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PERSUASIVE STRATEGIES EMPLOYED IN POLITICAL DISCOURSE FOR RESOLVING THE 'TO GET OR NOT TO GET VACCINATED' DILEMMA

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Abstract

In 2020 the pandemic-stricken world saw a glimmer of hope as a number of vaccines against the Covid-19 virus were discovered. However, the vaccination was not welcomed enthusiastically by everyone, despite constant appeals of authorities worldwide that the vaccination was safe and efficient. The aim of the research, which has a qualitative paradigm, was to conduct a pragmatic analysis of a corpus of pro-vaccination speeches, made byprominent politicians, in the second half of 2021. The stress was put on inspecting politicians' position towards the vaccination process in their respective countries; the pro-vaccination arguments they used to make their statements more persuasive, and how they addressed the vaccinated and unvaccinated people in terms of what speech acts (Searle, 1976), politeness maxims (Leech, 1983) and strategies (Brown and Levinson, 1987) they employed to reach out to them. The findings suggest that politicians' persuasion efforts were in close correlation with the vaccination rate and that theyrested on both the 'loss' and 'gain' frame; the varying of the speech acts with which the vaccinated and unvaccinated people were addressed; a strategic use of the positive, negative, bold on record and off record politeness strategies, as well as intermittent obeyance and disobeyance of politeness maxims.

Keywords: *vaccination, political discourse, persuasion strategies.*

1. Introduction

The Covid-19 pandemic started at the end of 2019 and reached almost every corner of the world in a period of few months. The devastating effects of the corona virus immediately instigated massive investments in medicine, and as a result a number of vaccines against the virus were developed in record time. At the beginning of 2021 the world was set to start a massive immunization process, but the vaccination was not welcomed enthusiastically by everybody andthe citizenry divided itself unequivocally along the pro and con vaccination line.Vaccination has beentreated as a controversial issuefor a very long time, but in light of this latest global health crisis, that became even more glaringly obvious (Blume 2006, as cited in Borah 2022). Consequently, despite the availability of vaccines in the developed countries, the vaccination rates varied significantly throughout 2021, with some countries

taking the lead (e.g. Israel, the United Arab Emirates,the UK)[1], and others lagging seriously behind (e.g.Austria, Germany, Switzerland).[2]

Following their initial struggle tosecuresufficient vaccine doses and to manage their distribution, governmentswere faced with yet another very serious challenge– to convincepeople to recognize vaccines' safety and efficacy (Saich and Martiniuk 2021). To that end, many governments worldwide resorted to imposing restrictions on the movement of the unvaccinated citizens in the middle of 2021 and introduced mandatory vaccination requirements on specific profiles of jobs (e.g., military and medical personnel, public administration employees, etc.). These measures boosted the vaccination rates significantly, but at the same time, provoked people's discontent and led to protests in many countries in the world (e.g., Australia, the USA, Germany, etc.) on the grounds that Covid-19 measures violatethe basic human rights.

In the second half of 2021, the Covid-19 pandemic was still in full swing and the number of infections and fatalities was on the rise againdue to the new wave of the pandemic, induced by the new more virulent Delta and Omicron variants. Political authorities, in an attempt to deaden its devastating effects, doubled down on their efforts to spread the message that massive vaccination was the sole panacea for reaching 'herd immunity'.

The events and implications of these turbulent times have attracted the attention of numerous researchers, and, consequently, a number of studies emerged, exploringthe communication strategies political and medical authoritiesemployedin addressing the public regarding the Covid-19 vaccination (Palm et al. 2021; Paul et al.2019;Saich and Martiniuk 2021, etc.) andthe reasons for the vehement vaccination opposition and resistance on the part of some portions of the population (Albrecht 2022; Debus and Tosun 2021; Gorman et al. 2020; Reuben et al. 2020; Rosenbaum 2021, etc.).

The studies that have focused on the communicative strategies of public authorities suggest that mere presentation of evidence and data often does'little in isolation to convince the public', and thatinstead the narrative should 'weave together the context, problem and resolution, combined with evidence' in order to influence favorably people's opinions and behaviors (Jones et. al 2014, as cited in Saich and Martiniuk 2021).Also, the strategiesused are deemed not fully effective because they separate the vaccinated segments of the population from those who decline immunization (Paul et al. 2019). Additionally, politicians and medical experts resort to reproachingand threating the unvaccinated that they will bear the costs of testing on their own, as states and taxpayers do not have to pay for their irresponsible behavior (Diković 2021). Some studies highlight the fact that the public health efforts are not yielding the desired results, as they focus on Covid-19's lethality and induced-dangers, instead of addressing people's actual concerns about the vaccines' long-term effects (Debus et al. 2019). Consequently, authorities are advised to frame their messages in a way in which people would understand that there is as much uncertainty about the corona virus and its future mutations in the long run, as there is uncertainty about the vaccines' long-term effects (Ray 2021, August 4). Message framing, in fact, is extensively explored in the realm of health communication and health prevention science even before the Covid-19 outbreak (e.g., Nan 2012a, 2012b; Park 2012, Von Sikorski and Matthes 2019, as cited in Borah 2022). Specifically, much attention has been paid to the 'loss' and 'gain' frames[3], which are used to

[1]https://www.weforum.org/agenda/2021/04/covid-19-vaccine-questions-answered-who-video/

[2] https://www.ft.com/content/f04ac67b-92e4-4bab-8c23-817cc0483df5

[3]O'Keefe & Jensen (2008)and O'Keefe & Wu (2012) explored the loss and gain frames, which are drawn from the experimental work of Tversky and Kahneman's (1981) prospect theory, in the health communication domain.

present the same information differently and to influence people's behavior. The 'loss' frameaccentuates the unpleasant consequences or disadvantages if one does not comply with the recommended behaviors; whereas, the 'gain' frame underscores the desirable and pleasant consequences in case one complies with the recommended behaviors. Previous research has shown that, in general, the'loss' frameis slightly more persuasive when it comes to people's vaccination behavior (Nan, 2012a, 2012b; Park, 2012, as cited in Borah 2022); however, in the circumstances of this latest world health crisis, there are studies that indicate that there is no significant difference between the 'gain' and'loss' framewhen it comes to people's COVID-19 vaccine intention (Chen et al. 2021). Finally, there are studies that attribute thefailure of authorities' communicative strategies to theirtaking a monolithic approach in putting their message across to the general public. What they propose, particularly, in the face of vaccination resistance, is addressing multiple audiences by applying varied methods of communication suited for different profiles of people (Ashworth et al. 2021).

On the other hand, researchers who deal with the issue of vaccination resistance and hesitancypoint out that opposition started practically immediately after it was publically announced that vaccine development against Covid-19 was underway (Albrecht 2022). Given the novelty of the disease and the unusually rapid speed with which vaccines were development, a number of studies list reasons for vaccination resistance and hesitancy which include: fears and concerns over vaccine side effects and long-term safety,andother uncertainties about COVID-19 vaccines (Gorman et al. 2020; Hwang 2020, Larson and Broniatowski 2021, etc.) as well as people'sdistrust of medical professionals and pharmaceutical companies (Reuben et al. 2020, Featherstone et al. 2019). Some attributethe opposition tobroader conspiratorial beliefs according to whichsome covert influential organizationsor governmental entities are responsible for the nefarious circumstances of the pandemic (Douglas et al. 2019) and that the vaccines areusedfor injecting microchips into people's bodies sothat their behavior could be monitored, their DNA altered and their fertility controlled (Albrecht 2022). People's political affiliationis also considered to be among the key factors that determinepeople'sstance towards the Covid-19 vaccination (Debus and Tosun 2021; SteelFisher et al. 2021; Woolhandler et al. 2021). Thus, for instance, Debus and Tosun (2021) in their study claim that in the USA those who are on the right of the ideological spectrum tend to reject vaccination or are at least skeptical of it; whereas, in Europe, ideological extremism, i.e. being far from the center, either to the left or to the right on the left-right continuum, seems to contribute to people's negative attitude towards vaccination.

Taking into consideration all these findings of previous studies, in this paper we set out toinvestigate the narrative political leadersemploy during the last wave of the Covid-19 pandemic in 2021. More specifically, the paper analysesthe persuasion strategies that politicians used in the designated period to boost the vaccination rates, reflected in their argumentation which is either in compliance with the 'loss' of the 'gain' frame, as well as the speech acts, the politeness strategies and politeness maxims they juggle with to persuade the hesitant and resistant portion of the population to resolve their dilemma and undergo inoculation.

2. Research methodology

As the aim of this research, which has a qualitative paradigm, is to conduct a pragmatic analysis of pro-vaccination political discourse, a small corpus was compiled of speeches and statements delivered by three eminent politicians: the American president, John Biden; the British Prime Minister, Boris Johnson, and the Australian Prime Minister, Scott Morrison.

Six speeches were analyzed in total, two by each politician, one delivered at the beginning of the second half of 2021 and one towards the end of 2021. This time continuum was deliberately selected in order to observe possible changes in their persuasion strategies in response to the unfolding of the vaccination process in their respective countries.

More precisely, in addition to inspecting politicians' position towards the vaccination process in the given time frame, we looked into the argumentation they put forth to make their statements more persuasive in terms of whether their arguments fitted into the 'gain' frame and accentuated the benefits of the vaccination or the 'loss' frame and stressed the consequences of not complying with the vaccination. Furthermore, the analysis was directed at inspecting whether the politicians addressed the vaccinated and unvaccinated people separately in their speeches and, finally, the accent was put on detecting the speech acts, the politeness maxims and politeness strategies they employed while stretching out to both categories of citizens.

In identifying the speech acts inpoliticians' statements and speeches, we drew on Searle's Speech Act Theory (1976)[4], which distinguishes among: ***declarations*** (utterances such as: *I declare/I resign/I baptize*…which have the potential to change the worldprovidedthat they are uttered in the right context and by the right person); ***representatives*** (utterances that state what the speaker believes to be the case, when s/he is 'describing', 'hypothesizing', 'insisting, 'predicting'); ***commissives*** (utterances with which the speaker commits himself to future action as when s/he is 'promising', 'offering', 'vowing', 'volunteering', 'refusing'); ***directives*** (utterancesthat are aimed at making the hearer do something,as in 'commanding', 'inviting', 'requesting', 'forbidding', 'suggesting'), and***expletives*** (utterances used to denote how the speaker feels about something, as in 'apologizing', 'praising', 'congratulating', 'deploring', 'regretting').

As to the unveiling of the politeness strategies, we relied on Brown and Levinson's Politeness Theory (1987)[5], according to which in all cultures people make use ofseveral politeness strategies to avoid doing face threatening acts. These include: ***avoid doing the face threatening act altogether*** (do not say anything); ***the off record strategy*** (ask for something indirectly); and ***the on record strategy*** (ask for something baldly/directly), which further branches into***bold on record without mitigation*** and ***bold on record with mitigation***. The bold on record with mitigation distinguishes between ***negative politeness strategies*** (which include apologies, hesitation, questions, hedges to mitigate the imposition; pre-sequences with a negative-face-saving function; distance between the interlocutors by impersonalizing; stating the imposition as a general rule, etc.), and ***positive politeness strategies*** (which are intended to demonstrate closeness and solidarity by attending to hearer's interests, wants and needs byseeking agreement and avoiding disagreement;by offering, promising, assuming reciprocity, etc.). Finally, Leech's theory (1983)[6] served as a basis for the analysis of the

[4]Austin (1969) was the first scholar to define speech acts as actions performed in saying something within his Speech Act Theory. However, his disciple, Searle (1976) further developed this theory and classified the speech acts in the following macro-classes: declarations, representatives, commissives, directives and expletives.

[5] According to Brown and Levinson (1987) in order for us to establish social relationships with other people we have to acknowledge and show an awareness of face, i.e. the public self-image, or the sense of self of the people that we address, which can be negative (their need to be independent, to have freedom of action, and not be imposed on by others), and positive (their need to be accepted and liked by others, and the need to be treated as a member of the group). Hence, Brown and Levinson'sPoliteness theory, which suggests that politeness is a universal characteristic across all cultures in the world, proposes 5 politeness strategies whichpeoplecan choose from when they are in a position to perform a face-threatening act.

politeness maximsaccording to which politeness is achieved by not imposing and by showing concern for the interlocutor in the course of the conversation, via respecting several maxims: a) ***the maxim of tact*** (minimize cost to other, maximize benefit to other), b) ***the maxim of generosity*** (minimize benefit to self, maximize cost to self), c) ***the maxims of approbation*** (minimize dispraise of other, maximize praise of other), d) ***the maxim of modesty*** **(**minimize praise of self, maximize dispraise of self), e) ***the maxim of agreement*** (minimize disagreement between self and the others, maximize agreement between self and other), and f) ***the maxim of sympathy*** (minimize antipathy between self and other, maximize sympathy between self and other).

To sum up, within this study we try to answer the following research questions:

R1. Does politicians' pro-vaccination argumentation fall into the 'loss' or the 'gain' frame?

R2. Do politicians address the vaccinated and the unvaccinated separately in their speeches?

R3. What *speech acts* politicians use to address the (un) vaccinated people?

R4. What *politeness strategies* politicians use to address the (un) vaccinated people?

R5. What *politeness maxims* politicians use to address the (un) vaccinated people?

R6. Are there differences in the intensity of politicians' persuasive efforts at the beginning and at the end of the second half of 2021?

In the upcoming section, we will discuss in detail the findings obtained from the thorough analysis of the 6 speeches by the three politicians, in turn. The links to the analyzed speeches, which are freely available online, are provided in the Appendix at the end of this research paper.

3. Results

3.1 Analysis of Joe Biden's pro-vaccination speeches

For the purposes of this study we analyzed two pro-vaccination speeches delivered by the American President, Joe Biden – the first one was delivered in August, whereas the second in October, 2021 (see the links in the Appendix).

In his speech in August, President Biden states that "*more than 90% of seniors have at least one shot, and 70%of people over the age of 12 have gotten their first shot*", on the basis of whichit can be concluded that he has a positive stance towards the vaccination process in America. However, given that at this point, enough vaccines doses were provided for all eligible US citizens, he is not fully contented with the vaccination rateand this can be seen in his statement: "*We are making progress, but we need to go faster*". In his October speech, his general assessment of the vaccination process is positive again, as he states that "*We've made real progress across the board*; *more than 75% eligible Americans had gotten at least one shot*", but againhis contentment is not completebecause as he put it "*a quarter of people in the United States who were eligible for vaccination didn't get the shot*".

President Biden's pro-vaccination argumentation is quite diverse in both speeches and encompasses the following arguments:the number of unvaccinated people who are infected with the virus is rising; the unvaccinated people are at greater risk of getting seriously ill, being hospitalized, andeven of losing their lives; science and scientists should be trusted; the new variants are dangerous and easily transmissible; vaccines are free and easily accessible; mandatory vaccination requirements for some professions have already been put in place, consequently, those who refuse to take a jab, practically risk losing their jobs; a high

vaccination rate will restore and normalize the country's economy; the majority of people have already undergone inoculation; people have been vaccinated in the past for mumps, polio, rubella, measles and the humankind is better off because of that.

The arguments listed above are present in both speeches. In addition to them, in his first speech, he mentions that the booster dose will boost people's immune system and will protect them from the new variants. In his second speech, he puts emphasis on several other lines of argumentations that he hadn't touched upon in his previous speech: getting vaccinated is a patriotic and humane act that saves lives and helps the country's economy recover faster; doctors and nurses are exhausted and the pressure that Covid-19 patients put on them becomes unbearable, etc.

Biden's large number of arguments suggest that his approach is in line with researchers' proposition, mentioned in the previous section, that public authorities should not focus only on the Covid-19's lethality and its negative long-term effects in approaching the public. However, acloser look at these arguments reveals that the president does not address people's primary concerns about the vaccines – their side effects, at all. Also,the nature of his arguments suggests that his communicative approach, to a great extent, is based on conveying fear-inducing messages, i.e., his argumentation is in line with the 'loss' frame which emphasizes the consequences people will suffer for not complying with the recommended actions. The arguments that fall into the 'gain' frame which emphasizes the benefits people get from the vaccination, are present among in both speeches too, but to a lesser extent.

The analysis of both Biden's speeches also reveals that he unequivocally segregatespeople intotwo categories – the unvaccinated and the vaccinated (see Table 1 below). When headdresses the vaccinated he praises and compliments them for going along with the vaccination process. More precisely, hereassures them that they have done the right thing (*Know that you are highly protected against severe illness and death from Covid-19*), and encourages them to take a booster dose (*This shot will boost your immune response, it will increase your protection from Covid-19, and it's the best way to protect ourselves from new variants that could arise*). He particularly commends employerswho have imposed mandatory vaccination requirements on their employees (*And when the vaccine came out, you all stepped up and got the shots. And as a company, you're getting more shots in arms*)and politicians who put efforts into convincingpeople to get the shot (*Governor, you've done more than about anybody I can think of in any state. I mean that sincerely. You've stepped up… And you've been relentless in getting people vaccinated*).Biden in both speeches specifically commends his administration for the progress they have made in raising the vaccination rate throughout the USA (*We've made real progress across the board…Let me close with this: We have a plan. We have the tools. We're using them and we're making progress. We just have to finish the job*); for achieving equity among the vaccinated in terms of race and ethnicity (*We've made great progress on equity as well… Recent data shows that Latino Americans, Black Americans, Native Americans, and Asian Americans have now gotten vaccinated about the comparable rate as white Americans*), and for the donations of vaccines they have made to other countries (*Already we've put outone hundred and eighty million doses of vaccines to other parts of the world*).

This finding implies that in addressing the cooperative portion of the population, the president primarily employs the speech act of expletives.From the perspective of Brown and Levinson and Leech's politeness theories that is tantamount to using positive politeness and the maxims of approbation and sympathy, respectively.

Table 1. Speech acts, politeness strategies and maxims in Biden's speeches

		August speech		October speech	
Vaccination rate		**70% (one dose)**		**75% (one dose)**	
		Vaccinated	**Unvaccinated-**	**Vaccinated**	**Unvaccinated**
Speech acts	representatives	✓ **(assertions)**	✓ **(assertions)**	✓ **(assertions)**	✓ **(assertions)**
	expletives	✓ **(praising)**		✓ **(praising)**	✓ **(deploring)**
	directives	✓ (**order**)	✓ **(plea)**		✓ (**order**) **(plea)**
	commisives	✓ **(promise)**		✓ **(promise)**	✓ **(promise)**
	declarations				
Politeness strategies	avoid doing FTA				
	off record strategy				
	bold on record	✓			✓
	on record (positive politeness)	✓		✓	✓
	on record (negative politeness)		✓		✓
Impoliteness	do a FTA				✓
Politeness maxims	tact	✓	✓	✓	✓
	generosity	✓	✓	✓	✓
	approbation	✓		✓	*
	modesty				
	agreement	*			* ✓
	sympathy	✓		✓	*

Although infrequently, in his first speech Biden uses directives realized as orders in addressing the vaccinated (*Just remember, as a simple rule — rule: Eight months after your second shot, get a booster shot*). The order is a bold on record strategy, whose force is slightly mitigated by his choice of lexis ('*just'* and '*simple'*), however, at the same time, this is an instance of disobeying the maxim of agreement, as by ordering them to get the booster dose, he openly challenges them and increases the chances of involving himself in an open confrontation with his addressees.

On the other hand, in addressing the unvaccinated Americans, in his speechin August, President Biden points out that they are at great risk now that new dangerous variants have emerged and that the vaccines can save their lives and the lives of their loved ones (*Next, I want to talk to those who of you who can get vaccinated but you haven't. The Delta variant is twice as transmissible as the Alpha variant. It's dangerous, and it continues to spread*).

These utterances belong to the speech acts of representatives, as he is sharing the information with them, trying to inform them of the great danger of being unvaccinated. The lexis that he uses in these series of representatives has a clear negative connotation (e.g. *risk, dangerous, dying, die, tragedy, hospitalizations*, etc.) and is intended to scare those who refuse to get vaccinated. Thissuggests thathiscommunicative strategy is based onconveying fear-induced messages, which, as mentioned earlier, is deemed inefficient (Debus et al., 2019). What is interesting in this context is that the president, in addressing the unvaccinated, utters a directive, realized as a plea (*So, please, if you haven't gotten vaccinated, do it now. Do it now*), which he reiterates towards the end of this same speech (*To all those of you who are unvaccinated: Please get vaccinated for yourselves and for your loved ones, your neighborhood and your community*).This means that although he is urging them to take a jab he is careful not impose his will on them and that they are free to decide for themselves. This can be interpreted as an attempt to tend to their negative face, and consequently it is an instance of negative politeness. Conversely, in his speech deliveredtwo months later, when there are still no drastic changes in thevaccination rates in the USA, the president addresses the unvaccinated with a visibly harsher tone. He starts his speech by openly blaming them for jeopardizing the health of the vaccinated people by overcrowding the hospitals and overburdening the health care system (*The fact is, this has been a pandemic of the unvaccinated. Unvaccinated. The unvaccinated overcrowd our hospitals, overrunning emergency rooms and intensive care units…*); for putting the country's economy at risk (*The unvaccinated also put our economy at risk because people are reluctant to go out*), and for restricting the movement of the vaccinated, who for fear of getting infected choose to stay at home (*Even in places where there is no restriction on going to restaurants and gyms and movie theaters, people are not going in anywhere near the numbers because they're worried they're going to get sick*). In blaming and criticizing the unvaccinated, the president resorts to using the speech act of deploring which is an expressive speech act. As to the politeness strategies, he is not employing any at this point; with his open criticism, he is, in fact,committing a face threatening act. Viewed through the prism of Leech's maxims of politeness, the president thus does not abide by the maxims ofapprobation, agreement and sympathy. At a later point in his speech, President Biden addresses the unvaccinated again but this time he issuesa directive speech act in the form of an order (*And for folks who haven't gotten vaccinated, get it done. Do the right thing. It can save your life. It can save the lives of those around you*). This same utterance viewed from the perspective of the politeness strategies is a bold on record strategy without mitigation as the speaker directly tells his interlocutors what he expects them to do. However, in his following utterances, which belong to the speech act of representatives, he makes clear attempts to mitigate the force of his previous utterance by outliningthe benefits they will get from the vaccines (*…it can save your life. It can save the lives of those around you…*). This is in line with Leech's maxim of tact. The president's attempt to mitigate the force of his command can also be noticed in the use of the noun 'folks', which asan informal counterpart of the noun 'people' is used to showsolidarity and closeness to these people, even though they are 'uncooperative' at this point. Both the use of 'folks' and the mention of the benefits indicatethat he tends to their positive face, i.e. heemploys positive politeness strategy to make his speech sound more persuasive.Interestingly, by the end of his second speech,his harsh tone gradually wanes. The communicative strategy he adopts in order to enhance the effect of persuasion is still expressed in the form of a directive, but now in the form of aplea, i.e. he resorts to begging the unvaccinated to get the jab, as he did in his speech in August (*So, those of you who haven't gotten vaccinated who may be listening to this broadcast, please get vaccinated. Please*; *So, for God's sake, for your own sake, for the sake of your families get vaccinated*). President's avoidanceto criticize the unvaccinated implies that he observes Leech's maxim of

agreement. His observance of the maxim of tact in the same context is noticeablein the fact that he emphasizes the benefits they will get if they get inoculated again (*It's easy, it's free, it's close by*). In addition, he refers to the unvaccinatedby using the inclusive 'we' (*we are all in this together and we should act together and end the pandemic together*). The in-group identity marker 'we' indicates thatthe president tends to their positive face, i.e. he opts fora positive politeness strategy, which is reinforced by another positive politeness strategy, realized as a representative speech act, with which he informs them that they will waste neither time nor money to get to the vaccination spot as there are so many such points throughout the USA (*We made everyone eligible to get a vaccination and made it easy and convenient for them to find a place to get vaccinated — over 80,000 places around the country*).

In both his speeches, although infrequently, he makes use of the commissive speech act too, in the form ofpromises which are targeting the entire population (*I know that I'll have your back — they should know I'll have their back, as I have the back of the states trying to do the right thing as well; It will be easy. Just show your vaccination card and you'll get a booster. No other ID. No insurance. No state residency requirement*; *so, as President, I'm going to continue to do everything I can to get us out of this pandemic*). This is an instance of positive politeness as well as a clear observation of the maxims of generosity and tact.

In conclusion, President Biden, in order to sound as persuasive as possible, varies his communicative strategies when he addresses both the vaccinated and the unvaccinated.In addressing the vaccinated and the cooperative portion of the population, he uses ***representatives*** (when he informs them about the progress of the vaccination process and the pandemic in general), ***commissives*** (when he makes promises) which are intended for the benefit of all citizens not just the vaccinated, ***expletives*** (when he praises and complimentsthem) and at one point he uses a ***directive*** (when he orders them to get the booster dose). In addressing the unvaccinated he also uses ***representatives*** and ***commissives*** for the same reasons, but his ***directives*** are both in the form of orders and pleas, and his ***expletives*** are in the form of criticism. The presence of pleas, orders and criticism is more prominent in his second speech, which is logical, given that no drastic changes in the vaccination rate in the USA occurred after his previous speech and a new wave of the pandemic was looming on the horizon.

As to the politeness strategies, in addressing the vaccinated, he employs***positive politeness strategies***and ***bold on record strategy*** (on one occasion); however, with the unvaccinated he strategically shifts his strategies ranging from ***negative politeness, impoliteness, bold on record,*** and ***positive politeness strategies*** and this is particularly noticeable in his second speech andcan be attributed to the fact he is intensifying his persuasion efforts in order to increase the vaccination rate.

When it comes to the maxims of politeness, with the vaccinated he obeys ***the maxim of approbation, sympathy***, ***generosity*** and ***tact*** and only on one occasion (when he issues an order) he disobeys ***the maxim of agreement,*** butwith the unvaccinated again he continuously shifts his strategies. Thus, when he first uses harsh and critical tone in his second speech, he completely disobeys ***the maxims of approbation,agreement***and***sympathy***, then, when his tone softens, he observes***the maxim of tact***, ***generosity*** and ***agreement.***

This means that the president in addressing the unvaccinated is strategically juggling with more types of speech acts, politeness strategies and maxims than when he addresses the vaccinated, and this is particularly visible in his second speech when the president probably feels obliged to intensify his persuasion efforts.

3.2 Analysis of Boris Johnson's pro-vaccination speeches

The first pro-vaccination speech of the British Prime Minister, Boris Johnson that was analyzed for the purposes of this study was delivered at a press conference in July and the second speech in November, 2021 (see the links in the Appendix).

In his speech in July, the British Prime Minister puts the accent on lifting the restrictive measures in the UK, even though at that moment the pandemic was not abated, which can be seen in his words "*both hospitalization and deaths are sadly rising*". These are the arguments he offers to justifyhis logic regarding the opening up policy: the restrictions failed to prevent hospitalizations and deaths; the vaccination rate in the UK is very high; and it would be impossible to lift the restrictions during the winter months when the virus is more virulent. However, he calls for caution as "*this pandemic is far from over*", and encourages people to get vaccinated and to make "*the wall of immunity in the country even higher*". He has a clearly positive stance towards the vaccination in the UK since, as he puts it, "*96% over 50s and 83% of 30-50 year olds have taken up the offer*", however, healso points out that not all eligible people had stepped up to get the jab (*But there are still 35% of 18-30 years olds – 3 million people who are completely unvaccinated … We need even more young adults to receive a protection*). In his speech in November, he acknowledges with pride that because ofthe high vaccination rate the UK[7] is doing fairly well, but as the virus is sweeping across Europe again, he reminds the British people to stay on alert. In fact, heprimarily addresses the fully vaccinated people, urging them to take a booster, then, the teenagers who at that point are supposed to receive the second jab (since the period of 3 months after their first jab has elapsed), and finally, he reminds the unvaccinated that it is never too late to change their mind about the vaccination.

The British Prime Minister in his statements about the vaccination does not explicitly segregatepeople into the vaccinated and the unvaccinated, although the co-text reveals who his addressees are at specific points of his speeches (see Table 2 below). Also, the arguments he puts forwardin favor of the vaccination are not many either. Thus, in both speeches he informs people that the pandemic is not over; that hospitalizations and deaths are rising, and in this way he alludes to the importance of the vaccines and makes use of the fear inducing messages. Then, in his first speech, his argumentation is in line with the 'gain' frame as he talks about:thepersonal benefits of getting vaccinated – thevaccines can save people's lives and the lives of their family members and friends;thevaccinated will be allowed to travel andto go to nightclubs; the vaccination will bring back normality. The same is the case in his second speech when he particularly underscores that the vaccination essentially means no more restrictions and lockdowns; the booster doses will protect people from the newer variants of the virus and thatthe countries with high vaccination rates (the UK included) have lower infection rates than the countries with low vaccination rates.

[7]Since the PM does not present the vaccination rates in specific numbers in his November speech, we used the official Covid-19 statistics released by the British NHS at 22nd November, 2021 (at https://www.england.nhs.uk/statistics/wp-content/uploads/sites/2/2021/11/COVID-19-weekly-announced-vaccinations-25-November-2021.pdf). According to this data as of 21st November 2021, almost 9 in 10 individuals aged 12 and over have been vaccinated with at least one dose (42,179,946, 87.2%); more than 8 in 10 individuals aged 18 and over have been vaccinated with both doses (38,297,118, 86.1%); and more than half of individuals aged 50 and over have received a booster or 3rd dose (11,097,650, 52.1%).

Table 2. Speech acts, politeness strategies and maxims in Johnson's speeches

		July speech		**November speech**	
Vaccination rate		96% over 50s and 83% of 30-50 year olds		87.2% children, 86.1% adults, 52.1% booster dose	
		Vaccinated	**Unvaccinated**	**Vaccinated**	**Unvaccinated**
Speech acts	representatives	✓ **(assertions)**	✓ **(assertions)**	✓ **(assertions)**	✓ **(assertions)**
	expletives			✓ **(praise)**	
	directives	✓ **(orders)**	✓ **(orders)**	✓ **(plea)**	✓ **(recommendation, plea)**
	commisives	✓	✓		
	declarations				
Politeness strategies	avoid doing FTA				
	off record strategy				
	bold on record	✓	✓		
	on record (positive politeness)	✓	✓	✓	✓
	on record (negative politeness)			✓	✓
Impoliteness	doing a FTA				
Politeness Maxims	tact	* ✓	* ✓	✓	✓
	generosity	✓	✓	✓	✓
	approbation			✓	
	modesty				
	agreement	*	*		✓
	sympathy			✓	

In both speeches, Mr. Johnson states facts about the pandemic and the vaccination process in the UK, so he mainly relies on the speech act of representatives. However, the Prime Minister concludes his July speech in a rather authoritative and assertive manner byissuing several directives, i.e. orders that pertain to both to the unvaccinated and the vaccinated who were supposed to take a booster dose (*We are asking you to come forward and get your jabs now*). This means that he opts for a bold on record politeness strategy, and since he openly challenges his addresses and does not offer any further explanation as to why they should get vaccinated, the Prime Minister fails to obey the politeness maxims of agreement and tact.

He starts his speech in November with a series of representatives, outlining the importance of receiving a booster dose(*…booster is absolutely crucial, …the third jab boosts protection back up to over 90 per cent against symptomatic infection*); he alsoannouncesthe exact number of people in the UK who have already hada booster dose (*So far around 12.6 million people across the UK have had that booster, including in England around three-quarters of all people over 70 and 80 per cent of eligible older people in care homes*). Nevertheless, he

also opts for the speech act of directives, which is essentially a plea targeting those who should get a booster dose (*Please go and get that third jab*). As pleas leave people an option to decide what they want to do, this is an instance of employing negative politeness as a persuasion strategy. His plea is followed by a direct warning that unless they get the third dose they might get seriously ill or even die (*Because it would be an utter tragedy if, after everything we have been through, people who had done the right thing by getting double vaccinated ended up becoming seriously ill or even losing their livesbecause they allowed their immunity to wane by not getting their booster*). The grim overtone of the warning is slightly softened by positive politeness strategies such as the use of the inclusive pronoun 'we', with which the Prime Minister signals that they all have been through a lot in the course of the pandemic as a community, and apraise that his addresseeswere dutiful citizenswhen they took the first and the second jab. The praise is a case in point of an expressive speech act and a clear observance of the politeness maxims of approbation and sympathy.

Prime Minister Johnson does not criticize nor blame the unvaccinated in his speeches. He addresses them directly only once in his second speech, and in that context he utilizes the speech act of directives realized asa recommendation (*And if you haven't even had one dose, it's not too late. In fact there's never been a better time to get that vital protection as we head into winter*), which is followed bya plea(*so please, please go and get vaccinated*). With both his recommendation and plea, he leaves people room to make up their mind as to what they want to do, which implies that he is employing a negative politeness strategy. However, given the fact that he proceeds by addressing them with the inclusive 'we' (*we can help to ensure that we can continue in the way…*), which is a sign of solidarity and membership in the same group, he makes use of positive politeness too.By making mention of the benefits the unvaccinated will get if they get vaccinated, in this context,the British Prime Minister obeys the maxim of tact too(…*to protect yourself and others, and in doing so we can help to ensure that we can continue in the way that we are sticking to our plan of using vaccination to control this virus*). Also, since he does not resort to direct criticism nor blaming, he observes the politeness maxim of agreement.

In Mr. Johnson's speeches several instances of commissives were also detected with which he makes promises to the entire population in the UK (*I want to assure you that we will protect crucial services including the staffing of our hospitals and care homes, the supplies of food, water, electricity and medicines, the running of our trains, the protection of our borders*…). As he shows concern and care for the wellbeing of the UK citizens this is an instance of positive politeness as well as obeyance of the politeness maxims of tact and generosity, and is present in both his speeches.

To sum up, due to the high vaccination rate in the UK in the second half of 2021, Johnson is pleased with the vaccination rate in the UK and at this point of the pandemic he does not seem to invest much intohis persuasion strategies. This is clearly visible in the fact that he doesn'tcome forward with a long list ofpro-vaccination arguments.The primary purpose of both his speeches isto bring the public up to date regarding the latest pandemic- and vaccination-related developments in the UK. Consequently, he resorts to using the speech acts of ***representatives*** for the most part. There are, however, a few ***commissives*** and ***directives*** with which he addresses the entire UK population, without explicitly segregating theminto the vaccinated and unvaccinatedcitizens. The commissives are in the form of promises and the directives that are in the form of orders are noted in his earlier speech and they pertain equally to both the vaccinated (to get the booster dose) and the unvaccinated (to get vaccinated). Clearly, the Prime Minister's communicative style at this point is more authoritative and stern as there are more people who should undergo vaccination than towards the end of the year, i.e. when he delivers his second speech, in which he uses

directives in the form of pleas to refer to both the vaccinated and the unvaccinated UK citizens. His replacement of the orders with pleas suggests that as the vaccination rate in the UK reaches its peak, his authoritative communicative style gives way to a more lenient communicative style.

The analysis shows that the Prime Minister is very frugal with the expletives, as he only uses them on one occasionto commend the vaccinated for taking the first and the second jab, and in that context to encourage them to take the booster dose. This means that he refrains from specifically praising the vaccinated just as he refrains from explicitly commending his government for handling the health crisis and the vaccination process successfully.

As to the politeness strategies, the Prime Minister employs them only sparingly as he is focused onstating facts rather than onaddressing directly distinctprofiles of citizens. Nevertheless, what is noteworthy is that in his first speech, when the vaccination rate is still somewhat lower in the UK, he uses ***positive politeness*** (when he makes promises) and the ***bold on record*** strategy (when he issues orders to all citizens – to the vaccinated to get a booster dose, and to the unvaccinated to get the jab). When the vaccination rate improves significantly, although rather infrequently, he uses only ***positive*** and ***negative politeness strategies***, targeting both the vaccinated and the unvaccinated UK citizens.

In Boris Johnson's political discourse intermittent obeyance of the politeness maxims is noticeable. Thus, in his July speech in addressing the entire population he ***disobeys the maxims of agreement*** and ***tact*** when he orders them to get along the vaccination process without bringing out the benefits they will gain from it. However, when he makes promises to secure everything they need in their daily lives, he obeys ***the maxim of tact***and ***generosity***. In his later speech, he obeys ***the maxims of approbation***and ***sympathy*** with respect to the vaccinated, and***the maxims of tact*** and ***agreement***with respect to the unvaccinated.What these findings suggest is that he is somewhat more careful, or rather more polite withthe unvaccinated, and slightly more aggressive towards the vaccinated.This makes sense given that the vast majority of people in the UK have already complied with the vaccination requirements in the second half of 2021 and now he only needs to persuade them to take the booster dose, as the continued success of the vaccination process depends on it. In other words, the fact that he appears to be more lenient towards the unvaccinated citizens (he does not criticize nor blame them) can be attributed to the small percentage of such people, which, in turn, cannot undermine the overall success rate of the vaccination process in the UK.

3.3 Analysis of Scott Morrison's pro-vaccination speeches

The last part of our tailor-made corpus consisted of two speeches delivered by the Australian Prime Minister, Scott Morrison – onedelivered in Augustandonein December, 2021 (see the links in the Appendix).

The purpose of Morrison's August speech is to inform the public about the efforts the Australian government is making to supply enough doses of vaccines and the progress of the vaccination process in Australia in general. In this speech, the Prime Ministeralso touches on the dire situation in New South Wales and justifies the full lockdown measures imposed on that part of the country. In his December speech, first, he compliments Australians for the successful realization of the vaccination process; then,he lays emphasis on the importance of the booster doses andrevealshis plans to open plants for manufacturing vaccines in Australia.

In both speeches the Prime Minister states that he is pleased with the vaccination rolloutin his country. In fact, in his speech in August, he states that he is hopeful that in a period of one

week "*one in two eligible Australians would have had their first dose*"; whereas, in his speech at the end of 2021, he announces that 80% of the population has undergone inoculation against Covid-19 (*We have one of the highest vaccination rates in the world, and that vaccination program is taking another big step, with Western Australia joining the 80 per cent club today, the last of the states and territories to do that*). On this occasion,he profusely praisesboth Australians and his governmentfor the way they handled the pandemic (*We've made some big calls. We've got the balance right, I believe, working together as a country, working together with states and territories, working together with our health and medical science and research community, which has enabled us to achieve incredible things in this country*; *...Australia is ranked two in the world for pandemic preparedness*).

As to his pro-vaccination argumentation, the analysis shows that it revolves arounda number of arguments whose interpretation rests mainly on allusions. Thus, for instance, in August, the Prime Ministerexplains that they are experiencing serious difficulties in securing the vaccines, which implies that there is a high demand for the vaccines worldwide, i.e. that the vaccines are accepted by the vast majority of the world population, so the Australians should do the same thing; he also pledges that the government will continue to do their best to secure the vaccines needed for the Australian citizens, which, in turn means that people should appreciate the government's efforts and they should reciprocate by getting vaccinated; he furtherclaims that all his decisions are based on advice given by medical authorities, the allusion herebeing that people should get the jab because medical experts and scientists say so, not politicians like himself, and that the vaccination is vital as it prevents the spread of the virus, particularly in some vulnerable and sensitive indigenous communities. In his second speech, by stating that they are among the countries with the highest vaccination rate in the world, he again alludes that a lot of Australians have undergone vaccination and the rest should do the same; vaccination has enabled them to open safely, so if they don't want to see another round of lockdowns, they should go along with the vaccination process; he also purports that the mRNA vaccines have proven to be the biggest scientific discovery over the course of this pandemic, in other words, people should trust science; booster doses are important particularly in light of the emergence of the new variants of the corona virus; the government is investing in building plants for manufacturing vaccines, which implies that the vaccines should be accepted as something normal in the future, i.e. they are here to stay. From the listed arguments above it is clear that he is not using fear-inducing communication approach and his argumentation is aligned predominantly with the 'gain' frame.

In laying out the pro-vaccination arguments, the Prime Minister mainly relies on the speech act of representatives (Table 3). The same goes when he talks about their plan to build plants for manufacturing vaccines (*So we set about the task of ensuring that we have the manufacturing capability to do that, first of all, to keep Australians safe and to protect their health not just against COVID, but against the many other communicable diseases*). In this context, he observes the politeness maxim of tact. All these arguments can also be interpreted as a deliberate use of the off record politeness strategy on the part of the Prime Minister, as he basically alludes to the benefits of the vaccination and indirectly asks Australians to get vaccinated. At the same time, the pragmatic analysis shows that he tends to his addresses' negative face as well,since he gives them an option to decide if they share his opinion about his manufacturing plans or not. He achieves that by inserting the discourse marker 'I think' to mitigate the force of some of his utterances (*We work with a number of states and we came to the very, I think, sensible conclusion that here in Victoria, we have the strong foundation to continue to build not just a great research and collaboration infrastructure, but a powerhouse of medical manufacturing; And the partnership with Moderna and the state government, I think, is a cracking partnership for Australia*).

Table 3. Speech acts, politeness strategies and maxims in Morrison's speeches

		August speech		December speech	
Vaccination rate		1 in 4 Australians fully vaccinated		80% of the entire population	
		Vaccinated	**Unvaccinated**	**Vaccinated**	**Unvaccinated**
Speech acts	representatives	✓ **(assertions)**	✓ **(assertions)**	✓ **(assertions)**	✓ **(assertions)**
	expletives	✓ **(praises, thanks)**		✓ **(compliment, thanks)**	
	Directives	✓ **(plea)**	✓ **(plea)**	✓ **(advice)**	
	commisives	✓ **(promise)**	✓ **(promise)**		
	Declarations				
Politeness strategies	avoid doing FTA				
	off record strategy	✓	✓		
	bold on record				
	on record (positive politeness)	✓	✓	✓	
	on record (negative politeness)	✓	✓		
Impoliteness	do a FTA				
Politeness maxims	Tact	✓	✓		
	Generosity	✓	✓		
	Approbation	✓		✓	
	Modesty				
	Agreement		✓		✓
	Sympathy	✓		✓	

Even though the Prime Minister does not segregate the population into the vaccinated and the unvaccinated explicitly, still, in his speech in August, he singles out the vaccinated and expresses appreciation for them (*And I want to thank Australians for turning up. I want to thank Australians for enduring. I want to thank Australians for pushing through. I want to thank those Australians who are complying with those public health orders …*). He also thanks those who helped him secure enough vaccine doses, including the Polish Prime Minister (*And I particularly want to thank Prime Minister Morawiecki… I want to thank him personally and his government for their support of Australia's Covid-19's response during this very challenging time*). In thanking the vaccinatedand those who helped him, he is using an expressive speech act. This at the same time means that he is employing a positive politeness strategy and that he obeys the maxims of approbation and sympathy.In the same context, he uses a commisive speech act as well, i.e. he makes a promise that he and his government will do everythingthey can to procure more doses of the vaccines (*I want to assure Australians that I will continue, and my government will continue to leave no stone unturned in ensuring that where there opportunities such as these, we will secure them*). Making a promise is a positive politeness strategy according to Brown and Levinson's theory, and since he promises to do it (secure vaccines) for the benefit of others, with this utterance

he is observing the maxim of generosity. Also, in his speech in August, he simply asserts (uses the speech act of representatives) that in the coming period young Australians will be targeted for vaccination (*Now, the one million doses… will be targeted to Australians aged 20 to 39 years of age who are identified… as the peak transmitters for Covid-19*; *And in just days, these jabs will start going into the arms of Australians over the course of the week*). Formulating the imposition as a general rule that applies to everyone, helps him save his addresses' negative face, i.e. in this context he opts for negative politeness. Finally, he finishes his address with an expressive speech act, i.e. a plea to people from New South Wales to stay at home and to get vaccinated (*I have a simple plea to the people right across New South Wales… So my plea to my fellow Australians, particularly my fellow Sydneysiders, stay at home… I need you to stay at home and you needed more vaccines from us. ..This is the only way we can get on top of it, those two things combined, working together, suppress and vaccinate*). The plea seems to target equally the vaccinated and the unvaccinated. In this sequence of utterances, he combines negative and positive politeness – negative because the directive speech act is a plea and gives his addresses an option to opt out, and positive because he reminds them that they belong to the same group, they are his 'fellow' Australians and they can prevail only by 'working together'. Since he is not criticizing and challenging openly those who oppose his plans regarding the vaccination, he obeys the maxim of agreement and since he claims that this is for their own good he is observing the maxim of tact, at the same time.

In his speech in December, he commends his government for their achievements in these challenging times (…*We have the lowest fatality rate of almost any country in the world saved more than 30000 lives. We have one of the strongest economiespowering through this pandemic… And of course, we have one of the highest vaccination rates in the world…*); then, he praises all Australians for their resilience (*We are resilient and we're able to move forward because of the great experience that we've drawn together to ensure that we can face down this pandemic…*); finally, his complements and thanks go to the medical stuff for their dedicated work and the great sacrifices they have made in achieving the high vaccination rate (*particularly those here in this room who've enabled us to achieve that and the wonderful health and workers who are out there on the front lines even now, each and every day*). In all these cases, there is no doubt that the Prime Ministeris using the expressive speech acts of complementing and thanking and also in doing that he tends to the positive face of his addressees, i.e. he employs positive politeness. Viewed from the perspective of Leech's maxims of politeness, in this context Mr. Morrison displays clear obeyance of the maxims of approbation and sympathy.In hissecond speech, he particularly addresses the citizens who should get a booster dose and he does that by means of a directive in a form of advice (*And that booster program is continuing to grow and grow, and I encourage all Australians to go and get their boosters*). He never explicitly mentions the citizens who show vaccination hesitancy and resistance, let alone criticize them. In terms of Leech's maxims, since he is neither criticizing nor berating the unvaccinated, he is observing the maxim of agreement.

In summary, the Australian Prime Minister is satisfied with the vaccination rate in Australia, particularly, towards the end of 2021; consequently, his speeches, for the most part, are intended to inform the public about the current state of affairs related to the pandemic and the vaccination in Australia. He does not segregate people overtly into the vaccinated and the unvaccinated category, and never ventures into criticizingnor blaming the unvaccinated. However, he too fails to address the concerns of these people. His persuasion efforts, which seem to target the entire Australian population, are clearly visible in the pro-vaccination arguments which are aligned with the 'gain' frame. In fact, when the vaccination rates are lower (in August), he addresses the entire population – he calls the unvaccinated to step up

and get the jab and the vaccinated to get a booster dose. But when the vaccination rate is higher (towards the end of 2021) his persuasion efforts are primarily directed at the vaccinated citizens to get their booster dose.

His political discourse is pervaded by the speech act of ***representatives***, however, he often resorts to using ***expletives*** in the form of thanking and complimenting the citizens who have cooperated with the authorities (the vaccinated); the authorities themselves for their efforts to procure vaccines; themedical staff for conducting the vaccination process, and the political leaders of other countries who have helped him with the procurement of vaccines. In both speeches there are instances of ***directives*** too, which, in August, are in the form of pleas and with which he targets both the unvaccinated and the vaccinated. However, his directives in December target only the vaccinated and are in the form of advice for them to get the booster dose. Finally, in his first speech, he uses ***commissives*** as well when he makes promises that he will do everything he can to secure more vaccines and these are addressed to the entire Australian population. The frequent use of thanking and complimenting as well as pleas and advice addressed to the vaccinated suggests that his attention is turned more towards the cooperative portion of the population, and that the Prime Minister relies on their future cooperation when it comes to maintaining the high vaccination rate in Australia. He never explicitly criticizes nor blames the unvaccinated.

In terms of the politeness strategies, the analysis shows that he too uses intermittently ***positive*** and ***negative politeness strategies***, which means that he tends to his addresses' both positive and negative face, but he also uses the ***off record strategy*** (asking the interlocutor to do something indirectly). His usage of the politeness strategies is more clearly obvious in his August speech, which suggests that given the lower vaccination rate at that point of time, he invests more energy into persuading people. He does not use the bold on record strategy, which implies that Mr. Morrison avoids issuing orders.

As to the politeness maxims, their presence is more frequent in his speech in August, which again points to more intensive persuasion tactics. In addressing those who go along with the vaccination process, he uses the ***maxims of tact, approbation, sympathy*** and ***generosity***; by not criticizing the unvaccinated when he implores them to get vaccinated he is observing ***the maxim of agreement,*** in addition to ***the maxims of tact*** and ***generosity,*** when he explains the benefits they will have and what his government will do for them.

Conclusion

If we compare the vaccination rates of the USA, the UK and Australia in the second half of 2021, the USA has the lowest vaccination rate and commensurate with that our findings show that the American president puts much more efforts into persuading people to get vaccinated than his Australian and British counterparts. That can be seen primarily in the fact that out of the three politicians, he comes forth with the longest list of variedpro-vaccination argumentation. In contrast, the British and the Australian Prime Minister seem to be more complacent with the vaccination rates in their respective countries and focus more on stating facts related to the pandemic and the vaccination process than on persuading people to get the jab. Consequently, the arguments that fall into the 'loss' frame are much more prevalent in Biden's speeches than in the speeches of the other two politicians where the focus seems to be on arguments that belong predominantly to the 'gain' frame. Also, Biden unequivocally separates in his address the vaccinated from the unvaccinated citizens and openly criticizes and calls on the unvaccinated to comply with the vaccination process. Johnson and Morrison, on the other hand, address the public without overt references to the one or the other category

of people, except for a few rare instances where they explicitly encourage the unvaccinated to cooperate. In fact, to put it in more precise terms, both Johnson and Morrison's arguments seemedto be directed atthe general population which for the most part has already undergone inoculation,the aim being to persuade them to take a booster dose.This finding is logical given the high vaccination rate in the UK and Australia in the designated period.

A common feature of the communicative approach of all three politicians is that they use representatives (to state facts and to depict the situation). But they also use directives which range from orders to recommendations, advice and pleas. The usage of pleasis particularly striking as by using them the authorities literally resort to begging people to get vaccinated. Both representatives and directives target the entire population, i.e. the vaccinated and the unvaccinated citizens.However, the three politicians also use expletives– thanking and complimenting, in particular, and these are directed merely to the cooperative portion of the population. Out of the three politicians, Johnson seems to be the most frugal when it comes to commending the vaccinated. The other two politicians, Biden and Morrison, use expletives (thanks and compliments)profusely in reference to their administration too. All three politicians use commissives, with which they obligethemselves to find morevaccine doses(Morrison), to protect the population (Biden) and to provide all people with unimpeded access to all their daily necessities (food, transportation, health care, etc.).

The intermittent and strategic use of positive and negative politeness strategiesis also another interesting finding derived from this research and it pertains to all three politicians.They seem to deliberately tend to both the positive and negative face of their addresses (both vaccinated and unvaccinated), meaning they try to persuade them to get vaccinated by showing them they are part of the group, that they are all in this (the pandemic) together, but also by respecting their freedom and free choice,which is seen in the usage of pleas, advice and recommendations. In Biden and Johnson's speeches there are instances of the bold on record strategy when they are instructing the unvaccinated to get the vaccine (in the case of Biden) and the vaccinated (to get a booster dose) (in the case of both politicians). Morrison, on the other hand, prefersthe off record strategy and,in stating his pro-vaccination arguments, he is dropping clear hints that he expects unvaccinated people to get the jab and the vaccinated to get a booster dose.

The same observation can be made with respect to the maxims of politeness which are occasionally obeyed and disobeyed, except in the case of Morrison who never disobeys any of themaxims. A clear pattern that emerges, however, is that all three politicians observe the maxim of approbation in relation to those who comply with the vaccination and all of them observe the maxim of agreement with respect to the unvaccinated, as they probably do not wish to confront them openly and stir revolt and discontent on that portion of their electorate.

Finally, as to the last research question that referred to the changes in the intensity of politicians' persuasive efforts, our research shows thatthat was the case only in Biden's second speech. Namely, as no drastic changes were made in the vaccination rate in the USA in the period between both his analyzed speeches, it is evident that in his second speech he intensifies his efforts by varying the speech acts he employs to address the unvaccinated in particular and by his interchangeable obeyance and disobeyance of the politeness maxims, which is a clear attempt to strike the right balance between reprimanding them and motivating them to do the 'right' thing.

Although the research at hand is based on a small scale, tailor-made corpus, still, we are hopeful that the findings and insights gained from it will make a small but meaningful contribution to the pool of studies that investigate politicians' persuasive strategies in the context of Covid-19.

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Appendix

Corpus

	1st speech	**2nd speech**
Joe Biden	https://www.whitehouse.gov/briefing-room/speeches-remarks/2021/08/18/remarks-by-president-biden-on-fighting-the-covid-19-pandemic-2/	https://www.whitehouse.gov/briefing-room/speeches-remarks/2021/10/07/remarks-by-president-biden-on-the-importance-of-covid-19-vaccine-requirements/
Boris Johnson	https://www.gov.uk/government/speeches/pm-statement-at-coronavirus-press-conference-19-july-2021	https://www.gov.uk/government/speeches/pm-opening-statement-at-covid-19-press-conference-15-november-2021
Scott Morrison	https://www.foreignminister.gov.au/minister/marise-payne/transcript/prime-minister-transcript-press-conference-canberra	https://www.minister.industry.gov.au/ministers/taylor/transcripts/press-conference-prime-minister-hon-scott-morrison-mp-doherty-institute-melbourne-victoria

A REVIEW OF THE QUALITATIVE RESEARCH QUESTION(S)' RELEVANCE

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Abstract

Given that worldwide the research academic community is largely concentrated on the quantitative and qualitative methodological paradigm, and that the quantitative research is seen as dominant, primarily, due to the hypothesis and various statistical procedures used for data analysis, this paper promotes the qualitative inquiry which largely depends on the research question quality and formulation and aims to draw the researchers' attention to this very significant qualitative research aspect. Thus, the current article is, in fact, a review which indicates the latest qualitative search related to the research question's diverse aspects. At the same time, the present study offers several techniques for effective research question choice and formulation, in order to increase the researchers' awareness that the research question moulds all the qualitative research features and that it should be approached very carefully.

Key words: *qualitative research question(s), significance, techniques*.

1. Introduction

The scientific research is a systematic quest for new and useful information that will enlighten a particular phenomenon, question or problem, thus it is a way of thinking which evolves from the humans' impulse to understand the complexity of the world that surrounds us. In fact, the scientific search is an organized process, which produces knowledge and contributes to the development of the science and society and to the practice improvement as well. Hence, the examination has to make knowledge which will be implementable outside the research context and will have implications on the educational politics' creators.

Opposite to the quantitative research, the qualitative researchers accept that there are many interpretation of the reality, meaning that there are countless truths for this reality, since each person has its own understanding of it. They search for the research question answers, inspecting different natural, multidimensional, and complex environments, and individuals or groups who live in them, accentuating the immense number of different angles to approach a problem. They, also, stress the role of the context, along with the researcher's interpretation of the explored phenomenon. The qualitative groundwork enables the researcher's freedom in each research aspect and its essential feature is the inductive thinking which does not operates with hypothesis, but rather answers a research question through finding patterns and schemes. Each research feature emerges during the course of the research itself and not in advance. It is of a great significance to mention that qualitative researcher collects data through interviews, surveys, observations, documents, textual, audio materials and video materials etc. which means that he does not limit himself to one source of data which is mostly the case in the quantitative research. What is more important, the collected data does not necessarily include

statistic processing (Brewer & Hunter, 1989; Nunan, 1992; Tashakkori & Teddlie, 1998; Denzin & Lincoln, 2000; Sandelowski, 2000; Berg, 2001; Creswell, 2002; Patton, 2002; Mason, 2002; Maxwell, 2005; Dörnyei, 2007; Creswell, 2009; Bryman, 2012; Griffee, 2012). Yet, the qualitative researcher conceptualizes and hypothesizes as well, but these activities occur while he collects and analyzes the data (Gubrium & Holstein, 2014).

As suggested by Janusheva & Pejchinovska (2009), the questions are a powerful tool concerning the researcher's intellectual capacity which motivate and lead to higher thinking processes activation. They state that the questions develop and stimulate the curiosity because those who asked questions are indeed learning. Further, they argue that the future academic citizen should implement the system of lifelong learning as a part of his philosophy of life, constantly asking and self-evaluating, and searching for the answers of his questions, because that leads to success. Furthermore, according to them, posing questions is not a simple activity since a great amount of skills is necessary, and it requires capability and creativity. Thus, questions are undoubtedly related to the thinking process itself.

A meaningful research question which should be answered is the starting point for each research. If there is no question, there is no research as well. This research question largely shapes the whole research. With respect to the qualitative scrutiny which is an iterative process in which the researcher constantly moves back and forward among the data in the whole research process, most of the research qualitative aspects can be changed for one or another reason. For example, the researcher may formulate his research question, but as he continuously collects the data which suppose to answer the research question, he may better comprehend his research question multifaceted nature and perceived that he has a lot to do in order to develop appropriate research question that addresses all his thoughts and ideas. Thus, the initially created research question may also be altered or modified (Hood, 2009; Janusheva, 2017). Regardless of the qualitative research type (ethnography, case study, action research, grounded theory etc.) there is always at least one research question that should be answered (Glaser & Strauss, 1967; Merriam, 1998; Berg, 2001; Yin, 2003; Burns, 2009).

With this in mind, this review gives prominence to this very essential research aspect and reminds the researchers to pay attention when conducting a qualitative research. At the same time, it proposes particular techniques which will help researchers to choose and formulate an adequate and superior research question. Hopefully, it will intensify researchers' interest and contribute to the preferable competencies evolution in organizing and conveying a complete qualitative research.

2. Aspects of the research question

A great amount of research worldwide stress the research question choice and formulation as an extremely meaningful aspect of the research, primarily, because the research question determines the effective qualitative inquiry and directs the research (Lewis & Pamela, 1987; Strauss & Corbin, 1998; Cormac & Benton, 2000; Morrison, 2002; Mason, 2002; Sandelowski, 2002; Maxwell, 2005; Charmaz, 2006; Dörnyei, 2007; Klopper, 2008; Freeman, 2009; Creswell, 2009; Agee, 2009; White, 2009; Sunderland, 2010; Kumar, 2014; Nerri de Souza et al., 2016; Janusheva & Kostadinovska-Stojchevska, 2017). According to them, the research results, and the conclusions are in fact the answer to the research question. They also point out that each question that the researcher is willing to answer may become a research question. Further, they stress the iterative character of the qualitative research, meaning that the research question may be altered, changed, or modified. Furthermore, they comprehend that these research question changes or modifications are a result of the increased understanding of the problem being elaborated and notable of the inductive way of

thinking which is essential to the qualitative scrutiny (Kummar, 2014). As long as the researcher examines the data, he keeps on modifying the research question. Therefore, if the research question is not defined or formulated good enough, even considering the words it contains, this may lead to problems which further affect the next research aspects (Janusheva, 2022).

As stated by Mackey & Gass (2005) and confirmed by Freeman (2009) as well, the research question formulation is a dynamic process of permanent (self) questioning. Hence, if the researcher is not sure that he has posed the right research question, he should not think of the collected data as possible sources that would answer it. Surely, the successful research question choice and formulation are not simple and easy and they are connected to the researcher's knowledge of the subject matter and the research methodology, in the first place. White (2009) argues that when the researcher thinks about the research question choice and formulation, he should concentrate on his interest in the research topic and on the potential answers that could answer the question. Further, according to White (2009), the researcher should not be discouraged by the previous research in that particular area. Nerri de Souza et al. (2016) claim that the research question distinguishes among other questions with greater depth, abstraction, and cognitive complexity. They further highlight the research question importance in the research area and its specificity. In fact, this means that up to that time, there is no answer to the posed research question. Furthermore, they declare that if the answer of the research question is known in advance, then the whole research is faked. In addition, they indicate that the time which is spend for the research question choice and formulation is never a waste, since, in this process, the researcher explores countless angles of the question until he is convinced that the wording is related with the whole research. Although the noun phrase research question assumes a question, according to them, the research question may not be formulated as a question, which is in accordance with Cormack & Benton (2000) and Holloway & Wheeler (2002) who claim that the research question may have a form of a simple statement.

Given that the research question is inevitably related to the research goal, the research question should not be formulated until the research goal is obvious and understandable as suggested by Maxwell (2005). Further, he explains that a great amount of the research should be done before the research question becomes transparent and comprehensible. The researcher should distinguish the research question and the research goal, which are two separate aspects of the research although in the practice they are not differentiated explicitly, as confirmed by Agee (2004). In this vein, considering that the research question and the research goal are mutually related, and that the practice demonstrates their synonymously usage, there is a need for more examples which will clarify the specific features of these two hugely remarkable research aspects.

Furthermore, Mason (2002) highlights the very significant insight that the researcher should ask himself if other will understand his research question. Conversely, if the research question cannot be understood by others, the problem may lay in its formulation and choice of words. The research question should not be ambiguous, multidimensional, and too general and the researcher has to be mindful that the topic differs from the research question (Sunderland, 2010). She also differentiates between main and contributing questions.

Additionally, as stated by Janusheva (2017; 2018), the main precondition for productive and effective research question is its preciseness. If the research question is too broad, narrow, or localized, it may not lead to generation of other questions that may be relevant for the research. The same applies if the research question is too focused. Let us take an example: Do teachers working with disabled students suffer from stress? As Maxwell (2005) puts it, for a

similar question, the main disadvantage in this question is that the word order suggests that it may be answered with yes or no and there is no indication that the study will be a qualitative one. The research question, in fact, has a developmental and directing nature (Agee, 2009; Creswell, 2009). In Creswell's (2009) words, the good research question evokes examining and revealing, and the preferable research question format begins with "How" although an appropriate, suitable, comprehensible, and transparent research question may begin with "What", for example: What strategies do students use to exchange compliments? (Janusheva, 2022). Let us take another example: How do compliments affect people? This question is wide ranged and it is also ambiguous and not precise because it does not indicate the nature of the influence. One better version of this research question is: How do compliments affect women and men's behavior?

Finally, as Janusheva (2017) states, the researcher has to concentrate on the overly relevant issue, i.e. the research question should not imply the answer. For example, the research question: Why do teachers use so many foreign words in the teaching, suggests that the researcher knows in advance that teacher are indeed using such words. However, this may not be the case.

3. Sources for the research question

There are various sources from which the research question may emerge, such as books, published articles, researcher's personal experience in the research area, discussion with colleagues and experts in the research field, different research theories in the research area, TV news and programs, events etc. and from countless combinations of these distinct sources. Researcher's curiosity has also a vital role (Janesick, 2000). In fact, it could be said that everything that surrounds us may be used as a potential source for the research question (Dörney, 2007; Nerri de Souza et al., 2016; Janusheva & Kostadinovska, 2017). The theory as a source is hugely critical and if the research lacks the theory that supports and directs it, then it is difficult to understand the collected data (Luis & Pamela, 1987; Baker, 2002). The theory and the research question are inseparably related, because, as Yin (2003) and Agee (2004) say, it shapes the questions or suggests the need of further questions in the research course, and directs to one or more theoretical approaches which are the research frame. This is further confirmed in the research of Maxwell (2005) and Merriam (2006). The immense body of previous research may be a productive source as well (Andrews, 2003; Sunderland, 2010). In this sense, the research may consider to address a research question that has not been articulated yet or to repeat a previous research that has been conducted using dissimilar type of analysis on the same collected data which may help him to perceive that some research question details are still not examined. The collected data may serve as sources for the research question choice and formulation.

4. Techniques to write a research question

There are countless techniques to write a successful research question and, as it may be assumed, they are all associated with questions. However, these posed questions prior to the main research question are of a great importance given that the whole research is driven by questions.

a) Self-questioning

According to Janesick (2000), self-questioning is a powerful tool which may help the researcher to find out exactly the phenomenon/problem he is eager to explore, for example: What I really want to reveal with this particular research question? Charmaz (2006) proposes the question: What is going on here (in the data)? These firstly generated questions which may produce an immense number of specific questions and at the end lead to the creation of the main research question is stressed out by Maxwell (2005) who believes that they frame the whole research, affect the methods' choice, and serve as a foundation of new question and by Janusheva & Kostadinovska-Stojchevska (2017). According to Richards (2005), the researcher has to ask himself three questions: What does he ask?, How does he ask?, and What type of answers will he need to provide an acceptable answer? These questions help the researcher to create the question focus. Sunderland (2010) comes up with the research question: What is my goal?

b) Brain storming

A good way to write an effective research question is the well known brain storming (Nerri de Souza et al., 2016; Janusheva & Kostadinovska, 2017). In fact, the researcher should write several key words for the phenomenon/problem he wants to explore. Each key word should be accompanied by several questions. The researcher should ask himself – What is the most important thing in these key words that I intend to investigate? Surely, all the questions which may be answered with "yes" or "no" should be avoided (Creswell, 2009), because they do not provide a critical perspective along with the questions that seem to be too ambitious. The researcher has to consider the available time and the tools to manage the research. He has to be conscious of the fact that he may not have access to some information which in his belief is crucial for the whole research.

Example: Key words: compliments, students, Macedonian language…
Compliments:
Question 1: As a speech acts, is the compliments usage examined worldwide?
Question 2: What does the previous research say about this issue?
Question 3: Are there any strategies for using the compliments?
Question 4: What are the most complimented personal issues?
Students:
Question 1: Do students exchange compliments?
Question 2: What words do they use as compliments?
Question 3: What do they compliment on the most?
Question 4: Is this topic examined so far?
Macedonian language:
Question 1: Are compliments as speech acts explored in the Macedonian language?
Question 2: Does the Macedonian language show similarities or differences with other world languages regarding this matter?
Question 3: Do the Macedonian students differ from their peers from other countries, regarding the compliments usage?
Question 4: What strategies do the Macedonian students use when complimenting each other?

(Note: The questions above are not the main research question, but examples of questions, which help in constructing or creating an effective research question, i.e. they are supporting or sub questions).

Another functional way to write a constructive research question is a modified version of the above mentioned brain storming. Here, the researcher writes one key word or general term, which serves as a broad description of what he chooses to explore. Given that this one expression is too wide, he has to narrow it, listing ideas related to this term. Each idea represents a base from which a lot of question may be produced, which, on the other hand, may be seen as a support in creating the main research question. This brain storming stimulates the thinking and engenders free associations (Janusheva & Kostadinovska-Stojchevska, 2017). As shown below, posing questions is a mighty tool which enables the right choice of words and the formulation of the main research question more effectually. These questions provide the straitening and sharpening of the key/general word (Janusheva & Kostadinovska-Stojchevska, 2017; Janusheva, 2017; Janusheva, 2018).

Example: The key word/general term: Compliments (too general and broad, demands shrinking)

Narrowing the key word (listing ideas): women, men, hair, car, wealth, appearance, situations, and choice of words…

Example: The key/general word: Compliments (too general and broad, requests narrowing)

Questions that constrict the general noun:

Question 1: How are the compliments defined?

Question 2: What does it mean to give a compliment?

Question 3: What words are used for complimenting?

Question 4: What are the most personal assets that the compliments concentrate on?

Question 5: Are women and men complimenting the same way, with the same words?

When the researcher decides and chooses one of these support questions, he has to examine various sources in order to get the wanted information. However, during this process, he may find information that supports another of the mentioned question and he may think of changing or modifying the aspect of his research.

c) Free writing

As indicated by Janusheva & Kostadinovska-Stojchevska (2017), the free writing is supposed to be an impressive technique which contributes to effective research question choice and formulation. Here, with the general notion in mind, the researcher writes down each idea and thought related to the general term for about 10 minutes without paying attention to the orthographic or punctuation marks or to the text's coherence and cohesion. He may even write: I do not know what word to use here. This way, the research may generate many ideas that have no value or significance regarding the phenomenon he wants to explore. Yet, this helps in revealing links that were not detected earlier.

The researcher may combine the already listed techniques. The idea is that as long as he produces questions related to the one or more general words, he is actively engaged in the quest for good research question that connects all further research aspects.

The complexity of the research question choice and formulation may be present in the following table:

<table>
<tr><td colspan="6">Phenomenon under examination
↓</td></tr>
<tr><td colspan="6">Key words related to the phenomenon
↓</td></tr>
<tr><td colspan="6">Brain storming for each key word
↓</td></tr>
<tr><td>Idea</td><td>Idea</td><td>Idea</td><td>Idea</td><td>Idea</td><td>Idea</td></tr>
<tr><td colspan="6">Formulating question(s) for the idea(s) above
↓</td></tr>
<tr><td>Question(s)</td><td>Question(s)</td><td>Question(s)</td><td>Question(s)</td><td>Question(s)</td><td>Question(s)</td></tr>
<tr><td colspan="6">Formulating sub question(s) to question(s) above
↓</td></tr>
<tr><td>Sub question(s)</td><td>Sub question(s)</td><td>Sub question(s)</td><td>Sub question(s)</td><td>Sub question(s)</td><td>Sub question(s)</td></tr>
<tr><td colspan="6">Choosing the research question (rough version)
↓</td></tr>
<tr><td colspan="6">Comparing the research question to the research goal (the research question should mirror all research goal components)
↓</td></tr>
<tr><td colspan="6">Modifying the research question (adjusting/revising, if needed)
↓</td></tr>
<tr><td colspan="6">Analyzing (moving forward and backward in the data, constantly having in mind the research question)
↓</td></tr>
<tr><td colspan="6">Further research question redesigning/altering (according to the analysis, if needed)
↓</td></tr>
<tr><td colspan="6">Ending the analysis > Final research question version</td></tr>
</table>

Adapted and modified according to Janusheva (2022)

Conclusion

From the reviewed literature, it is obvious that the qualitative research question choice and formulation are crucial for the entire research and that they impact each research aspect. Therefore, it is of a great significance to pose a transparent, precise, and comprehensible question and bear in mind that this question may be revised, altered, or changed if the researcher feels that his research question lacks some aspects.

However, bearing in mind the inevitable connection between the research question(s) and research goal(s), there is a need for their more precise and non vague explanation and suitable examples.

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THE ROLE OF THE TEACHER IN IDENFIYING THE TALENTED AND GIFTED CHILDREN

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Abstract

Nowadays, the issue of identifying, developing and supporting the talented and gifted children is of paramount importance. Educational institutions and in particular teachers and parents are responsible to identify the advantages and the capabilities that a child has developed over the time and in the same time to work further in advancing those talents to a higher level. Identification and development of the talents is important not only for a talented child but for the entire society.

The educational policies should be oriented in the development of talents enabling the schools and teachers to organize different events with the sole intention, developing the talents. Talented and gifted children are the potential for development for every country. The elementary school teachers should work closely with school professionals, physiologists and parents in regards to the talents of his class. If the talents and the potential is not identified the same cannot be further developed. Therefore, it is the duty of the teacher to follow and monitor every child and identify the characteristics that differ one child from the other.

Talented and gifted children have identifiable attributes including unusual vigilance, early fast learning, high language abilities, academical advantage and higher capacity of knowledge.

The objective of the study is that through the empirical research to find how much are the teachers engaged in identifying the talented and gifted children. For the completion of the study will be applied the quantity approach, organized through an organized questioner with the elementary school teachers.

Key words: *gift, child, identification, teacher, talent.*

1. Introduction

Talented and gifted pupils are at all levels of education and the task of teachers is to identify these students and support them to achieve as much as possible in their career and life. For gift is not a recent concept, because it has been talked about in the field of education for several centuries. We can mention Jan Amos Komenski from the 17th century to some contemporaries, such as George, Travers, Tannenbaum, Mayer, Winner, Terman, Kovacić, Čudina Obradović and others (Adžić, 2011).

According to Gülsen Erden et al., The term gift was first used by Terman in 1925, and was defined as "a degree of enlightenment that would appreciate them well within a high percentage of the population" ("a degree of brightness that would rate them well within the top one percent of the population"). One of the most comprehensive definitions, which

includes specific characteristics of gifted children, was first proposed by Marland in 1972 (Erden, G., I. Yiğit, C. Çelik & M. Guzey, 2020).

According to Marland, high-achieving children include those with demonstrated achievement and/or strong skills in any of the following areas - individually or in combination: general intellectual ability, specific academic ability, creative or productive thinking, ability directing, visual and performing arts, psychomotor ability. It can be assumed that using these criteria to identify the talented and gifted will involve a minimum of 3 to 5 percent of the school population (Marland, 1972). Where as according to Lola Prioeto et al., Approximately between 3 and 3.5 percent of school-age children have been identified as extremely talented (Prieto, L., J., Parra, C., Ferrándizand C. Sánchez, 2004).

An administrative instruction has been issued by the MEST regarding talented and gifted students. By the term gift, werefer to the possession and use of an extraordinary natural ability, often called or known as a trend in a particular field, which makes the child stand out from his peers. Talent refers to the possession of an extraordinary ability, which the individual systematically develops, other wise known as competence, in a certain field, that makes the child/student different from peers (MEST, 2019). Nowadays there is a tendency for various educational administrations to promote the improvement of educational attention in this group of students (Subotnik, RF, Olszewski-Kubilius, P., Worrell, FC, 2011), ie the enactment of laws is the main purpose of which is the establishmen to different measures and strategies for attention to diversity according to specific needs. In developed countries, they issue laws, guidelines and implement them, paying special attention to the discovery of talented and gifted students. However, in many countries, conditions are lacking in schools, professional staff, there is a lack of teacher training, as well as a lack of resources needed to promote them. Comprehensive vocational training programs recognize that all educators work with talented students, hence all educators need a degree of professional preparation to support the education and upbringing of gifted children, although the amount and type of content may vary according to each educator role (World Council for Gifted and Talented Children, 2021).

Talented and gifted children are children seeking differentiated education programs and/or services beyond the programs offered by the regular school curriculum, in order to realize their contribution to themselves and society (Ross, 1993). Therefore, any professional working with children should consider every child to be potentially talented and with special gifts.

2. Literature review

2.1 Talented and gifted children

Children who are talented and gifted, are a human resource of unique value. Talented and gifted students display extraordinary intellectual abilities or promises and are capable of extraordinary performance and achievement. These individuals are also very creative, inovative and motivated thinkers representing large intellectual capital (Gallagher, 2008).

(We know that the term extremely gifted and talent are concepts that, sometimes, enclose certain confusion, because the word, extremely gifted person is reserved to children with high intellectual abilities in all fields, while we use the term talent for defining the children that show high abilities in certain fields or are as such as art, music, sports and theatre) (Prieto, L., J., Parra, C., Ferrándiz and C. Sánchez, 2004).

The field of gifted education is based on the almost universally accepted reality that some students demonstrate outstanding performance or potential for superior performance in academic fields, creative, managerial or artistic, when compared to their peers (Renzulli, 2012).

To identify talented and gifted students, teachers need to pay attention and care, as there are so many good attributes of students who are talented or gifted. Some of these attributes of these students include unusual alertness, early and fast learning, rapid language development as a child, high language ability (fluentorally, extensive vocabulary and complex grammar), academic excellence, vast knowledge base, superior analytical skills, reasoning, high capacity memory, high curiosity and exploration, high career ambitions, active in receiving and exchanging information, the pleasure of learning, reading, motivating others, demonstrating self-confidence, etc. (Okoye, 2013).

Whether the gift is inherited, developed, manifested in the ability to manipulate life situations, or as a result of any combination of these ideas, it is imperative that the regular classroom teacher be aware of the fact that high-achieving students are in the classroom. Because the sestudents are present, teachers have a responsibility to create a learning environment conducive to the success of the sestudents. According to Lúcia Miranda and co-workers, gift is not a sustainable trait that leads in variably to success, it should be considered as a potential, which should be identified and stimulated by school and family to fully develop. For more, talent that is neglected or not promoted will surely fade (Miranda, 2013).

According to Behlerand Snowman, students who learn and understand learning much faster than other students in the class or who display talent in one or more areas, they also need to be specially trained to demonstrate their skills (Biehler, F. Robert & J. Snowman, 2004).

2.2. The role of the teacher in identifying talented and gifted students

The teacher has an important role to play in examining skills and talents, because of the specific information he or she has about students (Fraiser, M. M. et al., 1995). Just as parents are the primary educators of their children, teachers are primary and secondary educators. Consequently, teachers have the role of identifying the unique performances that are presented in their classrooms by their students in order to help them unfold and develop them (Okoye, 2013).

The sooner they are identified talented children and be provided with appropriate programs, the greater their chances of fully realizing their potential. Conversely, when gifted young children fail to be challenged during their early years at schooland in family situations, they tend to develop negative feelings about school and develop bad work habits, and then become weak (Karnes, M. B. & L. J. Johnson, 1991)

According to Marland, Gifted and talented children are those who are identified by professionally qualified persons, who based on their skills are capable of high performance. These are children who seek differentiated education programs and/or services beyond those typically offered by the regular school curriculum to realize their contribution to themselves and society (Marland, 1972).

Through their daily contacts with students, teachers manage to observe specific signs of the highest potential and, consequently, to be in special conditions to carryout a preliminary identification of talent, to be supplemented with further observation and psychological evaluation. In addition, teacher-student relationships can also provide sound information to confirm this first intuition and to provide more appropriate educational services for particular

students (Siegle, D., &Powell, T., 2004). Where as identification should be based on general intellectual ability, language arts, mathematics, science, social studies, creativity and leadership, it is the duty of a teacher to consider the interests of students when developing enrichment programs for gifted students. It is vital to explore students' personal interests because their intrinsic motivation, skills development and performance increase when their areas of personal interest are involved (Okoye, 2013).

Although early identification of high potentialis considered important (Dowdall, C. B. &Colangelo, N., 1982), and has been shown to reduce the risk of developing social problems, emotional and educational (Kuo CC, Maker J, Su FL and Hu C., 2010), is not without concerns (Lohman, D. F., &Lakin, J. M., 2011).

Some of the ways teachers can discover students' interests are through conversation, official interviews and interest inventories. Using the interview is very essential because it will help the teacher gain further knowledge in identifying student characteristics and interests that were not obvious or easily measurable in the classroom environment.

It is appropriate to make a few points: first, although each extremely talented student is unique, many of them share the same characteristics. Second, studies show that when teachers use the checklist, the chances of successfully identifying extremely talented students are very high. Third, no child has all the qualities on the list, but it is true that many of the skills on the list remind us of typical behaviors that children are capable of (Prieto, L., J., Parra, C., Ferrándizand C Sánchez, 2004).

Although the teacher has a privileged position to inform about the characteristics of extremely talented children, however, the teacher, in general terms, tends to value the diligent child as an intelligent child, obedient as calm, forgetting the anxious child who usually complicates it, and embarrassing questions, which make it difficult for the teacher to be creative and enigmatic because of their original and unusual responses, some of them some of the characteristics of extremely talented children. (Prieto, L., J., Parra, C., Ferrándizand C. Sánchez, 2004). Teachers should therefore be careful about how they evaluate their students.

3. Research methodology

3.1. The purpose of the research

The purpose of the study is to find out through empirical research how engaged teachers are in identifying talented and gifted pupils.

3.2. Research questions

1. Do conditions at school affect teacher engagement in identifying talented and gifted pupils?
2. Are there differences between teachers who have completed training and those who have not completed training to identify talented and gifted pupils?
3. What is the difference between teachers with different experience in identifying talented and gifted?
4. Does the gender of teachers play a role in engaging in identifying talented and gifted pupils?

3.3. Research participants

In this research are included 311 primary school teachers, of which 234 are female and 77 are male. Of these, 9 are aged up to 30 years, 102, are aged 31-40 years, 74, are aged 41-50, 95 of them are aged 51-60 and 31 teachers, are aged over 60 years. In terms of studies, 27, have completed high school 2 years, 29, bachelor 3 years, 225 of them, have completed bachelor 4 years, 30, have completed master. Of them 13, have experience up to 5 years, 55, have experience 6-10 years, 96, have experience 11-20 years, 147, have experience over 20 years. Regarding the trainings for talented and gifted students, 137 of them have not completed such trainings, while 174 have completed trainings for talented and gifted pupils.

3.4. Research instruments

A Likert scale instrument was used to conduct the research, specially compiled for this research. The questionnaire consists of 3 parts: in the first part, the general data of teachers are presented (gender of teachers, age, educational level, experience in education, completed trainings, etc.), in the second part, instructions are given on how to complete the questionnaire, while in the third part, 13 questions are presented. Likert scales are: 5. Strongly Agree, 4. Agree, 3. Neutral, 2. Disagree, 1. I do not agree at all, but for practical reasons these degrees have been reduced to three degrees: 3. High commitment (levels 4 and 5), 2. Medium commitment (level 3) and 1. Low commitment (levels 1 and 2)).

3.4.1. Instrument reliability

Through Alpha Chronbach's model, the reliability of 13 items/items was measured, relating to the role of the teacher in identifying talented and gifted students. Based on the results, it can be seen that the reliability of the meter is 0.782, while the predicted reliability is 0.796. From this result, it can be concluded that the instrument used is high lyreliable and meets the condition for use in practice.

Table 1. The reliability of the instrument according to the Alpha Chronbach's model

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.782	.796	13

3.5. Statistic alanalysis

Data from the research were analyzed through the Statistical Package for Social Sciences (SPSS). To test the internal consistency of the instruments, the Alpha Cronbach model was used, based on a valuea bove 0.7, as a value that proves whether or not the questionnaire has internal consistency. The level of statistical significanceis set for the evaluation of the results of all statistical tests 0.05.

To test hypotheses: There are statistically significant differences between female and male teachers in their commitment to identifying gifted and talented students. School conditions affect teachers' commitment to identifying talented and gifted students. Teachers who have trained talented students engage more in identifying talented and gifted students than teachers who have not completed training: the parametric T-test was used. To test the hypothesis: There are statistically significant differences between teachers with different experience in

identifying talented and gifted students, the one-way ANOVA parametric test was used. The Levin test was used to assess homogeneity of variance.

4. Results

4.1. Descriptive results

About 66.3% of teachers have high cooperation with students 'parents to identify students' tendencies, 28.9% of teachers, have an average commitment, while 4.8% of teachers, have a low commitment with students' parents to identify pupils tendencies, M = 3.95, DS = 0.906.

About 88.4% of teachers have high interest in students 'tendencies and difficulties, 11% of them have average interest, while 0.6% of teachers have low interest in students' tendencies and difficulties, M = 4.4, DS = 0.733. About 84.6% of teachers have a high commitment with the parents of the children to identify the talents and gifts of the students, 15.4% of the teachers have a medium level commitment, M = 4.26, DS = 0.709.

About 85.9% of teachers have a high commitment in reading student files, 14.1%, have an average commitment, M = 4.42, DS = 0.727. About 97.1% of teachers have a high level cooperation with student educators, 2.9% of them have an average cooperation, M = 4.72, DS = 0.509. About 81.1% of teachers have a high commitment in following the interests of students, 17% of them, have a medium level commitment and 1.9%, have a low level commitment, M = 4.05, DS = 0.714 ..

About 90.4% of teachers have a high level ofi nterest in engaging students in various fields, following them in problem solving, 9.6% of teachers have an average interest, M = 4.51, DS = 0.666.

About 79.5% of teachers have a high level of interest in following the actions of each student, in order to identify their talents and gifts, 15.1% have an average commitment, while 5.4% of teachers have a low level interest in tracking the actions of each student, in order to identify their talents and gifts, M = 4.09, DS = 0.866.

About 57.2% of teachers engage in individual work with students to identify talents and gifts, 29.9% of them have an average commitment, while 12.9% of them have a low level commitment, M = 3.69, DS = 1.051.

About 65..3% of teachers, have a high level commitment to consult with professionals to identify talented and gifted students, 34.7% of them, have an average commitment, M = 4.01, DS = 0.839.

About 68.5% of teachers have an interest in using different instruments and methods to identify talented and gifted students, about 18.3% of them have an average commitment, while 13.2% of teachers have an engagement of low level, M = 3.8, DS = 0.960.

About 92.6% of teachers, have a high commitment in identifying the identified talents and gifts, 7.4% of them, have in average level engagement, M = 4.5, DS = 0.632.

Overall results showed that about 80.7% of teachers are engaged at a high level in identifying talented and gifted students, 16.3% of them, have a medium level commitment and 3% of teachers have a low level commitment, the overall average of the results, M = 4.2.

Table 2. Descriptive statistics results

Identify talented Pupils	3. High	2. Secondary	1. Low	M	DS
Collaborate very closely with student parents on student trends	66.3%	28.9%	4.8%	3.95	.906
I am interested in the tendencies and difficulties of students	88.4%	11%	0.6%	4.40	.733
I engage with parents to identify students' talents and talents	84.6%	15.4%	0%	4.26	.709
I read the student kindergarten file	85.9%	14.1%	0%	4.42	.727
Collaborate with student educators	97.1%	2.9%	0%	4.72	.509
Talk to students about their aptitudes and interests	92%	8%	0%	4.60	.633
Follows the interests of students	81.1%	17%	1.9%	4.05	.714
Engage students in different areas and guide them on how to solve problems	90.4%	9.6%	0%	4.51	.666
Tracks the actions of each student to identify their talents and gifts	79.5%	15.1%	5.4%	4.09	.866
I work individually with students to identify talents and gifts	57.2%	29.9%	12.9%	3.69	1.051
I consult with professionals to identify talented and gifted students	65.3%	34.7%	0%	4.01	.839
Uses various instruments and methods to identify talented and gifted students	68.5%	18.3%	13.2%	3.80	.960
Identify identified talents and gifts	92.6%	7.4%	0%	4.50	.632
Overall results	**80.7%**	**16.3%**	**3%**	**4.2**	/ / /

4.2. Results related to the hypotheses

Hypothesis 1:

Alternative Hypothesis (HA): School conditions affect teachers' commitment to identifying talented and gifted students. Hypothesis null (H0): School conditions do not affect teachers' engagement in identifying talented and gifted students.

Hypothesis testing was performed through the parametric T-test. Based on the results of the part of Levin test, we notice that the value of $F = 10.231$, while $p = 0.002 < 0.05$, which is an indication that the variances are not homogeneous.

Based on the averages of teachers who have responded to school conditions, we note that the highest average in the commitment to identify talented and gifted students have teachers who have stated that in the school where they work there are conditions for identifying and treating talented and giftedstudents, $M = 55.6$, while teachers who said that the conditions in the school where they work are not favorable for the identification and treatment of talented and gifted students, $M = 52.77$. In terms of statistical significance, for both Equal variances assumed and Equal variances not assumed, $p < 0.005$. So the differences are statistically significant between teachers who have conditions and those who do not have conditions in school for identifying and treating talented and gifted pupils.

The results showed that the alternative hypothesis was supported, ie school conditions significantly influence teachers to engage in identifying talented and gifted pupils.

Table 3. Differences of teachers based on school conditions

Group Statistics					
	Are there conditions in the school for identifying and treating talented and gifted pupils?	N	Mean	Std. Deviation	Std. Error Mean
Identify talented pupils and gifted	No	65	52.7692	6.57592	.81564
	Yes	246	55.6057	4.78294	.30495

Independent Samples Test									
Identify talented pupils and with gifted	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	10.231	.002	-3.907	309	.000	-2.83646	.72594	-4.26487	-1.40806
Equal variances not assumed			-3.257	82.721	.002	-2.83646	.87079	-4.56850	-1.10442

Hypothesis 2:

Alternative Hypothesis (HA): Teachers who have conducted training for gifted students engage more in identifying talented and gifted students than teachers who have not completed trainings.

Hypothesis null (H0): There are no differences between teachers who have completed and those who have not completed training in identifying talented and gifted students.

Base don the results, it turned out that the highest average for the identification of talented and gifted students is the teachers who have completed training for talented and gifted students, M = 55.5, while the average of the results that have not completed training, M = 5.2.

In the table, Independent Samples Test, where Levin's test is presented, it is noticed that the value of F is low, F = 0.063, while p = 0.802, which is an indication that the variances are homogeneous. In terms of statistical significance, we note that for both Equal variances assumed and Equal variances not assumed, p> 0.05.

The results showed that the differences between teachers who have conducted training for talented and gifted students and those who have not completed training, are not statistically significant. From this we can conclude that the null hypothesisis supported, and has been rejected alternative hypothesis.

Table 4. Teacher differences based on training

Group Statistics					
	Trainings for talented students and gifted	N	Mean	Std. Deviation	Std. Error Mean
Identify talented pupils and gifted	No	137	54.3942	5.43052	.46396
	Yes	174	55.5000	5.20199	.39436

Independent Samples Test									
Identify talented pupils and with gifted	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.063	.802	-1.825	309	.069	-1.10584	.60580	-2.29786	.08618
Equal variances not assumed			-1.816	286.104	.070	-1.10584	.60892	-2.30437	.09269

Hypothesis 3:

Alternative Hypothesis (HA): There are statistically significant differences between teachers with different experiences in identifying talented and gifted students;

Hypothesis zero (H0): Teaching experience plays no role in identifying talented and gifted students.

In the table where the results of the descriptive analysis are presented, there are averages of the results of teachers who are engaged in identifying talented and gifted students, based on their experience. Based on the results, teachers who have up to 5 years of teaching experience, in terms of identifying talented and gifted students, have the highest average, M = 56.84, then there are teachers who have 6-10 years of experience, M = 56.27, then are teachers with experience over 20 years, M = 55.45, while the lowest average is teachers with experience 11-20 years, M = 5.13.

In the table where the results of the one-way ANOVA test are presented, we find that the value of F = 5.146, while p = 0.002 <0.05.

Empirical results showed that teachers with different experiences have different engagements in identifying talented and gifted students, where the highest engagement has teachers with the least experience. These results showed that the differences are statistically significant.

From the empirical results, it was found that the alternative hypothesis was supported and the null hypothesis was rejected.

Table 5. Differences in teacher outcomes based on experience

Descriptives						
Identify talented and gifted pupils						
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Till to 5 Years	13	56.8462	4.79316	1.32938	53.9497	59.7426
6-10 Years	55	56.2727	6.09935	.82244	54.6238	57.9216
11-20	96	53.3646	5.13014	.52359	52.3251	54.4040
Over 20 years	147	55.4558	4.95214	.40845	54.6486	56.2630
Total	311	55.0129	5.32370	.30188	54.4189	55.6069

ANOVA					
Identify talented and gifted pupils					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	420.645	3	140.215	5.146	.002
Within Groups	8365.304	307	27.249		
Total	8785.949	310			

Hypothesis 4:

Alternative Hypothesis (HA): There are statistically significant differences between female and male teachers in their commitment to identifying talented and gifted pupils.

Hypothesis zero (HO): There are no differences between female and male teachers in their commitment to identifying talented and gifted students. The group statistic table presents descriptive statistics, average and standard deviation of female and male teachers, regarding the commitment to identify talented and gifted students. Based on the results, we notice that the highest average is given to female teachers, M = 55.21, while the average of teachers' results male, M = 54.38.

In the table Independent Samples Test, we notice that is presented Levin test of variance homogeneity and the value of F. The value of F = 0.292, while p = 0.589. these values are indicative that the variances are homogeneous.

In terms of statistical significance, for both Equal variances assumed and Equal variances not assumed p> 0.05. From these results we understand that the differences between female and male teachers are not statistically significant.

The results showed that the null hypothesis was supported, since there are nostatistically significant differences between female and male teachers in their commitment to identifying talented and gifted pupils.

Table 6. Teacher differences based on gender

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Identify talented pupils and gifted	Female	234	55.2179	5.38870	.35227
	Male	77	54.3896	5.10458	.58172

Independent Samples Test									
Identify talented pupils and with gifted	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.292	.589	1.185	309	.237	.82834	.69897	-.54700	2.20368
Equal variances not assumed			1.218	135.995	.225	.82834	.68007	-.51654	2.17322

Conclusion

Based on the empirical results, it was found that the majority, somewhere around 80.7% have a high level commitment to identify talented and gifted students, while only 3% of teachers have a low level commitment. If we also base on the overall average of the results, we notice that it is quite high, M = 4.2. Results showed that teachers are quite dedicated and play an important role in identifying talented and gifted students. School conditions play an important role in identifying talented and gifted students. In schools where there are favorable conditions, teachers have the best opportunities to deal with talented and gifted students and vice versa, teachers are powerless, where there are no tools in schools, space, work in three shifts, etc., to be dedicated to identifying talented and gifted students.

Empirical results showed that in schools where there are good conditions, teachers are more engaged in identifying talented and gifted students, which differences are statistically significant. It is difficult for teachers to deal with sensitive issues, such as identifying talented and gifted students, without conditions. In order to continuously advance and prepare, various trainings for teachers are organized by educational institutions. Teachers have also conducted trainings for the treatment of talented and gifted pupils.

Based on the results, it was found that teachers who have conducted training for talented and gifted students, have a higher commitment than teachers who have not conducted such training, but the differences between them are statistically insignificant. Based on these results, it was found that the null hypothesis was supported. Despite these results, teachers need to engage in training, but school managers and other instances need to monitor whether these trainings are being implemented in practice.

Experience in teachingis an important factor, but with experience comes age and fatigue of teachers, and lack of proper engagement. Based on the empirical results, it was found that teachers with the least experience, up to 5 years, have a higher commitment in identifying talented and giftedstudents. This is an indication that teachers who have just started working may have even the freshest theoretical knowledge, no routine work has been done, and intrigue more specific cases, while teachers who have already established an experience, many things for them are routine.

From the empirical results, it was found that the alternative hypothesis was supported and the null hypothesis was rejected. Gender can sometimes play an important role, e.g. Female teachers may be more sensitive, have more developed intuition than male teachers, but this does not happen in every situation. In terms of commitment to identifying talented and gifted students, female teachers have shown a higher commitment, but the difference in commitment is not statistically significant and the null hypothesisis supported.

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EDUCATIONAL LEADERSHIP SKILLS

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Abstract

The challenges facing educational leaders include constantly skills building, ensuring consistently good teaching and learning, integrating a sound grasp of basic knowledge and skills within a broad and balanced curriculum, managing behavior and attendance, strategically managing resources and the environment, building the school as a professional learning community and developing partnerships beyond the school to encourage parental support for learning and new learning opportunities. Educational leadership skills are developed in a way to provide vision, to lean on the emotional intelligence, to be master of self-leadership, to embrace change and innovation, welcome and value diversity, develop a Mindset, focus on leader- learner, connect and take actions.

Keywords: education, leadership, teaching

Introduction

Educational leadership is a collaborate process that unites the talents and forces of teachers, students and parents. The goal of educational leadership is to improve the quality of education and the education system itself. The primary purpose of educational leadership is to ensure academic success through process, material and training improvements. This is mainly accomplished through collaboration with different individuals, such as educators, parents, students, public policy makers and the public. From a business perspective, educational leadership is a form of academic management and quality control. Educational leadership is centered on certain key principles. Educational leadership creates a vision of academic success for all students, strives to maintain a safe and receptive learning environment, delegates responsibility to others, instructional methods and curriculum content must be continually improved and the field of education must borrow and adapt modern management tools, processes and techniques.

Educational leadership

Various definitions of educational leadership have been developed that including a wide spectrum of knowledge, characteristics, dispositions, and skills containing competing perspectives and understandings with little agreement of what is or should be included in the discipline (Bush, 2007). Beaudoin (2003), argued that leadership speaks to a ubiquitous, identifiable set of human activities that support and assist, particularly in relation to change. Characterized as a notoriously perplexing and enigmatic phenomenon (Allix & Gronn, 2005), educational leadership is a construct that means different things to different people (Yukl,

2002). As Timperley (2005) noted, definitions of the term are fraught with arbitrariness and subjectivity, a point succinctly summarized by Allix and Gronn (2005), who remarked that:

Despite a long history of interest and fascination, and a relatively shorter history of systematic investigation, the phenomenon that is referred to as leadership remains in large part a theoretical enigma and paradox. In recent years, doubts concerning the integrity of the concept have raised the question of whether leadership refers to anything real at all, and whether it is even fruitful to entertain such a notion.

Overall, as Stack et al. (2006) stated, despite much promotional activity, there is no widely accepted definition of leadership and no consensus on how to best develop it or foster it noting disagreement about what leadership means and how it is related to management or administration.

Generally, different definitions of leadership abound and one central feature that scholars agree upon is that leadership involves the exercise of influence over others. Unlike management, it can take place outside as well as inside of formal organizations (Christie & Lingard, 2001). Although the concept of educational leadership varies across societies and cultures, there is a lack of research exploring the definition of educational leadership and the terminology used to define this concept.

Educational leadership research identifies a number of themes and in doing so suggest potentially directions for research on educational leadership. Three of these themes-leadership for teaching and learning, distributed leadership and systemic leadership-suggest interesting lines of inquiry.

Leadership for Teaching and Learning

These articles are grounded in a concern with leadership for improving teaching and learning. The main responsibility of school leaders should be the improvement of teaching and student learning (Murphy, 2002). Moreover, shifts in the policy environment over the past couple of decades that have attempted to forge wide-ranging changes in classroom instruction are likely to afford classroom teaching and student learning a central role in educational leadership research.

A number of the articles in this special issue provide rich illustrations of ways in which scholarship on education leadership can put teaching and learning front and center in studies of educational leadership. A critical issue here, suggested by Stein and Nelson, is that it is not simply instruction but instruction in particular school subjects that needs to feature more prominently in re• search on educational leadership. Teachers don't just teach-they teach mathematics, reading, and science and how they enact their roles depends in part on the school subject. As one might expect, then, leadership for instruction is subject matter sensitive and research on educational leadership must take this into account (Burch & Spillane, 2003; Spillane, Diamond, & Jita, 2003).

Investigations of leadership expertise need to be subject matter specific because it is inadequate for administrators to generalize from what they know about instruction in one subject area to another subject area. Research on leadership content knowledge suggests one line of inquiry. Other aspects of educational leadership might also be studied in ways that are sensitive to the subject matter such as the distribution of leadership functions across positions in schools and school districts by subject area. (Spillane, 2003)

Distributed Leadership

Another theme addressed in many of these articles is distributed leadership including everything from the distribution of leadership functions across positions to attempts to unpack the complexities involved when the work of leadership is "stretched over" (Rogoff,1990) two or more leaders. These articles makes a contribution to addressing what Bennett, Wise, Woods, and Harvey (2003) correctly identify as a limited empirical knowledge base on distributed leadership and, equally important, suggest numerous avenues for future research. For example, Goldstein suggests two models of distributed leadership, divided responsibility and shared responsibility for leadership tasks, pointing us to one area where the knowledge base is thin on distributed leadership; that is, understanding how leaders practices relate to one another when leadership is distributed.

Gronn, develops a two-dimensional taxonomy of distributed leadership structures, differentiating arrangements by the mode of conjoint agency (co-performance or collective performance) and the size of the concretively acting group (Gronn, 2003). Among other things, Gronn unpacks examples of co-performance with intuitive working relations, co-performance with institutionalized practices, collective performance with intuitive working relations, and collective performance with institutionalized practices. This work provides a rich conceptual model for framing investigations of distributed leadership. (Spillane, 2003)

Leadership skills

Mulyono(2018) suggests three kinds of educational leadership skills,: conceptual skills; human skills; and technical skills.

Conceptual Skills

Conceptual skills are skills to understand and operate organizations. According to Wahyudi (2012), they are mental abilities to coordinate, solve problems, make decisions, and make plans. Conceptual skills include: analytical skills, rational thinking skills, proficient in various conceptions, able to analyze various events and trends, able to anticipate orders, and able to recognize various social opportunities and problems (Kusnan, 2017)

Human Skills

Human relations skills are the ability to work with other people, both as individuals and as groups (Wahyudi, 2012). Human relations skills are a person's ability to work together, understand aspirations and motivate members of the organization to obtain optimal participation in order to achieve goals. Human skills are skills to work together, motivate, and lead (Mulyono, 2018). Human relations behavior carried out by the principal includes: establishing cooperative relationships with teachers; establish communication with teachers; provide guidance and assistance in completing teacher assignments; build morale / teacher work morale; give awards to teachers who excel; solve all problems at school; involving teachers in formulating decision making; resolving conflicts at school, the duty of the principal to manage conflict well; respecting school regulations and creating a healthy competitive climate among teachers. Human relations skills include: the ability to understand human behavior and the process of cooperation; the ability to understand the hearts, attitudes and motives of others; the ability to communicate clearly and effectively; the ability to create effective, cooperative, practical and diplomatic cooperation; and able to behave in an acceptable manner (Kusnan, 2017).

Technical Skills

Technical skills are knowledge and proficiency in activities related to methods, processes and procedures, including the ability to teach technical skills to subordinates. They are skills in using knowledge, methods, techniques, and equipment to complete certain tasks Mulyono (2018).

The form of technical activities of the leader are: supervision of teachers in the classroom; evaluate and revise teacher teaching programs; implementing teaching activities by linking the curriculum with existing time, facilities and personnel; coordinate the use of teaching tools; assisting teachers in improving teaching, in diagnosing student learning difficulties.

Apart from the three skills above, there are several leadership skills that a educational leader should possess.

An educational leader must be sociable and good at working together. He must also be proficient and proficient in various things, such as: leadership skills; skills in establishing working relationships with fellow humans; group mastering skills; personnel administration management skills; and assessment skills.

It takes six leadership skills to reach the peak of success, namely: speaking skills; decision-making skills; accountability skills; positive attitude skills; carrying skills; and time management skills. These skills are applied in activities such as: setting the vision and mission of the school; establish policies and objectives to be achieved; carry out program preparation activities; estimating and allocating resources; and modifying policies and planning.

There are review that indicates that effective school's leadership is important, but not sufficient condition for successful schools. The review draws particular attention to two concepts of leadership institutional/pedagogical and transformational. While there is evidence that institutional/ pedagogical leadership has been promoting better academic outcomes of students, it is concluded that the two forms of leadership are not mutually exclusive. A combination of strategies can most beneficial in ensuring school success and most leadership effects operate indirectly to promote student outcomes by supporting and enhancing conditions for teaching and learning through direct impacts on teachers and their work. School leaders have a key role to play in setting direction and creating a positive school culture including the proactive school mindset, and supporting and promote success for schools in challenging circumstances. The challenges facing school leaders include:

- ensuring consistently good teaching and learning
- integrating a sound grasp of basic knowledge and skills within a broad and balanced curriculum
- managing behavior and attendance
- strategically managing resources and the environment
- building the school as a professional learning community
- developing partnerships beyond the school to encourage parental support for learning and new learning opportunities.

The key dimensions of successful leadership are identified as:

- defining the vision, values and direction
- improving conditions for teaching and learning
- redesigning the organisation: aligning roles and responsibilities
- enhancing teaching and learning
- redesigning and enriching the curriculum
- enhancing teacher quality (including succession planning)

- building relationships inside the school community
- building relationships outside the school community
- placing an emphasis on common values

(Day,Sammous,2016)

A more detailed delineation of characteristics which are identified as important in relation to leadership, include:

- providing vision
- developing, consultatively, a common purpose
- facilitating the achievement of educational and organizational goals
- being responsive to diverse needs and situations
- having a future orientation
- providing educational entrepreneurship
- linking resources to outcomes
- supporting the school as a lively educational place
- working creatively with, and empowering, others
- ensuring that the processes and content of the curriculum are contemporary and relevant.

The important characteristics for management include:

- ensuring that management practices reflect leadership actions
- carrying out restructuring so that the school organisation is more effective and efficient
- collaboration designing and carrying out strategic plans
- meeting accountability requirements
- getting things done
- making sure the organization is running smoothly
- working effectively with people
- providing effective financial management
- marketing and promoting the school. (APAPDC,2000)

These can be combined into a set of four linked skill areas:

- Influencing skills e.g. motivating people, negotiating, public speaking and entrepreneurial
- Learning skills e.g. rapid reading, thinking skills, information processing and anticipation
- Facilitating skills e.g. listening, recognizing potential, team building, building alliances
- Creative skills e.g. envisioning, inspiring, empowering and aligning (Lessem,1991)

Figure, below, illustrates eight key dimensions of effective leadership (Day et al.,2008). The inner circle illustrates the core focus of leaders' attention, the inner ring their core strategies, and the outer ring the actions they take in support of these strategies. The building of trust is an intrinsic part, embedded within each of the core strategies and an essential part of the actions in the outer ring. The eight dimensions are described below.



Figure 1. Dimensions of successiful leadership (Day et al., 2008)

According to Day et al.(2010) defining the vision, values and direction-Effective educational leader had a very strong and clear vision and set of values for their school, which heavily influenced their actions and the actions of others, and established a clear sense of direction and purpose for the school. These were shared widely, clearly understood and supported by all staff. They acted as a touch-stone against which all new developments, policies or initiatives were tested. Improving conditions for teaching and learning they identified the need to improve the conditions in which the quality of teaching can be maximized and students' learning and performance enhanced. They developed strategies to improve the school buildings and facilities. By changing the physical environment of the schools and improving the classrooms, confirmed the important connection between high-quality conditions for teaching and learning and the well-being and achievement of both staff and students.

Restructuring the organization: redesigning roles and responsibilities- educational leader purposefully and progressively redesigned their organizational structures, redesigned and refined roles and distributed leadership at times and in ways that promoted greater staff engagement and ownership which, in turn, provided greater opportunities for student learning. While the exact nature and timing varied from school to school, there was a consistent pattern of broadening participation in decision-making at all levels.

Enhancing teaching and learning- Successful educational leader continually looked for new ways to improve teaching, learning and achievement. They provided a safe environment for teachers to try new models and alternative approaches that might be more effective. Where this was done, staff responded positively to the opportunity. It affected the way they saw themselves as professionals and improved their sense of self-efficacy and job satisfaction. This, in turn, had a positive impact on the way they interacted with students and other members of staff.

Redesigning and enriching the curriculum- educational leader focused on redesigning and enriching the curriculum as a way of deepening and extending engagement and improving

achievement. Academic attainment was not seen to be in competition with personal and social development: rather the two should complement each other. They adapted the curriculum to broaden learning opportunities and improve access for all students, with the emphasis on 'stage, not age' learning. Changes to build students' creativity and self-esteem featured heavily in the curriculum, as did a focus on developing key skills for life, without neglecting the academic. There was recognition that when students enjoy learning, they are more effective learners.

Enhancing teacher quality (including succession planning)- Educational leader provided a rich variety of professional learning and development opportunities for staff as part of their drive to raise standards, sustain motivation and commitment and retain staff. They placed a high premium on internally led professional development and learning, and teachers and support staff were also encouraged to take part in a wide range of in-service training, and were given opportunities to train for external qualifications. This combination of external and internal continuing professional development was used to maximise potential and develop staff in diverse areas.

Building relationships inside the school community- educational leader developed and sustained positive relationships with staff at all levels, making them feel valued and involved. They demonstrated concern for the professional and personal well-being of staff.

Building relationships outside the school community- Building and improving the reputation of the school and engaging with the wider community were seen as essential to achieving long-term success.

Common values- Successful educational leader achieved improved performance, not only through the strategies they used but also through the core values and personal qualities they demonstrated in their daily interactions. As Figure 1 illustrates, they placed student care, learning and achievement at the heart of all their decisions.

Conclusion

The success and achievement of educational goals of an educational institution very dependent on the role of the educational leader, of educational leadership skills. Educational leader is in charge of managing all organizational resources and collaborating with teachers in educating students to achieve educational goals. Educational leadership difine vision, values and directions, redesign roles and responsibilities, enhance teacher quality, redesign and enrich the curriculum, build relationships inside and outside of the school.

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THE ABILITY TO MANAGE CONFLICTS AS AN OPPORTUNITY TO IMPROVE A PERSON'S SOCIAL SKILLS

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Abstract

Socialization is one of the most important processes in human life and as such, is an integral part of any society. It is a process through which a person acquires various social skills, which are of great help in playing the role of a student, friend, parent, worker and, above all, a citizen of a society. Social skills are treated as the ability of the individual to optimally cope with himself, but also with his own environment. Like everything else in life, social skills can be learned and practiced in everyday life. There are a number of social skills that play a significant role in a person's functioning. Each of them has its own meaning and application in given situations throughout life. Specifically in this article, our focus will be on conflicts and conflict management. Conflict is a normal occurrence and is part of everyday life between people. It is a social factual situation in which at least two parties participate, pursuing different, incompatible goals or striving for the same goal, using different, incompatible means to achieve this. There is an opinion that conflicts, by themselves, are neither good nor bad, but the consequences that result from them can be good or bad. It mostly depends on the knowledge and the ability to manage conflict situations. When conflict is managed in an inappropriate way, it gives negative results, but when the necessary skills are used for a positive way of managing and dealing with conflicts, then it provides an opportunity to maintain personal and professional relationships, growth and strengthening of human relationships.
Key words: *socialization, social skills, abilities, conflicts, management process.*

1. Introduction

Social skills are a key factor in the successful functioning of a person's life. Through their daily use, these skills allow us to know what to say, how to make good choices, and how to behave in different situations. There are different classifications of social skills and a number of different types, among which are the following: anger management; recognizing and understanding the point of view of others; solving social problems; peer negotiations; conflict management; active listening; effective communication; acceptance and tolerance of different groups etc. These are just some of the social skills that play a significant role in a person's functioning. Each of them has its own meaning and is applied in given situations during life. Specifically in this article, our focus will be on conflict situations and conflict management.

Conflict is a normal occurrence and is part of everyday life between people. We cannot expect to have the same thinking and always agree with others about everything. Because conflict is an inevitable and integral part of life, learning to deal with it in a healthy way is

crucial. (Jeanne Segal P. M., 2009) Conflicts almost always arise from differences between people. They occur when people have limited resources and unsatisfied basic needs due to differences in beliefs, value systems, priorities, principles, perceptions, motives, ideas, etc. We do not always take conflicts seriously, but in situations where they evoke strong feelings in a person (a sense of security, a sense of respect and value, a need for intimacy), then we understand their seriousness and the need to resolve them. A lack of understanding of people's different needs usually distancing, arguing, or confronting each other. It happens in both personal and professional relationships. But when we have the ability to recognize and understand the different, conflicting needs, it opens up opportunities for creative problem-solving, team building, and improved relationships. When we face conflict and approach it in a quick and painless way, mutual trust is strengthened and maintained.

The Chinese symbol of conflict consists of two signs; the first signifies danger, and the second signifies opportunity. In our area, the term conflict is often associated with something negative, something that is associated with quarrel and disagreement, and is rarely thought of on the other side, which the Chinese call an opportunity. Conflict situations are usually overwhelmed by strong emotions, which reduce the possibility of constructive thinking and speaking. Creating a barrier on the other side creates an explosive relationship, and the solution to the problem becomes more distant. (Tomič) Lately, the prevailing opinion is that conflicts, by themselves, are neither good nor bad, but the consequences, resulting from conflicts, can be good or bad. It mostly depends on the knowledge and ability to manage conflict situations. (Ramiro) When the conflict is managed in an inappropriate way, it gives negative results, but when it is managed in a respectful and positive way, then it gives an opportunity for growth and strengthening of the mutual human connections. With the help of the necessary skills to successfully manage and deal with conflicts, personal and professional relationships are maintained and become strong and growing. (Jeanne Segal P. M., 2009)

2. Socialization as an active and systematic process

Socialization is one of the most important processes in human life and as such, it is an integral part of every society. By adopting the norms and values of a society, one learns how to become part of it, that is, to socialize. This process is carried out systematically and in stages and is influenced by a number of factors. Most important are family, educational institutions, peers, and the mass media. Through the process of socialization, the person acquires different social skills, which are of great help in playing the role of a student, friend, parent, worker, and, above all, a citizen of society. Every human being is born with certain innate abilities, needs, and urges that can only be brought to life later with successful socialization. This process is most significant in the first years of an individual's life if it is carried out in conditions of positive emotions, family harmony, and respect. In this way, a person is formed as a member of a family, a member of society, and a person with certain habits and behaviors. Successful socialization is a long-lasting process that takes place throughout the life of the individual. There are several stages each individual goes through, and each period has its own characteristics:

Childhood is the most important period of a person's development, as communication with others is first experienced and learned. The family has a key role in building a positive attitude, basic rules, acquiring habits, and meeting needs. Relationships between family members should also be emphasized as a key factor in building a solid foundation for a person to grow into a mature individual.
Adolescence or youth is a period in which a person experiences both physiological and social changes. In fact, it is a period in which young people develop work habits, express a desire

for independence, and build critical attitudes toward parents and the environment. School should be cited as a key factor in this phase of socializing the young person.
Maturity as a phase in human life is considered the longest period of time and is characterized by the most important encounters of all life. It is the period when the individual's responsibility is most pronounced, new work-related experiences are gained, one's own family is formed, different problems are encountered, and so on.
Old age is a period of life characterized by physiological and sometimes intellectual changes in man. Then there is a weakening of the senses, but also weak mobility of the body. Intellectual changes often occur as a result of an illness. It is thought that people who have succeeded in life and are satisfied with what they have achieved have a very different approach to facing the end of life compared to those who have failed or who do not have a positive view of their past.

3. Social skills - a key factor for socialization

Socialization, as an active and long-lasting process, is about learning and mastering human social skills. These include personality competencies in communicating and interacting with others. According to the World Health Organization, social skills can be defined as the ability to adapt and positive behavior of people, which allows them to successfully deal with the demands and challenges that life puts in front of them every day. Social skills can be seen as the basis for the successful performance of any job even though they are not related to a particular one. (Живковић, 2011) Social skills are treated as the ability of the individual to optimally cope with himself, but also with his own environment. They are a key factor for a satisfied and successful life for the individual, and their lack leads to isolation from social life. (Миливојевић, 2013)

Social skills allow a person to be a participant and part of most social groups. The act of belonging to a social group affects the reduction or elimination of the feeling of isolation in the person, but also promotes improved social, mental, and emotional well-being. People who are accepted as members of a certain social group tend to live happier and more fulfilling lives, and they are also generally more satisfied. Social skills promote dialogue between individuals and groups, but also create a network of friends that provides support, mutual assistance, and ideas for dealing with difficult situations and challenges. Possessing social skills increases the understanding and empathy of others, while social interaction promotes understanding of other points of view**.** (Jacob, 2018)

Building good relationships with other individuals and groups can greatly reduce stress, low mood, and anxiety in a person's life, and at the same time improve mental health as a whole. Avoiding social situations and building relationships with others can be the result of a person's anxiety, fear, and insecurity in terms of how to reach out to others. However, avoiding social situations is a rejection of the ability to build trust in interacting with others and developing strong communication skills in the person that enable further successful relationships. (Canada, 2019)

Social skills are a key factor in a person's socialization, and as such, they carry certain characteristics. They are primarily aimed at certain goals. Social skills are interrelated social behaviors toward a specific goal. Different social skills are used for professional and personal communication, and they should always be appropriate to the communication situation. They can also be identified as certain types of a person’s social behavior, which can be helpful in assessing social qualifications. Like everything else in life, social skills can be learned and practiced in everyday life. Learning social skills includes how and when to use them, which means they need to be placed under the full control of the individual. (SkillsYouNeed, 2018)

From what has been said, we can conclude that social skills are a key factor in the successful functioning of a person's life. Through their daily use, these skills allow us to know what to say, how to make good choices, and how to behave in different situations. There are different classifications of social skills and therefore many different types, such as:

- Organizational skills
- Social communication skills
- Interpersonal skills
- Social skills related to school safety
- Survival skills
- Problem-solving skills
- Conflict resolution skills

These are just some of the social skills that play a significant role in a person's functioning. Each of them has its own meaning and is applied in given situations during life. Specifically in this article, our focus will be on conflict situations and conflict resolution.

4. Generally about the conflict

Conflict can arise when there is a dispute, struggle, quarrel, indecision, fear, or lack of tolerance. It is a social factual situation in which at least two parties (individuals, groups, or states) participate, following different, incompatible goals or striving for the same goal, by applying different, incompatible means to achieve it. The conflict is more than a disagreement because it is a situation in which one or both parties are considered a threat, whether there is a real basis for it or not. They become more complex and only get worse when they are ignored, so they are present until we face them and resolve them. People's reactions and perceptions of conflict are due to the impact of life experiences, culture, values, and beliefs. They are based on different perceptions of a particular situation, without any objective consideration of the facts. Emotions are always present when it comes to conflict. But the rule is that a conflict cannot be successfully resolved if individuals are dissatisfied and unable to manage in times of stress. It should also be noted that conflicts are also an opportunity for growth because the opportunity to deal with or resolve a conflict situation builds trust. This means security for both sides, which are aware that they have overcome mutual challenges and disagreements. (Jeanne Segal, 2019)

4.1 The most common causes of conflict

The conflict between the conflicting parties arises from differences, regardless of their size. It occurs due to limited resources, dissatisfied basic needs, and differences in beliefs, value systems, beliefs, priorities, principles, motivations, perceptions, ideas, or desires. Conflict can often be caused by a lack of understanding in communication or intolerance towards the other side with different views. Sometimes these differences are treated as not so significant, but when the conflict causes strong feelings on one or both sides, then the core of the problem takes on a personal dimension. This is most often due to the need for a sense of security, a sense of respect, or closeness. The needs of stakeholders play an important role in the long-term success of human relations. Everyone deserves respect and understanding, but if there is a lack of understanding in personal relationships for the needs of the other party, it can result in distance, disagreements, disputes, and conflict situations. (Jeanne Segal, 2019) The way the conflict will manifest itself depends on the behavior of the parties who are involved. In any case, it is necessary to distinguish between peaceful and violent forms of conflict behavior.

4.2 Types of interpersonal conflict

There are different divisions of interpersonal conflicts, but their general division can be reduced to the following three types: personal or relative conflicts, instrumental conflicts, and conflicts of interest.

1. *Personal or relative conflicts* are usually related to the identity or important aspects of a particular relationship when it comes to loyalty, trust, betrayal, or lack of respect.
2. *Instrumental conflicts* refer to something material and closely related to the structure within the organization or to the individual. Most often it is associated with certain goals, structures, procedures, and means.
3. *Conflicts of interest* usually arise due to different understandings of the ways in which funds are distributed to achieve certain goals, such as time, money, space, and employees. It is possible that they are related to factors related to them, such as relative importance, knowledge, or expertise. (SkillsYouNeed, 2018)

While talking about the types of interpersonal conflicts, we can mention the following as more important:

- *Latent or covert conflicts* are those conflicts where conflicting interests are accompanied by non-conflict behavior. The fact that they are not noticed does not make them less complicated. The characteristic of this type of conflict is the danger of more serious consequences.
- *Real conflicts* are conflicts that always have their cause and occasion. They are about the same or similar interests, desires, and opposing opinions about what is good or bad to do in a given situation.
- *Unrealistic conflicts* occur when there is no real cause for conflict. They usually occur as a result of certain human weaknesses, impatience, prejudice, misunderstandings, and disagreements. Unrealistic (false) conflict exists when a particular interaction involves common (uncontested) interests, and yet there is no conflict behavior.
- *Destructive (negative) conflicts* are conflicts that are always accompanied by negative consequences. They violate the established values, the way of behavior, the moral and ethical norms, the working atmosphere, and so on. At the same time, they disrupt human relations, that is, the conflicting parties. They are found among individuals or entire groups of people.
- *Constructive (positive) conflicts* are characterized by positive outcomes because participants in the conflict are satisfied and feel that they have gained some positive effects and values as a result of the conflict. This type of conflict is seen as a constructive challenge, and the goal is to find a better solution to the current problem. These conflicts offer opportunities for personal proof, promotion, and progress.

5. Conflict management

Conflicts are a natural part of everyday human interactions. They can happen to anyone and are present every day, at home, at work, when traveling, shopping, etc. But what is significant about the conflicts, they do not always have to end with struggle. If the potential conflicts are handled and managed properly, they can become examples of positive, productive communication and bring a positive change in people's lives. There are four possible scenarios that arise as a result of the conflict management process:

1. I win, you lose;
2. I lose, you win;

3. I lose, you lose;
4. I win, you win.

Each conflict has the potential to be solved through compromise or the right solution to achieve a win/win scenario. In fact, conflict management and resolution are key features of a communicator with excellent communication skills. What is important in the process of managing others is primarily the ability to manage oneself. The existence of realistic expectations is only the first step in achieving a solution that everyone can live with. (Need, 2016)

Methods used to deal with conflict situations include negotiation, mediation, and arbitration. The effect is greater when the methods are used by someone who has already mastered conflict management skills and is effective in interpersonal skills, communication, and interaction with others. What is particularly important in this process is the need for neutrality in relation to conflict or dispute, without prejudice to anyone involved. The negotiator, mediator, or arbitrator should constantly work on creating a climate of open dialogue and problem-solving. The mediator intervenes between the conflicting parties in order to help them reach a "win-win" solution. Listens to the needs of the parties and helps them communicate with each other. In this case, the conflicting parties control the negotiation process, and the mediator cannot persuade or force the parties to do what they do not want. The third party, the arbitrator, controls the negotiation process and its outcome. In this case, the arbitrator decides what the parties must do and has the power to force the parties to abide by the decision. Each of the conflicting parties explains its position without conducting a real dialogue with each other. After hearing both sides, the arbitrator, as an informal judge, makes a decision, which either in whole or in part, goes in favor of one side or the other.

Developing skills and abilities to deal successfully with conflicts, primarily refers to communication skills, which include the following segments:

- Open communication, based on mutual trust
- Access to cooperation, in the form of a problem-solution
- An effective decision-making process
- Appropriate knowledge of the topic of the conflict

We are aware that there are differences in behavior and the way people communicate. There are times when there is a challenge in front of the person to deal with difficult conversations. As in everything else in life, there should be a certain balance in communication, especially if the topic of conversation is sensitive to the stakeholders. In such a case, the placement and approach should be both strong and gentle at the same time.
Successful conflict management means:

- Developing the ability to perceive- refers to the ability to direct attention to the interlocutor; active listening to verbal communication, but also active monitoring of nonverbal communication (body language, anxiety level, voice intonation, etc.); ability to read "between rows".
- Developing teamwork ability- refers to mutual respect and developed communication between members; wholeness and comprehensiveness; interdisciplinarity and diversity; considering the problem from different angles; encouraging different ideas and opinions; greater effectiveness and efficiency in dealing with a conflict situation.
- Developing the ability to transform conflicts from negative to positive- refers to the ability to neutralize- feelings, attitudes, and emotions towards a given conflict situation, and perception of the objective reality towards finding a permanent solution;

thinking "out of the box" - the ability to develop new, creative ideas, to develop the ability to imagine, to rise above the level of conflict.

Other useful skills needed to successfully deal with a conflict situation are the following:

- *Presenting information and facts* (ability to use facts and information before starting a conversation and knowing exactly what to say and with what intention; ability to anticipate possible questions or problems on the other side and think carefully about the answer to be given)
- *Being Assertive* (the ability to communicate easily and unobtrusively with the other party, without withdrawing or rethinking, if there is no good reason for it).
- *Being empathetic* (the ability of the person to put himself in the skin on the other side, in the reverse position, and think about the feeling in that role).
- *Negotiation readiness* (the ability to negotiate, in the direction of ultimate victory for both parties, which will benefit all parties; the art of using appropriate verbal and non-verbal language in communication).
- *Active listening* (the ability to listen carefully to the other person's opinions, attitudes, and feelings even in times of stress; appropriate use of explanatory and reflective techniques to provide feedback as proof of listening on the other side).
- *Being calm and focused* (the ability to maintain calmness through proper breathing for the purpose of positive reflection on the other side; ability to stay focused on the goal, without deviations and distances from the main reason for communication. (SkillsYouNeed, SkillsYouNeed, 2016)

5.1 Basic steps in the conflict management process

The first and very important step in the process of managing a conflict situation is clarifying the disagreement, i.e. the heart of the problem. The purpose of this step is for both sides to agree on disagreement. It is a process of gathering information from both sides through conversation. This part of the conversation goes on while the parties involved are sure, they understand the problem. The next step is to establish a common goal between the two sides. In this way, they show greater readiness to truly participate in achieving the common goal and the desired outcome of this process. Both sides have the opportunity to state what they would like to see happen and therefore find a common starting point for the final outcome. In order to achieve the common goal, it is necessary to discuss the ways to achieve it. This includes listening to each other, communicating, and giving ideas until all possible options have been exhausted. Once all possible options have been suggested in relation to the specific problem, the phase of determining the barriers to the common goal occurs. The parties acknowledge what led to the conflict and what could be a problem for the conflict to remain unresolved. In this way, it is easier to find solutions and make plans to overcome and deal with those problems. The next step is reaching an agreement on the best way to resolve the conflict. Both sides come to the conclusion of the best resolution. The solutions and the common ground between the two sides are identified, as well as their responsibilities regarding the maintenance of the solution. What is important in this step is the certainty that the conflict will not be repeated in the future. The final step is to supplement the previous one to strengthen it. It is a matter of mutual acceptance of the agreed solution and determination of the responsibilities of each party in relation to the resolution. Both sides need to agree loudly and take responsibility for resolving the conflict. (Benjamin, 2013)

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USING THEMATIC LESSON PLANNING IN MUSIC LESSONS AT YOUNGER SCHOOL AGE

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Abstract

The main concept of this paper relies on the belief that the diversity of the Music Education course learning content at a younger school age provides great opportunities for thematic lesson planning. Music education, as a discipline that is connected to everyday life, provides multiple opportunities for choosing topics related to different disciplines that are studied in class teaching.This paper offers examples of thematic planning for each class and within one school day, learning content of the Music Education subject is thematically integrated into the content of the following subjects: Serbian Language, The World Around Us or Nature and Society, Art and Physical Education. Since the thematic integrative approach is insufficiently represented in tethe classroom, one of the main implications of this paper is highlighting the need for implementation and evaluation of this model when it is used in the learning process.

Key words: *thematic planning, connecting knowledge, music education, integration of learning content.*

1. Introduction

Learning topics within the curriculum are divided according to the type of content that is studied as part of individual courses. Learning content is strictly divided by subject so that students at younger school age very poorly recognize and relate the same topics in different subjects.Therefore, there is a need for a unique interdisciplinary approach to instruction in order to connect the content of different subjects into unique units. The goal of this approach is to improve the attention span of students and guide them to creatively observe a certain problem from different perspectives (Grujić-Jankuloski, 2010: 464).The knowledge and skills that students acquire at school should be based on the principle of integrity, which is manifested in thinking, emotions, actions and behavior (Jovanović, 2016). Students should recognize, connect and apply knowledge from different scientific disciplines, and class teachers should improve cooperation with subject teachers who teach subjects with the same or similar learning content.

2. Thematic lesson planning

The starting point of thematic lesson planning is to view the curricula of different subjects as parts of a unique school curriculum and to recognize learning topics and learning units, to group and connect them into common units. Thematic lesson planning should be part of the

school's Annual Work Plan, with the teams assigned who would select the topics and determine the time periods in which these activities will take place (Grujić-Jankuloski, 2010).

Thematic planning focuses on the individualized program that is focused on the student and is based on cooperative learning and integrative approach. "Thematic integrative planning is interdisciplinary and comes down to network planning. The network forms a framework for the integration of learning content, that is, one learning field is connected to another, providing the opportunity to see problems from all perspectives" (Nađ Olajoš, 2016: 55).

Connecting related content from different courses within the same class requires creativity and imagination from teachers in order to combine different contents as rationally as possible. The thematic approach to learning content is based on the organization of topics within the range of students' knowledge and the structuring of content around broader learning content units (Stojadinović, 2017: 36).

Thematic linking of learning content "attempts to connect the learning content into a whole, in order to enable students to fully perceive concepts, acquire and connect knowledge and perceive the importance of knowledge in everyday life" (Grujić-Jankuloski, 2010: 465).

The possibility offered to the students of younger school age to participate in the selection, elaboration and implementation of the topic to be discussed using their previous knowledge, as well as the possibility to independently research, discover, reflect, observe, form representations and redefine their knowledge, significantly contribute to a more complete experience and proper reception of thematically related content.

The success of thematic integrative learning depends on a well-developed plan. A good plan is the essence of thematic learning, because it predicts how the student will be guided in the construction of his own knowledge. Landi (2007) provides detailed instructions for successful integrative learning planning, highlighting key details to consider:

- analysis of student achievement (one needs to get to know the learning styles of students and the types of intelligence they possess, find out which students would particularly benefit from this approach to content learning);
- diagnosis of educational scenarios (what teachers expect from students, how to motivate everyone in the class, how to encourage them to learn independently, to research and creatively present what they have learned);
- integration related to expectations (how many subjects can we connect without forcing connections, what topic is extensive enough to ensure solid integration, how can we be sure that the content can be connected to the emotional, physical, social and intellectual life of the student);
- time frame (what is realistic within the time frames at our disposal, how to adjust the class schedule and the sequence of steps);
- assessment and evaluation (what do we want the students to know and be able to do when we finish learning about the topic, how will we check it, what kind of final task can we give the students to encourage them to persevere in progressing towards reaching the set goals);
- resources (where can we find integration models, who can we ask to help students with research, what teaching aids can we use, what methods can we use);
- observation and improvement (how can we make sure that students enjoy this experience and learn a lot about what we are teaching them...).

The above instructions are best implemented in a team of colleagues, because many ideas offer better solutions. However, it is necessary that the curricula of different subjects are first understood as parts of one unit of the same school program, that the learning contents are

connected, methodically designed and fully conceived.When planning integrative lessons, the most important thing is to make a good thematic plan, for which it is necessary to study the Curriculum in detail and find topics that are related to each other; it is then necessary to find the main idea that will be the backbone for analysis, then select the content, find the content outside of curricula that support and validate that main idea and identify adequate didactic-methodical material and aids, specify the learning methods that will be used.

3. Examples of thematic planning in music education lessons

Music Education lessons in younger grades of primary school require a well-thought-out lesson planning and preparation and the way of acting in certain situations in order to make the teaching process more efficient. It relies on didactic principles, which cannot be used with all musical content without some adaptation to the specifics and requirements of the nature of the subject itself.Learning content of this subject is fragmented and intertwined in different activities and fields, and it is impossible to connect them into didactic-logical units. It is practically possible to plan the content provided by the program by activities (singing and playing, musical literacy, listening to music, musical expression and creation), but in this way, it is not predicted how the content will be grouped, in what order they would be realized in the classroom, how they will be connected with other content within the course or with the content of other courses (Zdravković, 2016).Due to the extensiveness of topics that are closely related to everyday life, it is possible to establish a connection between Music Education and most of the other courses, and therefore the choice of topics that can be applied within thematic planning is large.

A large number of learning contents from the domain of folk art are suitable for thematic planning. In this regard, for each class we will present a possible model of a thematic day centered around one learning topic, which is elaborated through compulsory subjects: Music Education, Physical Education, Serbian Language, The World Around Us or Nature and Society and Art. This type of instruction, as mentioned, implies a central theme that is analyzed in different courses during one school day.

Thematic lesson plan for the 1st grade
Topic: *Svuda podji svojoj kuci dodji [East or West, home is best]*
Music Education: Na kraj sela zuta kuca [At the End of the Village There's a Yellow House] – folk song
Serbian language: Radoznali sused [Curious Neighbor] - a humorous folk tale
The World Around Us: Me and others (my home, my and your feelings)
Art: My dream house
Physical Education: Moving freely to a 4/4 beat song
Thematic lesson plan for the 2nd grade
Topic: *Feathered domestic animals*
Music Education: Dva se petla pobise [Two Roosters Got into a Fight] – folk counting rhyme
Serbian language: A selection from oral folk art (funny songs, stories and proverbs)
The World Around Us: Domestic animals
Art: Unusual birds - monochrome surface composition
Physical Education: Basic space games

Thematic lesson plan for the 3rd grade
Topic: *Wedding mood*
Music Education: Falila mi se prosena moma [Missing my betrothed bride) – folk song
Serbian language: Zenidba vrapca podunavca [The Marriage of the Sparrow]
The World Around Us: Wedding customs over time
Art: Composition and movement "Exercises - Little photographers"
Physical Education: Free creative movement

Thematic lesson plan for the 4th grade
Topic: *Holidays and customs*
Music Education: Dodola – folk song
Serbian language: Traditional folk poems of one's choice
The World Around Us: My country's past
Art: Stage – proposal for choreography, music, costume
Physical Education: Dancing

Thematic planning models for each class are designed so that the school day begins with the music lessons, where folk songs are performed. After that, the thematic day continues with the Serbian language lesson, the world around us, art and physical education. The listed contents from certain subjects are more extensive, although the choice can be reduced, which depends on the teacher's assessment as well as on the psychophysical capabilities of the students.

Integrative linking of content belonging to folk creativity from different courses within the mentioned topics enables the complex construction of concepts covered by the topic because it provides the possibility of viewing them from multiple perspectives (Zdravković, Stojadinović, 2015). A large number of concepts, words and expressions that are an integral part of folk creativity are incomprehensible and distant to today's children. The thematic integrative approach will make the experience of the learning contents complete and the atmosphere lasting. Students are encouraged to think about the chosen topic from different perspectives, to learn certain contents easier and faster, they easily transfer previous knowledge to the newly acquired knowledge, they can give a critical review of the studied topic, develop creativity and flexibility in thinking, as well as openness to new ideas and ways of solving problems.

The teacher can also include the students in the lesson planning phase, by asking them to find out from the elders or from encyclopedias about the era that is presented in the selected contents of folk creativity, people's lifestyle, living conditions, social scenarios etc. The assignment could be to collect and write down words and expressions from that period, find old photos, find songs that accompanied important events in the past. All this spiritually enriches the student's personality, broadens his horizons about the past of his people and influences the formation of cultural identity.

Conclusion

After the education reforms in the Republic of Serbia, which as a novelty brought a focus on learning objectives and the learning process itself, the conditions were created to consider the way of learning from the very beginning of schooling, that is, how to build and connect knowledge in meaningful thematic units, how a network of concepts develops and connects knowledge with practical application (PPNU4, 2019).This means that the linking of knowledge into meaningful units and the construction of a network of concepts must be conducted through all school subjects. It is a process that needs to be started in a timely

manner, as early as from the first grade of primary school. Such a way of acquiring knowledge would be a natural continuation of the thematic integration that is used in preschool education (Maričić, Stakić et al. 2018).Moreover, integration needs to be implemented continuously (from class to class) through all levels of education. This also applies to higher education, which would improve the quality of the teaching process (Stanković, Golubović-Ilić, 2018; Cekić-Jovanović, Marković, 2021) and develop competences for lifelong learning and competences for coping and active participation in a modern society that is constantly changing. Their development is an important goal of our basic education, which a person's success in the profession he chooses is based on (Stakić, 2021: 17).

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THE EDUCATION AND MEDIA IMPACT FOR (UN) EMPLOYMENT OF CERTAIN SOCIAL GROUPS

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Abstract

Theoretical background of this work is the famous book of Manuel Castells, "The rise of the network society" (Oxford: Blackwell, 2000). Methodological background is based on the following books: *Social Research Methods* (Oxford: Oxford University Press, 2012) by Alan Bryman, *Designing and conducting mixed methods research* (Los Angeles….SAGE, 2011) by John W Creswell and Vicki L. Plano Clark and *Doing qualitative research* (Los Angeles…:SAGE,2010). The aim of this paper is to research (studied) the connections and influence among unemployment of certain (special) social groups and the government development strategy from one side and the impact of the media from the other one. The research methods used in this study are mixed research methods, because this research is dominantly qualitative (based on content analysis of documents and non-experimental data, from one side) and is slightly quantitative because are used quantitative data from State Statistical Institute, data from the Government and other quantitative data (Creswell & Plano Clark, 2010). The connections between structural unemployment and the unemployment of the certain (special) social groups and the state (government) development strategy which include solving of the above-mentioned problem, based on the long-term strategy which inevitable include the education is researched in this paper. Last but not least, the impact of media and joint acting of the government and other responsible state bodies for solving the unemployment of the special social groups were researched, too.

Key words: *education, media impact, employment, social groups*.

1. Introduction

The aim of this paper is to answer to the following research questions:

- How connected structural unemployment with unemployment of certain special social groups is ("marginalized", "with special needs" and so on)?
- What is the role of the state (i.e. Government) in solving the challenge with unemployment of special social groups?
- What is the impact of media in solving the challenge with unemployment?

The research methods used in this study are mixed research methods, because this research is dominantly qualitative (based on content analysis of documents and non-experimental data, from one side) and is slightly quantitative because are used quantitative data from State Statistical Institute, data from the Government and other quantitative data. Creswell and

Plano Clark understand the mixed methods as the “multiple ways of seeing and hearing” (2011, p.2)

In his book *Social research methods*, Bryman (2012) within the chapter 27 has a very argumentative discourse about mixed methods research – against and for, as for debate about quantitative and qualitative research, too (Bryman, 2012, pp.628-649). The mixed research methods may enhance our confidence in our own or in other findings, particularly when the triangulation has been properly conducted (Bryman, 2012, p.649).

The role of the media is enormous in the world, it has a great influence on politics, where they are also a source of power, and the media also have the role of controlling the government and the opposition, making transparentall their activities (Chandler & Munday, 2011, pp.255-258). The media is also the subject of many theories, conversations and ideas, through which they emerge and spread to a wider audience (Chandler & Munday, 2011, p.269). Today, the media is also a major corporation of people's employment, a source off and mean for the promotion of democratic values. Media also has an impact on encouraging employment to certain social groups.

Over the last few years, we as individuals are witnessing technological development that has changed our lives, followed by online media and social networks, which also drastically changed the way we connect, communicate and find information (Chandler & Munday, 2011, p.293).

The far-reaching impact that social networks have had on our lives has created new habits and has introduced new ways to incorporate information and communication technology as a tool in our activities. Thanks to their activism, people can use social networks as a quick and effective tool, to accomplish individual needs for communication, business and socialization (Castells, 2000, pp.396-451). The development of social networks has also been shown to be beneficial and has helped individuals get in touch with recruiters. That development (of social networks) has also been very useful and has helped individuals get in touch with recruiters, gathering information about the companies they want to work for and generally build a network of contacts before they have the opportunity to gain work experience (see more in: Castells, 2000, pp.85-340).

Seeing the importance of their presence on the Internet for their business, companies have been faster and have managed to benefit from the use of social networks, and at the same time these networks have created jobs that longer ago didn’t exist. More and more companies have connected their strategy to the presence and the use of social networks to find new talents and recruitment of individuals (Castells, 2000, pp.463-477).

We are witnesses of an increase use of the social networks (in general) throughout the Region, employers have begun to use the audience that they have built-in social networks, not only to advertise services and profile, but also job vacancies (see more in: Castells, 2000, pp.242-339).

The methodology used in this paper is descriptive and comparative methodology, where we will see policies that encourages the employment of certain social groups, as well as the impact of the media on the employment of those social groups (Castells, 2000, pp.27-36; 297-332).

2. Education, media impact, publishing of competitions and free working places

Media impact has a very important role in the present day. They have a very positive impact on the approach of certain social groups in social media, and this is due to the excessive use of different social networks.

Now almost all ages have access to the internet and various social networks, including Facebook, Twitter, Linked in and many others in which we can find job advertisement, different competitions in both the public and the private sectors, free workplaces for certain social groups.

However, job applications can be done online or even by submitting the required documents to the particular sector that has announced the job vacancy and the need to employ individuals from certain social groups.

Through the use of social media it is very easily achieved to access to a certain job, since now everyone has access to the Internet and can be informed about the job vacancies and for the duration of the job. Thereby, the media positively influences the lives of citizens and certain social groups who need a job either in the private sector or public sector.

3. Policies for encouraging the employment of certain social groups

Structural unemployment is one of the biggest problems in the field of unemployment and it presents the most difficult type to resolve. During the inconsistency of demand and supply, there a real ways certain groups of unemployed for whom employment or re-employment presents a difficult challenge, the solution of which sometimes becomes impossible without profound systemic solutions.

These groups are encountered with the names of: ‘vulnerable groups’, ‘marginalized groups’, ‘vulnerable social groups’, ‘excluded social groups’, even though the differences are small between the various denominations, all the denominations from the aspect of employment opportunities point to one thing: they are groups that seriously or in noway have access or success in the labor market. These groups are exposed to certain social problems, rejections, stress, weakness and because of this situation, society has a social responsibility towards them and special measures and methods must be applied in all spheres of social life.

Initially, we will define what is called a social problem. The basic division of social problems is related to three major groups, as follows:

1. Social problems related to social development
2. Social problems related to deviations
3. Social problems related to natural disasters.

In order to be able to account (consider) any of the above-mentioned situations as a social problem in local communities, it is necessary to fulfill certain conditions. The social problemis a condition which is:

- Accepted and marked as existing by the majority of the population
- Incompatible with social values
- Displayed often and massively, respectively affecting a large number of people
- Public and not an individual problem
- Disturbing and threatening, respectively has negative consequences to people
- Social character, respectively have their roots in social factors

- Updated to the extent to seek social response and action to overcome it (Spasovska, C. Bornarova, C. 2013).

These groups or individuals are people who do not have access to resources, institutions, and social developments. This leads to the inability of satisfying the needs of educational type, employment, cultural, participation, political, information, legal protection, etc.

The endangered groups are target groups of every social community that develops and grows the democratic values. Their identification often depends on the historical, cultural, demographic and geographical characteristics of a designated community, the groups identified in terms of our research subject are:

- Long-term unemployed (over 5 years)
- People on the threshold of poverty
- Young unemployed for up to 29 years or people without work experience
- Persons with a very low level of education or low qualifications
- People aged 50 to 59 (this limit can be flexible if it is related to another factor - for example: low qualification, a person over 40 years of age when he loses physical strength, can hardly count on easy job finding)
- Children without parents
- People with physical or mental disabilities
- Victims of domestic violence
- Homeless
- Single Parents
- People exposed to inequality and discrimination of any kind:gender, age, ethnic, religious, class, educational, sexual, material discrimination
- Immigrants and refugees from military or war areas
- People internally displaced
- People living in regions where development stumbles or misses
- Social groups who are deprived in social, educational and cultural terms in relation to other groups (most commonly in Nord Macedonia, such a group is identified the Romani community)
- People who are in the social rehabilitation after serving the sentence, or healing from addiction diseases
- Illiterate technological people who have lack of knowledge or partial knowledge of information technology, that brings into question their ability to be competitive in the labor market
- Professional soldiers whose engagement is over (in the official documents of Republic of North Macedonia, are mentioned as a group that is involved in the employment measures).

3.1. The factors that influence the endangered groups

Americans have developed a special instrument called PESTEL analysis (PESTEL - is an acronym composed out of factors affecting the endangered groups: political, economic, social, technological, ecological and legal). Here it is what could be in our interest in terms of this analysis:

1. **Political factors:**

- Employment based on party affiliation

- Failure to support the adoption of laws for the endangered groups (persons with physical / mental disabilities) on initiative of NGO.
- Insufficient or declarative representation of endangered groups on political party platforms / low level of political awareness

2. Economic factors:

- Lack of financial means to meet basic living needs
- Reduction of budgetary resources due to savings
- Misuse of the members of endangered groups (people with physical / mental disabilities, single parents) by the business sector with the aim of achieving legitimate benefits and facilitations
- Lack of confidence in the quality of work of people with disabilities
- Lack of investment and the need of larger investments that will ensure the employment of endangered groups of people
- Creation of special economic programs for people of vulnerable groups
- Stimulation of entrepreneurship and self-employment opportunities for endangered groups of citizens
- Implementation of European standards for employment, inclusion and protection of endangered groups of people

3. Social factors:

- Lack of NGOs which do the
- Lack of training, qualifying and retraining centres, for unemployed persons and socially endangered persons
- Inadequate treatment of persons with disabilities as a social burden of state
- Privileges and different incomes based on disability
- Dysfunctional labor unions and lack of appropriate forms of trade union organizations
- Institutions with insufficient team for social protection;
- Insufficient promotion of public-private partnership and the formation of social funds.

4. Technological factors:

- Insufficient use of new technologies that can contribute in reducing the number of unemployed people
- The largest use of internet networksin order to improve the situation of endangered groups of people
- Inability to choose a particular profession due to the disability (discrimination during access to the labour market, based on disability).

5. Ecological factors: are related to healthy living environment.

6. Legal factors:

- Change and harmonization of legal regulations with priority to employment endangered groups of people, in accordance with European and international standards.
- Consequent implementation of the existing legal norms,internationally ratified conventions and agreements
- Need forapproval of regulations and other bylaws
- Non-ratified Convention on the rights of persons with disabilities
- No information on certain laws and the existing legal regulation
- No information on certain rules and acts
- Approval of essential legal measures for discrimination
- Amendments to the law on labour relations and labour legislation. (Janevska, R. 2011.)

To solve the problems associated to the unemployment of such groups is not enough the identification and their public recognition. There is a need for active policies for their employment, intervention in the legal regulatory and tax policy, credit policy and a series of educational and advisorymeasures.

Organization for economic Co-Operation and Development(OECD - Organization for Economic Co-operation and Development)in 1993, it was the first one that came up with the classification of what is called active policy on the labour market. The classification distinguishes five sets of measures:

1. **Public employment institutions** with information, advisory and coordination roles
2. **Educational measures:** education, retraining, professional excellence. They can be divided into measures for the unemployed, measures for those who are threatened by unemployment and measures for the employees
3. **Measures for young people:** which may be educational and precautionary measures
4. **Employment subsidies:** that can be directed towards the private sector, towards self-employment and public jobs
5. **Measures for groups with a difficult employment factor**directed towards people with specific problems. (Kluve, K. 2014.)

Kluv (Kluve, 206, p.38) offers a classification slightly different from the four groups of measures, including:

- **Measures for education and refinement,** which strengthen human capital
- **Incentives and subsidies aimed at the private sector**
- **Direct employment programs and opening of new jobs position directed to the public sector**
- **The role of institutions in terms of employment** to increase efficiency in job search, counselling and assistance during job search monitoring and sanctions for non-fulfilment of obligations by the unemployed.

It is clear that this measures can yield results through full inclusion of all relevant factors which may affect the labor market flow, by practicing positive discrimination in the interest of these groups of citizens.

3.2 Policies to promote the employment of certain social groups: the case of the Republic of North Macedonia

The National Employment Strategy of RM-2015, which is in line with the European strategy "Europe 2020", it was adopted in 2011 and it presents a document which foresees the undertaking of many measures and warns the resolution of the employment of social groups that are socially excluded. All the challenges that the state has to face are listed so, that it can intervene then in such a sensitive part of a social reality in the Republic of North Macedonia, to be systematized, organized and yielded results. In fact based on this strategy, the main challenge in R. of North Macedonia in the field of poverty and social exclusion are:

- Inadequate direction of socially-endangered groups
- The difficult access of endangered groups in the labour market (ethnic communities, women, disabled persons, older people)
- Insufficient involvement of local government in projects for social inclusion
- Insufficient development of personal services that cover some endangered groups

- Incomplete harmonization between central and local government in social protection
- Inadequate presence of public works at the local level, for people can hardly get involved in the labour market
- Undefined level of the minimum wage
- Underdeveloped social ventures (Ministry of Labour and Social Policy (2011) National Employment Strategy - 2015, Skopje: MLSP, 2011: 42). (Gruevski, N. 2011.)

Based on the National Employment Strategy of RM - 2015 the following indicators are set - their status in 2010 and the aim to be achieved in 2015, as follows:

Indicators	North Macedonia 2010	National goal 2015
Percentage of employment (20-64 years)	**48,1%**	**55%**
Percentage of youth employment (15-29 years)	**26,5%**	**29%**
Percentage of youth employment (15-24 years)	**15,4%**	**17%**
Percentage of women's employment	**34%**	**42%**
The proportion of older persons employment	**34,2%**	**41%**
Persons who have left education	**16,2%**	**14%**
People with higher education (30-34 years)	**14,2%**	**19%**
The population living below the poverty level	**30,9%**	**29%**

Table 3: Indicators - Situation and Purpose in the Republic of North Macedonia

(Taken from the National Employment Strategy of RM - 2015)

Based on this strategy, since 2011 until today, have been taken these steps:

1. **Promote self-employment through training** of unemployed people interested in acquainting entrepreneurship, preparation of sustainable business plans, assistance in business registration and financial support for starting a business and / or financial support for existing businesses formalization of unemployed persons who have experience in conducting business. The procedure for adopting the law on social entrepreneurship is underway.
2. **Employment subsidy of 150 children without parents**in the period from 2011 - 2015 year, with monthly financial support in the amount of 15,000 denars for a 6-month period, with the obligation the employer to keep the employees for at least 12 months.
3. **Employment subsidy of 400 single parents** in the period 2011-2015 year, with monthly support of 15,000 denars for a 6-month period, with the obligation the employer to keep the employees for at least 12 months.
4. **Employment subsidy for 600 persons aged 55-62 years,** in the period 2011-2015 year, with monthly support in the amount of 15,000 denars for a 6-month period, with the obligation the employer to keep the employees for at least 12 months.

5. **Employment subsidy for professional soldiers who have completed their service in the ARM** in the period 2011-2015 year, with monthly support in the amount of 15,000 denars for a 6-month period, with the obligation the employer to keep the employees for at least 12 months.
6. **Employment subsidy of 120 victims of family violence** in the period 2011-2015 year, with monthly support in the amount of 15,000 denars for a 6-month period, with the obligation the employer to keep the employees for at least 12 months.
7. **Employment subsidy of 800 people with disabilities** in the period 2011-2015 year, with monthly support in the value of the average of 20 wages or the average of 40 wages for blind people and people with physical disabilities who need a wheelchair. After employment must pay 9 consecutive salary and then submit a request for partition without refund from Employment Agency of the Republic of North Macedonia (EARM) which is decided by the steering council of the EARM.
8. **Financial support through microcredit** of small and medium enterprises.
9. **Employment subsidy for young people up to 29 years.**
10. **Professional training to fulfill the demand on the labour market.**

Amendments to the law on minimum wage approved in 2014, which foresees three phases of salary increase, in a dynamic three-year process, respectively the increase will be realized from March 2014 and will end in March 2016, with which the minimum wage will rise and will be 10,080 denars. From March 2014, the minimum wage will increase from 8,050 denars to 8,800 denars, from March 2015 the minimum wage will be 9,590 denars and from March 2016 it will be 10,080 denars, whereby employers are obliged to increase the minimum wage.It is necessary to mention that, in addition to annual programs to combat poverty and social exclusionin the Republic of North Macedonia are prepared also local employment action plans which to a greater extent represent the measures of the national action plan without major innovations; the adoption of national employment plans for Roma communities employment depending on the specifics of certain municipalities.

Conclusion

From all that we have described and presented in the above pages we conclude that the media have a very important role nowadays. They have a very positive impact on the approach that certain social groups have to social media. This is due to the excessive use of different social networks.

Now, almost all ages have access to the internet and various social networks in which we can find advertisements for work, different competitions in both the public and private sectors, job vacancies for certain social groups.

Through the use of social media it is very easy to access a certain job, because now everyone has access to the internet and can be informed about vacancies and for the duration of the job. Themedia thus positively affect the lives of citizens and certain social groups who need a job either in the private or public sector.

Structural unemployment as a major problem in the area of unemployment represents the most difficult type to resolve. During the inconsistency of demand and supply, always occurs to form certain groups of unemployed people for whom employment or re-employment presents a challenge the solution of which sometimes becomes impossible.

The 'vulnerable groups', 'marginalized groups', 'socially vulnerable groups', 'excluded social groups' all these groups have little differences in-between, all denominations from the aspect of employment opportunities indicate this: they are groups that seriously or in no way have

access or success in the labour market. These groups are exposed to certain social problems, risks, stress, weaknesses and because of this situation, the society has a great responsibility towards them, where specific measures and methods must be applied in all spheres of social life.

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AN OVERVIEW OF USING AUGMENTED REALITY (AR) IN EDUCATIONAL ENVIRONMENTS

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Abstract

Augmented reality (AR) as a relatively new term in the development of technology, has received some attention from educational researchers in recent years. They reveal the trends, advantages, opportunities, challenges, and impact of this technology on education, therefore resulting in instructional and attentional effects. The purpose of this paper is to present the definitions and present AR as a concept that is productive for both educators and students in the educational process. While AR offers new opportunities for attention, it creates new challenges and digs deeply into education as it is known. The ability to overlay rich media into the real world for viewing across the devices used on the website, such as phones and tablets, means it can be applied accurately to students at specific time and place. The paper will show the technological and pedagogical problems related to the implementation of AR in education and the benefits from using it.

Keywords: Augmented Reality; Education; Interactive learning environments;

Introduction

Augmented reality is a combination of digital interactive visual elements and sensory projections translated into the real world. This way, through the use of images, graphics, sounds, smells and text, the digital world merges with reality and creates a unique interactive experience combining the real world and computer-generated content. AR can be defined as a system that includes three basic features: combination of real and virtual world, real-time interaction, and accurate 3D registration of virtual and real objects (Wu et al., 2013). Many times, AR is confused with VR (virtual reality) but augmented reality changes the user's perception of the real world, while virtual reality completely replaces the user's real environment with a simulated one (Steuer, 1993). Augmented reality is used to enhance natural environments and offer enriched experiences to our perception. With the help of AR technologies, information about the surrounding real world of the user becomes interactive and digitally manipulated. Augmented reality is any experience that is artificial and that is added to the already existing reality (Hegde, 2021).]So, in augmented reality (AR) part of the environment is "real" and just adds layers of virtual objects to the real environment. On the other hand, in VR the environment is completely virtual and computer generated. As AR develops, students can participate interactively and instead of remaining passive recipients, students can become active learners, able to interact with their learning environment. Students studying a foreign language can travel to any location in the world and engage in conversations in a unique way. So, one group of students can be tourists in London, and

another group will guide them around the city with real 3D models of famous places and objects. Mechanical engineers will be able to fully disassemble and assemble machines, and future doctors will be able to perform complex operations on digital patients.

An overview of the use of AR in education

The use of augmented reality in educational environment is not new. According to records in the scientific literature, the first AR system designed specifically for educational needs was a tool for learning three-dimensional anatomy. This tool from the University of North Carolina displayed the bone structures of a real anatomical human subject to teach anatomy using a special viewing device. The system was developed and presented back in 1995 at the first international conference on computer vision, virtual reality and robotics in medicine held in Nice, France (Kancherla et al., 1995).

If we take a detailed look back, we will find more researches and use of AR in education up to two decades ago. Shelton and Hedley (Shelton and Hedley, 2002) conducted research in which they used augmented reality for geography students to better understand the earth and sun relationship. In their research, they examined more than thirty students who participated in an AR exercise where models were presented for the concepts of rotation/revolution, solstice/equinox, and seasonal variations in light and temperature, and observed a significant improvement in student knowledge. Some other important takeaways from this system were that AR interfaces don't just change the delivery mechanism of instructional content: they can fundamentally change the way that content is understood, through a unique combination of visual and sensory information that results in powerful cognitive learning and experience. Augmented reality has been used by Tettegah and his colleagues to present models in the subject Chemistry, in the section on amino acids (Tettegah et al., 2006). The results showed that students enjoyed manipulating AR models by rotating the markers to observe different orientations of the virtual objects. Construct3D (Kaufmann, 2002) is a three-dimensional geometric construction tool specifically designed for mathematics and geometry education. Together with hybrid hardware setups they used of Construct3D in classrooms and provided a platform for future testing and evaluation. Construct3D is easy to learn, encourages experimentation with geometric constructions and improves spatial skills. The wide range of educational applications for AR also extends into physics. Duarte and his collaborators (Duarte, 2005) perform an experiment to display time-varying information, such as velocity and acceleration, that can be estimated and displayed in real time. The experiment proved to be quite effective, because the interactions are more detailed and interesting, thus promoting the cognitive mechanisms of learning.

AR has gained particular attention with the emergence of video games and AR-enabled software development kits (SDK) (Amin & Govilkar, 2015). SDKs are easy to create content without regular knowledge of programming languages. Also, there is no need for expensive and complex systems to develop an app, as everyday devices like smartphones provide all the necessary hardware to bring AR experiences to life. Google Glasses and Pokémon Go gave AR a significant boost in the middle of the past decade. Google Glasses were released in 2013 as a platform for making applications for the smart glasses developed by Google, with the aim of entertaining people with various information in front of their eyes. On the other hand, Pokémon Go, a mobile game developed by Niantic, was released in 2016. Just nineteen days later, it reached 50 million users, making it the most popular smartphone app ever, and

consequently one of the drivers of AR's popularity (Zsila et al., 2018). Once the foundations for AR were laid, it was only a matter of time before they were implemented in education with many applications complementing learning processes at all levels of education.

Implementation of AR in education

There are a number of different ways to implement AR in educational environments. The five directions of Yuen's research (Yuen et al., 2011) enable the classification of AR applications into five groups as follows.:

Learning by discovery. AR can be used in applications that enable learning based on viewing content. Information about a selected real-world place is presented to the user as he browses and discovers the same through a suitable application. This type of application is commonly used for museums and historical sites.

Modeling of objects. AR can be used to model objects. This is how students get visual information about how a given subject would look in a different environment. Some applications allow viewing and exploring the physical properties or interactions between objects. This is mostly applied in architectural education.

RA Books. AR Books are books that offer students 3D presentations and interactive learning experiences through AR technology. Books can be supplemented with other technological devices such as special glasses. The first implementations of AR Books show that this is particularly popular with students for use at home, making it a suitable educational medium even at the elementary level.

Trainings. Here we mean support in training individuals for specific tasks. For example, ARs can be used for heavy machinery maintenance, where each step of repair and proper operation is shown, maintenance is described and textual instructions are included. Applications are often implemented on special devices that are placed on the head with a special display on the device.

AR games. Video games offer new opportunities for educators who have recognized and often use the power of gaming in educational environments. AR technology enables the development of games that take place in the real world and are supplemented with virtual information. AR Games can give educators new ways to show relationships and dependencies. Additionally, they provide educators with highly interactive and visual forms of learning.

Benefits of AR in Education

AR in education can provide an advantage not only in terms of the transition from traditional to digital, but also to improve the interaction between students. The combination of interactive education and engaging content can make students remember what they have learned faster. AR can be applied in almost all subjects taught in all age groups, in all segments of the educational process. The following can be singled out as special benefits of using AR in education:

Blended learning. Augmented reality-based teaching has the potential to replace old and outdated techniques and textbook-based reading. But in the beginning, it is useful to start using a combined learning approach - AR and textbooks (Milgram & Kishino, 1994). For

example, AR-based lessons can be combined with worksheets and assessment to clearly understand what the student has learned.

Learning becomes a pleasure. It is a well-known fact that students can learn more by listening or watching a certain topic than by reading it. This is how the memory increases, and thus one learns more. Augmented reality-based learning helps students with their ongoing learning while keeping them entertained. With this kind of learning, students can make the most of their skills and make them interested in the subject of their interest.

Interactive sessions. The lessons that take place in a smart classroom, ie. AR-based classrooms and even classes using smartphone apps make students more interactive. When they are able to understand more and more easily, as mentioned above, they are also able to think outside the box. They are able to let their imagination and creative skills grow and they can ask questions about the topic, they can connect one topic to another so that they can get a comprehensive and concrete understanding. This not only helps them reinforce the concepts they have learned in the classrooms, but also helps them engage with teachers and other students.

Reduced costs. As previously pointed out, the implementation of such a system usually does not require complex tools and devices for work. All that is required is the appropriate application and a smartphone with an internet connection. The cost of educational material is also not considered in a virtual classroom setup because all the necessary textbooks and material can be inserted into an application that uses this technology.

Variety of content. Different applications can be made for different educational programs, and not only for students. In fact, the restrictions do not have to be in schools. there are ARs for architects, museum workers, health education, space industry and military training.

Challenges of using AR in education

Despite the multiple benefits of using AR in educational institutions, there are some unresolved issues that need to be addressed to improve the use of AR. According to Juan Garzón (Garzón, 2021), four problems are identified that should be solved by future research directions: accessibility, usability, access and pedagogical aspects.

Accessibility

The first issue is related to accessibility, which refers to the design of applications in a way that can be used by all people regardless of their needs (Al-Azawei et al., 2016). In education, it refers to the notion of students who have some kind of intellectual or physical disability. A Georgia Tech Research Center study reported that 9 out of 10 people with disabilities use smartphones or tablets [Morris et al., 2016). Thus, it can be concluded that mobile technologies play a central role in providing autonomy to students with any type of disability. In this sense, the incorporation of accessibility features in AR applications has the potential to bring the numerous advantages of this technology.

Usability

The second question concerns the way of use of AR applications. As pointed out by Akçayir and Akçayir (Akçayır & Akçayır, 2017) AR involves multiple senses of students, which can overload their attention, which would lead to counter effects in learning. Therefore, it is

important to consider design strategies that favor the usability of AR applications to ensure that they can be easily implemented in any educational context.

Access

The third issue is the access to applications, arising from aspects such as cross-platform and installation. Most AR applications are designed to be implemented on a specific platform and lack cross-platform support, which affects their deployment. Consequently, to reach more users, AR app developers must go through repeated development cycles to adapt to multiple platforms, increasing production time and cost (Qiao et al., 2019).

Pedagogical approaches

The last problem is related to the lack of pedagogical approaches when integrating AR applications in learning activities. This problem has been identified by various studies, signaling that in most cases teachers use AR applications without considering the pedagogical aspects, reducing the efficiency of use (Turan et al., 2018; Huang et al., 2019). On this matter, Garzón and his collaborators believe that educational applications based on AR must go beyond the technological aspects, since technology alone does not ensure success in the learning process. Rather, it is the combination of technological capabilities and pedagogical approaches that drive AR's impact on education. It is imperative to identify which pedagogical approaches are most appropriate for each educational environment to ensure the best of AR in the educational process.

Conclusion

This text presents an overview of twenty-five years of AR in educational settings, where it has been successfully applied to enhance learning: language education, mechanical skills training, and spatial skills training. However, AR should not be considered a wizard in educational environments that will replace the teacher. AR should remain within the confines of a teaching aid. Exploring the mentioned benefits should be the goal of future research in the field of AR applications in educational environments.

It is of great importance to say that a successful educational AR application depends not only on the technology but also on the pedagogical features where it is used. Each application must be specifically designed to meet the needs and preferences of the participants in the educational process. Because of this, teachers and researchers must collaborate and be aware that the same application can be successful in one context and unsuccessful in another. The paper tries to provide insight on how to use AR technology to enrich education and what can be expected from new developments to improve the experience of using AR technologies in teaching.

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