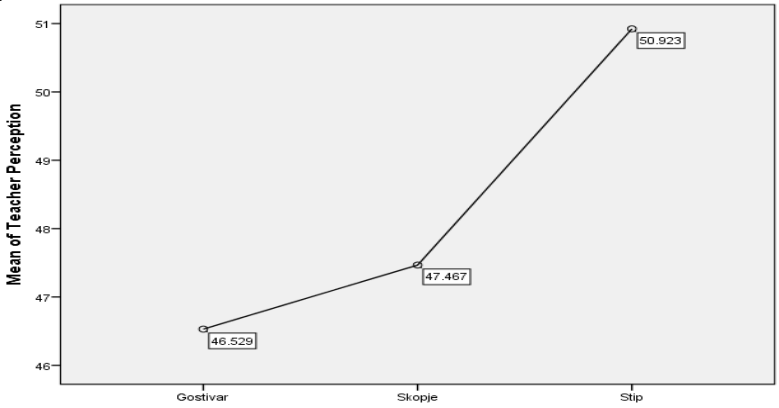
Graph 5. By applying these ICT tools in the Macedonian Language teaching class, the structure of interactive and active teaching in the classroom is strengthened!

On the other hand, with statistical operations for significant statistical difference with T-test, these attitudes of teachers vary according to the city of living and acting, and according to significance in Table 3 below we can conclude that there is a statistical difference (0.028 < 0.05) in the attitudes of teachers according to the city, and the teachers from the city of Stip have positive opinions about the application and impact of ICT tools in the Macedonian language teaching class versus the teachers from the city of Skopje and Gostivar.

Table 3. Significance for mean of Teachers perception according the city - ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	263.434	2	131.717	3.720	**.028**
Within Groups	3009.281	85	35.403		
Total	3272.716	87			

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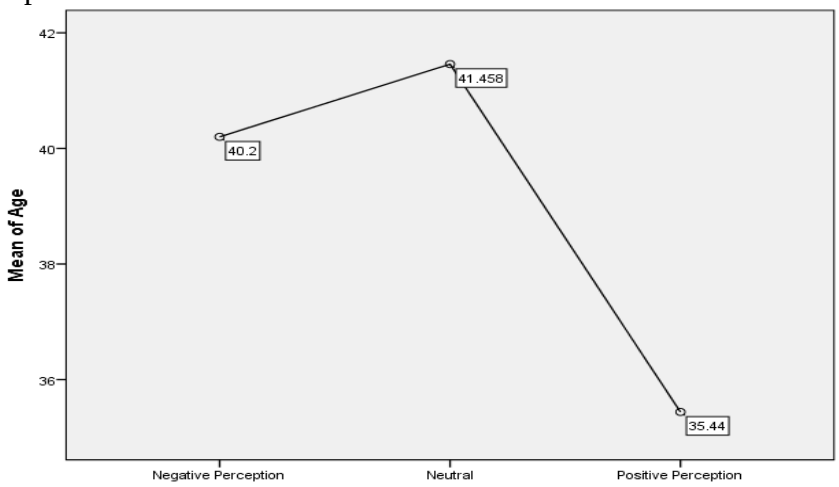
Graph 6. Distinction of the attitudes of subjects to the impact of ICT tools at the Macedonian language class by city

Also, a statistically significant difference (0.043<0.05) in teachers' attitudes towards the application of ICT tools in the Macedonian Language teaching curriculum also occurs according to the age of the teachers themselves, and younger teachers have positive attitudes (in this case the processing of the data the smaller value shows by a positive attitude) about the application of ICT tools to the more experienced and seniors teachers who have lesser or more negative views on the use and application of ICT tools in the Macedonian language class in primary education.

Table 4. Significance for mean of Teachers perception according age - ANOVA

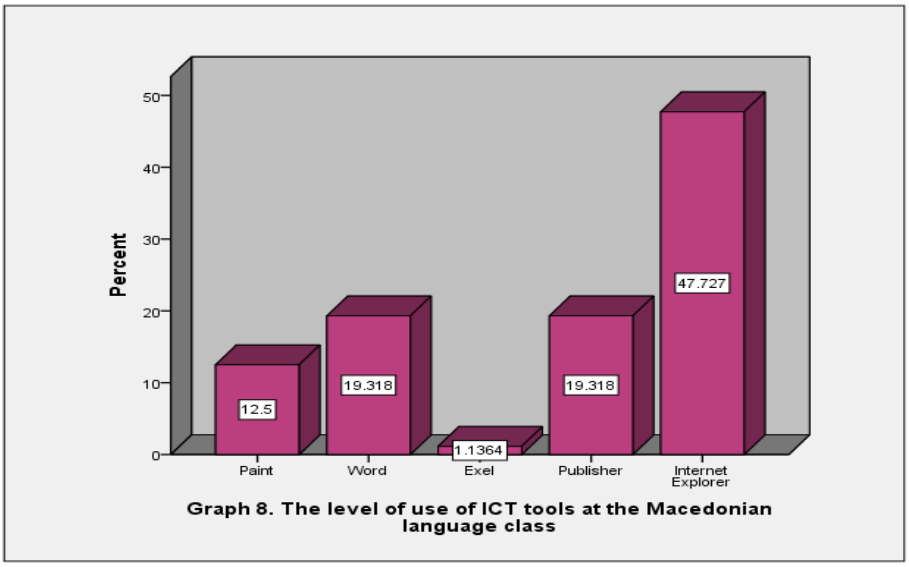
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	603.421	2	301.711	3.272	**.043**
Within Groups	7838.477	85	92.217		
Total	8441.898	87			

Displayed in graphic version:



Graph 7. Distinction of attitudes of subjects on the impact of ICT tools at Macedonian language hours according to their age

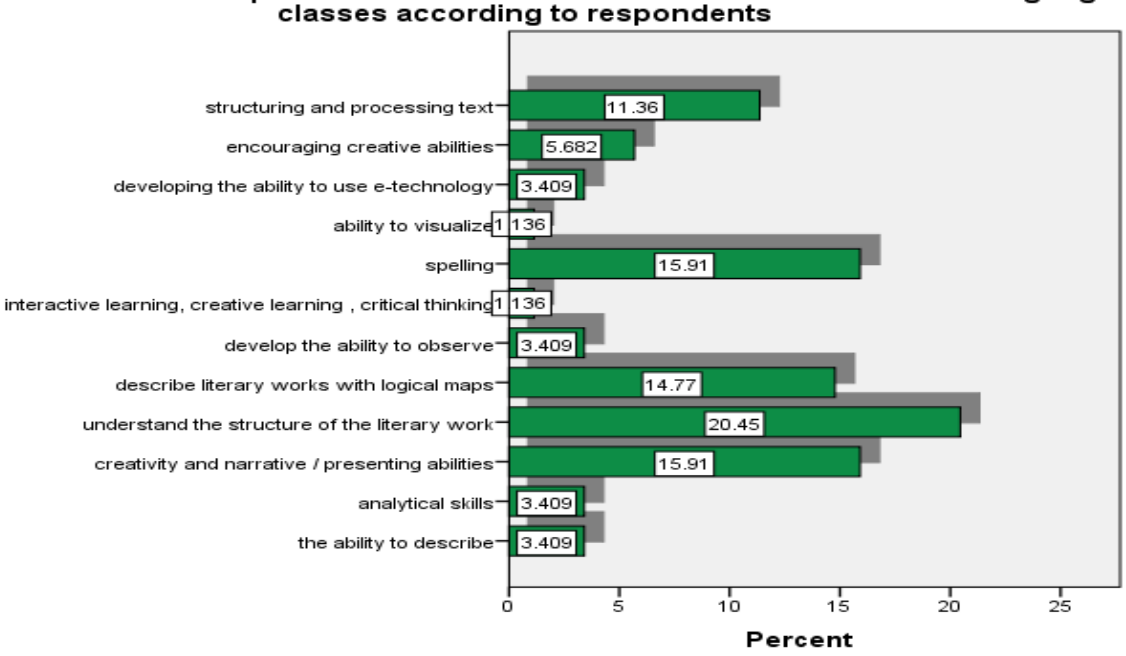
According to the predetermined previous research goal, the graphs below show the levels of use of ICT tools by the surveyed teachers and the hierarchy of indicators for developing skills and abilities of students according to teachers who use and apply these above ICT tools in Macedonian language teaching and literature in primary education. Thus, according to Graphic 8, over 47% of teachers use an Internet Explorer during Macedonian language classes, with about 19% using the Publisher and the Word, and somewhat less, Paint and Exxel.



Graph 8. The level of use of ICT tools at the Macedonian language class

Also, according to teachers, the above ICT tools enable the student to develop in the ability to describe (3,4%), encourage analytical skills (3,4%), **creativity and narrative / presenting abilities (16%), understand the structure of the literary work (20,45%)**, describe literary works with logical maps (14,77%), develop the ability to observe (3,4%), interactive learning-creative learning-critical thinking (1,2%), **spelling (16%)**, ability to visualize (1,1%), developing the ability to use e-technology (3,4%), encouraging creative abilities (5,6%), structuring and processing text (11,36%)!

Graph 9. Skills developed with the use of these ICT tools at Macedonian language classes according to respondents



4. Conclusion and Recommendations

According to the main objective, which resulted in the main hypothesis of the research, "According to the attitudes and opinions of teachers in Macedonian language in primary education, the ICT tools allocated according to the curriculum for the subject in Macedonian language are sufficiently used and positively influence the productivity and the development of the students, we can conclude and conclude that a statistically significant number of

teachers have a positive opinion on the use and application of ICT tools after the hour in Macedonian language tour and that the application of these tools allows students to gain new skills and abilities that are positive about their psiko social development.

According to them, according to the students, using the tools in the Macedonian language class, it is possible to develop creativity and narrative / presenting abilities (16%), understand the structure of the literary work (20,45%), excellent spelling (16%).

4.1. Recommendation

- Determination of teachers' competence standards, on which basis they will the levels of training of ICT teachers are in accordance with / sets of professional and professional competencies of teachers in terms of titles (assistant teacher, teacher, teacher mentor).
- Assessment of the needs of teachers for the application of ICT in the educational process school work (can be done on the basis of self-assessment of the teachers of their competence and training on the educational use of ICT and the the contribution of ICTs to fulfill their new roles).
- Determining the possibilities of correlation with some projects that are already being realized in the primary schools, and within which the training of teachers for the teachers is also covered using ICT in the educational work in the school.
-Education / creation of teacher training modules, grouped into three levels (one team is desirable to work comprised of various experts - informatics, teacher, university professor in the field of education, competent persons from some project activities that in some way have experience, connection or it promote the application of ICT in the process of learning and teaching).
-Education of manual materials / guides for teachers and other necessary resources.
-Selection and appointment of trainers / service providers who will hold the training for teachers.
- Selection of teachers from different schools that will be covered by the training and which after the end of the training they will be appointed teachers for their schools (may be teachers already involved in some project activities or teachers who have a great desire or basic knowledge in the field of ICT).
-Determination of the dynamics of the coverage of teachers from the schools from the whole Republic.
- Determination of the duration for realization of individual modules, by levels, provided for the training of teachers.
-Preparation of the plan at the intervals for realization of the training (weekly or daily, for how many hours, etc.).
-Preparation of materials for the teachers needed for the training.
- Evaluation of the results of the training realized.
-Producing and awarding certificates to teachers who attend the training.
- Engaging teachers who have completed three levels of training as mentors for transferring the acquired experience (knowledge and skills) for the application of ICT to teachers from their schools.

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

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PARENT'S PERSPECTIVE ON THE SCHOOL CLIMATE AND SOCIAL SUPPORT IN THE DEVELOPMENT OF CREAIVITY AMONG PRIMARY SCHOOL STUDENTS[7]

Vesna Stojanovska, Metodija Stojanovski

"St. Kliment Ohridski" University– Bitola
Faculty of Education – Bitola
stvesi@yahoo.com, stmetodija@yahoo.com

Abstract

This article discusses school climate and social support in the development of creativity through perspective of North Macedonian parents. A special constructed questionnaire was used to explore how parents perceive school climate and social support in the development of creative skills. Results show that parents perceive students' creative skills as an important element for the development of one country yet they are not convinced about the presence of a benevolent environment in schools for the development of creativity. Parents saw a lack of a comprehensive and organized approach from the national institutions that will support and foster innovation. Parents' perceptions about schools and society are important as they are indirect beneficiaries in education. Therefore, this knowledge on parent's perspective is useful in future educational research on teaching for creativity. Further, this knowledge contributes to the knowledge base in creativity, education and social environment.

Key words: creativity, education, social support.

Introduction

The development of creative skills is very important for the development of human resources which are an important element of the competitiveness of the countries. Many countries encourage creativity as one of the key developmental policies. The European Union recognizes the significance of creativity as a key element of long-term competitiveness in the modern world, so declared 2009 as a year of creativity. The published Manifesto for Creativity and Innovation confirmed determination to "make schools and universities places where students and teachers engage in creative thinking and learning by doing" (Manifesto 2009, p.2)

But if creative skills are fundamental to create sustainable economies, then what does this mean for schools and students? How can be developed creative skills? What do they mean in a school context? And how much, the school environment and social support are appropriate for the development of creative skills? These are some of the questions that need to be answered if we want to develop creative skills among students.

[7] Revisional scientific paper

The education of students is the main goal of those working in schools, as well as the additional state institutions that need to provide support and services. Educational institutions make a system that creates preconditions and significantly influence the development of the student's creative skills. Creativity is often present in the school environment, but it is not always set as a priority. The creative, original ideas of students are not always in line with the environment that they experience as their school context, nor are they rewarded or accepted by the school. All this emphasizes the importance of having a school environment where everyone is free to say their opinion; school environment open to the ideas, opinions and interests of its users. The presence of such a supportive environment can not directly affect the development of creative skills among students, but it can influence the creation of conditions in the organizational context that will further influence and indirectly increase the level of development of certain skills among the students.
But if schools are crucial for the development these skills, then it is understandable that they need support mechanisms in order to meet expectations and respond positively to the requirements. In that sense, the political, economic and cultural structures of society can also be key to the development of creative skills. The support of the social system, government support, and the presence of a social culture and climate that supports change and innovation are extremely important for the development of creativity. The influence of the social environment on creativity more or less lies in the formation of views on creativity. Contextual or cultural restrictions in certain fields can have a repressive effect on people's creative skills.

From all of this, is derived the topic of this paper, which is directed towards analysis of the school environment and social support that influence the creation of opportunities for development of creative skills and aims to indicate that schools have the power to unlock the creative potential of young people, but in doing so they need significant support from institutional and social structures.

Parents as important partners in education for above all their primacy as stakeholders in children’s education have significant role in discussion of these issues. So, their views on these issues are important and need to be considered. Therefore, this article focuses on parent’s perspective on the school climate and social support in the development of creativity. This review document a sample of North Macedonian parent’s perspective on the school climate and social support for creating opportunities for developing creative skills among pupils and is relevant for teachers, because it presents information of parent’s views of what is done in schools for the development of creativity.

1. Theory

1.1. Creativity – definition

There are many definitions of creativity. Barron and Harrington (Barron and Harrington, 1981) analyzed all definitions of creativity. They found three differences in the definitions of creativity. Some researchers define creativity as creating new, visible products, while others consider creativity as the creation process itself. The second difference refers to the level of accomplishment: the weight of the problem that is solved or by the beauty of the product or the impact that it has. The third difference is between creativity as an accomplishment, as an ability or as disposition or attitude. By Gelade (2002), creativity is defined as the ability for divergent thinking, as a socially recognized achievement of new and useful products. People are perceived to be creative to the extent that they demonstrate certain abilities, achievements and/or personality traits. According to Anderson and King, (Anderson and King, 2004), creativity is a mental process that leads to solutions, ideas, conceptualizations, art forms, theories or products that are unique and new.

From the above stated and a multitude of definitions of creativity, we can conclude that the definitions of creativity generally contain two elements. In the first place, creativity presupposes creating something new or thinking and re-combining the existing elements. In order to be considered as creative, the design solution must be valuable and useful. This, second criterion suggests that creative ideas should be meaningful. These two criteria are dependent on age and context. The novelty is always relative, the solution may be new to the person who conceived it, but it is possible for other people to know it. Sometimes, we can all be brilliant.

When we discuss about creativity, there are two perspective of it: the first assumes that creativity is a quality attributed to eminent people and the second recognizes creativity as an ability that ordinary people can possess. Both, eminent and everyday creativity require a specific set of skills.

This approach, that distinguishes two ways of creativity, also inccorporate the work of Ana Craft (Craft, 2001) who developed the concepts of "big C" and "little c". Namely, the first concept (creativity with a big "C") points to the creativity of the geniuses, as it existed in Mozart, Picasso and Einstein. Their creative achievements are taken as an example and represent novelty and quality in their field, but they also get recognition and been valued by the environment. On the other hand, the concept of creativity with a small "c" does not refer to gifted and talented individuals and does not refer to creative and innovative activities that have a strong impact on society. Creativity with a small "c" can be seen as a behavior or mental attitude, or as the ability to find new and effective solutions to everyday problems. This concept does not include eminent individuals. The concept of creativity with a small "c" corresponds to the educational system, whereby priority should be to encourage all students to realize fully their potential.

1.2 Supportive school environment for the development of creativity

Looking back, past experience shows that the way schools are structured as learning environments today, will shape the way we think and behave towards education for the next 50 to 100 years. In the 21st century, schools should be places that will support students, develop their abilities during their student life and encourage them to develop lifelong learning.

Although creativity is put high on national and educational agendas, there is a claim that schools and school workers actually destroy creativity. „This is because there is a tendency in formal education to look for an "answer that is known before the question is posed" thus depriving pupils from investigating the issue by themselves (Ferrari, p.20). As Beghetto shows, there is a tendency among teachers to prefer standard answers rather than unique; as actual teaching culture does not value creative answers. Teachers place great emphasis on relevance, competence and need to avoid mistakes – thus hindering the possibility to develop creative skills" (Ferrari, p.20).

A school environment that fosters the development of creativity requires more constructivist learning than learning oriented to teaching. Students should be active stakeholders in the construction of their knowledge, and not passive recipients of teacher knowledge. The characteristics of this teaching do not correspond with the existing traditional school culture. The school environment should not be "in line" and does not require to be followed the printed book. Students who develop creativity make mistakes, but mistakes are seen as a natural and valuable element in learning. The false answers and the feeling of lost in the problem solving are usually qualities that are not accepted at school. Those who accept the existing paradigm of school practice will likely look at this type of classroom as something

that is out of the teacher's control. Some will also see it as a waste of time. Time is a valued resource in schools, and from that point, it may seem that it is more effective to "tell" the students' knowledge than to be active participants in the discovery of knowledge. But giving time to students for active role in their learning is necessary in the encouragement of creativity. Strengthening creativity occurs when students are given tasks and problems that require "thinking out of the box" and "possession of the problem". Creating such tasks also requires creativity from teachers and creators of the curriculum.

„The paradox of desirability is also reflected in teachers' views of the ideal student. Teachers prefer learners who have characteristics that are in sharp contrast with creative personality traits, such as "conforming" and "obedient" (Runco, 1999, Ferrari, p.21). The development of creative skills is characteristic of cultures of risk taking, not of avoiding mistakes (Ferrari, 2009). Hence, for schools that develop creative skills, it is important to have an educational environment that welcomes risk taking, give opportunities for attempting, an environment that fosters open communication, a school environment open to the ideas, opinions and interests of students. An environment in which everyone is free to say his opinion. Everyone is involved in the learning process.

„Ng and Smith (2004) came to the same conclusion: teachers dislike personality traits associated with creativity. The more creative a class becomes, the less desirable its behavior appears to teachers, as on the one hand, Ng and Smith maintain, a creative teacher loses an aura of authority, and on the other, creative behavior in students is often perceived by teachers as associated with skepticism and egoistic manners". (Ferrari, p.21) The development of creative skills requires an environment that recognizes and values creative skills. Strengthening a culture that will provide knowledge about when to be original, and when to be a conformist. Environment that will be free of all threats and fears. Improvement of the creative skills of students requires practitioners who are creative and share ethos and culture that values creativity. It involves changing the system of values and valuing creativity.

1.3. Social environment

Schools and school workers can not achieve independently the desired transformation, without a harmonized social basis. In that sense, the political, economic and cultural structures of society can also be key factors for the development of creativity. The support of the social system, governmental support, and the presence of a social culture that support change and innovation are extremely important for the development of creativity.

The Republic of North Macedonia is a low developed country. Considering that the North Macedonia is a country in the development, with limited material resources, education and knowledge are recognized as the only means that can bring long-term social stability and economic progress. In other words, nowadays in the Republic of North Macedonia creative human capital is crucial for its development and economy progress rather than natural goods and resources. People are the main carriers of ideas, information and new knowledge. Unlike the material potential, intellectual and creative potential, have no limits. Therefore, it is necessary to discover earlier gifted and talented individuals in the educational system, and in all ways to encourage them to develop fully their knowledge and potential.

In general, the level of innovation in the North Macedonia is significantly lagging behind the European average, for which the reasons should not be solely demanded in specific economic circumstances (privatization, economic crisis, etc.). According to the results of the measurements of the innovation performances by the European Commission, the North Macedonia is considered for „modest innovator" because the results are below the European average. (European Commission, Innovation Union Scoreboard, 2013).

The reasons for this situation in the North Macedonia are more: poor financial support, inconsistence of systemic policy, or inefficiency of the system, where generally it has lack of effective coordination of different parts, inefficient innovative infrastructure, weak human potentials for science, technology and innovation.

The Strategic Documents emphasize the strengthening of human resources for creativity and innovation as one of the strategic goals.,,Institutions and policies can only help to boost innovation. In the end, innovations arise from the creative actions of people. Accordingly, the development of talented and trained human resources is fundamental to foster innovation and economic growth in Macedonia. (Strategy for Innovation of the Republic of North Macedonia 2012-2020 p.25).

Human capital has a special significance for creating innovation, because only skilled people will create and use knowledge. They generate ideas and knowledge that create innovation, then apply that knowledge and result in technologies, products and services in the workplace or in society.

Creativity is often seen as a part of innovation, innovation assumes creativity (Schumpeter in Kay a, 2015), therefore, a key challenge in fostering innovation should be to improve the environment for creative thinking and to educate creative individuals.

Strengthening individual for creativity and innovation relies on broad based and relevant education, as well as the development of broad skills that complement formal education. Therefore, education should be seen as a key factor in the formation of creative human capital.

2. Methodology of the research

In addition to the theoretical review, this paper aims to acquire essential knowledge through an empirical way. In this way, we get a complete picture of the current situation about the presence of a favorable environment for the development of creativity.

Parents as an important actors in the educational process are expected to have their own perceptions and attitudes as to whether schools and the community show favorable conditions for the development of creativity. Hence, the research question is: *How do North Macedonian parents perceive school climate and social support for the development of creativity among primary school students?*

The research instrument in this study is special constructed questionnaire. It had 18 closed questions divided into two categories: supportive school climate for the development of creativity (Table I) and social support for the development of creative and innovative behavior (Table II).

Participants are parents of children in primary schools during the school year 2013-2014. It has been selected random sample of research which is structured from 149 parents from 18 schools (urban and rural) in the Republic of North Macedonia.

3. Results and Discussion

By selection of one category (Strongly disagree; partly disagree; neither agree nor disagree; partly agree and fully agree) for every given statement, the parents were asked to present their perception about the school climate in the development of creativity and appraisal of innovativeness in the community.

The first part of the questionnaire referred to the parents' assessment of the work of the school. The analysis of the questionnaire shows that parents recognize the importance of the creative skills, (81% of them answered that they are important for the development of the

country) and that teachers can do more to develop these skills; parents also believe that creative skills can be developed, which as data, is rejoicing because attitudes and behaviors of parents also influence the development of creativity. Parents do not show great certainty about the involvement of creativity in the curriculum of the schools (38% partially agree, and 18% do not have a special attitude, as opposed to 39% of parents which fully agree). For the technological readiness of schools for the development of creative thinking, the attitudes of the parents gravitate about 4 and 5, but it is important to mention that there is a fair dispersion of responses across almost the entire range, which leads to the conclusion that there is a certain degree of assurance about the technological equipment of the schools as a result of the series of projects implemented for providing schools with IT equipment. The openness of the school to new ideas and suggestions is highly regarded from parents, (32% partially agree and 47% of parents fully agree), versus the assessment of the suitability of the organizational culture for the development of creative skills (37% partly agree and 36% of parents fully agree). High dispersion of the responses has been shown from the attitudes for support and encouragement of creativity in the school, but also in the overall education system, with the prevailing view that this is still not sufficient.(36% partly agree and 20% of parents fully agree that creative behavior is not valued enough in the school, as well as the statement that the current education system does not encourage creativity enough, 47% partly agree and 20% of parents fully agree with it). Social support for the development of creative thinking is low rated by parents (even 50% of them fully agree that the lack of social support impedes the development of these skills) as well as the need for transformation of the way schools work, which says that parents as indirect beneficiaries are not completely satisfied with the quality and the success of the school work.

Table I: Results of the questionnaire of the parents on the school climate in the development of creativity

Supportive school climate	**Strongly disagree**		**Partly disagree**		**Neither agree nor disagree**		**Partly agree**		**Fully agree**	
	Frequency (Fr.)	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1.1 Strengthening students' creative skills is important for the development of the country	**1**	**1**	**1**	**1**	**2**	**1**	**24**	**16**	**121**	**81**
1.2 Teachers can do more to develop these skills	**1**	**1**	**2**	**1**	**4**	**3**	**50**	**34**	**92**	**62**
1.3 Creativity is an integral part of the curriculum of the school my child attends	**4**	**3**	**4**	**3**	**27**	**18**	**56**	**38**	**58**	**39**
1.4 Creativity can be developed	**2**	**1**	**3**	**2**	**6**	**4**	**36**	**24**	**102**	**68**
1.5 The school does not have the necessary materials and techniques for the development of creative thinking	**11**	**7**	**18**	**12**	**27**	**18**	**46**	**31**	**47**	**32**

1.6 The school shows openness to new ideas and suggestions from parents	**6**	**4**	**7**	**5**	**18**	**12**	**48**	**32**	**70**	**47**
1.7 School has a positive organizational culture for the development of creativity	**5**	**3**	**15**	**10**	**20**	**13**	**55**	**37**	**54**	**36**
1.8 Creative behavior has not been valued enough in the school	**13**	**9**	**24**	**16**	**28**	**19**	**54**	**36**	**30**	**20**
1.9 The current educational system does not encourage creativity enough	**12**	**8**	**18**	**12**	**19**	**13**	**70**	**47**	**30**	**20**
1.10 The lack of finance and social support impedes the development of creativity in the school	**7**	**5**	**9**	**6**	**12**	**8**	**47**	**32**	**74**	**50**
1.11 It is necessary to transform the way schools work	**7**	**5**	**7**	**5**	**29**	**19**	**44**	**30**	**62**	**42**

The second part of the questionnaire encompassed the parents' views on the support that these skills receive from the social community. The results show that parents recognize some support for innovativeness in our society, but there is a lack of a comprehensive and organized approach that will create the complete image of a society that supports and fosters innovation. Parents also believe that "there are many individuals in North Macedonia who are able to create an innovative venture" but are not firmly convinced that “compared to people from other countries, citizens of North Macedonia are more innovative" which points to the objectivity in the views of the parents. The biggest dispersion of the answers of the parents shows the statement regarding the support and evaluation that the innovations receive in our society, which once again leads to the confirmation of the thinking that in practice they do not get the deserved attention. The analysis of the following statement about the assistance that young people receive from our country for innovation development confirms the fact that in our country are not developed yet concepts and measures of cooperation for young people with state institutions, in the direction of joint venture and development of innovations. As the author believed, as an entity that is expected to support the development of innovation, the parents placed the state in the first place, then the business and local community and on the third place is the family.

Table II: Results from the questionnaire of the parents about the social support for the development of innovativeness

Social support for the development of creative and innovative behavior	**Strongly disagree**		**Partly disagree**		**Neither agree nor disagree**		**Partly agree**		**Fully agree**	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
2.1 At the national level there is a deliberate,	**8**	**5**	**16**	**11**	**44**	**30**	**55**	**37**	**26**	**17**

comprehensive and organized approach to develop these skills										
2.2 There are many opportunities for individuals in our community to demonstrate innovative behavior	**6**	**4**	**23**	**15**	**20**	**13**	**59**	**40**	**41**	**28**
2.3 Compared to people from other countries North Macedonian citizens are more innovative	**9**	**6**	**15**	**10**	**41**	**28**	**53**	**36**	**31**	**21**
2.4 Creation of innovation is appreciated and valued effort in North Macedonia	**20**	**13**	**20**	**13**	**25**	**17**	**42**	**28**	**42**	**28**
2.5 There are many citizens of North Macedonia who are able to create an innovative solution	**2**	**1**	**2**	**1**	**6**	**4**	**50**	**34**	**89**	**60**
2.6 Most young people in North Macedonia believe that they can not rely on state support in creating an innovation	**16**	**11**	**16**	**11**	**16**	**11**	**48**	**32**	**53**	**36**

2.7 Which entities and institutions are expected to support the development of innovative behavior in the North Macedonia?

Local community		State		Business community		Family		Other	
Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
76	51	128	86	77	52	63	42	0	0

Conclusion

At the beginning, this paper provided an overview of the understanding and definition of the concept of creativity. Current research on creativity shows the widespread, complex and multidimensional nature of this concept. For the purpose of this paper, it is relevant the concept of creativity with a small "c" that corresponds to the educational system, and creativity is defined as intrinsic ability of each individual to produce a certain novelty of the current situation and demonstrate a balance of originality and value.

Emphasizing the concept of creativity in education is the first step on the road to more creative human potential. The development of creative skills should be an important element in the educational system. Fostering creativity requires an active way of learning of students, taking responsibility for their own learning. Creativity in the education system is closely related to concepts such as flexibility, freedom and originality. Students should feel free to

take risks, to try without judging the result. The school should create the impression that creativity is welcomed and it should overcome the paradox of desirability. Curiosity and research should be rewarded. Creating such an atmosphere involves changing the system of values and valuing creativity.

However, it is clear that schools can not independently achieve the desired transformation without the presence of a harmonized social basis. In that sense, the structures of society can also be key to the development of creativity. The support of the social system, government support, and the presence of a social culture that supports creative behavior and innovation are extremely important for the development of creativity. The influence of the social environment on creativity is more or less evident in supporting the creation of innovative endeavors as the practical implementation of creative ideas.

The results of this research have shown that the strengthening of students' creative skills is seen as an important element for the development of one country, but also that when it comes to develop these skills in schools, schools can do more. Surveyed parents did not show much aassurance about the involvement of creativity in the curriculum of schools, and the results did not show conviction of parents on the presence of a benevolent environment for the development of creativity. Most of the parents expressed positive attitudes about the school's openness to new ideas and the presence of a positive organizational culture, but the positive perception of these elements does not necessarily translate into classroom practices. The data from this research show that parents believe that the current education system does not appreciate enough creativity, and that it is necessary to transform the way schools work in the Republic of North Macedonia.

The development of creativity should not only apply to the work of schools. The overall context for creativity development includes support and attitudes in society. These factors influence the values that are considered valuable and encouraged, the behaviors that are expected and supported, and whether people show open mind and courage to develop different creative behaviors and innovations. Some of the statements most commonly mentioned by parents are that most young people in the Republic of North Macedonia are convinced that they should not rely on state assistance in creating an innovation; greater institutional support is needed to develop these skills, and the state as the entity is the most expected to support the development of creativity and innovation. As an important aspect, stemming from all of this is that changes are needed in the overall social context outside the school.

In conclusion, this paper aims to show that the development of students' creativity requires simultaneous creation of opportunities for developing the creative potential of students in schools and the presence of a harmonized social basis for the development of creative skills and innovations. Therefore, the development of creativity emphasizes an approach that takes into account the school components and the social support, as well as their mutual, common and concerted action.

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

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WORKING WITH GIFTED AND TALENTED STUDENTS[8]

Zijad Kulici

University "Ukshin Hoti"-Prizren
Faculty of Education-Prizren, Kosovo
zkulici_84@hotmail.com

Salem Kuljići
salem-kuljici@hotmail.com

Abstract

Every child, regardless of his intellectual development, has the right and deserves the chance for a better, satisfying and happier life.
The task of the school is to recognize the needs of each student and to identify students with special needs. This group includes the students who have higher abilities, who distinguish from others, and the students who are gifted. However, when we talk about gifted students, this implies that we must work with them differently, with a special program where we will adapt the activities to their real needs and potentials.
But the most important link in all this is how to recognize them. Besides this, it is very important whether our teachers are ready to work with these students, whether they own the necessary competences, and whether they have the support of the school and the authorities or the support from parents and the community…
Therefore, we have contributed to this paper a short survey conducted in elementary schools in Prizren and Peja regions.

Key words: Gift, talent, creativity, school and talented, family and talented...

1. INTRODUCTION

The teacher's job is not only an occupation, profession, but much more than that. The teacher must be a versatile person, that is, a person who teaches, tutors, educates, motivates, follows their work and the development of their personality (physical development, motor, intellectual ...). A particularly important thing is that a teacher who, besides his parents, should and must recognize whether the child is gifted, creative, and has a talent for a specific area.

Recognizing and determining talents is a very important thing in school, because only then we can work on improving it. Our obligation is to identify talented students, to develop their gifts and to transform them into talent. However, a major problem in all this is how to recognize it, how to recognize talent, how to work with talented children at school and how at home. There are many examples where many gifted children failed to develop their potential and intellectually remained at the level of an average student.

[8] Specialized paper

Of course, the problems are multiple starting from the one where parents and family do not pay enough attention to gifted children. There is also a problem that schools are institutions created for average students where a minor attention is paid to students with special needs.

2. DEFINING NOTIONS

Diftedness

There is a large number of definitions of giftedness therefore, it is very difficult to give an official definition of this term. In professional literature there are even over 140 definitions of this term, so with the justification we can say that whenever we talk about diftedness, we are actually talking about a very complex phenomenon.

Many people were talking about giftedness, like Jan Amos Komenski, but also Winer, Terman, Obradovic, Cramer, Stankovski, Kevereski ...

Some of the definitions quoted in the professional literatures are:

"According to Terman, giftedness is a high general intellectual ability (Winer, 2005), and according to Tanennbaum, giftedness is a productive creative ability (Tanennbaum, 2004)."[9]

Giftedness is a trait that starts at birth and continues throughout the life-span.

Giftedness is not a marker of success, but rather of aptitude or the inherent ability to learn.

According to Winer, a gifted child is a child born with an abnormal ability to overcome a certain area or areas (Winer, 2005).

As professor dr. Ljupco Kevereski and Natasha Nikoloska in their book state that older definitions of talent are most often related to high intellectual and mental abilities.

A high IQ is taken as a measure, which again is differently defined by different authors. "According to Terman, talented children have an IQ above 140, Balerening and Koh above 140, Wooding and Binham above 140, Galger over 150, Baker and Hollingworth above 130, Danijelsen over 125, while Norris and Bertil consider it to be over 110. However, the largest number of psychologists accepted that those who have an IQ above 140 are gifted. "[10]

We must also note that the concept of talent in addition to high intelligence also implies other forms of ability, including creativity.

Talent

The word talent comes from the Greek word talenton or in the Latin talentum, which in translation means the term for the measure. One of the most commonly used definitions for talent is "talent is an inborn ability to be good"
We must also say that both talent and giftedness can not be reduced to one single definition. And for this notion many definitions exist. Majority of psychologists believe that talent is not just an inborn ability, but talent can also be developed.

[9] Dalibor Adžić: Darovitost i rad s darovitim učenicima, Kako teoriju prenijeti u praksu Život i škola, br. 25 (1/2011.), god. 57., str. 172.
[10] Dr. Ljupčo Kevereski: Kakov nastavnik im treba na nadarenite i talentirani deci, Bitola, str.48.

For people who are talented, we can say that they possess enormous wealth. Talented people are more resourceful, they solve certain tasks faster in comparison to average people, which simply makes them above average.

It is also important to emphasize that all the talents were gifted children, but that all gifted children did not become talents.



„Talent is having a unique gift, a natural aptitude. Talent shows itself in every activity that goes effortlessly and satisfies you. When you do what you do best, time flies. And it charges your batteries“

Creativity

As with most notions, where scientists, pedagogues, psychologists and others have difficulties to agree on a common definition of a particular term, same is the situation with the definition of the notion of creativity. This term is used almost in all spheres of our society. It is used in art whether it is musical or painting, in education or even in business, because this term is posed as the main topic of almost all sciences.

„Creativity is associated with many factors, including conducive environments, ideal collaborators, personality traits, serendipity, and even a quest for spiritual muses.“

The very notion of creativity means the creation of something from anything. It is a creative ability that does not necessarily mean it should bethe main characteristic of the gifted person.



It should be mentioned that gifted people without any creativity in life become experts in a particular area, but they can not be talents, while talents are very creative persons.

"Speaking of creativity, we have to look back at the psychological theory of creativity, **Margaret Boden**, who represents the attitude widely accepted in the theoretical circle of creativity. According to her theory creativity consists of two components - innovation or novelty and purposefulness."

From a large number of definitions we will exclude only a few of them:

- "See something that does not exist, and then create it." - **Hugh Howey**, author.
- "The simple creation of something. It can be something unconventional or weird, or unprepared **for a time**. If you make something, you are creative. "- **SoniaSimone**, Senior Copyblogger.com editor, Chief Content Officer for Coppyblogger Media."

Identifying the gifted

One of the very common questions that each of us asks is how to recognize a gifted child. Recognizing or identifying gifted children is based on gathering information from different

sources. In that most often participate: parents, teachers, professional associates, children, peers, experts in an area and a child itself.

Many studies have shown that parents are the first ones who notice a talent in their child and therefore they are an important factor in identifying potentially gifted children.

"Giftedness may manifest in one or more domains such as; intellectual, creative, artistic, leadership, or in a specific academic field such as language arts, mathematics or science."[11]

2.4.1. Family as a factor for identification of gifted children

As we have stated above, a large number of studies have confirmed that parents are the ones who first notice a gifted child. They notice that their child is different from others, that the child is very curious, asks a lot, is interested in everything, learns quick , remembers, starts to speak early ...

There are various assumptions that gifted children are mostly children of educated and gifted parents, that children from poor families can not be gifted, and so on. These assumptions are wrong and have no basis in scientific research, statistical analysis and data. A talented child is born, and talent is not inherited.

However, if gifted parents have a gifted child, they will realize it quicklyand will know what they have to do.

Parents who have recognized some of the essential characteristics of talents in their children but are not shure about that, can contact psychologists and seek advice or help.

It is also important that parents of talented children to be in constant contact with a child, with a school and a teacher. They have to monitor the development of talent in the child, to motivate and support him in everything. They must be the ones who will guide the child and stimulate him to acquire skills in which the child's abilities will best be highlighted.

Also another important thing is the existence of strong emotional relationships between the parents and the child, because that affects the overall development of the child's personality, both on the intellectual and emotional, social, physical ...

2.4.2. School as a factor for recognizing gifted students

The schools are places where children are coming with different intellectual abilities. Teachers are those who work with children, respecting the plan and program and teaching content which is prescribed by the curriculum. Schools are designed so that the curriculum is at the criterion of an average student. Tiny attention is paid to children with special needs.

Lately, there is more talk about involvement of children with inclusion in the regular education system. Special plans and programs for such pupils are being created, but there is no talkat all about working with gifted students. There is a very small number of professional seminars and trainings related to working with gifted children, recognition of gifted pupils and etc. So we can freely say that most of our teachers are not professionally trained to recognize and work with gifted children. However, the gifted teachers can recognize talented students with ease and will lightly be able to encourage and motivate them to work.

[11] http://www.nagc.org/resources-publications/resources/what-giftedness

The situation with non-gifted teachers, with teachers without professional training, seminars and development is completely different. For that kind of teachers a gifted child is an impediment, it is actually a child who always asks something, searches, is always active, engages in conversation, which leads to the opposite effect where the gifted child withdraws into itself and his giftedness stagnates.

Working with talented children involves special programs and additional activities that will be adjusted with the needs and potentials of gifted students. A leading and very important role in this has a teacher. The teacher is the one who, aside from regular school activities, provides help to gifted children, because they need additional classes, they need advice, lots of information, they are hungry for knowledge.

3. WORKING WITH GIFTED CHILDREN IN EDUCATIONAL INSTITUTIONS

After learning, or after identifying gifted pupils by parents and school, it is important to determine what makes them such; what are their areas of talent and the most important thing in all this is to know how to work with them. In order for the work with gifted students be successful and implemented in deed, it is necessary to have all the detailed information and their real needs. The important link in all this are the teachers. They are in fact professional persons whose work and competences are mapped on his students.

Competent teachers are required to work with gifted children. Competent teachers are those who have the necessary qualifications to perform a particular job.In this case it means that the teacher is the one who is trained for working with children, regardless of whether they are average students, students with difficulties in development and studying or that are the gifted pupils. Teachers are those who must respond to the demands of all these students, regardless of their intellectual development. By introducing differentiation in teaching, adapting to the individual needs of students can encourage the development of gifted students, but also provide the necessary knowledge and information to other students. The most common forms of individualization applied in the upbringing and education of the gifted ones, about which B. **Đorđrvić** spekas in the book on the induvidualization of education for the talented are as follows:

„1. Homogeneous grouping of students according to their general abilities (system of classes A, B, C); special classes (IQ 130 or 140 and above, or 2% from the top of the list of qualifications); **boarding school type** (according to the results in the study, noticeably shown tendencies and interests for certain subjects).This form of education involves special treatment with certain programs in order to gratify better the individual needs for searching and researching at intellectually gifted children. However, there are also some deficiencies.Students in homogeneous classes can create poor social relationships and adverse climates in the classroom due to stronger competition and contest. Those students can be deprived of opportunities to develop some social traits with other members of society.

2. Partially homogeneous grouping refers to the grouping within the same class. Regular departments with complementary forms of homogeneous grouping, besides, after and with regular work.

3. It is designed to soothe the disadvantages of homogeneous grouping. Students remain in regular classes, and only at certain times during the day or on certain days they gather in homogeneous groups, with specially developed programs. Those are regular classes with a

specific program which implies differentiation of students according to interests, additional classes, optional classes, closer study of some subjects, etc.

4. Enriched programs for gifted students in regular classes. Until recently these types of classes were not in use, but recent research has shown an increase in the interest of educators, especially in the United States, for that kind of work and teaching the gifted students. Therefore, an enriched and expanded program is being prepared for the gifted students in regular classes. The main goal of the enriched program is to stimulate motivation for work and enable optimum development of the ability of gifted students.

5. School acceleration through faster progression and faster completion of school, enriching programs in the regular school class, selecting content and the help of the regular teacher and the special consultants for the chosen area, the possibility of moving pupils in the older class on the administrative way; shortened or condensed time e.g. one semester one class; special mentoring work with students. "[12]

Forms of upbringing and education of gifted students

The education and upbringing of talented students must be distinguished because of their intellectual superiority. Usual methods and traditional forms of work can not gratify the needs of these students because they are an obstacle to the further development of their talent.
They require a different approach to teaching using modern techniques with modern technology, as well as using different forms of work, which require different research,solving complex tasks, etc., all depending on the field of interest of gifted students.

The forms of work with gifted students can be, as stated above, in the form of homogeneous or heterogeneous grouping.

However, according to Cvetkovic (Cvetkovic - Lay, 2010), three of the most accepted forms of work with these children are:



[12]Đorđević B., Individualizacijaobrazovanjadarovitih, Beograd, Prosveta, 1979., str.83

Segregation (separation)

The word segregation comes from the Latin origin and means separating from a whole, sorting out, division ...

The segregation belongs to a homogeneous form of work, because it involves separating gifted pupils from regular education programs and creating groups according to the field of interest (talents). This does not ever implement or is very rarely implemented in state (public) schools, whileit is more often applied in private schools. Students who work in such groups show greater interest in work and progression and often achieve much better results in different competitions than average students.

The work in these groups has its own positive and negative side. The positive thing is that these students have a great self-confidence, they achieve great results, they have a better opinion of themselves and others ... While the negative side is that after school, these students will be separated again because they will not have the same incentives and the same possibilities as like when they were students. They are not prepared for life as it is in reality.

Acceleration (speedup)

The word **acceleration** means speedup, speed boost, advancement ...
This form of work implies when a learner is allowed to learn in a class above his age, that is, skipping a class. A form of work that allows gifted students to skip grades for any reason, whether it is a high level of knowledge, motivation, whether it is socially and emotionally mature, is considered as an appropriate intervention. Acceleration, besides skipping one or more classes also involves starting early in school and mastering materials from two or more grades in one year.And this form of work is very rare, but it has a very positive effect on the student himself and the school as a whole. However, acceleration as well as segregation has its own positive and negative side, that is its advantages and disadvantages, as George (2004) states: Some of the advantages are: greater self-confidence, motivation and education, early completion of education, taking a positive attitude towards learning, reducing self- conceit. While the disadvantages are that students learn the same material at an accelerated pace as well as emotional and social incompatibility.

Enriching the program

This form of work with gifted students is also the most common form used in teaching. It is imagined so that the existing plan and program is expanded and enriched with additional content and program in the form of various seminars, debates, research, etc.However, how long this expansion and enrichment of the program will last, will it be an hour or two a week or one hour per day, depends on a group of talented students and their interest.There is a difference in segregation, acceleration and enrichment of the program, where, unlike the separation of students into special groups or class skipping, this is done in a regular program and with a very broad and enriched content for the same teaching units.

This form of work also implies:

- Working with special lecturers, experts, trainers ...
- Independent work
- Extracurricular activities
- Working in school sections, clubs ...
-Research paper
- Project work ...

This form of work has its own positive side, that is, students learn to accept each other just as they are.In this case, they accept that they are all different and that everyone has different needs, demands, and beliefs.

Approach to gifted students

What kind of approach in learning do gifted students need depends solely on their specific characteristics. These are some of the ways of learning and teaching that are described in the manual for gifted students:

"□ Learning based on their abilities and interests
□ studying the main topics and important ideas
□ individual learning (individually and in smaller groups) and time for self-initiated activities
□ Time for deeper study and research of the chosen topic
□ encouraging thought analysis and critical thinking
□ generalize and apply information and ideas
□ development of new and original ideas
□ use of different resources outside the school
□ Materials (contents, textbooks) at a suitable challenging level
□ interdisciplinary learning (cross-section and / or inclusion of content from several different areas) "[13]

4. RESEARCH METHODOLOGY

Research subject

This work was also supplemented by a short survey conducted in elementary schools (from I to V grade). The subject of our research is related to the topic of term paper, which is "working with gifted and talented children" in schools in Kosovo.

The aim and task of the research

The aim of this research paper is the perception and fortification of the actual situation on the field related to working with gifted and talented children.

Through the core of this problem, we have also generated research goals and tasks such as:

1. To find out if there are completed plans and programs for working with gifted children
2. Do teachers detach more time in order to respond to the tasks and requirements that gifted pupils ask them
3. To determine whether we have gifted and talented students and from which area
4. To see if the teachers have been trained professionally, through various visible trainings, seminars for working with gifted and talented children

Hypothesis of the research

Based on the subjects, goals and tasks of the research, we also set the main hypothesis of this research, which reads:

General hypothesis:

G.H. >"Teaching and other professional staff lack professional competencies to work with gifted children"

In addition to the general hypothesis, we have also set two auxiliary hypotheses:

Auxiliary hypotheses:

[13] K. Duvnjak i J. Cvetković (2017). Priručnik za rad sa darovitim učenicima u razrednoj nastavi – Mali vodić za provedbu projektne nastave u prirodoslovlju, Zagreb, Ministarstvo znanosti i obrazovanja

A.H. 1.: The competent educational institutions do not provide support for teachers to work with gifted children.

A.H. 2.: Teachers do not undertake additional activities to help students develop their talents.

Methods of research

The methods used in this research work are in accordance with the subject, purpose and task of the research, such as the descriptive method, the method of comparison and methods of statistical analysis.

Sample research

In this research, 62 class teachers (from I to V grade) were surveyed, which can be seen in the table.

In which class you are teaching?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I	14	22.6	22.6	22.6
	II	13	21.0	21.0	43.5
	III	12	19.4	19.4	62.9
	IV	10	16.1	16.1	79.0
	V	13	21.0	21.0	100.0
	Total	62	100.0	100.0	

Research instruments

We used the survey questionnaire as an instrument of research. A statistical data processing was performed using the SPSS 21.0 program used for statistical processing of data analysis.

5. ANALYSIS AND INTERPRETATION OF THE RESEARCH RESULTS

All the surveyed teachers were asked whether they have gifted students in their class. Of the total of 62 teachers, 49 (79%) answered with YES, and only 13 teachers answered with NO or I don't know.

Are there gifted and talented children in your class?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	49	79.0	79.0	79.0
	No	8	12.9	12.9	91.9
	I don’t know	5	8.1	8.1	100.0
	Total	62	100.0	100.0	

Of those who answered affirmatively to this question, just over 10% said they have and work with a special plan designed to workwith gifted children.

Do you work with them according to a specific plan and program?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, we work with the same plan as with other children	44	71.0	89.8	89.8

	Yes, I have a special plan and program for gifted children	5	8.1	10.2	100.0
	Total	49	79.0	100.0	
Missing	System	13	21.0		
Total		62	100.0		

Regarding the area of their talents, over 73% said that the children were gifted in multiple fields (multiple), which can be seen from the table that follows:

What are the areas of gifted children?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	visual art	2	3.2	4.1	4.1
	musical art	4	6.5	8.2	12.2
	Sport	1	1.6	2.0	14.3
	Mathematics	3	4.8	6.1	20.4
	Language	3	4.8	6.1	26.5
	multiple areas	36	58.1	73.5	100.0
	Total	49	79.0	100.0	
Missing	System	13	21.0		
Total		62	100.0		

In order for talented students to succeed and turn their gift into talent, the support of the school and the competent institutions is needed. The teachers were asked if they have the support of the school and the authorized institutions for working with gifted children. The answers were that only slightly less than 60% claimed to have school support, and only 10% think they have support from the competent institutions (Municipalities, Directorate, MEST ...)

Do you have the support to work with gifted and talented children from the governing school authorities?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	37	59.7	59.7	59.7
	No	20	32.3	32.3	91.9
	I don’t know	5	8.1	8.1	100.0
	Total	62	100.0	100.0	

Do you have the support to work with gifted and talented children by the competent authorities (Municipal Directorate for Education, Municipalities, MEST ...)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	9.7	9.7	9.7
	No	38	61.3	61.3	71.0
	I don’t know	18	29.0	29.0	100.0
	Total	62	100.0	100.0	

Based on this survey, we can say that slightly less than 60% of respondents consider that schools provide support for working with gifted children while this is not the case with the Municipal Directorate of Education, the Municipality, the Ministry of Science and Technology, where less than 10% of the respondents consider that they have their support.Therefore, we can freely say that **A.H.1** has been confirmed, which states:

“The competent educational institutions do not provide support for teachers to work with gifted children“

And another very important fact that needs to be extracted from this research is that the very small number of teachers committed to the advancement of gifted students. The proof of this fact is the response of teachers where just over 22% of them held some additional classes (activities) for these students.

Did you, as a teacher on their own initiative held some additional classes for gifted and talented students in this school year??					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	14	22.6	22.6	22.6
	NO	48	77.4	77.4	100.0
	Total	62	100.0	100.0	

This data confirms the **A.H.2**which states:

“Teachers do not undertake additional activities to help students develop their talents. “

Have you completed some training, seminars or any other education for working with gifted children?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	19.4	19.4	19.4
	No	49	79.0	79.0	98.4
	I don’t know	1	1.6	1.6	100.0
	Total	62	100.0	100.0	

From the table above, we can see that the teachers are very little professionally advancing. Less than 20% of respondents said that they completed some kind of education, trainings or seminars for working with talented children.

Based on the data presented on the fact that there is a large number of gifted students in our schools, but that the competent institutions (ODO, MEST) did not recognize it and set it as a priority, that the teachers on their own initiative do not enrich a regular program with additional classes and adequate content for talented students and work with them as with other students, but also the fact that they are very little professionally advancing confirms us the general hypothesis of research which states:

„Teaching and other professional staff lack professional competencies to work with gifted children"

6. INSTEAD OF CONCLUSION

Eeducational systems of Western countries have recognized the importance of working with children with special needs, so in addition to children with inclusion, the emphasis is also placed on the importance of working with gifted and talented children.

Unfortunately, I must say that the current education system in our schools still has not recognized the exigency to work with children with special needs. Lately, there is more talk about involvement of children with inclusion in the regular education system, but there is very little or no talk at all about working with gifted and talented children. Gifted and talented children in our area are neglected and they do not have the opportunity for some great progress. When we talk about the advancement through school systems, the evidence is this research which was conducted with classroom teachers in twelve schools in Prizren and Peja regions. When we look at statistics, we see that out of 62 respondents, 49 (79%) of teachers think that they have gifted students in their class, but only 5 (10%) teachers have and work according to a special plan and program intended for working with gifted children. Of this number 36 (73.5%) think that the areas of students' talents are multiple. In addition, more than 90% of respondents answered that they do not have or do not know whether they have support from the competent educational institutions and that more than 80% of the respondents did not complete any professional training or seminars to work with these children. Also, there is the fact that about 77% of the teachers did not held some type of additional classes with gifted students, and that everything is reduced to the realization of the regular curriculum tells us that both teachers and people from the competent educational institutions do not possess adequate professional competences to recognize the importance of working with talented students and the importance of developing their talents for the community and society as a whole.

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

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RECRUITING AND SELECTING EMPLOYEES IN EDUCATION SECTOR IN THE MUNICIPALITY OF PRIZEN[14]

Alen Azari

o.s.planjane@hotmail.com

Abstract

In the scope of this document the human resources field will be considered, with a focus on the process of selecting and recruiting new staff within the framework of school institutions in Prizren region, in Bosnian language. This study also focuses on revealing progress and all transformations in the practical sense of developing and improving the process of recruitment and employment of new staff in educational institutions. Namely, in addition to the analysis and retrospective examination of the theoretical aspect and scientific approach to literature and sources on the process of recruitment, selection and recruitment of new staff, this paper is also focused on practical research of all aspects of these processes and their implementation in real life.

Key words: recruiting, selecting, employment, education

Introduction

The importance and specificity of human resources in education has far-reaching aspects, because the process is especially specific when it comes to education, and the characteristics of new staff as well as the quality of the recruitment and selection process of new employees is of great importance because it represents the level character of progress of the entire region.

In the process of recruiting teaching staff in schools, central and municipal regulations should be detailed and possess a series of different criteria and provisions in order to recruit new staff in a sophisticated way, to take into account their qualifications and abilities and determine their future positions and working regulations. Also, since the selection and recruitment of teaching staff is not a simple process, it needs a detailed assessment with an effort to determine the intentions of new staff, especially when it comes to younger generations, because their participation in the teaching process will be for a longer time period.

Description of the applied methodology

The overall methodology of this study selects and addresses questions that are directed towards the problem that is being studied together with the binding concepts, goals and objectives of the document.

The theoretical and institutional framework of research on the issues of recruitment and selection of teaching staff involves both theoretical and empirical research. A comprehensive

[14] Specialized paper

approach in this study required the use of the following methods: normative method, analysis, synthesis, descriptor and historical method.

The normative method aims to discover the norm based on statistical data. The analysis, as the basic logical method in this paper, is applied in all the essay's sections in order to highlight all aspects of the recruitment process of new staff. The synthetic method is also very necessary in all parts of the research to connect the analyzed phenomena to a comprehensive overview of the overall situation in the process of recruitment and selection of teaching staff.

In a series of sections of this paper, summaries as well as conclusions that emerged during the work analysis were presented, as well as recommendations for improvement conditions in the field of recruitment of teaching staff. These recommendations are also presented in the last part of the work. This study is supplemented with various additions such as tables and charts in order to make a more visual representation of the real issues.

Objective:

The aim of this paper is to analyze all the regulations, legal bases and practical development of the recruitment process and the selection of new staff in the education sector in the Prizren region. It focuses on the Bosnian language education process, taking into account the overall conditions, practical elements and the development situation of educational institutions in the Bosnian language in Prizren region.

Lenses:

• One of the main objectives of this paper is to analyze the level of efficiency of educational institutions in recruitment process for new staff, as well as to review and offer scientific consideration of all regulations and legal procedures determined to improve the recruitment process in educational institutions.

• The second objective in this paper is aimed at determining procedures and segments that are necessary in the recruitment processes of new staff, especially in Prizren region.

The main hypothesis

Strategies and processes of human resource management in education in the region of Prizren are within the framework of legal and administrative regulations and are oriented towards the the purpose of increasing the productivity of labor with the aim of achieving work goals.

Auxiliary hypotheses

1. The recruitment and employment program of new staff is within the framework of modern standards and observes all legal norms prescribed in the education sector.

2. The recruitment program is enabled by the selection of candidates and by facilitating the process of directing new staff in their future work within educational institutions.

3. Administrative recruitment structures (admission commissions) are at an unsatisfactory level based on the fact of their poor definition in legal norms and other regulations.

Survey Results

Results of questionnaires and analysis of research:

a) Overview of the full structure of the research

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	**58**	**58,0**	**58,0**	**58,0**
	Female	**42**	**42,0**	**42,0**	**100,0**
	Total	**100**	**100,0**	**100,0**	

Table 1: The survey was answered by 100 respondents, of which 58 were male and 42 female.

Is there an employment policy, and are you familiar with it?

			Is there an employment policy and are you familiar with it?			Total
			Yes	No	I don't know	
Status	Unemployed	Number	26	3	11	40
		% row	65,0%	7,5%	27,5%	100,0%
	Employed	Number	44	3	13	60
		% Row	73,3%	5,0%	21,7%	100,0%

As seen from the data above, most of the respondents stated that the rules exist and they are familiar with them. In the cases of both employees and the unemployed, most respondents answered positively to the question.

Job vacancies are:

			Job vacancies are				Total
			Transparent	Within the law norms	Hidden	They don't exist	
Status	Unemployed	Number	12	13	14	1	40
		% row	30,0%	32,5%	35,0%	2,5%	100,0%
	employed	Number	8	32	18	2	60
		% row	13,3%	53,3%	30,0%	3,3%	100,0%

Out of 40 respondents who were unemployed 35% of them said that vacancies for jobs were hidden. Of the 60 employed respondents, 53.3% said there were job vacancies by law. Thus, out of the total number of respondents (100) who participated in the research, 65% or 65 persons stated that job vacancies were transacted by law and are transparent.

Instructions and criteria of the competition are:

			Upustva i kriteriji konkursa su:			Total
			Understandable	Targeted for the desired position	They are adequate only for some individuals	
Status	Unemployed	Number	9	16	15	40
		% row	22,5%	40,0%	37,5%	100,0%
	Employed	Number	16	26	18	60
		% row	26,7%	43,3%	30,0%	100,0%

Regarding the clarity of the criteria of each job vacancy, we have a situation where 67% of the respondents believe that the criteria are either clear or in line with the required position in the competition. Also, we see that most of the respondents without jobs are like-minded. The remaining 33% of respondents think that tenders and criteria only suit individuals.

Are laws in the recruitment process respected?

			Are laws in the recruitment process respected?			Total
			A lot	A little	Not at all	
Status	Unemployed	Numbers	2	29	9	40
		% row	5,0%	72,5%	22,5%	100,0%
	Employed	Numbers	11	47	2	60
		% row	18,3%	78,3%	3,3%	100,0%

Based on the data presented in this section, there is an evident majority opinion of the respondents that the law is somewhat respected in the process of employment. As can be seen, there are some situations that are not in line with the law during the recruitment process. In order to look into the details of these variables and doubts, a more detailed and deeper effort is needed in terms of detail research.

Is there any technical evaluation after the competition?

			Is there any technical evaluation after the competition?		Total
			Yes	No	
Status	Unemployed	Number	20	20	40
		% row	50,0%	50,0%	100,0%
	Employed	Number	36	24	60
		% row	60,0%	40,0%	100,0%

In terms of technical evaluation of applications and applicants, 56% of respondents think that there are previous technical assessments, while 44% of respondents think the opposite. Bearing in mind that this is a closed issue, the answers indicate that after the competition there is a technical set of estimates.

Do commissions in charge of evaluating the applications exist?

Are the commissions involved in appraising the assessed?

			Do commissions In charge of evaluating the applications exist?		Total
			Yes	No	
Status	Unemployed	Number	23	17	40
		% row	57,5%	42,5%	100,0%
	Employed	Number	41	19	60
		% row	68,3%	31,7%	100,0%

Most respondents are convinced that there are commissions in charge of evaluating the application. In both groups there is a majority opinion in this domain. 64% of respondents answered positively concerning the existence of commissions.

What is crucial in the selection process?

			What is crucial in the selection process			Total
			Applicator's quality	Corruption and acquaintance	The interest of the school	
Status	Unemployed	Number	11	24	5	40
		% row	27,5%	60,0%	12,5%	100,0%
	Employed	Number	22	28	10	60
		% row	36,7%	46,7%	16,7%	100,0%

Corruption is crucial in this part, which, according to the majority of respondents, is crucial in terms of employment. As noted in the preceding sections, although procedures and processes are lawful and transparent, most respondents gave the contradictory opinion that the process and procedures were, however, corrupted. In this section, there is a paradox, which is not related to transparency, but is related to the corrupted access of the commissions.

Have you ever been invited to an interview?

			Have you ever been invited to an interview?			Total
			Yes	No	11,00	
Status	Unemployed	Number	31	9	0	40
		% row	77,5%	22,5%	0,0%	100,0%
	Employed	Number	42	16	2	60
		% row	70,0%	26,7%	3,3%	100,0%

We can see that 73% of respondents participated in an interview. Of the unemployed the information shows that 31 individuals were invited to the interview, but without success. Furthermore, 9 people did not pass the technical assessment or test.

What do you think of the commission in charge of receiving workers?

			What do you think of the commission in charge of receiving workers?						Total
			Unqualified	Corrupted	Neutral	Serve the leaders and are politicized	Disinterested	I did not have the opportunity to evalute	
Status	Unemployed	Number	8	5	5	8	1	13	40
		% row	20,0%	12,5%	12,5%	20,0%	2,5%	32,5%	100,0%
	employed	Number	5	3	8	21	2	21	60
		% row	8,3%	5,0%	13,3%	35,0%	3,3%	35,0%	100,0%

This section examines the basic doubts about the consistency and qualifications of the commissions. From the above it can be seen that the commissions are out of regular terms, which agrees with our primary doubts about the committee's profile.

During the reception of new employees, the main word has:

			Tokom prijema novih radnika, glavnu rec ima:						Total
			Commission	School principal	Department executive	Political parties	Influential people	I don't know	
Status	Unemployed	Number	13	3	0	14	5	5	40
		% row	32,5%	7,5%	0,0%	35,0%	12,5%	12,5%	100,0%
	Employed	Number	15	7	3	20	4	11	60
		% row	25,0%	11,7 %	5,0%	33,3%	6,7%	18,3%	100,0%

The above results show that the opinion of the respondents is related to the regularity of admission of new workers. 57% of respondents answered that the main word in the commission belonged to the director (who is a member of the commission), the department executive (also a member of the commission) or the answer 'I do not know' (as neutral). In contrast, 43% of respondents said that the main word belonged to parties or other influential people. Namely, partiality can be seen here in the respondents' views and opinions, which is often related to the low level of knowledge among the respondents on the commissions and their roles.

Conclusion

This paper has tried multiple times to contribute to the understanding of the recruitment and selection process for admission of new staff in the education sector in the Municipality of Prizren. Therefore, our research was focused on the process of recruitment, selection and employment of teaching staff in Bosnian language in the Zupa region as part of Prizren region. In addition to the practical i.e. research part, the theoretical analysis of our problems was conducted, where a multiple search was done in the archives, and in particular regarding the issues of sustainability of the legal boundaries and regulations both at the local municipal level and at the central level. During the analysis, we tried to answer what science literature and existing laws and regulations on one side say, and what is the real or practical situation on the other side, where do they match and where do they divide, to what extent rules for recruitment and selection of candidates are followed. The precisely set assumptions about the recruitment process and candidate selection are defined by hypothesis and supplementary hypothesis of the work and based on them the comparison of the outcomes i.e. results is conducted. The pre-set hypothesis of the study which says that "Strategies and the process of managing human resources in education in the region of Prizren are within the framework of legal and administrative regulations and are oriented towards the purposefulness and in order to increase the productivity of labor with the intention of achieving work goals"- is mainly justified on the basis of the research part of the study and is based on all the facts of the archive part of the literature law in Kosovo, as well as all detailed regulations and norms at the local level of the municipality of Prizren.

Recommendations

Based on all recorded elements that emerged during the research and are based on the assessment of the facts in the process of recruitment, employment and selection of new staff in the education sphere in the Prizren region, the following recommendations are in line with the current situation and their acknowledgement will be of great use for the improvement of the conditions.

- Focusing on the real situation, a special mechanism of municipal employment regulation in schools is needed, based on which the needs for new staff will be estimated, as well as the needs for decisions about internal or external employment. The required element is as a base according to which the need for new staff is going to be founded.
- There is a need to better define the commissions involved in the process of selecting and recruiting new staff. The element of the commission that takes part in the process of interviewing candidates is especially important. The profile and structure as well as the method of forming commissions are not defined in municipal regulations, and are scrupulously defined by law. For this reason, as a recommendation to this concept to the directory, but also at the central level is to form a clear criterion for the formation of commissions and those commissions must be in line with the required job position and candidate profile for this post. Based on the real situation, this situation and the current existence of the commissions, also enables elements of manipulation.
- Some details of the new job profile are required, as well as the detailing of the employment criteria that each candidate has to fulfill (with the required education additional achievement that will be taken into account). Establishment of supervisory authorities is necessary in order to suppress all the substantive measures and steps taken during the recruitment process. These measures are essential in order to make the recruitment process more transparent and to provide the opportunity for candidates that are really prepared with decent work positions and are worthy of the position.

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EARLY BILINGUALISM: CHALLENGE FOR EDUCATORS AND EDUCATIONAL INSTITUTIONS (KINDERGARTENS AND SCHOOLS)[15]

Biljana Gramatkovski, Marija Ristevska
"St. Kliment Ohridski" University– Bitola
Faculty of Education – Bitola
biljana_nov@yahoo.com

Abstract

Bilingualism is a phenomenon that is associated with the normal development of language, most often there are children of members of national minorities, children of linguistically mixed marriages or children of parents who leave to live in foreign countries or children of workers who temporary work abroad. At the time of speech development, these children begin more or less, simultaneously and equally adopting the two different languages and make difference between these languages practically from the beginning of their speaking. One of these two languages, both in the order of time and in the place of the "hierarchy", i.e. emotional border, remains the first language - that is, the language in which the child addresses the mother (or a person who had a first emotional relationship with the child), is in the true sense of the word mother language.

If parents and educators are working enough with the child and if it does not have any additional problems for early introduction of another language, bilingualism does not have to create more difficulties. Such a situation for children acts stimulatingly on the ability to learn a foreign language, but it is certainly not known how this will affect the overall psychological development of the child.

But despite this, we summarize that the advantages of bilingualism in bilingual children are: children are better in keeping their attention on relevant information and ignore the distraction; they are more creative and better in planning and solving the complex problems than monolinguals. This work, apart from the early bilingualism in the family, will talk about the early bilingualism in the kindergarten, as well as the approaches of the educator to the development of this type of bilingualism.

Keywords: bilingualism, bilingual children, parents, educators

Introduction

In the past, and in present day, the views on the term bilingual (using, involving two languages) differ from one another. Bilingualism was associated with the more negative side of society, presenting the weak, miserable, helpless, subordinate language minority, which was forced to live with no social power. It was considered that the language of the minority is underestimated, with little value, and with a low status, whereas the language of the majority is esteemed, with a high status.

[15] Specialized paper

With its development, bilingualism started being used as a tool with which a member of the minority could in some way get involved in the power of the majority, and shed light on their own culture and their own language forms.

Bilingualism is a process that goes along with the normal development of the language, most often involved in that process are the children that are members of minority groups, children of marriages that are linguistically mixed, children of people that go to work abroad either for a full-time, or a part-time job, and they have to live there. During their speech development, these children more or less begin to adopt the two languages equally and at the same time, distinguishing the differences between those two languages practically from the beginning of their development.

According to the time sequence and the place it holds in the "hierarchy" i.e. emotional connection, one of the two languages will always come first, or the language that the child speaks with its mother (or the person which they first connect on an emotional level), the language also known as mother tongue.

If the parents pay enough attention to their child and if that child does not have any other problems for implementing a new language early, this shouldn't cause any major difficulties. That kind of situation stimulates the children in their capability for learning a foreign language, but it can't be known for sure how it will affect the overall psychological development of the child.

Bilingualism – definition and differences

The origin of the term bilingualism comes from the Latin words "bi" – two and "lingua" – language. Bilingualism is connected with "learner who uses two or more languages to communicate."(Francon, 2009). There are two different approaches when it comes to defining this term.

While some think bilingualism. is an ability to communicate in two languages equally, others consider this as the ability (individual, group) to communicate in two languages, but with the possibility for having impeccable skills in one of the two languages.

The first approach indicates that a person is bilingual if they regularly speak two languages with a high degree of mastering them, for a longer period of their life. Whereas the criteria in the second approach is mainly focused on the claims that people who have lack of knowledge in the second language are monolingual.

Bilingualism is on the rise in many parts of the world, it's believed that more than half of the world's population is bilingual. In the US and Canada, around 20 % of the population speaks their mother tongue, aside from the English language. These numbers are higher in the urban environments, rising up to 60% in Los Angeles and 50% in Toronto. The presence of bilingualism is even greater in Europe: A recent study shows that 56% of the population in all the countries in the EU is bilingual, and in some countries the rate is even higher, such as Luxemburg with 99%. According to this, the human population is mostly made up of people who can speak two languages. For example in California, until the year 2035 it's expected that over 50% of the children in kindergarten will speak different language other than English.

Early development of bilingualism

Researching the multidimensional aspect of bilingualism, researchers suggest different classifications determined by different dimensions that they have focused on in bilingualism.

- Early / late bilingualism
- Simulative (concurrent) / consecutive
- Formal / informal
- Balanced / dominant
- Gained / learned
- Natural / artificial
- Vertical / horizontal
- Active / passive
- Individual / grouped
- Productive / reproductive etc.

Early bilingualism is connected with "young children who are acquiring two or more languages simultaneously, or are learning a second language while continuing to master their first language are considered dual language learners (DLLs)".(Espinosa, 2015). It is defined as, acquisition of more than one language until the age of 8. Late bilingualism is defined as, acquiring one language before and more than one language after the age of 8. The early and late bilingualism differ based on achievement of language competence. Children with early bilingualism are considered to have two mother tongues, while the ones with late bilingualism have only their first learned language as their mother tongue. Late bilingualism refers to those who have learned a second language after their critical period, especially if they learned the second language during their maturity or adolescence.

We can classify early bilingualism in two types:

- **Simulative early bilingualism** – appears when a child is learning two languages from it's very birth, this type is also known as strong bilingualism;
- **Consecutive early bilingualism** – it often appears when a child partly acquires the first language, and it learns the second language in its early childhood (for example: The child moved to a different place where the dominant language is not its mother tongue).

Informal bilingualism happens when an individual speaks the first language on higher level than the second one. Whereas formal bilingualism happens when the individual is more or less equally competent and successful in both languages. Also, there can be a period when the children will speak one language more than the other, even if they better understand the other language, in other words, in one language they'll be active speakers and in the other passive.

Dominant bilingualism happens when the child gives the advantage to one of the two languages. For example: when the child goes to kindergarten or school, the dominant language is the national language which is accepted by the country where the child lives.

Balanced bilingualism happens when the child uses the two gained and learned languages at the same time without any difficulties.

In some cases the early development of bilingualism is necessary, because the parents of the child can't speak the dominant language that's spoken in the community, so the child can learn one language at home, and another at school. But, sometimes bilingualism is a choice of

the parents that may want to introduce their child to a different language, even if they don't speak a second language. This may be due to the many benefits of bilingualism.

The benefits of bilingualism to bilingual children are: they are more capable of keeping their attention to more relevant information and ignoring the distractions, bilingual children are more creative and better at planning and solving complex problems than monolingual children. The effects caused by ageing of the brain are decreased with bilingual adults. Bilingual adults have higher access to resources and people; their employment rate is far greater.

When it comes to the early development of bilingualism, it's expected there to be a period of confusion and mixing of the two languages. It often happens to children to take "loans" of words or phrases from the two languages, in order to express their opinions or wishes, in a same sentence. Also, if the child speaks one language at home and another in kindergarten or school, than s/he considers one of the languages to be official and often uses words or phrases, which come from the environment that s/he is talking about. For example: "I want you to help me со домашната (with my homework)".

It's possible that the children won't be able to use the two languages equally. The phenomenon where the child can understand one language better, but not be able to use it for communication is very common. The best approach for this is if the child addresses both his parents for the same thing, in both languages ("Mom, give me this" and "Тато дај ми го ова"). If the child grows up speaking the two languages simultaneously the possibility of speech impediment is very low, rather than learning a second language later in their childhood.

Some consider that if the second language is being used before the first language, in other words, to be mastered completely, the speech development can be delayed, even stop altogether. The parents that consider their children to have problems in their speech, which problems arise from early bilingualism, should turn to a speech therapist. The therapist will later make tests and determine the level of development of the two languages. The delayed speech development may be a result of the phase in which the child is in during his/hers development.

Bilingual children understand the written language faster than monolingual children. It's proven that children register letters even before they learn how to read. By teaching them using pictures and text, children learn faster how to recognize the letters. Association is much better developed with bilingual children, because they know that one picture can be described with more words/sounds/letters. Because the child already learned how to associate one picture with more words (for example: for mom it's "мače", and for dad it's "cat") for him/her it's not a problem to recognize different letters and alphabets (Latin and Cyrillic).

Accepting the early development of bilingualism by the parents and the educational institutions (kindergartens and schools)

Researchers found solid evidence that the effect of bilingualism in the households is positive; there are very few disadvantages which can be easily overcome.

Educational institutions also are concerned when it comes to accepting the early development of bilingualism. The most asked question is whether or not the children can gain the literary skills if they are bilingual or are learning a second language, especially if their mother tongue is not the language that's being used in that educational institution. When it comes to the

language, the children that are exposed to two different languages show the same achievements as the monolingual children, taking in consideration that every child is an individual that can learn the language faster or slower than the other children.

The most important things that the parents and the tutor should bear in mind are:

- Mixing of the languages is very common appearance;
- All children can learn two languages at early age;
- Knowing the language of the parents is very important element for the personality of the child, their cultural development and the feeling of belonging to a certain culture;
- Having a good understanding of the two languages can be best achieved at home if the child is exposed to the language that's not spoken in the society where s/he lives. The child will be exposed to the other language outside of home, which will help him/her to develop that language as well;
- The parents can help the child if they speak to him/her in the language that they know best, with all of its variations.

Early development of bilingualism within the family

The expectations and the knowledge of the parents for the development of a language can be very useful for raising a bilingual child. The parents attitude towards "their roles and language choices", also play a big role in the language development of the child. It has been showed that the attitude of the larger family circle and friends of the child affect the success of mastering two languages.

- **Start off early –** the best time to maintain the balance of the bilingual abilities of the child is from birth until the age of 6 to 7, for two reasons:

1. This is the period when the children are most accessible for acquiring new language
2. If the child attends kindergarten or elementary school where the majority language is spoken, it will be harder to "rebalance" the two languages.

- **Priorities**

Growing up, if the minority language isn't a big priority in the family, then the majority language will quickly become the dominant language for your child.

- **Set a goal**

Set a clear goal for the ability of your child regarding the language of the minority. Will you be satisfied only with oral communication or will you also teach him/her how to read and write. Quality reading and writing is an ability that can be achieved, but for this kind of goal, mutual commitment is required, both from the parents and their child.

- **Ignore the nuances**

Some people, even well educated people, may warn you that your child will get "Confused" or will suffer difficulties if s/he learns two languages at once. Don't allow those kinds of comments to discourage you.

- **Keep in mind the "basic conditions"**

The two "basic conditions" for effective encouragement in learning a language and its active usage are:

1. The child has to be exposed to the target language

2. The child has to feel the need to use it.

- **Coming up with a strategy**

How are you going to use the two languages in your family?

One strategy is “one parent one language” (where every parent speaks their mother tongue) and the strategy of “minority language at home” (where both parents speak the minority language and the majority language is gained by the society).

- **Make the learning of the two languages fun;**
- **Dedicate yourself to reading.**

Tutor’s approach in encouraging the further development of the early bilingualism in kindergarten

The development of early bilingualism refers to a number of models for studying in the early years which are offered to children of the age between two and five or six. For a long time now pre-school education is recognized as a promoter of the social and intellectual development of children, and in many countries children are being offered a chance to attend pre-school establishments where the educational process is being held in a different language.

In every corner of the world, young children learn languages at home, which differ from the dominant language that is used in the social environment. That way children go to kindergarten and to school with a precious resource:

- Their mother tongue (here it’s named as the first language). Typically, when the children of the minority language or native tongue begin to attend pre-school or elementary school, they must learn the language of the majority group in their region.
- Most of these children are educated exclusively in the second language (named as a dominant language in the region). The programs in the majority language don’t take any action to support the children of the minority languages in order to develop a language competence in their mother tongue.

The language policies of these programs devalue the cultural origins and the knowledge related to the mother tongue of the children from the minority groups.

The constant early dropouts from schools and the poor academic performances from the children of the minorities arise partly from these language policies in the educational systems.

But, there are some initiatives across the globe that provide a formal support for the children to develop a language competence for the first language and self-confidence as students, and at the same time to learn additional language or languages.

The most common appearance of bilingualism in the educational system today is by implementing the English language for all the children in kindergarten and in school.

There are many approaches that, with the help of the tutors, can encourage bilingualism in kindergartens:

- Equal access to a quality education for the minorities;
- Educating the tutors (through different types of training, informing over the internet, through various educational books);

- Introducing various cultures and customs of the minorities by the tutors during some significant events and holidays (Through different educational materials whether that would be some drawings or books etc.);
- Constructing projects over which the children in the kindergarten and the tutors will get involved in speaking minority languages.

Conclusion

More children grow up to become bilinguals rather than monolinguals. Some children become bilinguals almost from birth and the others learn a language in school or later as adults. There is a distinction between simultaneous and sequential childhood bilingualism because the first one refers to a child acquiring two languages at the same time from the birth. Sequential bilingualism is when child learns one language in the home, and the second language in nursery or elementary school. There are no exact boundaries between simultaneous and sequential bilingualism, although the age of acquisition is often used as a marker.

Studies revealed that if each parent speaks a different language, dual language competence can occur, although the balance shifts throughout an individual's language history. OPOL (one parent one language) approach is a well-documented and often successful route to bilingualism, although many other routes are equally successful, including when both parents speak both languages to the child.

Despite the difficulties that may occur due to family, kindergarten and school bilingualism we can conclude that there are many benefits for children and adults from bilingualism:

-they are more capable of keeping their attention to more relevant information and ignoring the distractions;

-bilingual children are more creative and better at planning and solving complex problems than monolingual children;

-the effects caused by ageing of the brain are decreased with bilingual adults;

-bilingual adults have higher access to resources and people, their employment rate is far greater

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RELATIONSHIP GRANDPARENTS - GRANDCHILDREN IN LITERATURE FOR CHILDREN[16]

(SHORT STORY COLLECTION "GRLICI" BY VASIL TOCINOVSKI)

Jovanka Denkova

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

Abstract

There is a large number of studies that look at the relationship between grandparents and grandchildren. In addition, our article could be conceptualized according to several points of departure that consider this relationship in world scientific thought. A number of studies point to the vast positive impact this relationship has on both babies and grandparents, but mostly on the development of grandchildren. Good communication and joint activities contribute to overcoming loneliness and depression in the elderly, and children, in turn, have faithful friends whom they can trust to, seek advice, but also have joint activities (narration, singing, walks, sports, etc.). The purpose of this research paper is to investigate these interfaces in communication between grandparents and grandchildren and to show how children's literature can contribute to improve the image of older younger generations. For this purpose, the subject of our research will be considered the collection of short stories „Grlici" („Turtledoves") by Vasil Tocinovski.

Key words: grandparent, grandchildren, children's literature, Vasil Tocinovski.

1. Introduction

In the daily life of accelerated living, in the race for prestige, success, money, it is a fact that sometimes it is forgotten for the older generation, and in the 60-70 years of the 20th century there was a negative attitude towards the elderly. This attitude was reflected in the literature. If we take into account the fact that man influences the age when it is most susceptible to that, and that is childhood, the inevitably arises the opinion that exactly the literature for children is the place from which the change of this negative attitude towards the elderly should start. This is best done if you closely consider and show the link between grandparents and children.

There are examples that exist in the Bible and testify about the close relationship between grandparents and children. Namely, he tells us the stories about Jacob who blessed his grandchildren on the deathbed, as well as the story of Naomi, the mother of King David's grandfather, whose sons leave no children behind, but after their death, she returns to Bethlehem with one daughter-in-law Ruth. There, Ruth met Boaz and became his wife, and then she gets a son with him. Becoming a happy grandmother, Naomi takes care of her newborn granddaughter (Ben-Noun 2019).

[16] Specialized paper

2. Stereotipes about elderly (grandparents)

In a global sense, in the books for children and young people in the world literature, a stereotyped image of the older generation is most prevalent. Namely, they are most often presented as elderly people, with gray hair, which can most often be found in indoors in their armchairs, without any particular activity or preoccupation. Literature has always played an important role in shaping the behavior of children and in familiarizing them with norms, roles and values in society. Today, the chances of influencing the behavior of children to the elderly with the help of literature may be more important than the past. Research done globally shows that younger people - children, in general, have a negative attitude towards older generations. Hence, children's literature may be able to resist these negative feelings, or at least not contribute to their emergence or development (Barnum 1977: 29).

Peter K. Smith, one of the most famous theorists of this literature, addresses the question about the performance of older people in children's literature, which in his study explains that little has been written about this relationship so far. Although in the 50s and 60s of the last century, grandmothers were even more authoritative than mothers, today that attitude has changed and grandparents increasingly appear in the role of someone who helps children rather than discipline them (Smith 2005:684-687). And Smith agrees with the view that sometimes in children's literature, the older ones are shown stereotypically, in the sense that sometimes the grandmothers with their white hair and a faded look look like great-grandmothers, but luckily it begins to change.

Beland and Mills in their article also confirm the view that children's literature can influence cultural norms and attitudes that apply to older people. In the past, the elderly were seen as people who possessed knowledge, wisdom, and spiritual peace (Beland, Mills 2001). Contrary to the established opinion about the elderly, like white-haired people who sit in the chair for swaying, cooking cakes, playing ball with their grandchildren or participating in some lighter activities, do not make any more important decisions, Beland and Mills emphasize that the elderly (grandparents) do not always have to be old and their chronological age should not be a measure. Simply, becoming grandmother or grandfather, they describe it as a life transition caused by the arrival of another member of the family.

3. Activities: grandparents-grandchildren

In their study in which they try to systematise the conducted surveys, Smorti, Tschiesner and Farneti give precise conclusions regarding the issue of the joint activities of children with grandparents. Namely, they came to the conclusion that since the grandparents do not have the responsibility to educate their grandchildren, their mutual relationship is more relaxed and they are more tolerant than the parents. Because the elderly do not have such pressure for their future, they are more willing to enjoy the present and appreciate the pleasures of everyday life, including the care of grandchildren. In this study, the authors also analyzed the joint activities of grandchildren and grandparents. They identified three groups of activities:

1. Activities based on language;
2. Activities based on technology (computers, television), and
3. Physical activities (sports, walks).

The analysis of the obtained data showed that most of the activities can be placed under the first and third group, where the grandmothers proved to be more involved in all activities, unlike the grandfathers (both the father and the mother side). Another data from their

research is that grandparents from father's side are more involved in activities than grandparents and grandparents. But in this context, a significant difference was made in the activities related to the language (storytelling, conversations), and these linguistic activities dominated the grandmothers, while the grandfathers were more involved in physical activities (playing balls, walks) (Smorti, Tschiesner, Farneti 2012: 895-898). Ben-Noun emphasizes the role, especially of grandmothers in the education and teaching of grandchildren by reading or telling, and Beland and Mills devote a whole chapter of storytelling. In doing so, they point out that this segment is of great importance for strengthening intergenerational family relationships. We all have favorite memories of childhood by telling tales by grandparents or reading them from a book. Telling or reading can greatly affect the lives of grandchildren. Their analysis emphasizes the importance of reading / telling stories, because by personalizing, through them, grandparents express their own lessons and experiences that in this way convey them to younger generations. Here is given an example of the recent Nobel Prize winner, who remembers the positive effects on his personal life had grandfather's storytelling (Beland, Mills 2001). Talking about the activities of grandparents, one can make a distinction between the activities of grandparents and their social life. Namely, the majority of the authors who wrote on this subject agree that the stereotypical image of grandparents is most often used in children's literature, as retirees who spend their days in domestic conditions, dressed in comfortable, homemade clothes, sometimes slightly neglected, forgetful , but cozy and full of understanding and wise advice for the younger ones. They have joint activities with their grandchildren regardless of their age, they always have positive emotions for their grandchildren. Somewhere are shown as passive or incapable, but these examples are less numerous (Barnum 1977: 29).

But here another question is raised, that is, how many grandparents have a social life. Namely, the Barnum survey shows that in most cases (books for children and young people) grandparents have divided roles. The grandmother can often meet in the kitchen as cooked, keeps the house, and the grandfather mostly works out. The fact is that they rarely engage in activities outside the home: politics, clubs, concerts or lectures. They are most often shown at home or visiting grandchildren, in a park or shop, and are rarely shown at work.

4. Impact on young readers

Except in the role of babysitters, grandparents are often friends of grandchildren (Constant 1977). Because they are close to grandchildren, but do not have the role of authoritarian parenting, grandparents often play the role of someone whose grandchildren entrust him to those situations where the child does not want to entrust his parent. They also often know much more about family or national history, and they also play the role of educators of grandchildren. Smith points out six factors for the relationship grandchild grandparents, with the geographical distance, and sometimes the very character of children, as a key factor. In any case, the influence of grandparents on the development of children is directly and indirectly, and above all contributes to bringing the generations together (Smith 2005: 684-687). From a study in Chile, it has been proven that in those families in which grandparents live together with their grandchildren, the vocabulary in children was 10% more wealthy than children who did not live with grandparents (Reynolds, Fernald, Deardorff & Behrman 2018: 1777-1814). Talking about the role of elders as educators, Muhammed Yusuf emphasizes their role as educators for physical health, but also about the cultural and mental health of grandchildren. Namely, through communication with the children who realize them through

the narration of stories, on the one hand they can help the children learn, and on the other hand they get to know them with their ancestors, culture and religion. In this educational mission, the older ones seem to overcome the negative experiences, because they are in the last stage of life, so they can protect their grandchildren from bad influences and behavior, to contribute to the development of their social skills with leisure activities. Of course, one should not neglect the fact that they own domestic skills, which young people (parents of children or children themselves) do not have (Yusuf 2014: 337-342). Taking care of the young generation contributes to long-term harmonious family relations, and on the other hand, they transmit cultural heritage to younger (Beland, Mills 2001). Studies have shown that grandchildren can draw many positive benefits not only from observing direct communication with the elderly, but also from the stories and memories shared by their grandparents. This includes, of course, other knowledge that children acquire and which are crucial in life, such as family models, about the important role of a woman in the family (though usually secondary and passive), for building family and social relationships, for friendship and joint recreational activities (playing cards, visiting a wrestling match in which the grandson participates, etc.) (Goodsell, Bates & Behnke 2011:134-154).

Ben-Nun also points to other benefits for young generations of relationships with grandparents, such as building habits related to diet, behavior, and physical activity. Namely, grandparents have the opportunity to influence the nutrition of their grandchildren and thus shape their behavior, positive emotions, and above all, the healthy way of eating. In cases where children have a negative or repulsive attitude toward food (which is very common), grandparents are those who with their knowledge and experience can help with their feeding (Ben-Noun 2019).

5. Impact on the elderly

The practice of extended families in which members participate in caring and raising children is a long-standing cultural tradition in many parts of the world. Caring for children by the elderly, for families, can mean great benefits, in terms of greater financial stability and physical and emotional health, both for children and for the elderly (Choi, Sprang &Eslinger 2016). Ben-Noun points out other positive benefits for elderly people from their relationship with grandchildren, such as the positive impact on their psychological health. Child care makes the older happier and they enjoy life more than before. In this way, their mental health is maintained, especially as a way to overcome loneliness and depression (Ben-Noun 2019).

6. Relationship grandparents-grandchildren in collection of stories „Grlici“ („Turtledoves“) by Vasil Tocinovski

For this book, Vasil Tocinovski received the award from "Lake Raging" named after the prematurely deceased novelist, short story writer and poet "Krste Chachanski" for 2016, which is given for an unpublished short story book. The Commission composed of Dobre Todorovski - President and members Misho Kitanoski and Vasil Mukaetov in the explanation for the winner of the Krste Chachanski Prize, points out that in the book short stories "Turtledoves", Tocinovski best demonstrates and proves that literature is valued only according to aesthetic values. - The old professor, as a narrator in the I-form, retains the life experience and rebirth and turning time, but here besides him are children as a new force and faith in life, as lasting values of the home and the family. Despite the burning experiences and ages, there are lyrical and humane displays of child and childhood. With them, as equitable narrators, the writer leads a dialogue on the existential interests, the inability, the infinity, absurdity. Life is one and only and needs to live in full meaning, says the commission's

explanation. The author himself explains his motivation for the book: "Children grow up and one day they will be big, grown people, and their memories of childhood can only come in and carry themselves as the most beautiful flower in themselves, and with the help of literature, adults return to that part of life. I tried to write a book, according to my theoretical conviction, that literature does not recognize the division according to the age of readers. There is no literature for adults and children's literature. There is literature with aesthetic values and she does not know age limits ".

According to the structure, it can be noted that out of a total of 34 stories stretched between the covers of this book, in 28 short stories the characters of grandparents, ie. the elderly are present. Hence, the imperative imposed this little book of appearance, to be considered as a valuable work in which the author referred to these important characters for the development of the younger population. Quite correct is the observation of Nada Zafirovska-Matic that thirty-four stories can be divided into two parts with the first part belonging to fourteen stories related to the life of the family of the author in his country - Macedonia and the second group also make up fourteen short stories related to the family of his close friends in which the author resides and works and is preparing to leave – Croatia. The remaining six stories are deployed among the aforementioned and serve as an introduction and acquaintance of the reader with the author and the families. In them a thoughtful conversation of the writer with throats is given, as some kind of self-reflection.

The turtledoves as a motive are encountered in the first short stories of both parts and in the last story of the book, which we can call an epilogue for wisdom and thinking about the transience of life. The old professor as a narrator in the I-form, recounts, recalls the life experience in this our turning-around time, and besides him are the children as the lasting values of the home and the family (Зафировска-Матиќ 2017: 139-141).

It is no coincidence that the author took the motif of the turtledoves as central in this book. This motive is otherwise known for a long time. Probably because of the biblical metaphor of the headline in the "Song of Songs", with her magic voice and because of the fact that she formed a strong bond, she became a symbol of dedicated love. In the New Testament, two turtledoves are mentioned that they are sacrificed at the time of Jesus' birth. In Renaissance Europe, the turtledove is represented as a dedicated partner of the bird phoenix. Such significance is found in the poems of Robert Chester and William Shakespeare ("The Phoenix and the Turtledove"). And in many folk songs turtledove is associated with love and devotion. Turtledoves symbolize love and faithfulness because they mate for life, work together to build nests and raise their young together. ... In Egyptian, Roman and Chinese societies, doves symbolized innocence, long life, peace, devotion and love, and caring for one's family.

For these reasons, after reading the stories, it is evident that the metaphor - turtledoves is used to display the warmth of the family home in both families, the one in Macedonia, the other in Croatia.

The first part of the collection includes fifteen short stories (along with the introductory). In them is depicted the everyday life of the family in Macedonia, which consists of grandparents, mother, and her two daughters Kristina and Natalija. Interesting is the fact that the father as a character is completely absent in this part. It is a household of three generations, in which the grandfather and grandmother of the children live, from the mother side. They are pensioners who spend their days in the home, trying to help raise their two grandchildren. If we take into account the aforementioned (stereotypes, activities ...), we can make an interesting review of stories from this small but multifaceted book.

The mother is torn between work in a dental office and somehow manages to take care of her children, to help with homework, but also to take care of household. There, she is most helped by the grandmother, who has the biggest obligations around the home, but she also goes on an English course. Natalia, the bigger daughter is the first-generation of the generation, while the smallest family member - Christina is getting ready for school. Everyday obligations and worries of everyone, however, does not prevent them from helping each other and caring for each other, expressing one another's love and living a nice and peaceful life. For example, the short story "Homework" represents a kind of acquaintance with the family members, with the older members of the family - the grandparents and their everyday activities in the foreground: „So Grandpa speaks loudly and begins the day with the preparation of the morning coffee. He calls everyone by name and his voice is a lovely dear ... Grandpa prepared the juices for Natalia and Kristina. Then he sits down in front of a TV and reads the newspapers. At a certain time, she gets off to the first floor to visit her mother. Cooking is a pleasure for him, so it is not uncommon preparing the lunch to be his job... The domestic obligations and responsibilities of a grandmother do not have a number. ... It has exactly what has to be done in a certain time...“ (Тоциновски 2016:12). In this story, with the establishment of the routine of the day in all members of the family, there are unimpededly very important didactic lessons that lead the children to the point that each task should be done on time and that the whole day should be productive: „Just be alive and healthy, says grandfather, one day the things will come to an end and you will be what is written to you. And in your life you should do what you love most, adds the grandmother“ (Тоциновски 2016:14). On the other hand, in the story "Grandpa is Bad", the grandfather is presented as a teacher who constantly reproaches everyone how everything should be in place, and rebukes his wife that she does not need to spoil the children too much and that cups of coffee always need to be sorted in place, reprimanding their daughter for the dishes not to put them in the cupboard, teaching her niece Natalia that the shoes do not belong to the living room and other grandchildren Christina that she should not throw the markers all over the room. But, therefore, the grandmother is here, after the children's conclusion that the grandfather is bad, to point out the lesson: "It's bad because he seeks an order and warns that things can not always be in ours“ (Тоциновски 2016:17). The grandmother is the central character in the house, and it is not by chance that the narrator will say: "And she wants things to be in the best order, for everyone. Always willing to help with a nice word and advice. In the beehive basket, she is our queen mother, very often her grandfather says“ (Тоциновски 2016:12). The story "The lunch will cool down" tells the golden rule that no matter what work everyone has during lunch everyone should be on time at the dining room: "At home lunch is always on time, it is a golden rule and no deviations“(Тоциновски 2016:33).

Grandparents are not named, but simply "grandmother" and "grandfather". They live less stereotypical and monotonous life, typical of pensioners in our society. The grandmother cooks, cleans, arranges the apartment, takes care of the grandchildren, who supports them when they say poems, blesses Christina when she needs to go to kindergarten: „Be alive and healthy, and let things work out in your own way as you wish for yourself“ (34). She also supports her daughter when she advises her not to be annoyed because of the many responsibilities she has at work, at home, with her children: „Grandma constantly tells her not to be so nervous ... Look after your soul, work, says the grandmother, but let her go a little to the soul. She listens to you, but you also need to listen to her“ (8). The grandfather also participates and helps in the home, prepares breakfast, makes coffee in the morning, cuts wood, helps workers who renovate the apartment, teaches their grandchildren, reproves them, but also their daughter for irregularity, but also knows to be generous when his niece carries

the slippers at his standard place in the house - the quil swinging chair, because everyone has their own place. Grandma loves to watch Turkish series in her place on the couch: „Everyone is sitting in the salon. Everyone has a place and they never change. Grandpa laughs because everyone has a lifetime subscription to the site“ (28). They both never complain about something and enjoy evocating memories with their relatives, giving children an example of a harmonious family model. This picture is even more intensified with the fact that the grandfather visits his old mother every morning on the lower floor, which testifies to his respect for the elderly. Thus, at the same time, young people (of grandchildren) are given a positive example. Although apparently it is a stereotypical model of grandmother / grandfather, however, the grandmother deviates from that image, with his desire to study foreign (English) and visiting the course, thus showing some kind of social activity outside the home. In general, the whole picture speaks in favor of the fact that it is a grandmother and grandfather who have solid communication with their grandchildren, supports them and understands them always, gives them advice. As for the joint activities of grandchildren with grandparents, in this part of the collection they are limited (in the home) only in the part of language activities, presented as conversations, lessons, poetry, mutual help. There are not common activities are out of the home.

The second group of short stories starts with the short story "Nothing is as it used to be", which is a reflection of the fate of the poet Kocho Racin, which will cause the author to fell a sad emotions about the transience of life: „A youth and years tumbled and fled like white doves. They flew away and never returned again“ (40). The author exchanges thoughts with the turtledoves, which here can also be a metaphor precisely on the transience of youth and life: „And ideals, our dear professor, the ideals are like the stars. You can never grasp them, but do not forget, never forget that you can compare with them“ (40). After this story follows "Something will become of them" that represent a kind of introduction to the second part of the book. It depicts life in the second family, that of the author's friends in Croatia. This family was composed of grandmother Zlatica, granddaughter Zvezdana, son and daughter of law of Zlatitsa, the child Konstantin, new baby, uncle Alexander and the best friend of the family - Uncle Domagoi. It is a household, a family of two generations - parents and children, in which the grandmother Zlatica comes only occasionally to care for her granddaughter Zvezdana. It is a household, a family of two generations - parents and children, in which the grandmother Zlatica comes only occasionally to care for her granddaughter Zvezdana. She is a babysitter and assistant at the same time in the household: „Баба е вредна и даровита, таква ја знаат и така сите ја прикажуваат“. Only one of the stories "Grandma Ferdana" described the friendship of the great-grandfather Ferdana with her great-grandson Zvezdana. And in this family is described the everyday life of the growing of the Zvezdana, the jealousy of Constantine at the birth of the baby, walks in the streets, the growth of children that passes so fast, the rules to be respected, and for similar things that inadvertently, but surely must happen, because such is the life of people. Days are rolled up like pearl necklaces along a broken end that brings bad and beautiful things and everything that remains is a family that is worth the very end. So, for example, in the story "Semaphore" the grandmother teaches Zvezdana as if she were passing the street of the green light from the traffic light that is just like the grandmother's handbag; " Zvezdana and grandmother are walking. ... In the immediate vicinity of their house is the market ... And they both are in charge of shopping and cooking“ (Тоциновски 2016:57). In the story " Reading Hour", grandmother Zlatica helps the Zvezdana read from the picture book she found herself and manages to deceive a smile on her grandmother's face, and thus she happily and happily clapped her hands. In the

short story "Constantine's Displeasure", Constantine's jealousy at the birth of a new member in the family suggests that every parent likes their children equally and that one can never be loved anymore.

Baba Zlatica is obviously younger. She works in the dormitory where the author / narrator resides. After working hours and leisure time, she comes to the home of her son and daughter-in-law and helps them to keep her granddaughter and maintain their home.

The grandfather is missing, but the grandmother is very active and she constantly has activities with her niece, both at home and outside. At home, she knows, and while performing her homework, to entertain her granddaughter, and have joint activities outside the home (going to the market, riding a bicycle). In fact, the stories tell us several stages of the granddaugther's growth, from a baby, to the moment when the niece is able to ride a bicycle. The grandmother is very active, she constantly composes songs that she sings to her niece and plans to publish them in a poetry collection (language activities): „At each arrival, she creates a new song for her granddaughter. At the same time she creates both the words and the melody. Then she writes them down and promises that when they collect enough, she will publish her new poetry book with a dedication to the Zvezdana“ (Тоциновски 2016:45); she cooks her granddaughter's favorite food, and has computer skills: "Opens the computer and shows the latest photos of the grandchild, son and daughter of law “ (Тоциновски 2016:43). It is evident that the grandmother is always in a good mood when she needs to keep her granddaughter, and if she ever succumbs, the granddaughter refuses to accept that the beloved grandmother is tired and old, so before the child's optimism the grandmother's vanity fades: “And do not say anymore that you are old, fat, tired ... Remember, you are my dearest and most beautiful grandmother! "(Тоциновски 2016: 61); "Always cheerful and smiling. She does not lack a good mood“ (Тоциновски 2016:65). Apart from language activities, grandmother and granddaughter also have joint recreational activities outside the home (physical activities: walks, cycling, etc.): "She does not miss out on all her obligations to be with her granddaughter. She holds her in her embrace and sings, then she grabs her hands and makes the first uncertain steps ... While I am preparing, if not bored, you can sing your wonderful songs“ (Тоциновски 2016: 54).

The narrator, the old academic professor, confirms the thesis that people, and especially children's hearts everywhere, are obsessed with the desire to grow as soon as possible. They sometimes surprise adults with their comments, but also warn them that they should think about their actions. Small things are content of family relationships. All members of the large family respect the habits and character of the elderly. If grandparents while drinking coffee did not say a word niece knows that the odds for something (Зафировска-Матиќ 2017: 139-141).

7. Conclusion

In this scientific paper we tried to answer the question about the importance of the grandparents' presence in the lives of their grandchildren. In order to achieve this goal, we first referred to studies on this subject worldwide, research in different countries. The comparative approach of that literature showed that the influence of grandparents in the lives of their grandchildren is vast and above all positive. Among these two generations, an intergenerational relationship is easily established, and the biggest reason for this is the absence of pressure in the older generation of the responsibilities and stresses of everyday life. It was elaborated that because of the absence of parental authority, grandparents easily become confessors and friends of their grandchildren, have joint activities (linguistic and

physical), help them in socialization, building family models that can be imaged, etc. Hence, the imperative imposed upon us the idea to explore the presence of grandparents in children's literature and their influence on young readers. In this article we did this with the collection of short stories "Turtledoves" by the famous Macedonian author, critic and essayist Vasil Tocinovski. The research showed that the present grandparents of this book tends to display a picture of relatively stereotyped models, but also models with new, contemporary tendencies, and so, except in home, homework and care for grandchildren, these people engage in outside, attend classes in English, work on a computer, write poetry with the desire to publish it in a collection, regularly have joint activities with their grandchildren, such as talking / telling stories, reciting poems, talking about the responsibilities of everyone, etc.

The impression remains that this issue deserves more attention and research, on a larger body of works from the Macedonian, European and world literature for children and young people.

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

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IMPROVING THE EDUCATIONAL PROCESS THROUGH THE USE OF VIDEO GAMES[17]

Josif Petrovski

"St. Kliment Ohridski" University– Bitola
Faculty of Education – Bitola
josif.petrovski@uklo.edu.mk

Abstract

Today's research confirms that digital video games can become part of the school's teaching. The middle of educational games allows teachers to introduce educational and interesting elements in the learning process. With the help of computer programs, students can help students to socialize, communicate with others on the basis of knowledge, and gain the skills to effectively navigate into interpersonal relationships.
"Learning" does not mean simply memorizing in the mind, but acquiring the skills and thought processes needed for proper response under pressure, in a variety of situations. Forty years of research shows that games are far more effective tools in the learning process than traditional forms of learning.
This paper will present the need and purpose for implementing video games in the educational process.

Keywords: video games, ICT, teaching, modern classroom

Introduction

The demanding and rapid development of information and communication technologies lead to inevitability and diversity in their use, readiness for constant and prompt innovation as well as readiness for timely and adequate reaction and change of societies. Today, more than ever, ICT do not define society only in terms of access to information, but dictate its transformation into a society of knowledge, expertise and skills. Adequate transformation of society is achieved only if education responds with an effective change of educational and process through the introduction and application of new concepts of education known as Teaching of the 21st Century, 21st Century Learning and 21st Century Skills. Within these concepts, ICT is not only a means for the realization of educational goals, but an important factor in completely reorganization of the education system, introduction of new interactive and partial models of teaching, new educational pedagogy and lifelong learning. Edutainment is the peculiar way of presenting learning in an entertaining style. Teaching kids is more challenging than giving education to a college grade student. Their way of interpreting things and understanding should be molded right from the initial classes. And it is highly important to build a taste or interest for learning among kids. More than just normal classroom sessions which they find boring, it would be a good idea to bring in strategies like edutainment. It is

[17] Specialized paper

nothing but blending entertainment with education which not only makes learning pleasurable for them but also helps them to grow up as better individuals.

What is new is that technological advancements have created a whole new category of entertaining tools and programs that can be merged with educational technology to enhance teaching and learning. One of these tools is video gaming. A video game is an electronic game that involves interaction with a user interface to generate visual feedback on a two or three dimensional video display, virtual reality headset or computer monitor. Since the 1980s, video games have become an increasingly important part of the entertainment industry, and whether they are also a form of art is a matter of dispute. The development of digital technology, from which computers and video games are a major part, has completely changed the way people are thinking and processing information. The difficulties now faced by educational institutions are that old methods of motivating students are no longer functioning. With the fact that young pupils of today modern living are using digital technology more than ever, and this includes playing video games, the idea of learning through games seems promising. Learning through games offers a variety of different learning styles and directly affects the cognitive abilities of the participants in the game. Educational games have rules and goals that encourage inspiration and thinking among players. They motivate and challenge their creativity in solving tasks. This kind of games encourages active learning, interaction among multiple participants, teamwork and the development of memory, reflexes, logic, etc. These types of games are called fun and educational because they are gaining a fun way of learning.

Educational system that we have and use today is designed to be in line with the technological development of the past century, but in no way satisfies the needs of today's youth that has grown up in a new digital world. Children and young people today are familiarizing the digital world through video games and the way they communicate with technology can be a change in the way we learn and produce knowledge. Engagement and motivation are interesting and useful benefits from the use of video games, but they are not enough in the overall education process. As books and movies are already used in the educational process, video games can be used in a variety of ways. The concept of a game can produce a simplification of reality, but only if the reference for the age for which the game is intended is respected. In this way, the design of learning environments built on the educational features of the games can be an appropriate way to improve learning. Digital games are user centered, they promote challenges, collaboration, engagement, and development of troubleshooting strategies.

Educational video games

An educational video game is a video game that provides learning or training value to the player. Edutainment describes an intentional merger of video games and educational software into a single. In the narrower sense used here, the term describes educational software which is primarily about entertainment, but tends to educate as well. In most cases, this kind of software is not created regarding the school curricula and usually does not involve educational advisors. Educational video games play a significant role in the school curriculum for teachers who seek to deliver new skills. Gamification of education allows learners to take active roles in learning and develop technological skills that are needed for their academic and professional careers. Several recent studies have shown that video games, whether violent or not can help children in the development of intellectual and emotional skills that support their academic achievement (Chang et al., 2009). These findings have

made teachers all over the world recognize the numerous benefits of gaming and to include educational video game learning in their curricula.

Video games offer structure to problem-solving skills. This allows a player to "fail up", meaning that with the combination of challenging and fun and identity-building, the student will want to continue to persist on that problem until it is solved. It is a productive failure. This may take quite a few times before success is reached, but progress is obtained each time and so is knowledge on how to solve that problem. Iteration and discovery become two major aspects to learning through game playing. Many students have a "sweet spot" for gaming, which allows gaming in education to be successful in terms of grasping concepts, while this can be more difficult through the use of a book. Students may not even realize that they are learning through a game. Games need to include novelty. Unexpected occurrences and challenging choices allow the player to want to keep playing. Having a story or narrative in the game is what can really suck a player into the game. It allows for continuous feedback and challenges at the right level of difficulty, while avoiding frustration. When developing successful learning games for the classroom, it can be a challenging task. In order for the game to show achievement in student learning, the games should hold certain qualities. The development of successful games to promote learning requires attention to opposing factors. Creativity and inventiveness is needed to help the outcome work well and run smoothly. Games should take the opposite approach of drill-and-practice principles, as this simplifies the games and limits the domains of knowledge. The three factors to keep in mind when designing strong and successful games are integration, motivation, and focus. In order for the player to progress in the game, they must master the learning goals and objectives behind the game (Bavelier et al., 2011). The game should be integrated with learning goals. In the content that needs to be taught through the game, it should be made a point that in order to succeed in the game, is to know the information, which creates importance to the player. The game needs to be as motivating as possible and should pose a challenge. The primary activity of the game should be interacting and interesting to the students. Games are about decision making, where you see what the consequences are and what feedback you receive. Games teach students about rewards, but that it takes some work to receive those rewards. The actions within the game need to be relevant to life outside the game, so learning can occur. Focus can most successfully occur when one is learning by exploring, operating, or interacting. Teachers are using games more regularly that focus on a wide variety of objectives, while exposing students to more game genres and devices. There is much more structure, which makes it a lot easier for the teacher, and the students enjoy it. Students have become so fluent with the use of online tools. Learning data can be generated from the use of online games, which allow the teacher to have insight on the knowledge the children have obtained, and what needs improvement; this can then help a teacher with their curriculum and teaching.

A nationwide study of the elementary school teachers in the United State found that over half were using digital games in the classroom weekly. Most classrooms nowadays have replaced the traditional blackboard for the Smart Board, bringing technology into the classroom. As we move forward into the digital age, most schools provide lessons on computer literacy to ensure students are fluent when it comes to technology. Likewise, the use of well-designed educational video games delivers game based learning that can motivate students to participate more enthusiastically in subjects, including those that are often less popular. It is also noted that educational video games offer more interaction, immediate feedback, to both student and teacher, and more student control. Educational video games that involve aspects of reality, provide students with opportunities to be involved in an interactive environment

that they would not ordinarily be allowed to participate in but from the safety of a classroom (Halverson, 2005).

One of the major limitations of educational video games is that they leave little room for spontaneous play. A child may be involved and have some degree of control in a game but ultimately cannot control the direction in which the game will go, hindering the notion of self-directed play as a means for learning. It has been noted that educational video games can help students focus; however, once the game has ended many find it hard to adapt back to the slower pace of receiving information in the classroom (Bavelier et al., 2011). It is also important for students to be able to ask questions on topics they do not fully understand. A supervising teacher may be able to aid the student whereas the computer cannot provide answers to all questions posed. Using educational computer games also relies on the teacher having prior knowledge of how the game works and be somewhat computer literate. Regardless of the enthusiasm surrounding video games and learning, very few studies have come to a conclusive answer as to whether educational video games improve academic achievement and classroom performance (Young, 2012). Although individuals may develop game-specific abilities; these may not transfer into traditional academic skills required for learning. Only additional research could tell whether playing educational video games improves classroom behavior and academic skills (Duff, 2015).

Video game genres

There are different types of genres in video games and there is no standard classification. The industry, the developers and the academy all use a different classification. But most of them agree on this standard classification:

Action games: This category includes action games in the first person or in a third party. This note refers to how the player perceives the game; in the first person the player seems to be part of the game, while in the third person the player sees his avatar (an incarnation in another body, but with the same soul and mind) in the world of the game. Many of the action games allow the player to change the way he plays. Action games require a good hand - eye coordination and quick reflexes. They usually promote resource planning, space-related capabilities (orientation, mental mapping) and, depending on the setup, can be used to insert the player into historical or professional environments. Although action games can improve several types of abilities, their application with educational goals is quite controversial, because of their relationship with violence. However, it is important to note that action does not necessarily imply violence. Action games usually present a conflict that the player must solve; while violence is one of the most natural ways to secure a conflict, good action games are produced leaving the educational part aside. Most of these games are intended for ages of 13+ years so no young people should come across this genre of games.

Role Playing games (RPG): These are the games in which a player plays the role of one or more characters in the middle of a fantasy. As the player usually depends on a group of characters, co-operation and resource management are promoted. Moreover, these games can promote strategic thinking and problem solving skills. Role-playing games usually involve pointering systems. These systems of targeting can be adapted and used in education as tools for evaluating the player's performance in the game or for ensuring social recognition.

Depending on the setting, these evaluations can be made directly accessible to educators, turning the games not only as an aid to teaching, but also to evaluating student results. Lately RPG are most developed online as a multiplayer games, where people help each other in achieving the final goal.

Adventure and puzzle games: In these games, the player must solve a series of problems and puzzles embedded in narrative structure to advance the story. They encourage research and troubleshooting skills, and promote the establishment of links between different concepts. The use of puzzles also helps to establish a challenge and generates a problem-solving problem - a solution that helps for fun, which also provides such games as a learning tool.

Strategy games: Usually placed in historical environments or fantasy environments, these games force the player to plan the use of resources and face the enemy according to an established set of rules. Thus, they encourage short-term and medium-term planning, as well as an understanding of the typically complex set of rules. Depending on their realism and environment, they can be used as educational means in order to reconstruct historical events.

Simulations: These games simulate a real process, event, or environment through the use of a simple model. They allow the player to freely modify the environment and to see the results of his actions in this environment. Typical areas are usually machineries (eg military aircraft), cities, hospitals, universities, etc. This type of game reaches a high educational value in the field of simulations, but by allowing the research and validation of the theory by observing the different interactions and their results. Fighting and Sports: Some people would argue that wrestling and sport games belong to an action type. However, I consider that wrestling and sports games are another type, due to the number of titles that the industry produces every year. But, besides their important commercial success, they have limited educational value.

Sorting games in categories is not always easy because certain games are in more than one category. As an example, most of today's sports games contain the ability to manage the team and combine simulation with a combination of strategy.

Neurological Context

Games encourage active learning, multi-player interaction, team work, and also provide an environment in which players' abilities and skills can be enhanced, such as memory, reflexes, logic, etc. Learning through games offers a variety of different learning styles and directly affects the cognitive abilities of the participants in the game. While learning through games, it can be very effective, but it can also have negative consequences causing great focus to the game, while forgetting about learning. While nobody wants children and teens to disengage from the world in favor of their devices, video games can actually be an effective way to engage students in science, technology, engineering and math (STEM) subjects. The power of video games in this area is twofold. First, gaming is highly engaging, so teachers and parents can harness kids' interest and steer it toward math and science learning. Second, video games require a tremendous amount of STEM knowledge to develop, which makes them a natural hook for teaching coding and other computer skills.

Computer games that are considered "good" (popular and highly appreciated) already provide information in different formats, although most of them prefer to represent their information visually. By presenting information in various formats (visual, textual, audio), players can not only select the style that suits them best, but also must practice their abilities in other areas, and are often unaware of this.

Well-designed video games keep users coming back for more. While there's an ongoing debate about whether they can be addictive or not, there's no doubt that games are highly engaging. There are several reasons that popular games keep players hooked into trying to "beat" them, according to Citrix's Marc Sasinski (Sasinski, 2009):

- They put the player in control. Players get to move around imaginary worlds however they like and be in charge of their own experiences. Compare this to sitting at a desk listening to a lecture, and it's easy to see why kids love games.
- They offer incremental levels of difficulty. "Leveling up" by accomplishing a task provides a rewarding sense of accomplishment. It also keeps the player from getting bored by something too easy or frustrated by something too difficult.
- They provide instant, ongoing feedback. Players can tell right away when they've made a mistake, and they have the opportunity to start over if they fail. Many games also have prominent timers and/or "health" bars that show how players are faring and help them make adjustments to their strategies.
- They create community. Many games allow for multiplayer participation, and even solo players can chat with others about their experiences to compare notes and solve problems collaboratively.

Notice that the most engaging features of video games are ones that great teachers employ in their classrooms. Self-directed exploration and pacing, regular feedback and collaborative problem solving are already part of effective teaching and learning, so why not take advantage of the way video games bring them all together to pique kids' interest?

Conclusion

Video games are most often targeted in the media and are often associated with negative health consequences. However, when games are played moderately and carefully, they are a sustainable source of stress relief, as well as a catalyst for improving mental health and developing social skills. Video games themselves are a relatively modern form of entertainment. They engage excellently at a level other than that of traditional board games and other forms of entertainment. The player actively contributes to the level of satisfaction he achieves from this medium and is thus more invested and ready to engage in the elements of the video game. The amount of time to play is also an important factor in the effects of the games. Although excessive playing can have negative consequences, games in moderation can be healthy, fun and educational.

Why does game based learning work? This is because educational games, in addition to offering fun, winning, collaborating between participants, role playing, etc., allows learning new things in the learning process by making the participant directly involved in the

educational process. In addition, games have the power to keep students motivated enough during the learning process and directly influence the cognitive abilities of the participants in the game. Also, compared to traditional learning, gaming has a great advantage that students can re-submit a precise set of circumstances multiple times, examining the consequences of various actions such as deliberately causing the largest possible virtual explosion to understand the impact the environment itself, etc.

As we mentioned, playing games helps the subjects to develop a variety of skills and abilities such as spatial skills, mental rotation, perception, orientation, ability to read images. Also another skill that develops as a product of playing video games is the so-called "increased visual attention", that is, the ability of the player to keep an eye on and watch more different things in parallel in real time. It is very easy to conclude that gaming helps students develop skills that are both important and useful in real professions like flying with planes and helicopters, driving cars, money management, different social skills etc.

Generally speaking, in our country, game-based learning can be largely applied in education, that is, to implement in curricula and plans for primary and secondary education.

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CONTEMPORARY TENDENCIES AND CHALLENGES IN CREATING THE NEW PROFILE OF SCHOOL LIBRARIANS[18]

Suzana Kotovcevska, Vesna Horvatovikj

Faculty of Pedagogy „ St. Kliment Ohridski", Skopje, Macedonia
suzana_kot@yahoo.com, horvatovikj@yahoo.com

Abstract

The librarian profession with its rich tradition through the centuries of its existence has been in function for humans, but it has been changing in accordance to the changes in society, adjusting to the demands of the new users. The changes in the society had dictated the need for changes in the schools, and with that, the need for change in the classical school libraries, in accordance to the educational and cultural needs of the contemporary school. With the alignment of the librarian work with the contemporary positive changes in schools, there is successful development and fulfillment of the socially valorized needs of the users of schools libraries from all areas (educational, upbringing, cultural and informative). The successful management with the school libraries in the contemporary schools can lead to increase in the quality of education. There are a few researches for the school libraries in general in our country, which means that this important segment from the educational-upbringing process in a marginalized position. This approach of insufficient attention towards the school libraries can influence the decrease of their role in the educational-upbringing process, i.e. it can decrease the degree of use of school libraries and the quality of services it can offer to its users.

Key words: libraries, school, librarians, education

Introduction

The contemporary world is now more than ever build upon and functions on the basis of a large quantum of information and knowledge which are transferred almost immediately at the same time (moment), from any place to any other place. The new revolutionary changes in the world of information and knowledge unchangeably challenge deep transformations in the manners of functioning and preservation of the contemporary libraries as one of the most significant landmarks of civilization. The libraries and librarians in the new century would inevitably transform into successful, relevant and dynamic factors in the age of information. The technological changes in the information field inevitably will represent one of the most serious challenges for the libraries and librarians in the following period. The power of the civilization in the developed digital world depends on the speed of transfer and usage of information.

Contemporary libraries, and in that context – the school libraries, represent rich and indispensable treasury of human knowledge, wisdom and culture. At the same time, the school libraries represent a place where the students can reach out to needed information and

[18] Specialized paper

knowledge in an organized manner. They are the medium and focal point for enrichment of the intellect and strengthening their personalities.

In its essence, the school libraries – as centers for knowledge and culture, in a very subtle manner, unite the tradition and modern age, presenting a link of a time vertical, because it follows the latest educational and informational needs of its users. These libraries present functional connection of several sources of knowledge (books, audio and video-tapes, movie tapes, computers, contemporary audio-visual means), which underlines the multimedia approach when performing the educational content.

School libraries – focal point for informational sources and knowledge in the function of the educational processes

The essential feature of each well organized and functional educational process is the reference towards the book as a constant source of professional and scientific knowledge. As an analogy to that, the school library becomes an informative center where there is continuous access to new knowledge and new contemporary conclusions.

Nowadays, in all contemporary schools the library has its place as an important informational focal point, as a mean for modernization of the educational and upbringing work, as a source and core of the educational information and possibilities for studying, self-education and progress. Well thought and organized library that will be efficiently connected to the educational process and with the entire upbringing process will represent an important center where the rich pedagogic instructive work will take place. 19

Creating reading habits and using the books becomes most significant feature in the process of education and self-education. In it essence, the usage of the books and all sources of scientific and professional information and conclusions are in the function of accomplishing more valuable cultural, upbringing, educational, scientific and other goals of the school population.

The books and the remaining librarian material in the school libraries should serve for the continuous addition, expansion and promotion of the educational process for the teachers and students. The education with help from the book means to organize the work of the student with the book. 20

The school libraries towards the end of the XX and the beginning of the XXI century take more central place in the securing the informational sources that aid the educational process, as well as a central place for a personal and social progress of the students. In several contemporary countries, the informational resource centers of the school libraries begin to be acknowledged as part of the states informational network. In this context, the conviction that the basic aim of the school libraries is to ease teaching and studying is being strengthened. Their function in underlining the meaning of the studying skills, acquiring the abilities and skills for research and use of information is being accentuated. 21

The contemporary living in the world underlines the connection between the librarian and informational occupation with the process of education and the need for lifelong learning. Its future is seen through the “digital knowledge”, because if “knowledge is power” (Francis

[19] Библитекарска искра, Библиотекарство друштво на Р.Македонија, Скопје, 1998, стр.14.
[20] Школска медија тека, Радмила Шуљагич, Београд, 1984, стр.8.
[21] Котовчевска, Сузана (2007). Македонското библиотекарство низ вековите. Скопје, стр.317.

Bacon), then “digital knowledge is even bigger power” (Martin Delon). Even though the education is moving towards the path of the industry of knowledge, the libraries of the future should provide more direct access to knowledge under equal terms for all users. The current principle for management with information should be immediately be transformed into knowledge management. Do the libraries in this new “confrontation” with the internet have the chance to keep their position, surely changed according to the new contemporary challenges, depends, largely on the professional development of the librarian staff that represents one of its important components, if not the most important for the entire development of the librarian occupation in the XXI century.

In this context, we can conclude that there isn’t good educational process without well lead school library which is in function for realization of the contemporary educational programs.

For complete efficient and successful realization of the educational, cultural and occupational needs of the students, in this cultural-educational process we cannot deny the indispensible role of the school librarians. They need to continuously plan and think through the process of work in function for accomplishing of these noble causes. The school librarians should learn and teach the students to discover their own developmental possibilities, to activate their potentials and their love for books and knowledge in the course of the entire process of their permanent education. The librarians, through their conversations with the students, which should be planned, indented and conscious, can influence the behavior and thinking of students, to convince them, teach them and ask from them to always to more and better in this field. The students should develop their habits and culture for keeping the literature materials, their due diligence in returning the books, as well as the polite and civilized behavior within the library as well. The school librarian, which is a part of the educational system, by the means of the pedagogic – informational work introduces the students with the librarian occupation, with the books (compulsory books for reading, fiction, non-fiction, scientific, vocational and other sources) and their use. 22

Today, when the educational process is perceived as a communication-interactive process where the process for cooperation of all subjects (students-factors) is most meaningful, it becomes even more important to underline the cooperation between the teacher and the librarian.

The school librarian in the contemporary educational-upbringing process should be profiled as a professional and expert – informational, librarian and pedagogical. The encouragement and accomplishing of these skills, in a large merit, are very obvious in the contemporary education, which, without a doubt, brings the library and the informational services in the focal point in the learning process. 23

The education of the librarian staff as an indispensable factor for successful and entire accomplishment of the librarian occupation in the new century is constantly and objects for a special attention in all developed countries in the world. In the contemporary world, the connection between the librarian-informational occupation and the process of education and the need for the life-long learning of the librarian staff is being accentuated.

The school librarian is a professionally qualified staff, responsible for planning and managing the school library, with support of other qualified persons, and with cooperation with other

[22] Види поопширно: SLA Competencies for special librarians of the 21-th century. *http://www.sla.org/professional/comp.htm1.30.05.1998. http://www.sla.org/professional/comp.htm1.30.05.1998)*

[23] Матутиновиќ, С. Ф. (2002). Нови трендови у библиотекарству.ИНФОТЕКА бр. 1-2.

members of the collective in the school and connected with the national, public and other types of libraries.

Analysis of the current condition with the professional and competency improvement of the librarian staff in the school libraries

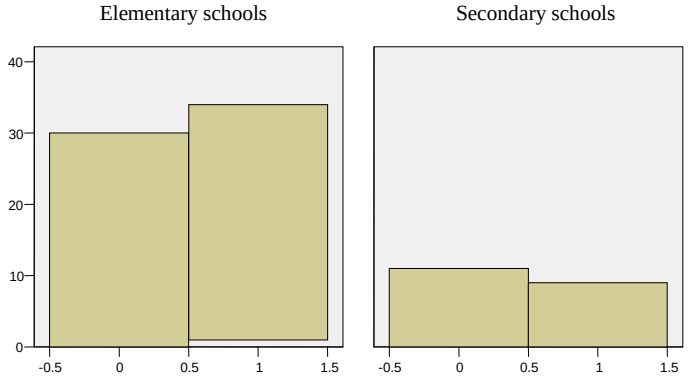
To determine the continuous professional improvement of the librarians in the school libraries, the Institute for librarian work from the Faculty of Pedagogy "Saint Kliment Ohridski" – Skopje, has made a research in the elementary and secondary schools in the city of Skopje.

From the entire number of analyzed schools (89), a large number, or more concise – 68 or 76.4% are in the category of elementary schools, while there are 21 or 23.6% of the secondary schools.

Also, it is important to underline the data that in 6 schools or 6.7% of the analyzed schools, there isn't a school library, while in 83 schools or 93.3% certain school libraries exist.

These data, generally show that the principal condition with the placement of the important network of school libraries is respectable, however insufficient, regarding the fact that there shouldn't be a school in the XXI century without appropriately organized and functional school library.

When answering the question: "Have you had training for working in the library?" which regards the education and training of librarians for successful realization of their librarian work, the fact that gives concerns is that 41 librarian (or 46.1% from the entire number of librarians in the research) have not had a training for working in the library. This value is identical with the entire number of librarians – 42 (or 47.2%) who had visited some forms of training necessary for their professional librarian work.



0 The librarian did not attend a training for librarian work
1 The librarian did attend a training for librarian work

The data that less than half of the working librarians have attended an appropriate training, undeniably speaks about the lack of care from the appropriate institutions about the enabling the librarians who work in the school libraries to put their professional work in the function of accomplishing efficient work of the school libraries, which is necessary for successful accomplishing and enrichment of the entire educational-upbringing process in the elementary and secondary schools in the city of Skopje.

On the basis of the extensive analysis, a very clear, precise and complex presentation of the current conditions is being created, and it concludes the system and other serious weaknesses and problems in the organizational positioning and in the functioning of the analyzed school libraries in the area of the city of Skopje.

With the in-depth and entire analysis of the organization and the work in the school libraries (in elementary and secondary schools) an indirect estimation is being made for (non)fulfilling the librarian occupation as a public service.

This system should be well thought through, in a manner where in the course of the entire process of education of the young people- students, it will raise interest for independent studying, which is in function for enabling for lifelong acquiring of knowledge, either with reading books, or with using the rest of the medias that are offered by the informational and telecommunication technologies.

It has high probability that, in even more drastic form, this negative condition is transferred in the elementary and secondary schools outside the capital of our country.

In the function for successful surpassing of these worrying trends in this field, it is necessary for an appropriate strategy for continuous education to be build, for entire improvement of the working staff in the field in the elementary and secondary education.

Conclusion

The librarian experts must adapt towards the new surroundings of electronic information, and to begin to keep up with the new technologies and to take the focal point in the "new libraries".

The librarian as a main carrier of the entire librarian work, should be able to accept in its entirety and to answer positively on the new challenge in the age of informational society. For completion of the librarian's personality, besides this impressive collection of needed professional and human features, the quantum of knowledge and skills acquired in the educational process must be added.

In the period that follows, the need for the librarians to acquire their informatics literacy will only increase. It is logical in the following period to expect more knowledge and skills from the informatics experts than in the other occupations.

The transformation and the adaptation of the librarians towards the needs of the users in the new age when the knowledge in its entirety becomes most significant economic resource, is of an utmost importance for successful walking in the XXI century and for efficient functioning of the libraries in the age of "informatics society".

The libraries and the librarian work will acquire appropriate staff only through education, a staff that will be able to answer to the challenges of the XXI century in this very significant, useful and necessary field.

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

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CONCEPTUAL FRAMEWORK OF THE THEORIES IN THE SOCIAL WORK EDUCATION[24]

Jasminka Kochoska, Blagojche Anastasov

"St. Kliment Ohridski" University– Bitola
Faculty of Education – Bitola
gemelli4@yahoo.com

Abstract

The rapid pace of everyday life, as well as the life filled with stressful situations, everyday obligations, challenges and expectations, leads to a disturbance of tranquility, stability, comfortableness in people and in the most difficult case, disturbance of their state of health in different types. In the face of such a situation, social services emerge to help in the most productive way. Starting from the fact that human behavior is truly complex, social work is broad and uses numerous practice theories at different levels. Theory, in essence, refers to interconnected and systemically related groups of concepts and statements, which are organized in order to clarify relations on certain aspects. Social work may not have developed its own theory, but it successfully uses theories from other scientific disciplines. In order to have success in the realization of the social activities, it is necessary to have a ratio in theory and practice, because working without one of them is impossible. To be successful and effective in their work, social workers use a range of theories, working models and concepts with their clients, adapting them to their needs. It should be noted that social workers have the main role in providing customer assistance, and that is why they will occupy an important place in this paper. Contently we will try to give a concise explanation of the theories of social work and theories for social work, as well as the great responsibility of social workers who face daily challenges in this sphere.

Keywords: *theory, practice, social work, methods, education*

1. Introduction

The basic principle of this discussion is that social work is a socially constructed activity and a part of a complex theoretical and professional network of services and institutions, so it can be considered only within the sociocultural context of its participants, which consists of three main constituents: a client, a social worker and the environment in which it occurs. Theories of social work are a product, but also the constitutive factor of the context from which they arise, but they also affect this context because they affect human activity. Primarily social work is a serving activity which adopts scientific and systematic approach to deal with the issues of individuals, groups and communities and it empowers the society. It is the only profession which studies social problems, its origin, relations and provides systematic solution to such problems.

[24] Specialized paper

One of the main deficiencies in social work as an academic profession lies in the fact that it has not succeeded in developing its own theory and unique intervention modes. Rather, its basic theory comprises a mixture of theories taken from sociology, policy making, economy, psychology, psychiatry, and philosophy. From its early days, basic theory in social work leaned on psychodynamic conceptual models and intervention methods. Over the years, changes in society, in social work clients, and in the profession's goals and aims have also necessitated practical and theoretical modifications. (Freeman, 2007)

The present day social life demands a scientific and professional approach to solve social problems. Social work is a professional and academic discipline that seeks to improve the quality of life and well-being of an individual, group or community. Intervention at individual, group and community level is undertaken in social work. Relationship is the key tool of social work. Social workers are committed to the protection and empowerment of weak populations, of those people who are least powerful. On a daily bases, social workers face the busy and complex world of human behavior in social contexts, a world in which relationships break down, emotions run high, and personal needs go unmet. Some people have problems with which they cannot cope and need intervention to overcome their difficulties or to learn to cope and live with them. Other people are the cause of their own problems and need intervention to change their own destructive behavior toward themselves and others (Howe, 2004). Social workers move between two diverse trends. The first highlights social influences and social processes as the major source of problems and thus as the target of intervention. The second trend views the individual, family, or group as the direct clients of clinical social work. (Freeman, 2007)

The social reality of people and their cognition is largely socially conditioned reality, because people share common inter subjective views of reality. There is something that makes up the reality of theories, the reality of cognition and the reality of thought. Social work as a professional activity brings together the three elements (client, social worker and environment). Each individual element is socially constituted and acts in accordance with expectations and compliance with social norms and behavioral patterns. Therefore, it is possible to speak of three groups of forces that convey social work as a profession. These are those who create and control social work as a professional activity, those who create clients among people, who seek social services, and those who create the social context within which the activity of social work takes place. Social work is based on the interaction and communication of the social worker, the client and their common environment, while the theories of social work examine various factors that influence the positions of these three actors. From this interdependent relationship, the definition of social work is carried out, such as professional activity and scientific discipline.

Social work is only a part of a complex networking activity involving many other professions. Therefore, the existing corpus theory in social work only strengthens its positions vis-à-vis other "assisting" professions within this networking activity. Thus, theories of social work are constructed as part of the social forces that create social work as a profession and scientific discipline. (Halmi, 2000)

2. Theories in the social work education

Social work in its diverse forms addresses the multiple, complex transactions between people and their environments. Its mission is to enable people to develop their full potential, enrich

their lives and prevent dysfunction. Professional social work is focused on problem solving and development. Social workers are vehicle of change in society and in the lives of individuals, families and communities they serve. Social work is an interrelated system of theory and practice. The use of social work theories in professional literature has a wide range. These include concepts, reference frameworks, models of practice, as well as philosophical statements. It all falls under the term *theories*. This term covers three different areas:

- Explanatory theory (about certain behaviors or situations and guidance on how they can be changed.
- Models (set of concepts and principles used to guide intervention activities)
- Perspective (as a particular way of viewing and thinking about practice).

Social workers use the theories in order to understand and explain these crucial aspects of the social work:

- The purpose and the tasks of the social work, as well as, the role of social work in society
- Practical theories, ie approaches or methods in social work
- The sphere of service user, including internal (psychological) sphere and external (social) sphere. (Rengasamy, 2010)

Social workers in their practice, use a variety of theories, models, and perspectives. No matter what these terms in some way have different meanings; they are often combined together and simply termed theory. According to certain differences regarding the type and use of the terms used in describing these conceptual frameworks, there are theories of social work and theories for social work. (Tak-yan, 1999)

2.1 Theories of social work

Theories of social work are focused on the profession and explain its purpose, domain and character within the society. They describe what the profession is all about and why it functions as it does. (Rengasamy, 2010) There are many social work theories that guide social work practice. Here are some of the major theories that are generally accepted in the field of social work:

System theory explains human behavior, which occurs as a result of the impacts of multiple interconnected systems. According to this theory, all systems are interconnected parts that make up an ordered whole and each subsystem affects other parts of the whole. It is premised on the idea that an effective system is based on individual needs, rewards, expectations, and attributes of the people living in the system. Even when it comes to individual issues, families, organizations, societies, and other systems are naturally involved and must be considered in trying to understand and help the individual. (Map, 2017) Many social work courses use "system theory" or "system approach" in studying methods of social work. Most social workers know that access to the systems is not enough by itself, and yet traditional methods have their place in realizing the practice. (Forder, 2007)

Social learning theory combines cognitive learning theory (which starts from the fact that learning is influenced by psychological factors) and behavioral learning theory (which

assumes that learning is based on responses to environment incentives). The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation. (Bandura, 1977) With this integration of the two theories, four basic learning requirements are set out: observation (environmental), retention (cognitive), reproduction (cognitive), and motivation (both). (Theory, 2017) According to this theory, rather than simply hearing a new concept and applying it, the learning process is made more efficient if the new behavior is modeled as well. (Staff, 2014)

Psychosocial development theory is an eight-stage theory of identity and psychosocial development articulated by Erik Erikson. He was interested in how social interaction and relationships played a role in the development and growth of human beings. (Cherry, 2018) This theory considers the impact of external factors, parents and society on personality development from childhood to adulthood. He was interested in how social interaction and relationships played a role in the development and growth of human beings. Erikson believed that personality developed in a series of stages and everyone must pass through eight of them over the life cycle: hope, will, purpose, competence, fidelity, love, care, and wisdom. (Staff, 2014) Each stage is divided into age ranges from infancy to older adults:

1. Infancy: birth-18 months old (hope)
2. Toddler/ early childhood years: 18 months to 3 years (will)
3. Preschooler: 3 to 5 years (purpose)
4. School age child: 6 to 12 years (competence)
5. Adolescent: 12 to 18 years (fidelity)
6. Young adult: 18 to 35 (love)
7. Middle-aged adult: 35 to 55 or 65 (care)
8. Late adult: 55 or 65 to death (wisdom) (David, 2014)

The psychosocial framework occupy an important place among an expanded repertoire of approaches in the social work and contributed to the generation of some of the newer practice models, such as crisis intervention. In recent years there have been numerous extensions to the psychosocial framework, which continues to be used widely by social work practitioners. These days, the psychosocial framework can be described as a perspective that guides practice rather than as a discrete practice model, but it still relies on the core of theoretical concepts and practices. (Goldstein, 2008)

Psychodynamic theory explains personality in terms of conscious and unconscious forces, such as unconscious desires and beliefs. This social work theory was developed by Freud and describes the personality as consisting of the identity (responsible for following basic instincts), the superego (attempts to follow rules and behave morally), and the ego (mediates between the identity and the ego). (Staff, 2014) The psychodynamic approach includes all the theories in psychology that see human functioning based upon the interaction of drives and forces within the person, particularly unconscious, and between the different structures of the personality. (McLeod, 2017)

Transpersonal theory proposes that there are developmental stages beyond the adult ego, which involve experiences of connectedness with phenomena considered outside the boundaries of the ego. In healthy individuals, these developmental stages can engender the highest human qualities, including altruism, creativity, and intuitive wisdom. “Social work ethics require that workers practice in a manner that respects religious, cultural and other forms of diversity. Transpersonal theories can help us to build our knowledge and skills to demonstrate this respect” (Canda, Chatterjee and Robbins, 2012, p. 405). This theory is of

great importance for social work, because it provides a conceptual framework for spiritually sensitive social work practice by:

- Recognizing that religious and spiritual diversity as important aspects of human diversity.
- Helping practitioners address the spiritual dimension of human behavior and experience.
- Being congruent with social justice orientation, the strengths perspective and empowerment practice approaches.

Transpersonal theory is a broad and diverse topic of exploration with many interpretations. But, despite this, there are firm implications in the social work profession and reaches through different sets of practices. (Silver, 2017) This theory is the only one that focuses on the spiritual dimension and legitimates the development of higher states of consciousness as being exceptionally healthy or as representing the epitome of human potential. The practice challenges facing social workers in the postmodern age call not only for the development of a more complex and inclusive understanding of what it means to be fully human, but also for a transpersonal theory "big" enough to allow and facilitate quantum leaps in human consciousness. (Cowley, 1993)

Rational choice theory is based on the idea that all action is fundamentally rational in character, and people calculate the risks and benefits of any action before making decisions. (Staff, 2014) This theory, also known as rational action theory, is a framework for understanding and often formally modeling social behavior. The basic premise of it is that aggregate social behavior results from the behavior of individual actors, each of whom is making their individual decisions. According to this theory, individuals are motivated by their personal wants and goals and are driven by personal desires. Since it is not possible for individuals to attain all of the various things that they want, they must make choices related to both their goals and the means for attaining those goals. (Crossman, 2018) Rational choice theory assumes that an individual has preferences among the available choice alternatives that allow them to state which option they prefer. These preferences are assumed to be complete (the person can always say which of two alternatives they consider preferable or that neither is preferred to the other) and transitive (if option A is preferred over option B and option B is preferred over option C, then A is preferred over C). Central to all forms of rational choice theory is the assumption that complex social phenomena can be explained in terms of the individual actions that lead to that phenomena. This is called methodological individualism, which holds that the elementary unit of social life is individual human action. Thus, if we want to explain social change and social institutions, we simply need to show how they arise as the result of individual action and interactions. (Crossman, 2018)

2.2 Theories for social work

Social work theories are general explanations that are supported by evidence obtained through the scientific method. A theory may explain human behavior, for example, by describing how humans interact or how humans react to certain stimuli. Social work practice models describe how social workers can implement theories. Practice models provide social workers with a blueprint of how to help others based on the underlying social work theory. While a theory explains why something happens, a practice model shows how to use a theory to create change. (Staff, 2014)

Theories for social work are focused on clients and helping activities. They explain human behaviors, the social environment, how change occurs and how change can be facilitated by the social worker in order to benefit. (Rengasamy, 2010) In social work practice, the strengths perspective has emerged as an alternative to the more common pathology-oriented approach to helping clients. Instead of focusing on clients' problems and deficits, the strengths perspective centers on clients' abilities, talents, and resources.

Learning about theories for social work is a very important and valuable tool for any social worker. It involves understanding of people's behavior at a given moment; suppressing their bad habits and showing behavior that would help them succeed in life. (Engard, 2017) There are many different practice models that influence the way social workers choose to help people meet their goals. Here are some of the major social work practice models used in various roles, such as case managers and therapists:

Problem solving assists people with the problem solving process. Rather than tell clients what to do, social workers teach clients how to apply a problem solving method so they can develop their own solutions. (Staff, 2014) This is so important because the social life of the modern world is characterized by numerous problems, which bring drastic consequences in social life. Problems like isolation, poverty, unemployment, migration, family disintegration, sexual violence, atrocities against women, suicide, substance abuse, communalism, terrorism, child abuse etc. are on the increase. Finding a solution to these problems is essential to ensure peaceful social life. From the social work perspective, problems are generally interrelated. It ranges from simple to complex. Every problem has numerous solutions, but individuals and communities are confused with the problem and its solutions. Social work profession also helps the client to choose the right solutions which are most appropriate to the client. This profession helps the client to understand the problem and to cope with it, but also tries to prevent the further occurrence of such or similar problems. In essence, social work is a very dynamic profession that does not limit itself to problems alone; it goes on to empower the client systems to handle preventive and promotional initiatives.

Task-centered practice is a social work method designed to help clients and practitioners collaborate on specific, measurable, and achievable goals. It is designed to be used with individuals, couples, families, and groups in a wide variety of social work practice contexts. Social workers and clients collaborate together and create specific strategies and steps to begin reaching those goals. (Staff, 2014) With many years of practice and research arguing for its effectiveness, task-centered practice can rightfully claim to be one of the social work's original “evidence-based practices”. (Kell, 2013) The basic principles of task-centered practice have been folded into basic social work textbooks, even as it continues to develop as a discrete model. It is a brief, structured, and systematic approach to help clients resolve problems in living. This model includes several principal features:

- placing the social worker and the client on equal footing by sending a limited set of target problems of high interest to the client and evoke the client’s agreement on desired outcomes and means for achieving them;
- planing the action-based steps to solve the problem and their implementation between sessions;
- regular review of the problem/task and assesment
- planned completion of the process

The task-centered model has been built on basic tenets of eclecticism, drawing on a range of theories limited only by their ability to help in defining and assessing clients' problems in living, to guide efforts to resolve these problems, and to be testable. The task-centered approach has been implemented and tested in a broad range of settings and with diverse client groups. (Rzepnicki, 2012)

Narrative therapy manifest a person's problem by inspects the story of the person's life. The aim of this model of social work practice is to encourage the client to deal with depression, with a focus on skills and abilities that have been concealed. (Staff, 2014) Narrative therapy in social work is a proven method and approach in the cooperation with the client that seeks to rewrite the accumulated troubled stories that dominate in his life. Narrative therapists work with clients to make meaning of their life's events and experiences through a re-storying process. In this way, the client is positioned to control the way he narrates and testifies to the story. Together, client and social worker explore and discuss alternative stories and then identify the client's preferred stories. The approach to this type of therapy contains many useful intervention strategies that practitioners can utilize with clients, whether in a narrative therapy setting or as a part of a mixed method approach. (Scarnato, 2018) A significant strength of Narrative Therapy is that it gives the client control of their life, giving them the idea that they can create their own story. This is incredibly powerful for a client who may feel helpless. Clients who believe they have the control of their lives can have a greater chance of success as opposed to someone who believes things simply happen to them and there is no way to change such circumstances. (Scarnato, Social Work Approaches and Therapies, 2017)

By exploring the impact of the problem, the social worker will be able to identify what is truly important and valuable to the client in a broader context, beyond the problem. This can help a person identify a common thread to connect his or her actions and choices throughout life. This therapy can help a person better understand his experience of life and gain self-confidence for addressing problem scenarios in the future. (GoodTherapy, 2015)

Cognitive behavioral therapy in social work is a theoretical framework that understands the importance of both cognition and behavior, with the outcomes based on cognitive, behavioral and emotional changes. This therapy is widely used in the field of social work due to its success with multiple populations and various mental health issues. (Scarnato, Social Work Approaches and Therapies, 2017) This approach focuses on the relationship between thoughts, feelings and behaviors. Social workers assist clients in identifying patterns of irrational and self-destructive thoughts and behaviors that influence emotions. (Staff, 2014) Every technique utilized is to foster an open and productive conversation as a way for both the therapist and client to go on an equal journey with one another. Together they will figure out what the obstacles are and how to address and fix them. The strengths of Collaborative therapy are that it is genuine, natural and promotes a comfortable, empathetic and warm environment. However, it is up to the therapist/the social worker to determine if it would truly be beneficial for the long-term success of their client. (Scarnato, Social Work Approaches and Therapies, 2017)

Crisis Intervention model in social work plays a crutial role in helping individuals who are at imminent risk of harming themselves or others. The main emphasis is on providing support and guidance to clients in a state of acute mental health crisis. These states are most often brought on by a recent trauma or long term case of Post-Traumatic Stress Disorder. Social workers can be a vital part of a crisis intervention team due to their abilities to use empathy,

listening and quickly analyze social situations to resolve psychosocial problems. One of their key roles while using this model is the ability to alleviate the affected person's distress, impairment and instability while being careful to avoid any actions that could worsen the crisis. (MSWcareers, 2017) Dealing with individuals in various states of crisis is one of the primary responsibilities of social workers. In that direction, it is useful to have a certain framework, which should be a guide in the process of dealing with the crisis situation. (ACWS, 2009)

In the realization of the Crisis intervention model, different tactics and techniques are used by social workers, that may have a significant impact on the lives of their clients. It includes seven stages: assess safety and lethality, rapport building, problem identification, address feelings, generate alternatives, develop an action plan and follow up. (Staff, 2014) In this way, a set of directions are set that social workers can use in the case that quick decisions need to be made and to avoid emotions at a given moment. In many cases, social workers have the essential role in providing appropriate assistance. They are most often needed in communities where there is poverty, abuse of narcotics and drugs, crime is ruled or for various reasons individuals or whole families are hampered in their conditions and abilities to live normally. (MSWcareers, 2017) The Crisis intervention model focuses on the immediate process of actively, assertively, intentionally and continuously evaluate, listening and acting to systemically serve the client to recover as much of the pre-crisis balance, mobility and autonomy as possible. (ACWS, 2009)

3. The need of theories in social work

The theory is important for social workers so that they can apply it in the practice of different clients, in different cases. This can be achieved by applying thoughts in personal practice- in order to respond to complex sets of causes and effects of individual needs and problems for clients, as well as potential conflicts within their groups of relationships. It should be in the direction to understand and answer questions through appropriate skills and knowledge base in each specific situation, with specific clients at a specific time with the help of ideas and learning from theories and research. Without knowledge of theory and ethics, social workers are just service administrators. (Littlechild, 2011) Social workers are daily trying to face many different obstacles in their work. Every obstacle it faces is another kind of challenge. In that direction, there are theories to help social workers cope with some of the challenges they face and how they can be used to achieve positive solutions. In fact, theory is a statement that is supported by evidence gathered through a scientific method in order to explain something. Theoretical approaches to social work are often used to explain human behavior and be used as a starting point for models and training for practice. (Map, 2017)

In fact, there is no possibility of separating the theory from practice or concept from action. Practice is the process of using knowledge and applying theory in order to bring about specific types of change. A practice uninformed by theory is about to become sterile and repetitive, and on the other hand, a theory that is not practiced tends to be uninteresting, unexciting and usually irrelevant.

A number of theories, perspectives and models discussed in the social work literature are considered as conceptual frameworks. They provide a structure for analyzing complex and highly emotional human problems and situations, as well as a rationale for action and decision making. Within this framework, information, beliefs and assumptions are included

in a significant whole. They promote a systematic, orderly, and predictable approach to work with people and facilitate communication among professionals. (Tak-yan, 1999)

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