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FOLLOWING THE METHODOLOGICAL APPROACH IN SCIENTIFIC WORKS IN KOSOVO

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Abstract

In this paper, the issue of selecting the methodological approach in scientific works in Kosovo is addressed. Researchers can choose different methods for dealing with a scientific issue, but it would be advisable for these methods to be suitable for the nature of the study that is set to be studied.
In this study, we will follow the qualitative approach, as we consider that it is more appropriate to address this issue.

The purpose of the study is to find, through the analysis of documentation and empirical research, what study approach Kosovar researchers use more in their studies at the scientific level.
In this study, 5 participants were included, who have published articles in various magazines.
In this study, an interview was applied, consisting of 10 questions, related to the approaches followed by the researchers in their studies.

Based on the experience with empirical research in Kosovo, most of them mainly follow quantitative and combined approaches, a little less often the authors also use qualitative approaches.

Keywords: Scientific work, methods, qualitative, quantitative

1. Introduction

Research methodology is the way through which researchers should conduct their research. It shows the way through which these researchers formulate their problem and objective and present their results from the data obtained during the study period (Sileyew, 2019).

The approach of a study depends on many factors, starting from the researcher himself, the nature of the study, the interest groups for which the research is organized, the audience for which the paper is prepared, etc.

Scientific researchers approach the problem depending on the nature of the study and their reasonableness. According to Fraenkel and colleagues, qualitative researchers assume that the world consists of multiple realities, socially constructed from different individual views of the same situation. When it comes to the purpose of research, quantitative researchers seek to establish relationships between variables and seek and sometimes explain the causes of such relationships. Qualitative researchers, on the other hand, are more concerned with understanding situations and events from the perspective of the participants. Therefore, participants often tend to be directly involved in the research process itself (Fraenkel, Wallen & Hyun, 2012). It is true that some disciplines place greater emphasis on quantitative research and some on qualitative research. First, it is the objective that must decide whether a study will be conducted by adapting a qualitative or quantitative approach (Kumar, 2011).

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2. Literature review

2.1. Methodological approaches

In general, there are three approaches or methods for conducting research: qualitative methods, quantitative methods, and mixed methods (Teddlie & Tashakkori, 2009). For the research design, it does not matter if the method you will use for data collection and analysis is qualitative, quantitative or mixed. The decision to use a qualitative or quantitative method should be based on the research question and the type of data that must be collected and analyzed to answer the question (Metthews & Ross, 2010).

2.1.1. Quantitative research

Quantitative research focuses on objectivity and is particularly appropriate when it is possible to collect quantifiable measures of variables and conclusions from samples of a population. Quantitative research adopts structured procedures and formal instruments for data collection (Queirós, Faria & Almeida, 2017). A quantitative research study is one that collects some type of numerical data to answer a specific research question (Christensen, Johnson & Turner, 2015). In quantitative methodology, researchers use the scientific method that begins with specific theories and hypotheses for research procedures. They strive to achieve rich, real, deep and valuable data (Mohajan, 2020). Quantitative research explains phenomena by collecting detailed, unaltered numerical data that is analyzed using mathematically based methods, particularly statistics that ask questions of who, what, when, where, how much, and how. It is original research in which the researcher decides what to study, asks a specific, narrow question, collects measurable data from participants, analyzes these figures using statistics, and conducts the investigation in an unbiased and objective manner (Creswell, 2011). Quantitative methods include the processes of collecting, analyzing, interpreting, and writing up the results of a study. There are specific methods in both survey and experimental research that deal with identifying a sample and population, specifying a research strategy, collecting and analyzing data, presenting results, making an interpretation, and writing up the research. a way consistent with a survey or experimental study (Creswell & Creswell, 2018; Creswell, 2009).

Quantitative methods are usually chosen when we want to collect and process structured data that can be presented numerically, when the research question is posed as a testable hypothesis and can be tested through counting and statistical analysis (Azemi & Bujari, 2013).

Quantitative research can be placed at the beginning of the continuum, where the maximum degree of closure is present. Quantitative research can be considered "closed" as it tests hypotheses (eg through an experiment) or explores a specific area (eg a sample survey on student attitudes towards school) by collecting structured data. referring to variables with defined values. In other words, in quantitative research the variables to be studied and their range of values are already known before the data are collected, and in this sense it is a closed type of research (Alivernini, 2012).

2.1.1.1. Advantages of the quantitative approach

From a considerable number of quantitative studies it can be concluded that objectivity, generalizability and effectiveness are three prominent characteristics of quantitative research methods (Xiong, 2022).

The issue of researcher bias with data collection or data analysis will be greatly eliminated when the researcher is not in direct contact with the participants, that is, he collects his data either through the telephone, the Internet, or even a "pen-cil" questionnaire. paper" (Daniel, 2016).

The use of scientific methods for data collection and analysis makes it possible to generalize with this type of approach (Daniel, 2016). Quantitative studies place great emphasis on the fact that researchers tend to study the general public, who are supposed to be more objective. Second, findings from quantitative studies can be generalized to a larger population in different settings. This is attributed to the fact that a larger sample size is integrated in quantitative research and an accurate and standardized conclusion can be drawn more easily by taking advantage of scientific benefits, methods for data collection and analysis (Xiong, 2022).

Another advantage of this research approach is the use of statistical data as a means of saving time and resources (Daniel, 2016). In general, we can say that the quantitative approach is suitable if we want to save time, make generalizations, be effective and objective in researching a phenomenon.

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2.1.1.2. Weaknesses of the quantitative approach

Quantitative research is often rigid and inflexible, which can limit the ability to adapt to changing circumstances. For example, if unexpected issues arise during the research process, it may be difficult to modify the research design to address these issues. This lack of flexibility may limit the ability to receive specific feedback or follow-up on research findings (Zorgle, 2023).

According to Ramona, some of the weaknesses of the quantitative approach are:
Calculation methods are complex; Without an automated tool, the process can be really difficult to implement; There are no universally accepted standards and information for the implementation of this method; Risk impact values are based on the subjective opinions of the people involved; The process takes a long time; The process is very complex (Ramona, 2011). One of the weaknesses of the quantitative approach is the disconnection of the researcher from the participants. The researcher's detachment means that he is an "observer" or an "outside looking in." With this type of researcher/participant relationship, it will be extremely difficult to achieve an in-depth study of the phenomena within its natural settings (Daniel, 2016). Quantitative research can be limited to looking for concrete, statistical relationships, which can lead researchers to overlook broader themes and relationships. By focusing only on numbers, you risk missing important information.

2.1.2. Qualitative research

Qualitative research is not about numerical representation, but about deepening the understanding of a particular problem. In qualitative research, the researcher is both subject and object of his research. The objective of qualitative methodology is to produce in-depth and illustrative information to understand the different dimensions of the problem under analysis (Queirós, Faria & Almeida, 2017).
A qualitative research study is a study that collects some type of non-numerical data to answer a research question. Non-numerical data consists of data such as statements made by a person during an interview, written records, photographs, clothing or observed behavior (Christensen, Johnson & Turner, 2015). Qualitative researchers have much greater flexibility in both the strategies and techniques they use and the overall research process itself. Their patterns tend to emerge during the course of research (Fraenkel, Wallen & Hyun, 2012).

2.1.2.1. Advantages of the qualitative approach

Of course, researchers can reap tremendous benefits from using qualitative research in terms of its correlation with social and cultural exploration, multiple data collection methods, and flexible research design (Xiong, 2022). According to Denzin, (1989), cited in Rahman, the qualitative research approach produces the detailed description of the feelings, opinions and experiences of the participants; and interprets the meanings of their actions (Rahman, 2017). In this way of thinking about truth and reality, meaning is usually constructed on the basis of people's perception of their world, experiences, interaction with events and circumstances in their lives (Xiong, 2022). Qualitative research can not only provide researchers with specific methods of data collection to reveal the inner experience of participants, but also show how meanings are formed across culture, which cannot be achieved simply by counting numbers. are usually suitable for quantitative research (Xiong, 2022). All methods in data collection provide a description of the data related to the data involved. The observation involved and the focused nature of all research groups seek a broader understanding of thought (Daniel, 2016).

2.1.2.2. Weaknesses of the qualitative approach

One of the disadvantages of the qualitative approach has to do with the researchers' interpretations which may be influenced by their personal experience and knowledge. To solve this issue to the greatest extent, the contextual influence must also be taken into account (Xiong, 2022). In qualitative studies, mainly a small number of participants are included, who do not represent the study population. And according to Shank and Brown (2007), cited in Daniel, perhaps the qualitative approach could have been a good method for the study if its findings reflect a wider population (Daniel, 2016). Similarities between bodies of knowledge or contexts are of great importance in determining whether findings from one setting can be applied to another, which are judged by those who wish to apply the findings. Therefore, qualitative researchers should be aware that their responsibilities lie in presenting an adequate and detailed description of the data collected from their studies (Xiong, 2022).

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Also, the non-use of numbers by qualitative researchers makes it difficult and impossible to simplify findings and observations (Daniel, 2016). It is more complex and time-consuming to interpret and analyze data in qualitative research to some extent (Xiong, 2022).

2.1.3. Mixed research

There are many forms of quantitative and qualitative research. Both quantitative and qualitative research models operate on certain assumptions about what research is and how it should be conducted. When the researcher combines or integrates quantitative and qualitative approaches in the design of a mixed study, what he does is create a third research model that allows these two in an articulated and harmonious way (Ponce & Pagán-Maldonado, 2015). The term "mixed methods" applies to research that combines alternative approaches within a single research project. It refers to a research strategy that pushes the boundaries of conventional research paradigms by intentionally combining methods drawn from different traditions with different underlying assumptions. At its simplest, a mixed methods strategy is one that uses both qualitative and quantitative methods (Denscombe, 2010). According to Johnson and coauthors (2007), cited in Creswell and Plano, mixed methods research is the type of research in which a researcher or a team of researchers combines elements of qualitative and quantitative research approaches (eg, using qualitative perspectives and quantitative, data collection, analysis, inference techniques) for purposes of breadth and depth of understanding and validation (Creswell & Plano, 2018). The combination of the two approaches is mainly done to complement each other, to provide a complete analysis of the problem. It is therefore assumed that a mixed methods approach can provide a more complete and sophisticated understanding of the research problem. The definition of mixed methods should include many different perspectives. In this spirit, we draw on a definition of the essential characteristics of mixed methods research. It combines methods, research design and philosophical orientation. It also highlights the key components that go into designing and conducting a mixed methods study (Creswell & Plano, 2018).

3. Methodology

3.1. Research approach

This research will follow a research approach with qualitative methods.

3.2. The purpose of the study

The purpose of the study is to find, through the analysis of documentation and empirical research, what study approach Kosovar researchers use more in their studies at the scientific level. Within this goal, we will also try to find the reasons for following the certain approach.

3.3. Participants

Based on the nature of qualitative studies, it is not intended to generalize the results, we have decided to select 5 participants, who have published scientific articles in different journals. The participants have been selected based on the approaches they have drawn up in their scientific articles. 3 participants who used a qualitative approach in their work, 1 participant who used a quantitative approach and 1 participant who used a mixed approach took part in this paper.

3.4. Research instruments

In this study, a semi-structured interview was applied, consisting of 10 questions, related to the approaches followed by the researchers in their studies. Before using the interview for practical application, it was sent to three well-versed in scientific research methodology.

The interview with the participants consists of 10 open questions:

1. What is your opinion about your methodological approaches applied in scientific research?
2. Which of the methodological approaches do you think is the best for data collection? Why?
3. How does your field of study affect the choice of research methodology?
4. What criteria do you apply in selecting a particular approach for data collection?
5. Which of the methodological approaches do you prefer to use more during empirical research? Why?
6. Do you use a mixed-methodology approach in your research? If so, how do you integrate them?
7. Which approach have you applied most often in the research so far?

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8. Can you justify why you were determined for this methodological approach?
9. Do you think you should change the methodological approach in your research? Why?
10. How do you assess the impact of technology on research methodologies in your field?

3.5. Analysis of the results

Initially, 5 scientific articles of 5 different authors, with different methodological approaches, were analyzed. After analyzing the scientific articles, a face-to-face structured interview was conducted with the authors of the scientific articles, then the responses of the participants were analyzed and interpreted in the form of themes.

4. Results of the study

4.1. Analysis of scientific articles

In this part, the analyzes of 5 scientific articles, published in different magazines by Kosovar authors, will be presented.

1. Teacher Evaluation Feedback and Their Self-Efficacy in Classroom Management Skills

This article is published in the magazine: International Electronic Journal of Elementary Education
September 2022, Volume 15, Issue 1, 23-31.

In the chapter: Materials and methods, in the Research design section, the authors present that the study is of a quantitative nature and aims to analyze the role of teaching feedback that teachers receive from their leaders in increasing their self-efficacy in teaching with a focus on classroom management skills, based on evaluations and recommendations derived from their performance evaluation. In the section: Research questions, 1 main question and 3 auxiliary questions are presented. In the part: Sample and Data Collection, the data of the study population, the representative group, the research instrument that was used (scales and sections), the reliability of the measuring instrument, the piloting are presented.

In the chapter: Results and Findings, the results of the study are presented. In this chapter, it is noted that the questions posed are answered through Pearson's Correlation Coefficient, presented in tables and figures.

2. Educational leadership for the national curriculum implementation: the case of Kosovo

This article is published in the journal: Int. J. Management in Education, Vol. 16, No. 3, 2022.

In the section: Purpose, research questions, and methods, the purpose of the study is presented, which was to investigate the practice of leadership in relation to the implementation of the curriculum in ten schools in Kosovo and to outline the main strategies designed to improve activities based on school. The study was determined to be conducted through qualitative research. Data were collected through interviews, focus group discussions and document analysis. Regarding this problem, 23 participants were interviewed by the authors, but it has not been clarified how many participants were in the focus group. In the section: Findings and analysis, the results of the study are presented.

The research results were interpreted through 6 themes, based on the 6 questions posed in the methodology section. The interpretation was made in a generalized manner, without specifying through which method the data were obtained.

3. Respecting students' rights in primary and lower secondary schools

This article is published in the journal: Knowledge-International Journal, Vol. 43, 92, 2020.

In the chapter: Methodology and methods, in the section: Research questions, the 3 research questions are presented, in the section: Participants, it is clarified that 273 students and 148 teachers of nine-year schools took part in the research, in the section: Research instruments, it is given clarification that 2 questionnaires were used (one for students and the other for teachers), with 18 questions each, the reliability of the instruments is also presented, in the section: Data collection procedure, the time and method of data collection is indicated, while in the section: Methods of data analysis, the packages used for data analysis (SPSS) and the methods used for data interpretation are clarified.

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In the chapter: Results, two types of data are presented: Descriptive data and data related to hypotheses. In the part of the descriptive data, the results of the frequency and the arithmetic averages are presented, while in the part of the data related to the hypotheses, through the testing of 3 hypotheses, an answer was given to the questions posed in the part of the methodology. Hypotheses testing was done through parametric test: T-test and non-parametric test: Mann Whitney U test.

4. Attitudes of under-year school teachers towards including students with disabilities in common classrooms.

This article was published in Knowledge - International Journal 43 (2), 2020.

The aim of the study was to identify the attitudes of teachers regarding the inclusion of students with special needs in their classrooms.

In the chapter: Methodology and methods, in the section: Research questions, 3 questions are presented. In the section: Participants, the data of the participants are presented, 209 teachers of regular schools, 204 were included in the quantitative study, while 5 teachers in the qualitative study. In the section: Research instruments, two instruments are presented: a questionnaire with 16 questions for the quantitative study and an interview with 8 questions for the qualitative study. In this part, the reliability of the questionnaire is presented. In the section: Data collection procedure, the data collection procedures and the research implementation period are presented. In the section: Methods of statistical data analysis, the methods through which reliability testing and hypothesis testing were done are presented.

In the chapter: Results, the results are presented divided into: Descriptive results, where, in summary, the frequency results and the arithmetic mean are presented. In the section: Qualitative results, through a paragraph, the teachers' opinions about the inclusion of students with special needs in regular classes are presented. In the section: Results related to the hypotheses, 3 hypotheses were raised and tested, as an answer to the questions posed in the chapter: Methodology. The hypotheses were tested through several tests: ANOVA one way, T-test and Mann Whitney U. Within these tests, homogeneity of variance tests and data normality tests were also used.

5. Teachers' Perception for Evaluation of the Primary School Students With Final Grade

This article was published in the journal, Management Studies, Vol. 12, No. 1, nw in 2024.

In the chapter: Methodology and Methods, the purpose of the research is presented, which was to find out what the teachers' perception is about the level of evaluation of students with the final grade. In the section: Research Questions and Hypotheses, 5 questions and 5 hypotheses are presented.
In the Part: Participants, the data of the participants are presented, where 140 teachers were involved in the quantitative research, while 7 in the qualitative research.

In the section: Research instruments, two instruments are presented: a Likert scale questionnaire with 12 questions and an interview with 5 open questions. Within this part, the reliability of the questionnaire is also presented.

In the section: Data Collection Procedure, the data collection procedures and the period of the research are presented.

In the section: Methods of statistical data analysis, the methods through which reliability testing and hypothesis testing were done are presented.

In the chapter: Research Results, quantitative and qualitative results are presented.
Within the quantitative results, the following are presented: Descriptive Results, Correlation Results and Results Related to Hypothesis. In the descriptive results section, frequency results, mean and standard deviation are presented. In the section: Correlation Results, the correlation results between the variables are presented, while in the section: Results Related to Hypothesis, the results of hypothesis testing are presented through parametric tests: ANOVA one way, T-test and Pearson's Correlation Coefficient. In the section: Qualitative Results, the qualitative results obtained from the interviews with teachers are presented.

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4.2. Results from the interviews

1. Thoughts on methodological approaches applied in scientific research

The participants involved in the study have expressed that the methodological approaches they use in their empirical studies are different. Their opinion is that the methodological approaches they use in scientific research are usually adapted to the content, the field of study and the goals of the research. In empirical research, the use of different methodological approaches, including qualitative and quantitative ones, ensures consistent and more accurate analysis of research. Therefore, the application of an open approach to mixed methods, innovation in research, as well as the exploration of new methods are more and more frequent in scientific research.

"I believe that for a social science researcher, the methodological approach is essential for the quality and reliability of the research. Also, I think it is important to use a wide range of resources and techniques to collect and analyze data, including advanced statistical methods through advanced software such as: SPSS, NVIVO, etc.".

2. The best methodological approaches for data collection

The participants in the study did not have any superlative evaluation of any of the methodological approaches in scientific studies. They agree that there are advantages and disadvantages of methodological approaches, but that there is no perfect approach or methodology. The different methodological approaches are dependent on the nature of the research and the defined goals of the research.

The use of different methodological methods has been more successful and more useful to realize the goals of the research.

"The best approach to data collection is the one that best fits the research questions, and that provides sufficient and qualitative data content to address its hypotheses and objectives. My personal experience has shown that a combination of different methods brings richer and more complete results."

3. The impact of the field of study on the choice of research methodology

Each field of study has its own specifics, therefore the nature of the study must be adapted. The participants claim that the field of study is important for the implementation of the given approach, but the two main approaches, but also their combination, can be used in almost all fields. The educational field has its specifics and the study of phenomena in this field is very complex, since they are often complicated and complicated, including many different factors that affect the processes and the achievement of results. The choice of research methodology directly depends on the nature of the study topic and the defined goals of the research. The methods used are determined in order to provide an in-depth and appropriate analysis of the subject of the study in accordance with the defined goals of the research.

"The educational context and processes have a significant impact on the way research in this field is organized and carried out. For this reason, research methodologies must be appropriate to reflect this context and to determine the most effective ways to study the phenomena".

4. Application of the criteria in the selection of the certain approach

Participants assert that basic criteria should be applied, depending on what we want to achieve through a study.

In selecting the particular approach for data collection, there are several criteria that are applied to ensure an appropriate and consistent choice, depending on the purpose of the research, its nature and context, available resources, reliability and validity. The choice of the particular approach should have a positive impact on the quality and quantity of data to be collected for the research. The use of these criteria ensures that the methodology used is adapted to the goals and needs of the research.

"In selecting the particular approach for data collection, I apply several criteria such as: compatibility with the purpose of the research, access to data, power to provide accurate and reliable data, and compatibility with available capacities and resources " .

5. Preference for applying the methodological approach during empirical research

The participants have affirmed that they use all approaches in their studies, quantitative, qualitative and mixed approaches. There are justifications for each approach. The reasoning of the participants is that through the quantitative approach, they collect data from representative groups,

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which can represent the population, then the presentation of the results is more generalizable. The qualitative approach offers in-depth treatment of the experiences and perceptions of the research subjects. Regarding the combined approach, they claim that it allows them to cover the different experience and viewpoints of the research subjects. While in cases where it is possible to use the qualitative approach, a very good combination of data is made, which completes a study. It is also emphasized that the knowledge gained from the studies have been more oriented towards quantitative studies, sometimes mixed studies, and much less often qualitative studies.

"In empirical research, it is important to mention that the use of a combined approach of methods is also important to ensure a complete and accurate representation of the studied phenomenon. For example, using surveys or observation along with interviewing can provide a broader and deeper understanding."

6. Application of the mixed-methodology approach in research

Participants affirm that, when necessary to determine a rich and broad perspective in their study, they conduct mixed-approach studies. Mixed studies are mainly done in order to fulfill the study, where quantitative and qualitative methods are combined. In these studies, in addition to a survey of participants, a face-to-face interview or a focus group is also organized, and thus the quantitative data is supplemented with qualitative data. This approach allows me to better understand the phenomenon and discover the connections between different factors in a more in-depth way. For me, the integration of interdisciplinary approaches is important to ensure a rich analysis of the study topic.

"The combination of qualitative and quantitative methods involves the use of data collected through methods of a different nature to discover and describe a phenomenon from different perspectives. For example, using interviews to understand the perceptions and experiences of teachers, while using surveys to assess their extent to a wider group".

7. The most frequently applied approach in research so far

The participants affirm that in their studies they used quantitative, qualitative, but also mixed methods. These methods have been implemented, based on the criteria followed and the characteristics of the study.

"In my research so far, the approach I have applied most often is the qualitative approach. The use of qualitative methods such as interviews and focus groups has been an important part of my research methodology".

8. Justification of the definition for this methodological approach

The participants who mainly apply quantitative approaches are justified that these types of studies are more appropriate for the interpretation of the results, while mixed studies are done in cases where a method is difficult to cover the problem, and with the aim of completing the study as best as possible. .

The rationale for choosing the qualitative approach is based on the advantages that this approach offers in including the experiences and perceptions of the research subjects. Some reasons for preferring the qualitative approach are: Interviews and focus groups allow me to understand in detail the views, perceptions and experience of the research subjects, The qualitative approach allows me to explore the topics in detail, With the qualitative approach, I can change and adapt easily to the needs and requirements of the research subjects during the research process.

"In general, the choice of a mixed approach can be advanced in cases where matching a single approach is not possible to address research needs and challenges. The combination of different methods can bring a more complete and rich representation of the studied phenomenon, contributing to a deeper and more complete understanding of the results".

9. Changing the methodological approach in future research

Participants assert that it is important to implement approaches through which they can extract important data. Up to this stage of professional development as well as the review of the world literature in the field of education, it has been found that the methodologies mentioned above have been shown to be more effective in collecting and analyzing data as well as drawing conclusions that address the research questions. Participants who have implemented more pure approaches (quantitative or qualitative), claim that perhaps a little more orientation towards mixed methods is important.

"Based on my experience so far and developments/innovations in my field of study, it would probably be reasonable to change the methodological approach in some aspects of my future research. Eg: more blended

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approach, use of innovative methods, use of more advanced data analysis approaches. I am open to changing the methodological approach in my future research in order to provide a richer and more accurate analysis of the study topics."

10. The impact of technology on research methodologies in the field of study

Participants assert that Technology has had a profound impact on research methodologies in their field of study, which is related to education. Technology has made it possible for data to be collected through online research tools. The possibility to use different sources of data. Technology has enabled data analysis to be done through various software, both quantitative data analysis and word grouping in qualitative studies, which make it easier to interpret research results, as well as using technology to presentation of results in a clearer and more understandable way.

"Technology has made it possible to collect data in different ways, such as surveys and online interviews. This has resulted in an acceleration of the data collection process and a reduction in effort and cost for researchers and participants. The use of different software has helped me in the analysis of the relationship between the variables in an easier, faster and more accurate way. Text analysis technologies have made it possible to analyze text on a large scale and quickly, identifying important patterns and themes".

5. Conclusions

Kosovar researchers, in their empirical studies, use different approaches, but if you look at and analyze many works over the years, you can see that the scientific works have mainly been focused on quantitative studies, with rare cases of mixed studies, and very rarely studies with a qualitative approach.

Based on the interviews with the five participants, it can be observed that some of them use qualitative methods in their studies, some of them use quantitative methods, but mainly the studies are oriented towards mixed studies, some of them supplementing quantitative research with a qualitative method, or researchers who use quantitative methods, have begun to use qualitative research methods as a complement to quantitative studies. It is true that quantitative and qualitative studies, when combined, complement each other and eliminate the shortcomings of both approaches.

In general, the participants are open to changing approaches, but their orientation is towards providing important data. A change emphasized by the participants is to use more mixed approaches.

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FROM EXPERIENTIAL LEARNING TO WORK INTEGRATED LEARNING: PHYSICAL EDUCATION TEACHER DEVELOPMENT

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Abstract

In this case review Physical education teacher development in the province of Ontario (Canada) utilizes educational practicum to facilitate teacher training and personal experiential based growth. This teacher training integrates Kolb's 1984 experiential learning theory including, concrete experience, reflective observation, abstract conceptualization, and active experimentation to realize professional development. The experiential learning in this case is based in practicum includes progressive authentic experiences and reflective observation; however, within the work integrated experience certain components for abstract conceptualization and active experimentation are admittedly wanting. This means students are not adequately encouraged to connect their practical experiences with theoretical coursework or to apply new ideas generated from these experiences. Thus, we argue within this case review that micro-teaching in teacher training courses brings to life theory provided in classroom-based teacher training via performance based pedagogical tasks in coursework. In both instances, theory need be connected and used in field-based practicum and classroom-based microteaching experiences which are key elements in Ontario teacher training of physical educators.

Keywords: experiential learning, physical education, teacher training, practicum

Introduction

In the year 1984 David Kolb revealed framework and theory illuminating experience by learning, suggested "learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (Kolb, 1984, p. 41). Kolb's experiential learning model clarified how people learn from experience (Watson et al., 2019). Experiential Learning (EL) involved a continuous recursive cycle with four stages, each stage represented a different mode of learning. The first mode was labelled Concrete Experience (CE) as learning began through direct, hands-on involvement in a new activity or situation. CE involves engagement in an experience without predetermined notions, allowing people to learn in the moment. The second mode is Reflective Observation (RO). RO often surfaces following the learning experience as people pause to reflect upon experiences, however it is possible to reflect upon the experience as it happens. Usually, RO involves revisiting and thinking about experience from numerous perspectives, considering what unfolded well and what needs improvement. The third mode involves Abstract Conceptualization (AB). In this stage, people draw conclusions and form theory based on reflections. Students cultivate new ideas, positions and/or modify existing understanding to predict future outcomes. Mode four involves Active Experimentation (AE) as people apply newly theory, positions and understanding within the experiential world around them. AE involves formation and employing what was learned, leading to more experiences, and continuing the recursive cycle of EL (Watson et al., 2019).

Physical Education Teacher Training: Pre-service

Within the province of Ontario, Canada's largest, teacher training is accredited by the Ontario College of Teachers (OCT). OTC states: "Pre-service programs of professional education in Ontario,

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whether long-standing or newly established, must satisfy all of the requirements as outlined in Regulation 347/02 to be accredited by the College" (Ontario College of Teachers, 2024, p. 1). The Ontario College of Teachers mandates pre-service education and training for all would be teachers and views the process as a period of development in which focussed teacher training matures. In addition, teachers in training must complete practicum and "Faculty of Education training (theory) that extends over two years and includes the study of pedagogy, instruction, curricula, policy, and administration" (Ryan, 2009). This training guides and informs the development of teachers in the province of Ontario. Each teacher training program "reflects such aspects as current Ontario curriculum plus relevant legislation and government policy, including the College's Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession" (Ontario College of Teachers, 2024, p. 1).

Training to be a Health and Physical Education teacher in Ontario means that the OCT has accredited the program and approved the extent to which the program enacts its conceptual framework, provides approved course content, delivers program and structures practicum to meet certain standard and/or requirements, while utilizing learning materials and making resources available to teacher candidates and educators. As well, each Ontario Faculty of Education must teach the assessment of achievement, employ qualified faculty and follow institutional policies and procedures governing the Ontario teacher training program (Ontario College of Teachers, 2024, p. 1), which has been accredited.

Both theories provided in class and practicum experiences are key elements in Ontario teacher training yet, certain pre-service teachers may still believe they are inadequately prepared (Ryan, 2010). Being aware of this feeling of inadequacy may cause University Professors who train pre-service teachers to structure the program of training to include class leadership possibilities and teaching opportunities in classes. This is where the use of peer teaching (micro-teaching) in teacher training classes provides experience in leading a class just as the practicum provides experiential learning (EL) that is authentic. These experiences cause "pre-service teachers to frequently identify their experiences in the field as moments when most of their learning about teaching occurred" (Siebert, 2005, p. 1).

Micro-teaching is a preservice teacher education experience that requires student teachers to lead a university class teaching and instructing peers to simulate what the teacher in training may have to do while in practicum and while in-service (Hamidi & Kinay, 2021; Mahmud & Rawshon, 2013; Ryan, 2010). Micro-teaching today is a global mode of instruction that can be found in many tertiary institutions in many fields of study and is supported by students and Faculty alike (Hamidi & Kinay, 2021). It is yet another means of accumulating teaching experience before stepping into more authentic in-service teaching landscapes.

1.2 EL Benefits

Experiential Learning (EL) whether in the field or in classrooms (micro-teaching) provides numerous benefits while enhancing education and career prospects. Students at all levels do appreciate EL activities via such programs as co-operative learning, internships, clinics, capstone projects, research with faculty, study abroad programs, field schools, volunteering, and co-curricular experiences. These EL based opportunities help students prepare for their careers by allowing them to learn in authentic environments (University of Calgary, 2020, p. 1). EL promotes hands-on (progressive) learning, which is important in developing career readiness and professional skills. Student teachers want more practical and skills-based learning experiences in combination with classroom theory to instigate growth and professional development.

Mentorship is another positive aspect of EL, as it helps create a sense of community and support for students in the field or in the classroom (Ryan & Ryan, 2023). Integrating EL into inclusive academic programs through internships, field experiences, practicum, and capstone projects ensures that all students can participate. Involving alumni in EL initiatives also enhances learning by providing real-world insights and networking opportunities, which builds students' confidence in their career choices (University of Calgary, 2020, p. 1). Overall, EL is most beneficial for students' education and future careers, in this case Physical Education.

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The quality of an experience (defined by cognitive, physical, and cultural aspects) often pushes interest higher and empowers the learner (Ryan & Ryan, 2023). The integrated EL model (Figure one above) supports educational theorists, practitioners, and educators in their efforts to both understand and apply EL theory. Yet, applicability varies due to cultural and contextual differences within a simplified understanding of EL. In sum, Kolb's EL as depicted in figure one above is a cyclical model and a recursive process that employs a holistic approach that deepens learning, while integrating experience, stimulating reflection, inspiring conceptualization, and experimentation. From the onset of EL model development Kolb suggested learning is a continuous process based in experiences which supported Dewey's early work and linked to Piaget's theories. Behrendt and Machtmes (2021) claim that the interest stimulated by the experience drives "Kolb's learning cycle and that the learning cycle continues if interest is maintained" (p. 74).

1.3. EL Negatives and Barriers

Despite EL benefits, EL faces several challenges that limit student participation and overall feelings of optimism toward EL. EL brings to light financial barriers which are a major issue, as many students cannot afford EL opportunities (Stowe et al., 2022). EL traditionally is without a wage for time invested and if there is compensation it is not enough. Also, EL often involves travel to distant locations and large amounts of time which eliminate part-time or full-time work outside of the EL (teaching practicum).

Accordingly, there is also a lack of awareness among students about the available EL opportunities (Stowe et al., 2022). When EL opportunities are taken advantage of by students' time constraints surface diminishing the quality of EL (University of Calgary, 2020, p. 1). Students find it difficult to balance their academic workload with the time required for EL activities (Stowe et al., 2022). Existing program requirements often lack the flexibility needed to accommodate EL experiences, making it hard for students to fit these opportunities into their schedules. Students benefit from EL opportunities early in their academic programs, particularly in their first and second years (Stowe et al., 2022). And yet, equity and inclusion issues further complicate matters, as some students feel excluded from EL opportunities due to financial constraints, rigid course requirements, and a lack of representation. Furthermore, students often feel that their courses do not clearly explain how the skills they learn are transferable to the workplace. In many instances, improved advising and resources are needed to help students navigate EL opportunities, with academic advisors and course instructors needing more knowledge about EL and its benefits (Stowe et al., 2022).

2.0 Work-Integrated Learning (WIL)

In 2024 EL has transformed into work-integrated learning (WIL). Researchers define WIL as "… a pedagogical practice whereby students come to learn from the integration of experiences in educational and workplace settings" (Stirling et al., 2016, p. 190). Although WIL is more prevalent in the current educational landscape, critical reflection and critique are required for a suitable analysis of its place in education.

2.1 Reflection: Work Integrated Learning (WIL)

Reflection in WIL is when students think deeply via "retrospection that provides new understanding and informs future action" (Stirling et al., 2016, p.67), within their work experiences. They analyze what they did, why they did it, and what they learned. This helps students connect what they learn in class with what they do in the workplace. Appropriate reflection in WIL involves, learner autonomy which encourages students to take charge of their learning.

Challenges and feedback, provides students with tasks that are difficult but doable, along with regular responses. Collaboration within WIL creates chances for students to work with peers and mentors and connects theory to practice, helping students see how their work experiences relate to what they learn in class. Goal Setting within WIL urges students to set learning targets and think about their progress. WIL can be established in diverse contexts, which can be adapted to different work settings and student backgrounds. Finally, an incorporation of inductive and deductive learning to combine

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learning from specific experiences (inductive) and applying general principles to specific situations (deductive). (Stirling et al., 2016, p.104)

A structured approach like Ash & Clayton's (2009) D.E.A.L. Model for Critical Reflection helps students describe their experience, examine it with specific questions, and articulate learning by identifying what they learned and how to use it in the future.

2.2 Experiential Education as WIL

Experiential Education or Work Integrated Learning (WIL) has numerous benefits, yet its success depends upon several important factors that include, structured integration, learning theory, learning environment, evaluation and feedback, flexibility, and ethical practices. Structured Integration means that merely having work experience is not always enough. The practical value of WIL comes from linking theory with practice in a deliberate way. Programs should be carefully designed to highlight this connection and WIL programs should be based on learning theories, like Kolb's experiential learning cycle (Stirling et al., 2016, p.162). Kolb's framework includes experiencing, reflecting, integrating theory, and experimenting, which helps in designing effective WIL programs.

Accordingly, the learning environment is critical to the success of WIL programs, such as the physical space, social interactions, mentoring, and safety (University of Calgary, 2020, p. 1). As well a supportive environment enhances the quality of authentic WIL. Furthermore, ongoing evaluation of WIL programs is crucial to ensure they meet their goals. This includes assessing needs, evaluating how the program is implemented, and measuring its effectiveness. Feedback from students, teachers, and workplace supervisors is important for improvement (Ryan & Ryan, 2023). Along similar lines, effective WIL requires strong partnerships between schools and workplaces. Both have unique strengths and knowledge that make the learning experience better. Working together ensures the program is relevant and practical.

As highlighted by Kolb, student needs and preferences are highly diversified, and WIL programs need to be flexible to cater to different learners and work settings. This means designing programs that can adapt to different learning styles, career goals, and industry needs. Lastly, ensuring ethical practices in WIL, especially in evaluation, is essential. Consulting with ethics boards and following ethical guidelines protect the rights and interests of all participants. In summary, while WIL has many advantages in combining theory and practice, its success relies on careful planning, strong partnerships, and continuous evaluation. Programs must be thoughtfully designed to ensure students gain valuable insights and skills from their work experiences (Stirling et al., 2016, p.162).

To summarize, WIL (student teaching practicum) serves a specific function in the modern educational teacher training landscape. Its ability to connect students more practically to authentic learning opportunities offers a myriad of benefits for both students and instructors. However, the practice does require refinement towards its employment on a broad and diverse scale, as each learner's preferences and unique abilities demand different contexts for best practice. Overall, WIL is a progressively more popular option for post-secondary students in 2024.

2.3 EL as Practicum within WIL

EL or Practicum (WIL) within Ontario teacher education programs require a student to teach outside of the university teacher training program in institutions (schools) that offer educational programs (grades K-12) accredited by the Ontario College of Teachers. The Ontario education student is observed and evaluated by a university advisor and an in-service educator, most often a teacher in the classroom. Certain teaching standards or competencies are looked for and it is this expected performance by the student teacher that infuses the teaching practicum. The student-teacher or Teacher Candidate (TC) must teach in an educational environment and successfully manage behaviour of pupils while carrying out all duties professionally as an in-service educator would.

EL as Practicum (practice teaching) activates reflection and student teachers "plunge into the doing and try to educate themselves before they know what it is they're trying to learn. The teachers cannot tell them. The teachers can say things to them, but they cannot understand what's meant at that

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point" (Schön, 1987, p.1). The TC discovers responsibilities of a professional educator via experiential learning within WIL (Beck & Kosnik, 2002). Practicum involves guidance (coaching) and supervision of student-teacher learning; and an Associate Teacher (AT) mentor and provides evaluative feedback. The practicum supervisor oversees the process and reports back to the teacher training institute.

Ontario students in teacher training are exposed to pedagogical theory via the Ontario University Faculty of Education. EL accumulates within practicum and often theory learned surfaces within successful teaching practice as both abilities and skills of the student teacher are cultivated. Practicum delivers EL that is thought-provoking, multifaceted and often exciting as student teachers lead students. Successful completion of practicum is a prerequisite mandated by the Ontario Ministry of Education.

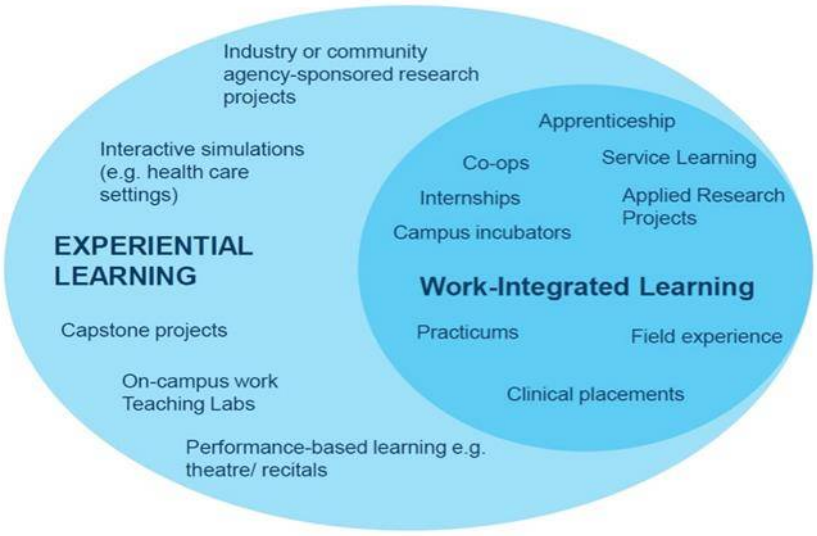


Figure 1. Ontario Ministry of Advanced Education and Skills Development (2017) MAESD's Guiding Principles for Experiential Learning: Experiential Learning Overview.

3. Summary

In sum, effective educational internships or practicum integrate Kolb's (1984) experiential learning theory, which includes four modes: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Stirling et al., 2017, pp. 40-41). However, while internships often include concrete experiences and reflective observation, they frequently lack components for abstract conceptualization and active experimentation (Ryan & Ryan, 2023). This means that students may not adequately be encouraged to connect their practical experiences with theoretical coursework or to apply new ideas generated from these experiences (Stirling et al., 2017, p.42).

Addressing these gaps, postsecondary teacher training institutions should incorporate theoretical ideas, abstract concepts, and active experimentation more effectively going forward (Stirling et al., 2016, p.42). The integration of theoretical ideas can ensure that internships include structured opportunities for students to reflect critically on their workplace experiences and connect them with classroom theory. This could involve assignments (action research), discussion sessions, or mentorship programs that encourage deeper analysis and integration of knowledge (Ryan, 2010).

To encourage abstract conceptualization, institutions could create conditions for students to explore and articulate how their internship experiences relate to academic concepts. This could be done through reflective journals, theoretical essays, or presentations that require students to draw connections between practice and theory (Stirling et al., 2017, p.42). Finally, to promote active experimentation, instructors could provide opportunities for students to implement new ideas and skills in their internship

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roles. This could involve project-based tasks, innovation challenges, or research projects that encourage the application of academic knowledge in practical settings (Stirling et al., 2017, pp.41-42).

Generally, while internships have the potential to advance classroom knowledge, Stirling et al. (2017) suggests that a more structured and theory-informed approach is needed (p.43). Findings emphasize the importance of collaborative efforts among students, academic faculty, course coordinators, and industry professionals to establish clear learning objectives and outcomes for internships (p.42). Regular progress meetings and feedback sessions can ensure that internships remain aligned with educational goals and provide meaningful learning experiences (Stirling et al., 2017, p.37). By addressing the gaps identified and fostering stronger connections between practical experiences and academic learning, internships can become a more effective tool for educational improvement via EL.

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THE LIFE OF THE NEOLOGISM FREELANCE IN THE MACEDONIAN LANGUAGE

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Abstract

New words and expressions constantly enter the language and are in the center of the researchers' interest, primarily, due to their complex nature in terms of definition, origin, formation, classification, meaning, and transfer from one language to another. The present paper examines the origin and the status of only one neologism, *frilens* (*freelance*) in the Macedonian language with the aim to showcase the exploited strategy, regarding its transfer in the Macedonian language, the complex nature of this particular neologism, and its future existence. The researcher's experience and two criteria (the word has to be in use 20 years and the word should not be registered in the current monolingual Macedonian dictionary), are taken into account as a proof that this word is a neologism.

The sample consists of more than a 5 000 Google results with the key word *frilens* [*freelance*], in which this word and the words derived from it appear, forming a corpus Do It Yourself, which suits the needs of the research. The analysis exploits the coding and the general qualitative interpretative-inductive method.

The research results demonstrate that this word is introduced in the Macedonian language from the English language, being simply transcribed, in line with the transcription rules of the Macedonian language. Although in existence more than 20 years, serving as a base for creation of other novel word and compounds, according to the word formation processes in the Macedonian language, it is still absent from the Dictionary. Its further future in the Macedonian language is uncertain due to the priority given to the domestic words.

Key words: Neologisms, freelance, Macedonian language.

1. Introduction

The development of each language is closely connected with all changes that occur in the society and therefore, its lexis is constantly changing, which is a necessity because the language has to address its users' needs. Although the phonological and grammatical structure of a given language tend to stay unchanged and to keep the organized whole in order to provide communication, in fact, the language constantly changes, regarding the fond of the words and regarding the meaning of the words (Crystal & Robins, 17.6.2024). Thus, the language changes, which are a result of the social-political, economical, cultural, and other changes are most obvious in ones' language vocabulary.

In the Macedonian language, as in any language, in general, there are words, which are used for a short or long time, some of them broaden or narrowed their meaning, some of them lose their actuality and become part of the passive lexicon, which means that they have limited usage in the literary works or in the conversational style, thus having stylistic meaning. Some of the words are domestic and some of them are loans. Additionally, new words enter the language on a daily basis (Janusheva, 2017), and each of them have its own formation characteristics (Koneski, 1995).

Speaking about the new words, it has to be stressed out that albeit the substantial amount of definitions in the dictionaries and the worldwide research, it is hard to capture their essence. As claimed by Crystal & Robins (17.6.2024), the Latin and the Greek language are source to many neologisms in the European languages. According to them, the neologisms enrich the language vocabulary because many new words are introduced when something new enters the ones' experience due to the contact with a speaker of a different language. They further state that the term *tea* is borrowed from the Chinese, and the notion *coffee* from the Arabian etc. They also refer to the German word *Kindergarten* as borrowed into the English to denote a non-formal school for small children.

In recent days, in relation to the neologisms, mainly, the English language influence on the languages worldwide may be noticed. Seen as a lingua franca, its impact is so big, that in Macedonian language, for instance, a new Macedonian-English language starts to be noticed, regarding the usage of the numerous words from the English language which present a serious challenge for the linguists in relation to their orthography (Orthography, 2017), and especially in the construction of the sentence (Janusheva, 2021).

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1.1. The neologisms' definitions in various dictionaries

The Merriam-Webster online dictionary says that the neologism means *new word, new usage, or new expression*. Similarly, the Cambridge online dictionary, the Collins' online dictionary, and the Longman dictionary of contemporary English define the word neologism as *a new word or expression or as a new meaning of an already existed word*. In the Collins dictionary, it is very useful to pay attention to the claim that some neologisms become a part of the language. In the Longman dictionary, the notion neologism is seen as *a synonym with the term coinage*. The monolingual Macedonian dictionary (2006), defines the word neologism identically. In the same vein, Zeydan (2024) in Encyclopedia Britannica describes the neologism as *a new word, new expression or a new definitions for a word that already exist in the language* and lists several example, the verb *to google*, the noun *twit*, the concept *emoji* and the term *social distance*. According to Zeydan, slang is a type of neologism which is typically non-formal and limited in the usage of certain social group. In the Dictionary of linguistic terms in Serbian language, the word neologism is determined *as a new, newly formed or borrowed word, expression or construction which recently starts to be used in the language, and as a usage of the old words and expressions with a new meaning as well*. The value of this Dictionary is the knowledge that the neologisms may be standardized or eliminated from the language. In this Dictionary one can find a very relevant explanation of the neologisms. Namely, this Dictionary makes a distinction among *neologism, occasionalism, coinage, and hapax*, and states that sometimes there are expressions such as *individual, or author neologisms*. The occasionalisms sometimes called as author's neologisms are considered as a new words which are specific for the literary expression and are formed, according to the word formation rules of a given standard language. This Dictionary further provides an insight that various languages differ according to their approach regarding the inclusion of the neologisms in the monolingual dictionaries. In the Croatian encyclopedia, neologism is determined as *a newly formed word or expression which is not yet accepted in general*, for example *predochnik* for *screen*, or a *word which starts to be used with a new meaning*, for example, *mrezha* for the English term *network*. This Encyclopedia states that the neologisms are often created in the literary works, for example, in the poems, where they are stylistically marked, and in the language of science, art and certain closed social groups. The main and very relevant aspect of this definition is that it points out that the neologisms stop to be new words after they are generally accepted in the language or become a part of the specialized dictionaries. The online edition of the Russian language dictionary claims that the word neologism is *a word or expression which appears as new* in the language.

From the abovementioned, it can be seen that the word neologism is explained as a new word or expression, or as an already existed word which gains a new meaning, which is not yet part of the general language. However, in these dictionaries there is no information on what one should understand by the notion *recently* referring to the period of time which is considered as *recent* or *new*.

1.2. The neologisms definition by various researchers

There is a great amount of researchers who define the word neologism exactly alike the dictionaries. Vinogradov (1972) determines the notion neologism as *a new word or meaning denoting a new concept, item or though*. According to Martincová (1982), the neologisms *are not included in the latest dictionary of a language*. Herberg (1988) claims that a neologism is *a lexical unit which is created in a certain phase of the language development* based on the communicative needs of a given community, and in this phase, this word is perceived as new by many speakers. He also states that the new word gains extended usage and then become part of the language norm. Newmark (1988) also defines the new word as a *newly coingaed lexical unit or an already existing unit that gains a new meaning*. According to Rey (1995), a neologism is *a lexical unit, word, part of the word, or expression in which the relation denoter - denoted has not been previously materialized as a linguistic form in a given language vocabulary*. Finnaly, Jaansen (1996) offers the following definition: „Any word that does not occur in the morphological database derived from the dictionary because of its recentness is a neologism. A coinage is a neologism – a new word or word combination – that is created deliberately." Similar definitions for neologism as a new word, new expression or an old word that gains a new meaning are given by many researchers (Crystal, 2001; Karlík, Nekula, & Pleskalova, 2002; Dasgupta, 2004; Peprník, 2006; Sablayrolles, 2008; Usevičs, 2012; Janovec, 2013;

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Liu & Liu, 2014; Janusheva & Jurukovska, 2015; Janusheva, 2015; Horbach & Hryniuk 2018; Assanova, Zhampeiis, Toyshibaeva, Ismagulova & Ermagambetova, 2019; Holubnycha, Kostikova, Besarab, Moshtagh, Lushchyk, & Dolgusheva, 2020; Nelcoska, 2020; Janusheva & Stojanoska, 2021; Nam, 2021; Janusheva, 2022 etc.).

From the previous, it is clear that a substantial body of research determines the new word identically like in the dictionaries. However, again, there is no reference to the period of time and to the meaning of the term *recent* or *new*.

1.3. Criteria to determine the neologisms

Although it is true that there are no clear criteria to determine the neologisms (Mostovy, 1998), many linguists offer their criteria. Jaansen (1996) lists the following criteria:

a) Psychological: A neologism is a word which is comprehended as new in a given language community.
b) Lexicographic: Each word used by the speaker which is not part of the dictionaries is a neologism.
c) Exclusive definition: A word not appearing in a pre-determined exclusion lexicon is a neologism.
d) Diachronic: Each word form that appears in the general language and was not a part from that language previously is a neologism.
e) Reference corpora definition: Any word-form which appears in a recent general language text, and does not appear in an established reference corpus of that language is a neologism.

Cabré (1999) takes into account the diachronic, psychological and lexicographic criteria and attaches additional criterion:

a) Instability: The lexical unit is neologism if it shows signs of formal instability (morphologic, graphic, phonetic), or semantic instability.

Horbach & Hryniuk (2018) and Assanova et. al (2019) include two new additional criteria:

a) Nomination: The new word or the already existing word is denoting certain concept or phenomenon.
b) Scope: The scope of usage of the new word formation. Regarding the chronology, they assert that the neologism exists for certain time in the history of the language and in the society.

The online Serbian dictionary of the linguistic terms mentions the very same criteria, stating the intersection between the diachronic and nominational (functional) parameter, meaning that the new word is created or enters the language with the aim to nominate a new reality, but this is not a necessary condition due to the fact that sometimes, according to this Dictionary, the existing concepts or phenomenon gain new nomination in other social-political frame, for example the use of the English word to nominate a profession, such as *menadzer* for *upravnik/rakovoditel*, *biznis* for *work*, *biznis asistent* for a *secretary*, *model* for a *maneken* etc.

Despite these criteria which certainly help clarify the notion new word, it is still hard to cope with the period of time. What does it mean when it is said that a neologism is a word used recently? What recently really means? According to Zhakanova & Luchkova (2013), many schollars offer different views. Some claim that it is a personal decision, and some state that a new word should be in use less than 25 years. Therefore, it seems appropriately to think about the neologism as a word that is in general use approximately for 20 years (one generation). After this period of time, its faith is uncertain:

a) It may be adjusted to the language norm and registered into the current dictionaries, thus stops to be seen as a new word.

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b) It may still be present in the press or in the conversational style, but its element may still be perceived as foreign and therefore it may not be included in the dictionaries yet.

c) It may be moved to the passive lexicon (not in active usage) (Janusheva & Jurukovska, 2015).

In relation to the period of time, it has to be stressed that many new words may be comprehended as new words – meteors (the new word is present a short time, and then disappears from the language). However, regarding the Macedonian context, due to various reasons, there are many words that are not evidenced in the Dictionary although there are in use for 20 years.

2. Broader research context

There is plenty of research dedicated to the new words from various aspects, in different languages and from a different point of view, such as their translation, their word formation, their origin, the sphere they belong to etc.

Mostly, they refer to the new words in the English language (Rey, 1995; Newmark, 1988; Mostovyi, 1998; Peprnik, 2006; Fröhlichová, 2011; Usevičs, 2012; Liu, 2014; Hardini, Setia & Mono, 2019; Nelcoska, 2020; Holubnycha et al., 2020; Medvid et al., 2022). Further, there are research papers which consider the Bulgarian language (Aleksandorva, 2016); the Croatian (Ančić & Božanić, 2022); the Chinese (Guo, 2023); the German (Herberg, 1988; Horbach & Hryniuk, 2018); the Check (Martincová, 1972; Janovec et al., 2013); the French (Sablayrolles, 2008; Mudrochová, 2016); the Korean (Nam, 2021); the Macedonian (Janusheva & Jurukovska, 2015; Janusheva & Stojanoska, 2021; Janusheva, 2022).

Predominantly, the above mentioned research deals with the strategies used to translate the new words related to the ICT in their language. Some of them showcase the novelty words in their language. Some of them recognize the new word as a loan word or as a foreign word. However, there is a difference between a loan word and the foreign word, in relation to their status. Both of them are foreign words, but the loan is completely adjusted to the grammatical system of the language and in the foreign word, the foreign elements are still present (Koneski, 1967; Filipović, 1987; Lazarevska & Janusheva, 2019).

3. Methodology

This paper seeks an answer of the question related to the origin and the status of only one neologism, *frilens* (*freelance*) in the Macedonian language with the aim to showcase the exploited strategy, regarding its transfer in the Macedonian language, the complex nature of this particular neologism and its future existence. The researcher's experience and the two criteria, the time period of 20 years in use and the absence from the current monolingual Macedonian dictionary, are taken into account as a proof that this word is a neologism.

The sample consists of more than a 5 000 Google results in which this word and the words derived from it appear, forming a corpus Do It Yourself, which suits the needs of the research, in accordance with Hardie (2016). The selected sample is also in correlation with Mason's (2002), Cheek's (2008) and Yin's (2011) views on what represents the sample and with Lincoln & Guba (1985) who claim that each sample is in a way purposeful given that it is gathered to fulfill some purpose.

The results are carefully read and coded, according to Maxwell's (2005) organizational coding (three boxes – the neologism, the words motivated from it, and the period of time when they appear). The analysis exploits the general qualitative interpretative-inductive method used by Thomas (2006), Kahlke (2014) and Harding & Whitehead (2016) which stresses the inductive thinking which leads to producing ideas from the data.

4. Analysis, results and discussion

Taking into account the three criteria mentioned above (the researcher's experience, the period of time (a word is considered as neologism if it is in use for the last 20 years), and its absence from the current monolingual Macedonian dictionary), the organizational coding reveals many Google results in which the word *frilens* [*freelance*] and words which derivate from it are present.

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According to several online English language dictionaries (Merriam-Webster, Cambridge dictionary, Collins' dictionary), the word *freelance* may serve as an adjective, a noun, verb or adverb, and it is a synonym with the word *freelancer*, which functions as a noun. In the Macedonian language, the word *frilens* [*freelance*] is present as an adverb since 2017: *Rabotish frilens* [*You are working freelance*?] (25.11.2021, frontline.com). In 2023, *frilens* [*freelance*] is used with the meaning *honorarna rabota* [*freelance work*] (6.8.2019 forum.kajgana.com), which means that it functions as an adjective.

From the Google results, it is evident that the word *frilenser* [*freelancer*] is present in the Macedonian language on a regular basis since 2018 although in some forums, such as, *forum.kajgana.com*, it can be traced from 2010. From 2019, the word *frilenserka* [*woman freelancer*] (23. 1.2019, factor.mk) is observed. This novel word is formed in correlation to the word formation processes in Macedonian, according to which feminine nouns are derived from the masculine with the suffix *-ka*, from domestic or foreign base. This also confirms Janusheva's and Jurukovska's (2015) findings that this hybrid word is one of the way neologisms are created. The creation of the feminine forms contributes to the gender sensitive language debates because it shows that in the Macedonian language, domestic means are used in the formation of a new word.

Further, the Google results demonstrates that the word *frilens* serves as a base for word formation of many compound words, such as: *frilens profesii* [*freelance professions*], *frilens kariera* and *frilens-kariera* [*freelance career*], *frilens rabota* [*freelance work*], *frilens rabotenjeto* [*the freelance working*], *frilens profil* [*freelance profile*], *frilens pisateli* [*freelance authors*], *frilens konferencija* [*freelance conference*], *frilens krugovite* [*freelance circles*], *frilens mozhnosti* [*freelance opportunity*], *frilens servisite* [*freelance services*], *frilens paket* [*freelance package*], *frilens novinar* [*freelance journalist*], *frilens obuka* [*freelance training*], *frilens proekti* [*freelance projects*], *frilens kurs* [*freelance course*], *frilens biznis* [*freelance business*], *frilens platform* [*freelance platform*], which pose a question in relation to their orthography and their meanings. The analysis suggests that their meaning can be interpreted differently which affect their orthography.

It can be perceived that almost all of these compound words are written separately. The examples *frilens kariera* and *frilens-kariera* are the only ones written in two different ways, with and without hyphen. Which is the correct way, regarding the Macedonian language orthography norm? The answer is not so easy and depends on the comprehension of the component *frilens* as a noun or as and adjective.

If the meaning of the component *frilens* equals the meaning of Macedonian adjective *honoraren* (m), *honorarna* (f), *honorarno* (n), *honorarni* (pl.), in these compounds, *frilens* functions as an adjective, meaning that the two component of the compound should be written separately, as *frilens kariera*.

If the meaning of the component *frilens* refers to the meaning of the Macedonian noun *honorar*, in these compounds, *frilens* may function as a noun, meaning that the first noun *frilens* complements the meaning of the second component *konferencija* [*conference*], and therefore, the two components should be written with hyphen, as *frilens-kariera*, such as: *panel-diskusija* [*panel discussion*], *rok-muzika* [*rock music*] etc.

Nevertheless, seen as an adjective, in the compound *frilens konferencija*, the meaning would have be *honorarna konferencija* [*a conference organized on a freelance basis*]. Yet, there is no illustration of the existence of such phrase in the Macedonian language. According to the Macedonian dictionary, the word *honoraren* refers to word *honorar*, which means *money paid to a person for a certain job/activity done, according to a previous agreement*. However, this is not the meaning of the compound *frilens konferencija*. From the broader context where this compound is used, it is obvious that it means a conference that is organized for those who are engaged in a freelance work.

Furthermore, the words *frilensing* [*freelancing*] and its determined form *frilensingot* [*the freelancing*] are also present in the Macedonian language since 2018 (30.11.2018, biznisinfo.mk), and on some forums even since 2011 (forum.femina.mk). There are also compound words with the first component *frilensing* [*freelancing*], such as: *frilensing sajtovi* [*freelancing sites*] (24.11.2017, forum.it.mk). On some forums, the word can be seen as *frilansing* [*freelancing*] (10.5.2021, forum.it.mk), which is an orthographic variation, showing the uncertainty regarding the transcription of the English word *freelancing* in the Macedonian language. In the Macedonian language, the word *frilensing* represents the first component of the compound, and thus the two words of the compound

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should be written with hyphen, resting on some similar models: *shoping-centar* [*shopping mall*] (Orthography, 2017).

Furthermore, the Google results manifest the appearance of a completely new word in the Macedonian language, *frilenserstvo* [*freelance activity*] (20.5.2018, fakulteti.mk), which is more often present in 2024 (17.4.2024. mia.mk; 1.6.2024, inovativnost.mk). This word is a noun formed in harmony with the word formation processes in the Macedonian language, from a foreign base and the domestic suffix *-stvo*.

Since 2023, the word *frilenserski* [*freelance*] (14.6.2024 imapctfoundation.mk) started to be used. This word is an adjective formed with a foreign base and the domestic sufix *-ski*, analogously to the word formation rules.

Among the newest words motivated from the word *frilens*, three new words are noticed: *frilens video editor*[1] [*freelance video editor*] (11.1.2022, forum.it.mk), *frilens kopirajteri* [freelance copywriters] (since 2024), and *frilens ekosistem* [*freelance ecosystem*] since (2024).

Finally, since March 2024, a brain new word is formed with the component *frilens*, namely a verb in the second person singular in present simple time *frilensirash* [*to freelance*]: *Da frilensirash ili ne*? [*Whether to freelance or not*?] (blog creativehub.mk, 11.3.2024).

Following the aforementioned, it may be said that these word formations have a great potential to be used most often by the Macedonian language speakers, and to be included in the Dictionary as regular lexical units. However, there are many reasons due to which this might not be the case.

In the Macedonian language, as mentioned, there is a noun *honorar* (*honorarium*), which according to the Online etymology dictionary origins from the Latin and is accepted as a loan word a long time ago.

The adjective *honoraren* (m), *honorarna* (f), *honorarno* (n), *honorarni* (pl.) is formed from the noun *honorar* with the suffix *-en*.

In addition, many Macedonian language researchers agree that in the formal styles (scientific, administrative, and publicist), the presence of the foreign words should be reduced, especially if there is a domestic word or if there is a loan word which is completely accepted, used among the speakers, and is not perceived as a loan word anymore.

5. Conclusion

The research results showcase that the period of time as a criterion is crucial among the factors that can assist in determining the novel words. Further, the findings reveal the complex nature of a single neologism, suggesting that each neologism should be examined as a particular lexical unit and that each has various paths in a given language. From the results it is obvious that the word *frilens* is still alive and has still not disappeared from the language. Yet, it is absent from the current Macedonian dictionary. Accordingly, it can be predict that this word and its derivations will still live in the conversational styles and be part of the language of some specialized groups. Finally, it should be noticed that the preference in using domestic instead of a foreign words will contribute in preservation of the Macedonian language norm.

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[1] In the Macedonian, video editor is written as closed compound, videoeditor.

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THE ROLE OF LIBRARIES IN CIVIC EDUCATION

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Abstract

Civic education plays a crucial role in shaping responsible citizens in any society. While schools and formal educational institutions have traditionally been the primary providers of civic education, libraries also play a significant role. It is undeniable that libraries remain vital information centers and play a role in disseminating civic education. Civic education is essential for societal development as it promotes critical thinking, encourages the active participation of citizens in democratic processes, and fosters thoughtful engagement. Through civic education, there is a continuous effort to create active and informed citizens who contribute to the development of their communities in various ways. Libraries offer access to information, meaning they provide access to a wide range of books, journals, and online databases. The library supports learning and research by enabling users to access their collections. By offering diverse materials on topics related to politics, history, social issues, and more, libraries stimulate individuals to educate themselves on civic matters.

Keywords: education, civic education, libraries.

Introduction

Civic education achieves and imparts new knowledge and teaching related to understanding the society and the world. Through this knowledge, skills and values of humanity, responsibility, cooperation, and so on are developed, and necessary in the democratic society we live in. By learning and practicing these values, individuals improve themselves as personalities, thereby enhancing the environment around them. It is well-known that ancient Greece had an excellent educational system, through which the famous Socrates, Plato, Aristotle, and many other renowned philosophers, who laid the foundations of civic education and knowledge, were educated. This education included important and necessary sciences that formed the basis of civilization. The ancient Greek educational system endured for many years throughout the human history.

Civic education refers to the teaching and learning of the rights, roles, and responsibilities of the citizens in the society. It is an educational process that helps individuals to learn, and at the same time encourages them to become active and engaged participants in their communities and democratic relations as a whole. Civic education covers various topics such as government issues, political processes, human rights, social justice, and civic engagement. It supports the development of the individuals, the educational system, and the lifelong learning. This leads to the formation of informed, responsible, and active citizens.

Every person faces the challenge of accepting themselves with all their values, opinions, attitudes, and needs on the one hand, while on the other hand, every individual feels the need to belong and be accepted within their environment and surroundings.

Libraries, as centers of knowledge, have always supported and consistently tracked the progress of science. In the past, access to libraries was limited to specific categories of citizens, usually those from wealthier segments of society. Today, every interested citizen, researcher, writer, pupil, student, etc., has access to libraries. Thanks to the libraries and the open access to their collections, citizens are enabled to stay informed and actively to contribute and participate in the democratic processes.

Concept and Definition of the Civic Education

The civic education is defined as continuous learning of the fundamental concepts and values that form the foundation of the democratic political community (Petrovski, 2012). The success of the civic education is measured by the empowerment of citizens, their education, and understanding of their

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rights and obligations. Civic education is an educational process that enables the development of individuals. Education can shape young minds and can be consciously used to shape society.

Education is a human right, a public good, and a public responsibility. Education represents a pedagogical process through which knowledge is acquired. Education (from Latin educatus, *educate*, meaning *to bring out*, and *ducere*, meaning *to lead* or *educate*) denotes a process of personality change towards a desired direction through the acquisition of various contents depending on the age. Education transmits knowledge, skills, values, and abilities from generation to generation.

The goal of education since ancient times has been to cultivate good people, good citizens, good speakers, honest, brave, and moral citizens, and thereby good rulers. As the culture progressed, the goals of education focused more and more on learnedness, honesty, morality, and the formation of a balanced and harmonious personalities.

Today's education faces challenges, caused by multiple factors, most notably the high technology, the migrations, the flow of information, and the information society. Consequently, the students and scholars have the responsible task of changing the state of our society and creating new policies to foster democratic and cultural-educational traditions. Education is a process, always developing and seeking new and better solutions, ensuring quality in schooling and teaching. The educational system presumes its creation within the framework of the schooling system, which is a formal organizational blueprint, framework, and technical ideas, within which, the planned, organized, and programmed process of education and upbringing is carried out. Its general principles of operation are defined and approved by laws and other public legal acts, decisions, and documents. (Mijatović, 1999).

The educational system is organized within educational institutions established by law. These comprise primary and secondary schools and universities. In our contemporary conditions, the educational system consists of formal, non-formal, and informal systems. The formal institutional schooling system comprises preschools, primary, secondary, vocational, and higher educational institutions. Non-formal education often takes place outside of the traditional institutions, such as adult education centers aimed at qualifying or re-qualifying adult persons. The informal education includes various forms of learning outside of the formal and non-formal education, such as learning within families, through media, and from other influences in the environment. This means that the educational process occurs within the institutional education system, encompassing organized educational institutions. Each country typically has its own educational system. Different European countries approach civic education differently, with some EU countries having compulsory civic education programs while others not.

The United Nations General Assembly has proclaimed January 24th as the International Day of Education.

Civil Identity

The civil identity encompasses the sum of all needs, characteristics, values, goals, and behaviors that individuals practice, recognize, and accept as their own. The concept of citizenship is part of civic education, which pertains to the creation of a citizen, possessing good civic qualities and virtues necessary for living in a democracy. This includes empathy, trust, generosity, solidarity, collective spirit, inclusiveness, and more.

Civil identity refers to an individual's sense of belonging, connection, and dedication to their community or society. It emphasizes the importance of individuals identifying themselves as active and engaged members of their community and taking responsibility for its well-being and progress. Developing civil identity involves inclusion, understanding, and acceptance of norms, values, and principles that define a particular community or society. This includes recognizing the rights and responsibilities that come with being a citizen and actively participating in activities that contribute to community improvement.

For example, someone with a strong civil identity may volunteer for local organizations, participate in community events, or express their opinions on important issues. Involvement in various

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civic initiatives, joining community groups, advocating for positive changes, etc. are examples of developing civil identity. Building a strong civil identity is crucial because it fosters a sense of belonging, promotes social cohesion, encourages individuals to actively participate and contribute to their community's well-being, and helps in creating a sense of collective responsibility and achievement of common goals.

The development of civic identity refers to the process through which individuals develop a sense of belonging and responsibility towards their community. Civic education plays a crucial role in this process through several aspects:

Knowledge and awareness: Education provides knowledge and fosters awareness of democratic principles, rights, and civic responsibilities.

Sense of belonging: It helps in cultivating a sense of belonging to the community and adopting an identity as a citizen.

Learning and development of proper values and ethics: It promotes learning values such as respect for diversity, and honest and respectful behavior towards others.

Developing empathy and critical thinking: It nurtures empathy towards others and critical thinking to understand complex issues and challenges.

Active participation: It encourages citizens to be active participants in their community, to be engaged in decision-making, and to promote common interests.

These aspects of civic education significantly contribute to shaping civic identity and its ongoing development. Furthermore, civic identity can be developed through various factors and experiences, including education, family, and broader community and dialogue.

Library - term, and definition

The library is defined as a curated collection of printed, written, and other duplicated materials such as books, pamphlets, newspapers, and other documents accessible to the population for the purpose of information, research, education, and cultural enrichment (Petrovski, 1996). Libraries have always been and continue to be the primary source of knowledge. Over time, libraries have evolved, improving conditions for their uninterrupted operation and functioning.

Libraries are places where books are stored, processed, professionally curated, stored, and made available to interested citizens. A library is understood as a working organization that ensures the permanent and organized completion of library collections, their professional processing, and dissemination of content, aimed at transmitting information and meeting the needs of education, science, research, culture, and other spheres of societal life (Petrovski, 1996). Libraries house numerous books, periodicals, journals, and anthologies, covering almost all social areas such as science, philosophy, religion, law, ethics, psychology, sociology, history, mathematics, medicine, architecture, and more. Additionally, libraries store and provide books for the needs of primary and secondary schools, thus generously supporting education and the educational process conducted in educational institutions. The primary goals of libraries include (Library Law, Official Gazette of RM)

To procure, research, collect, professionally process, study, protect, preserve, publish, inform, present, and make library materials available for use.

To provide conditions for scholarly and professional research on library collections.

To promote and affirm the library holdings of the Republic, through exhibitions, literary readings, lectures, various seminars, workshops, and similar activities.

To publish catalogs, professional publications, and other informative materials.

To conduct bibliographic and informational activities and other related tasks.

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Civic education in libraries - examples of good practice worldwide

Civic education can be applied and implemented in all types of libraries regardless of their classification. In the past, it was known that the migration of birds was negatively affected by the light from the lighthouses. An American ornithologist wanted to research how lighthouse light affects bird migration in practice. However, it was almost impossible to conduct the research alone. Therefore, he sent a letter to all the lighthouse keepers, asking them if they could gather data by noting which birds were involved. If they didn't know the exact species, they were asked to describe their feathers. Most lighthouse keepers agreed, and they began to communicate with each other. Based on all the collected data, the ornithologist analyzed and processed the information, and ultimately, all the data was published in a scientific journal in 1870.

The National Library of Austria is highlighted as a great example of a national library that has organized a project titled "Österreich aus der Luft" in 2018, which translates to "Austria from the Air." This project was created to garner mass support from citizens. For this project, the national library digitized 10,000 historical photographs of Austria from the period before the war, specifically from the 1920s and 1930s. All the photos were featured on the portal crowdsourcing.onb.ac.at, allowing interested individuals to participate. After registering, the participants were tasked with activities such as categorization, tagging, geolocation, quality assurance, and reviews. More than 2,000 citizens and researchers joined this activity and by 2022, over 4,700 photographs had been processed. Throughout the project, the National Library of Austria communicated and exchanged data and information electronically, organizing meetings as well. All the collected data and photographs were presented in the catalog, and the top three active participants received public recognition and medals. Through this project, the National Library of Austria digitized part of its collection and enabled open access to it.

One more example of a national library actively involved in civic education is the National and University Library in Zagreb. Specifically, on an old postcard from Zagreb, various plants were depicted.

The National Library of Zagreb called upon all interested citizens to participate in a civic education project by recreating the images. With the help of the PlantNet application, they identified the plants in collaboration with the Faculty of Agriculture.

The Central Library in Zurich, Switzerland, possesses numerous geographic maps. Its engagement in civic education involves the participation of the general public, or citizens, in geolocation tasks. Citizens were required to locate where a place is today on a map. Prior training was provided to citizens for precise geolocation. Additionally, a scoring scale existed to enhance motivation.

Involving public libraries in civic education can provide an alternative learning experience that together with increased social cohesion can create new perspectives for public libraries, where knowledge is not only shared, but collectively built. The accessible literature indicates that public libraries, not only locally but globally, promote civic education by bringing scientific research closer to the local community.

A project to promote civic education in North Carolina took place from 2016 to 2019 and involved multiple institutions, including 63 public libraries from North Carolina. The project aimed to observe and study the behavior in wildlife. Public libraries participated by providing project participants with cameras placed in specific locations. After 2-3 weeks, scientists studied the recorded animals and identified them using the eMammal application. All the collected data were classified in digital format.

In this case, the public library in North Carolina was not the main organizer of the project but rather a collaborator and participant in the organization, playing an important role in distributing the necessary equipment for conducting citizen education. The library motivated its users to participate in the project, thereby confirming the closeness of public libraries to the community.

School libraries are physical spaces within schools where reading, thinking, researching and creativity are crucial for transmitting information and knowledge to students and their personal and cultural development. The school library of a high school in Virginia, together with George Washington University, collaborated on the "Healthy Lifestyle and Mood" project. The school library participated

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in the project by providing students with a learning space and sources of information, while librarians assisted students in searching for literature. In this case, librarians played a role in imparting their knowledge to students through information literacy. Thanks to their participation in the project, students had the opportunity to learn how to search databases such as PubMed, Science in Context, and others.

University libraries are active partners in learning and knowledge creation, playing a crucial role in lifelong learning processes. University libraries participate in popularizing science, functioning as hybrid libraries. Data management is one way in which a university library can contribute to promoting civic education. Given its unique position in higher education, it is closely connected to the scientific community, and listening to the needs of this community can help create projects for civic sciences. Among their roles, university libraries also fulfill the information needs of their users, including students and academic staff. A notable example is the case of the university library in Kyiv, Ukraine.

In 2011, the university library led a project that involved creating a dictionary containing 68,000 words. Students supplemented the dictionary with additional information, illustrations, photographs, and videos related to specific words. Over 8,000 students participated in the project, processing about 12,000 words. The significance of this project lies in its promotion of cultural heritage, teamwork, and active student participation in scholarly pursuits.

Another example of active participation by university libraries in civic education is the project "Scribes of the Cairo Geniza," which represents a multilingual initiative aimed at classifying and transcribing fragments from medieval manuscripts from Cairo, Egypt. The Cairo Geniza is the most famous *geniza* worldwide (a storage place within a Jewish synagogue or storage area in the synagogue where old and damaged books were kept), where valuable papyri dating from the 9th to 13th centuries were discovered. Several university and college libraries participated in this historical project, including 28 libraries from the University of Oxford, libraries from the University of Pennsylvania, Manchester University, and others. The discovered manuscripts were digitized by the participating libraries, enabling easy access, availability, and visibility to the wider public.

Specialized libraries focus on development and research in specific areas rather than general public service, targeting specialized fields and sciences. The State Archive in Amsterdam, Netherlands, with the assistance of its specialized library, conducted a project related to civic education in 2015. Specifically, this project focused on birds. Experienced bird experts identified the various bird species possessed by the museum.

Part of the project took place in the museum's library, involving over 40 scientists who defined the different bird species in the museum. This example highlights the opportunity to utilize internal resources and add value by involving the community in scientific goals, thereby enriching the catalog of the specialized library in the Amsterdam Museum.

How Libraries Support Civic Education

Libraries play an important role in promoting civic education, primarily by providing access to information, programs, and resources that encourage knowledge. Additionally, libraries offer a safe space for people to engage in discussions, various societal processes, and activities. In this way, individuals learn from each other and contribute to the improvement of the conditions, methods, sectors, and the environment in which they live. A significant percentage of library users visit libraries to meet their educational needs. The largest group of users includes students and children from elementary and secondary schools. This is ample evidence that libraries are essential and important factors that participate in and aid the educational process. The library professionals working in these institutions have the serious task of directing users to the correct sources of information so they can satisfy their needs.

The International Federation of Library Associations and Institutions (IFLA) regards the role of librarians in initiatives related to open educational resources as serious and highly important. This role is associated with finding, ensuring access to, collecting, preserving, and facilitating easy access to

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open educational resources for interested citizens. The professional staff in libraries must continuously learn and upgrade their skills to be able to respond to the diverse needs of users. Continuous learning for librarians entails a series of educational activities through which the librarians stay updated with the latest developments in the literature and the science. This is a practice observed in many countries worldwide and should be implemented in our context as well. Modern demands in higher education imply flexibility, creativity, lifelong learning, and similar attributes. Libraries play a significant role in the educational process by researching, teaching, and mediating between the knowledge, and the cultural heritage from the past and the present. Libraries participate in educating users on accessing, exchanging, and using information. The need for the existence of libraries is indisputable because they stimulate and nurture education to make citizens active and informed. Libraries enable:

- Access to numerous books, e-books, materials, professional literature, readings, newspapers, and proceedings from scientific conferences related to history, politics, sociology, etc., thereby encouraging citizens to learn, explore, make informed decisions, and actively participate in the democratic process.
- Providing a quiet and conducive environment for learning and research.
- Introducing users to the library's collection and services.
- Actively participating in the development of reading and learning habits.
- Offering information services such as information source searches, interlibrary loans, and assisting in increasing information literacy.
- Encouraging students to use accurate sources of information and search library collections.
- Providing opportunities for informal and lifelong learning.
- Offering online access to library collections.
- Providing opportunities to use modern communication models.
- Facilitating the development of communication skills and protecting against potential negative influences from media.

Open and free access to information is of great importance for civic engagement because the involvement of citizens in democratic and other processes promotes societal development. When people are well-informed, there is a greater likelihood that they will participate in various discussions where they can express their opinions or viewpoints.

Citizens need civic communities where they can share their ideas, concerns, interests, needs, and demands. Therefore, there is a need for real or virtual spaces for the exchange of ideas related to civic engagement and society. Informed citizens play a crucial role in guiding civil society, which provides the social capital necessary to achieve national sovereignty.

In this regard, libraries function as community institutions that support knowledge and the realization of important societal needs and ideals. Through libraries, knowledge, ideas, and information are made accessible to all citizens. Libraries serve as public sources of information, where citizens learn, stay informed, and satisfy their cultural and educational needs. With the existence of libraries, citizens can develop independent thinking and critical reasoning, thereby improving their knowledge, which in turn enhances societal development as a whole.

In the libraries, citizens develop various skills and have access to information of all kinds, contributing to effective civic action. There are various initiatives for civic engagement in schools, local communities, academic institutions, and other civic communities. The libraries are among the best examples of promoting civic literacy and civic information. Many libraries are oriented towards different programs that encourage more active citizenship and inclusion of citizens in societal events and processes.

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Additionally, libraries and their professional staff assist citizens in teaching them to identify and use information for making right decisions and thereby expanding opportunities to them for reflection and dialogue, which is crucial for making important societal decisions.

Conclusion

Civic education is important because it helps individuals and citizens understand their role in society and the environment in which they live and work. Civic education helps citizens actively participate in political and other societal processes. It promotes critical thinking, provides problem-solving options, and helps develop communication skills, crucial for effective citizenship.

Civic education represents a cornerstone of the democratic society. In promoting civic education, libraries play a crucial role by providing open access to wide range of resources, including books, newspapers, journals, compilations, catalogs, scholarly papers, and online databases. Additionally, libraries offer numerous services, programs, and opportunities that foster community involvement, such as educational programs, reading promotion clubs, workshops for children, meetings with writers, discussion groups, and idea exchanges. Libraries and civic education share common ground in facilitating access to information, increasing knowledge, and creating learning experiences through direct participation and engagement.

Libraries have the potential to implement civic education projects at local and regional levels, by connecting researchers, readers, and scientists. The role of libraries in the civic education process is unquestionably significant. Libraries facilitate learning of fundamental values related to civic education, culture, democracy, and societal processes, thereby promoting their further development. Well-informed citizens are key drivers of the society, influencing the quality of life, decision-making processes, problem-solving, and overall societal improvement.

Projects related to civic education can be implemented in various ways across all types of libraries. While differences among libraries may exist in terms of their end users and collections, their commonality lies in supporting users by assisting in acquiring new knowledge and skills, exchanging ideas, and promoting science and education. Libraries serve as spaces for learning and creation in physical or virtual forms, and educational programs that promote education should be integral to every library's offering. Diversity in library offerings is a key element in promoting civic education. Libraries play a crucial role in building bridges between science and the public, and the civic education in the libraries should be practical, relevant, and applicable within the communities they serve.

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ASSESSMENT STRATEGIES IN ENGLISH LANGUAGE TEACHING

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Abstract

This paper intended to explain and test assessment of students learning English language at the school Gymnasium "Xhavit Ahmeti", Gjilan. It was conducted during the COVID-19 pandemic. Both a theoretical and empirical research has been carried out. The sample constituted around 400 students, who answered an online-drafted and distributed questionnaire with 12 questions within. Despite students, also 6 EL teachers of the same school were involved, who answered 14 questions of an interview, and beyond, 6 classes were observed in a EL class hour per class. The questionnaire tested our four-hypothesis drafted related to assessment strategies used and continuous usage in the educational system. The interviews provided answers to our four research questions. Observations were to determine students' preferences expressed, somehow, indirectly. It was accomplished by doing a contrastive analysis between the Kosovo curriculum required assessment methodology, challenges, difficulties and the ongoing assessment process. This thesis' results revealed that students are very satisfied with the way teachers assess them. Students mentioned also a lot of assessment methods and strategies that teachers employ when assessing them. Similarly, teachers expressed that they do indeed employ various strategies when teaching English language. However, they also expressed their concerns, and difficulties and challenges they face every-day in this regard. Anyhow, this thesis was a great success indicating that teachers do a tireless work to know their students and to understand how they learn best.

Key words: Assessment, teaching, learning, curriculum, students, teachers.

INTRODUCTION

As known, English as the language of business, tourism, science, media, movies, music, technology, and more, in other words as the nearly-globally recognized language, is not just a merely curriculum subject, but it is much greater. Its melodic pronunciation, somehow, generates satisfaction for students who love learning English language. This applies also to learners of other desired Macedonian languages.

As the advancement of technology is increasingly upgrading and as its original language is English, the English teachers are ought to be kept in step with these advancements, so that they would make education more lasting and more attractive. Today's teenagers are highly attracted to the world of films, music, and media in general, thus, getting them to make use of the latest, might indeed yield positive results in this respect. The use of technology is a phenomenon that in the world of today has become almost as necessary as food and clothing. It is true that English language is playing an outstanding role in society's empowerment. Teachers, in particular English language teachers, upon fulfilling their duty which is to teach, educate, assess, evaluate and also sometime entertain students, they may create new effective teaching, assessment and evaluation methods.

In Kosovo, there is a legal framework defining the evaluation of students' performance, to which teachers, education institutions/facilities must adhere. As known, the educational system and the assessment and everything related to it, are derived from the Core Curriculum of Kosovo. Moreover, the Core Curriculum of Kosovo obliges teachers/instructors to develop student-centred classroom, there is also the Administrative Instruction(MESTI, 2016, p. 7) No. 08/2016 on Pupils Assessment under the Curriculum Framework for Pre-University Education of the Republic of Kosovo, entered into force on 26.05.2016, which describes also the assessment process according to which our educational system functions. According to this Administrative Instruction, "there are certain types of assessment, inter alia, continuous assessment, final assessment, formative assessment, summative assessment and other as well. All of these are carried out throughout the year and recorded in the personal register of the teacher, except for the final assessment which is graded based on arithmetic average of marks during

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the certain periods. Since in Kosovo, the assessment process is mainly directed to SA, there are two types of SA used to assess students. First, SA1 is conducted through various instruments (explained in the Table 1) in order to assess pupils/students with a grade in the classroom book. SA2 is conducted through an assessing instrument adapted to the specifications of field/subject so that there could be performed an objective assessment of pupils/students' achievements".

This is explained briefly in the following table:

Assessment for a learning period is composed of two grades: SA1 + SA2 = 60% + 40% = 100% of the period																
Name and surname	Grade 1 – SA1 = 60%										Grade 2 – SA2 – 40%				Grade
	Homework	Oral assessment	Short essays	Test for short period of times (5-10 min)	Files	Project	Group work	Activity in class	Quizzes		Grade 1 – SA1	Summative test	Essay	Written exam		Grade 2 – SA2	Summative grade

Table 1: Assessment methods in Kosovo

According to Lorna (Earl, 2003, p.1)"there are many conceptualizations regarding the linkage between assessment and learning producing three notions of assessment: assessment of learning, assessment for learning, and assessment as learning, where it can be a complex process concerning assessing and getting the goals in class". These three notions play a vital role in supporting students' learning process. Therefore, assessment of learning pertains the notion of level reached to learn, whilst assessment for learning provides students with achievement targets prior to assessments, communicates assessment results with students by means of descriptive feedback, and guides teachers' future lesson planning, meanwhile assessment as learning equips students with abilities to set personal learning goals, monitor their own learning process, and conduct self-assessment in the course of learning. These three notions are applied within an English language classroom, sometimes even unconsciously by the part of the teacher.

"Teaching per se is art". A great teacher gets involved wholeheartedly in his/her job to perform his/her duties the best way possible. Traditionally, the perception of a great teacher originates from the background of high grades and great performance during studies in the respective field (Ang, How to be a good teacher?, May, 2011 p.p. 1118-1123). Indeed, the term "Great Teacher", besides covering high-level knowledge and skills, it covers also attitude towards students, the respect for the subject/field and the commitment to work, alongside with the ability to create a challenging and nurturing environment for students, i.e., he/she is ought to be open, approachable, caring, and above all, a motivation to students. An epithet most probably reached through the right form of assessment. Teachers as the chairs of knowledge and culture have both an exciting and challenging job, it is a noble

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profession, but except the qualification that a teacher should have, being a good teacher, he/she has to have communication as well as listening skills, finding the way of including in class activities all level of students, not communicating and doing exercises only with good students, being correct in students' evaluation. The best thing about teaching is that every teacher is different from the other, each of the teachers have their way of teaching, doing class activities, involving students in class, and sometimes that's the best thing because each of the students can learn in different forms, can learn different forms of communicating, giving their opinions, presenting their projects, etc. They play a crucial role in shaping the lives of young generation, i.e., their students. This can be achieved through motivating and encouraging new learners and through guiding them in having a positive impact in their universe. Among other things, a teacher's obligation is to meet the needs of each individual learner/student. This includes a safe and sound environment. As Brad Henry stated in a quote "a good teacher can inspire hope, ignite the imagination and instil a love of learning" (www.Pinterest.com)

Special importance has been paid to the assessment system and grading practices, stimulating the implementation of different techniques for assessing academic performance, thusly drawing high attention on the importance of frequent and ongoing assessment during and after teaching and learning process.

Students will face many difficulties whilst learning a second/foreign language and based on this ground, teachers must know how to bring out the best in their students. Hence, teachers are ought to do so by imparting knowledge to students and supporting them on this educational sphere. Hereto, English teachers must not rely exclusively on one assessment method in order to be fully aware of the level of achievements and knowledge of their students. This because there is not an assessment method that suits all students (due to their diverse nature) and that measures their capacity level to possess the four language skills (reading, writing, speaking and listening) and the language system per se at the same time.

According to my personal experience, teaching English language in the country I'm living in – Kosovo, became much easier over time, taking into account the widespread scope of listening and speaking opportunities and of course self-motivation of students to learn the aforementioned nearly-globally recognized language that is English language. However, the following question stems: Is the teaching process, as a whole, easy and fun for teachers? In my opinion, no, it is not. This because, in particular, with a class attended by a relatively large number of students and with far different level of their English-related knowledge and with heterogeneous background, is so hard to focus, pay attention closely, understand and meet the needs of students, and so on. Since in Kosovo there is a lack of training sessions for teachers regarding assessment of students' performance, most of teachers can judge personally not professionally, which derives from having a large number of students in a classroom with overwhelming diversity.

As we speak of assessment of students' learning process, it is worth mentioning that it can be a real satisfaction, contentment and pride but despite those, it can be also an absolute disappointment for teachers. As said above, a teacher has the main role in the personal and professional development of a student, hence, a feedback provided to the student on his/her learning process can increase and decrease the level of success as well as encourage and discourage willingness towards continuous learning. According to (Green & Emerson, A new framework for grading, 2007, p. 495-511)"Grading is one of the least liked, least understood and least considered aspects of teaching".

Assessment

There is a question popping out as to what is assessment and what do we benefit from it? This question has been being asked throughout the world by students/pupils, and even by teachers themselves. Immediately when the term "assessment" is made or heard, the first thing we think about is way of evaluation, it can refer to much wider varieties of methods that we can use in class during evaluation, no matter if it is a modern or traditional way of assessing the students it is a very important part of teaching and learning process. According to Halpern, "the three following concepts assessment, teaching, and learning" are inextricably connected since each informs the other" (Halpern, Adolescents

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and Young Adults, 1979, p. 518-523). As many researchers and scholars have struggled in finding an adequate definition of Assessment, they defined Assessment as the process of documenting, in measurable terms, the knowledge, skills, attitudes, and beliefs of the learner. A definition that many teachers and educational facilities rely upon.

Assessment is at the heart of education: Teachers and parents use test scores to gauge a student's academic strengths and weaknesses, communities rely on these scores to judge the quality of their educational system, and state and federal lawmakers use these same metrics to determine whether public schools are up to scratch as pointed out by(Edutopia).

According to (Kadriu, Metodat e Vleresimit, 2011), in Kosovo certain assessment methods/instruments are currently being applied, such as:

- **Individual tasks** – This instrument is applied in order to deepen the understanding of the (unit) teaching topic, to apply the knowledge gained or already possessed, to solve problems, to reasoning, to come to conclusions, to connect to renal life and to develop the teaching and learning skills. Characteristic of this method/instrument is the analysis of additional requirements in the student's book, various documentaries and in the creation of the concept map.

- **Individual projects** – This method of assessment involves the selection and use of evidence to identify, describe, analyse, and draw conclusions about a particular issue or problem. Students should be involved very often in a range of activities for a considerable amount of time in order to work individually. The teacher is required to plan the strategy of focusing on teaching skills.

- **Group projects** – This method/instrument helps in developing the individual responsibility, social interdependence and personal skills. Herewith, the form of organizing activities, identifying the roles of group members, and the manner of writing the product are determined.

- **Surveys** – They verify the acquisition of a unit or several teaching units, an interview is conducted and/or the documents are reviewed. Questionnaires or data tables are used to gather information.

- **Observation activities** – It is realized through the interview with each student or group, while the control list is based on the comments collected. Characteristic is the compilation and recording of comments on a separate page for each student.

- **Shows and exhibitions** – For the dissemination of information, it is best to organize and broadcast it. Feedback or even remarks should guide to reflection. For this, questionnaires for feedback are prepared.

- **Field visit** – Through this method, the evaluation is carried out as: outlining the project in the field, observing, drafting the orienting map, concept map is prepared, literature is used and studied, discussion is done after the visit and the visit report is prepared.

- **Verbal presentation** - Through this method/instrument, students present oral reports in front of the audience such as drama that has a good forum and has great opportunities for debate and discussion.

- **Listening** – Questions (requests) need to be carefully prepared; this develops a wide range of skills (communication, attitudes and values, and the ability to concentrate and listen), group collaboration, short summaries.

- **Open book** – It is very carefully planned and used to find the unit or topic, not the answer to the questions in the book.

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o **Practical work** – Necessary instructions and remarks are given in order to develop certain competencies. Equipment recognition level and conclusions drawn from measurements.

o **Creational activities** - A number of exercises need to be done to measure understanding of concepts, the level of competencies is displayed and individual and group work is done.

o **Tests and essays** – They are very motivating for some students and especially those who want to write, quickly and reliably evaluate the achievements of students, are easy to organize and difficult to correct. Great opportunity to involve students in reorganizing arguments facts and ideas to improve learning effectiveness. It is characterized by individual and group tests, with limited duration, as well as essays assessing a number of students' skills but with limited time and resource-based essays.

There are a variety of issues that must be taken into consideration when planning an assessment strategy. It is important to start by "understanding that assessment per se is a form of communication" as pointed out by (Siegler, Strategy Diversity and Cognitive Assessment, 1989, p. 15-20).

There are many forms of assessment, however the most used and well-recognized forms are Formative Assessment and Summative Assessment. Van de Walle (2006, pp. 13-14), who quoted "*If summative assessment can be described as a digital snapshot, formative assessment is like a streaming video. One is a picture of what a student knows that is captured in a single moment of time, and the other is a moving picture that demonstrates active student thinking and reasoning*". Besides having their different instruments employed, they also have common instruments which can be used in assessment, presented as follows:

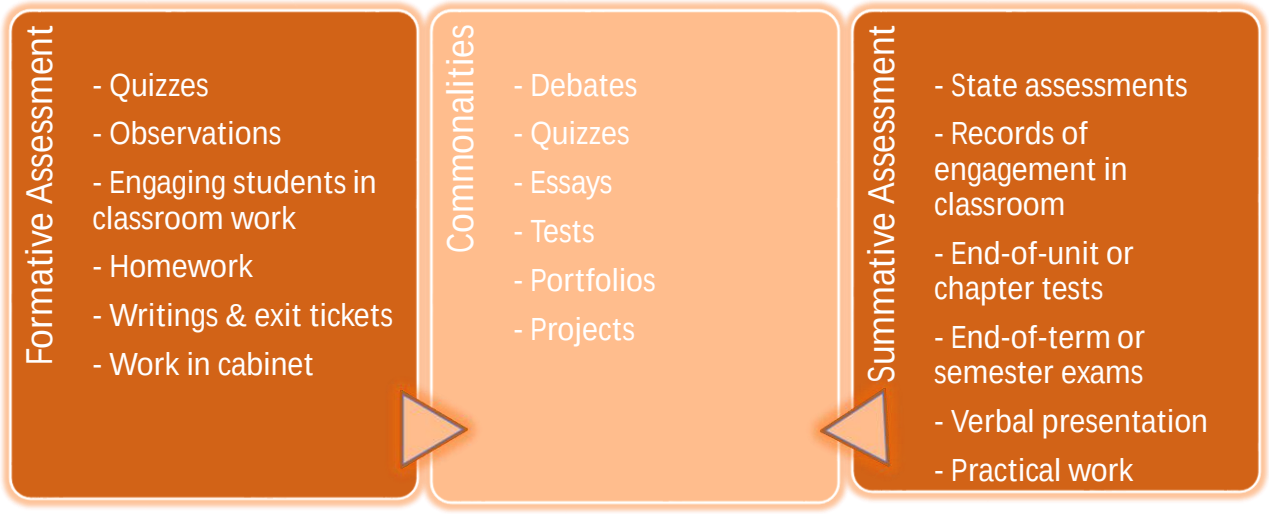


Figure 1: Commonalities and differences between FA and SA

It is really of interest mentioning that assessment tools themselves are not summative or formative but the purpose we use them determines how assessments are classified.

1.1.1. Formative Assessment

In a nutshell, this form of assessment includes tests and exams that evaluate how one is learning the material during the respective course. Assessment for learning is best described as "a process used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies" as pointed out by (Hanley, 1994, p. 222-229). Formative assessment is more based on ongoing process of learning by the students in class, everyday activities are measured by this type of assessment.

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Summative Assessment

In a nutshell, this form of assessment is tests and exams that evaluate how much one has learned the material during the respective course. Education related ministries, departments, sectors, organizations, and institutions can use this form of assessment as a method to hold public schools accountable for providing quality education. Increasingly, "international SA methods, including the OECD's Programme for International Student Assessment (PISA), have been of great significance regarding the comparison of national education systems to actual developments in other countries" as it is mentioned by (Hopfenbeck, The use and abuse of assessment, 2019, p. 637-642). Anyhow, besides being helpful to students, this can be helpful to teachers as well, because it is a useful form of assessing, and its general purpose is based on the test or the exam that the students do at the end of the term.

Objectives of the study

Actually, assessment does not always mean assessing students' knowledge as it is most probably assumed as soon as we hear the term. There are a variety of issues that must be taken into consideration when planning assessment strategy. It is important to start with the understanding that assessment is a form of communication. This communication can be to a variety of sources, "to the students (feedback on their learning), to the lecturer (feedback on their teaching), to the curriculum designer (feedback on the curriculum)" according to (McAlpine, 2002, p. 883-891). The approach to which we do the assessment defines its role. It is worth mentioning that none of the above-mentioned roles is less or more important than the other since all together create a strong mainstay of a genuine educational system. There are lots of opinions towards the assessing process especially when it comes to children assessment, because they say that a lot of stress and panic can happen on children and it could cause a fear panic, but on the other hand the teacher, the parents and the children themselves could be able to know the learning progress, could know like what subject need more practice, and could be proud of themselves when they get good marks. Even for high school students could be useful for the same reasons, because even though they are grown enough still they like the idea of knowing their result, their lesson progress and it could be like a mirror of their learning process during the period or term.

Therefore, the major objectives of this study are:

To present theoretically the issues on different assessment strategies,
To identify factors that complicate the assessment procedure,
To find out whether all assessment instruments are included while teaching,
To see whether all the language skills are assessed properly.

LITERATURE REVIEW

We were focused on the strategies more, but the language skills are of another level of importance and as such they are not an isolated process. The language skills we are referring to are: listening, reading, speaking and writing. These "language skills should be applied in a teaching hour, although they change from level to level, depending on the subject and objectives of the lecture" according to (Sadiku, The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour, 2015, p. 29-31). Teachers must set adequate standards for an ESL/EFL classroom. They should be committed to create adequate conditions for students so that they would reach to learn effectively and therefore achieve the desired outcome. Another very important fact considering the importance of language skills is that no matter if you are a student or a professional, everything we do we need the four language skills. If you are in class or if you are at work like writing a presentation or listening to your co-workers, reading any instructions and discuss about them. All of us are active listeners or active speakers in our everyday life, active readers or active writers, that's the reason why these four language skills are very important, even being in a shop or a bus, we need to read, listen, speak and write.

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Listening

This skill is the first skill used in order to master a language pronunciation. Due to physiology, one cannot pronounce a word without listening it first. Hence, teachers as ourselves should bear in mind the significance of the language input (listening) over the language output (speaking). This is the masterpiece behind the words "good listeners often speak more exactly and more creatively than poor listeners; they have more words at their command" as it is mentioned by (Smith, Creative teaching of the language arts in the elementary school, 1975, p.200-260). Furthermore, from our everyday life, we have experienced many situations where one can respond accurately only after listening precisely. "If opportunities for students to learn English language are vanishing little by little due to lack of listening, teachers must include radios and videos and also must speak in English all the time" (Mendelsohn, 1994, pp. 304-324).

Speaking

A very important activity in classes are also discussions, where everyone can discuss about things they like or are interested about, they can choose a topic and give their pros and cons, they can have conversation with each-other about the text that they read in the book, it is very important because this way they become fluent in English language. "Pronunciation of words can be distorted due to lack of courage to pronounce something incorrectly, and due to social pressure, thusly teachers shall work in that direction, they shall commit themselves to encourage students to speak no matter the outcome, as we can learn more by being wrong" as it is mentioned by (Gordon, Teaching Young Children a Second Language, 2007, p.195-208). People speak by communicating when they want to say something, and "want" implies the desire to speak, to convey a message. Another reason is that people simply do not want to keep silent, and therefore they communicate/speak, even the first thing that comes to their mind.

Reading

Reading enables learners to access information from many sources, to expand the sphere of knowledge, etc. Through reading, one's imagination "gets wider, and life colours gets lighter, reading develops the brain in so many different levels" according to (Cattinelli, Borghese, Galluci, & Paulesu, Reading the reading brain: A new meta-analysis of functional imaging data on reading, 2013, p. 214-238). Reading is a very important part of the class, because students can read, imagine the characters, getting new information through situations we read in class, improve their pronunciation while reading, etc.

Writing

This skill is rarely used from children to write what they say or listen. This is a very complex skill. Herein, a study by (Jenkins, Heliotis, Stein, & Haynes, Improving Reading Comprehension by Using Paragraph Restatements, 1987, p. 54-59) performed on students of three-six grades, who were taught to reformulate their "own words by using writing comprehension". However, building and possessing all the four language skills can help you in every field of life, can help you have success and progress in your studies or career, can help you be more punctual in your thoughts and clearer in your thoughts no matter you are at home, school, working place or in the street. Being good in speech is something that you could always have impact on the others and always make the mass listen to you.

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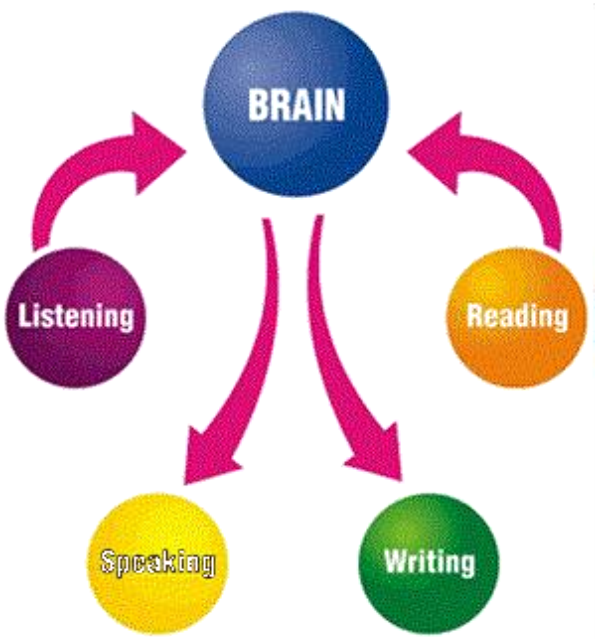


Figure 2. Complete Communicator

As assessment has a great importance for students\ achievements and their preparation for labour market, there are many studies conducted in this regard. Many countries are applying the aforementioned assessment methods, for example, in Vermont, researchers have conducted a study to know the extent students benefit from the assessment. A corporation named "RAND" took the responsibility of carrying out such a study, which concluded that the effect of assessment for lessons learned was substantial and positive. RAND surveyed half the teachers, who reported an enhancement of learning process when students worked in pairs or small groups. Around three-fourths of the principals were interviewed, who stated that the assessment program yielded positive changes in teaching at their schools. Another study has been conducted with third, sixth and eighth grade classrooms in Chicago, which revealed that when students were given writing and language assignments, whereby, calling for more authentic work, they performed better on tests used to judge their basic skills. These skills "pertain the creating of sentences, solving problems, organizing their knowledge and experience, testing their ideas with other students, and expressing themselves both orally and in writing" as it is mentioned by (Furger, Roberta, 2002 p. 5-9).

As many researchers have studied the grading system as a form of assessment and how it would infuse the events occurring in a classroom, as such, it needs to be acknowledged and managed when the teachers begin to plan a class. "Scholars have defined the term "assessment" as "the systematic collection of information about the process of learning, or programs of learning", which is used to build capacities regarding the learning process captured by students (Walvoord & Anderson, 2009, pp. 1-16)

In 1987, according to (Willing, Learning styles in adult migrant education, 1993, p. 50-146) who "has assessed the styles of learning by involving 517 adult ESL learners in Australia". Based on their responses to a questionnaire with 30 questions, he attempted to identify how differences in cognitive learning styles affected the preferences of learners in six different areas:

1. specific classroom activities;
2. special behaviour of teachers;
3. particular grouping agreements;
4. certain aspects of language that needs a kind of emphasis;
5. some sensory modes, such as visual, auditory, or tactile learning; and
6. particular modes of learning outside the classroom.

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This study has also found out that differences in cognitive styles affect the preferences of learners for learning styles. For instance, in the classroom many learners choose to learn by games, by working in pairs, to study grammar more, to receive a feedback by the teacher emphasizing one's mistakes, etc. Another study conducted (Reid, The learning style preferences of ESL students, 1987, pp. 87-111) emphasized four learning styles:

1. visual learning (reading and studying figures);
2. auditory learning (listening the lecture or audio tapes);
3. kinaesthetic learning (physical responses); and
4. tactile learning (hands-on learning).

According to the abovementioned studies, the process of assessment gets increasingly facilitated if followed upon. This brings us back to the section where the pre-assessment or diagnostic assessment form has been mentioned. Knowing students will ease the work for a teacher, complying with their learning preferences will make path to the use of best assessment strategies that suit adequately the students.

Nevertheless, assessment strategies can also create a path for students to cheat during a written exam/test. This is truthfulness, therefore, teachers and people in general admit that everybody lies at one time or another, and cheating in an exam is a common action in the education system. Bushweller (2000, p. 24-30) has conducted a research in this regard, and concluded that "70% of American high school seniors admit to cheating on at least one test, and 95% of the students have admitted that they have cheated but never caught doing so". According to Cizek (1999, p. 180-280), he has also reported that cheating during an exam/test marked a significant increase in the second half of the twentieth century, and upon technology advancement, cheating has gone far forward over the last decade. These studies have indicated that, many times, "traditional assessment strategies may turn into boring routine and thusly students are obliged from within themselves to overcome the "exam/test" obstacle to move forward with their lives", pointed out by (Heberling, Maintaining academic integrity in on-line education, 2002, p. 3). A funny thing is that in my school facility, when a student cheats in a test and/or other assessment forms, peers and/or other people, sometime, state that the concerned student is very capable that's why he/she could indeed cheat.

The following image describes wealthy the idea of assessment, and how easily teachers/instructors could be mistaken. Nevertheless, assessment and teaching walk altogether in a student-centred classroom. Teachers/instructors need to use a variety of "different strategies to assess students' willingness for a particular unit of study and to plan their instruction/lesson around the students' needs". Ongoing assessment of student learning is an important part of the planning process (Regier, 2012, pp. 1-20).

Challenges and difficulties in the application of different assessment strategies in English language teaching

Assessment is considered as one of the most difficult and most critical part during teaching and learning process, you have to be careful and punctual while giving the feedback to your student, you have to correct and at the same time motivate the students to continue further, still it is very important to assess the performance because through the process of assessment we can provide feedback and come to the conclusion and find out to what extent the students are meeting the course objectives. Lately, have been encountered different forms of assessment and significant changes in assessing English language, "an emphasis that has been noticed and has been required is in measuring the quality of academic feature to the students" in order to have success in their academic studies. (L.Bailey & Wolf, pp. 1-9)

As one of the difficulties that a teacher might find through the assessment process is also the lack of teachers' training for language assessment, since there is not enough or perhaps any training about the assessment for a specific field of education, it is also important to mention the economic and social situation of the students. There are lots of challenges that not even students but also teachers face

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during the process of assessment, where the assessment has a great impact on effective educational assessment in classroom and for better learning outcome, and to achieve these goals it is very important for students and teachers to be aware that nothing has to be hidden during the feedback process, so that students face their real problems and can correct them easier and on time.

There are different forms of taking notes and assessing our students, but recently one of the most usable form is considered Portfolio, where we can take notes about our students during the whole semester on different activities in class or as homework, and on the other hand the student will have the opportunity to know the results of every activity. Even though, Portfolio has lots of advantages, it could be considered as time consuming in our country, since in our school every class has more than 30 students and one teacher teaches in 10 classes, and as a result it is much more difficult to work continuously on it. Assessment challenge would also be considered based on how teachers teach and how students learn, thus assessment practises are difficult to be changed, still if they remain unchanged emergent learning culture are in danger, because in order to succeed in class the teachers should find the best way to evaluate our students, we must know how do we have to assess our students, how much, based on what, etc. Assessment should be formative, should determine planning, should serve teaching, should serve learning, should be curriculum-driven, should be interactive, should be student-centred, should be diagnostic, should be exposed to learners, should be non-judgemental, should develop a mutual understanding, should involve reflective teaching.

"Assessment is not stressful only about the students, as it is considered as one of the most difficult and challenging part of the teachers' job, there are lots of difficulties that the teachers face with while they prepare and implement the performance tasks", that's why we should be focused also in the questions, like these mentioned by (Metin, 2013, p. 1664-1673)

1. "What are teachers' difficulties in preparation of performance tasks?"
2. "What are teachers' difficulties in implementation of performance tasks?"

According to Educational Sciences: Theory and Practice by (Metin, Teachers' difficulties in preparation and implementation of performance task, 2013, p. 1664-1673)it is presented that "most of the teachers have difficulties while preparing the performance tasks on choosing the right level of their questions, in determining appropriate subject for the students' level of knowledge, to determine about the appropriate assessment criteria for the specific subject or the way should the subject be evaluated on", a big number of students in classes has a great impact on these difficulties, or because teachers have to prepare a performance task, while having students of different knowledge level, also the reason that there are not many of assessment training about teachers has a great part on difficulties that teachers have to deal with their everyday duties in school.

Despite the fact that there is a lack of teachers' training, still there are lots of other reasons when we consider talking about challenges and difficulties in class. One of the main reasons that have to be considered is also a very big number of students in a class, in this case a teacher has to assess approximately 300 students, and obviously that this fact in a way disables the process of learning-teaching-assessing, the large number of students makes it sometimes impossible for even well-trained professors to apply various methods of formative assessment, and it is known that formative assessment even though has great opportunities and benefits, still it is very time consuming. Perhaps this is the reason why lots of teachers do not apply all of these formative assessment techniques (even though they found them effective), and in most of the cases at the end of every period they try to apply some of the summative assessment instruments to assess their students and also to argument their assessment.

Another challenge would also be not classifying students into classes on the basis of their knowledge, according to their English level knowledge, having students from Beginner to Advanced level in the same class, could be difficult for a teacher to find the best way on compiling the test, setting the criteria of assessing methods and instruments, using the proper methods of evaluating students orally or in written form, even choosing the best method while explaining the lessons in class or choosing an activity to work in groups. In our country the classes are with 30 to 35 students, and this is a big number to consider the learning hours we have per a week, where there are only two English classes in Gymnasium where I teach, and for two classes a week and having more than 30 students for a class is

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not that teachers have the possibility to assess the students in a proper way, like have not enough time during test, not enough time for a student to give their opinion in class because of a big number of students in class not everybody has the chance to express their opinion or to have the possibility to be asked for the second time, if he/she is not satisfied with the mark.

It should also be considered the economical and sociological aspects that can influence and make it more difficult for the teacher to apply methods and criteria in the adequate way in class. Even borrowing books from each other or from other classes by students seems like a challenge or difficulty to me as a teacher, because in most of the cases the books are completed by other students from other classes, and in this case, I find it very difficult to apply formative assessment during the classes. There are lots of students that do not have their personal books because of their family economic status, or they don't have laptops in order to finish the project. Being in bad economic status it also affects in their social and psychological status, in their mood of learning in class, in their concentration during class lectures or sometimes even have misunderstanding during discussions in class with their classmates.

Sometimes we have difficulties also in terms of social and psychological aspects, since even though there are psychologist in school, there are cases when we as teachers have to face with the students' problems and try to help them. There are also challenges concerning the students' mentality, as not all the students come from the same level of educated parents or from the same mentality in their families. Teachers from the rural places have much more difficulties in this aspect because psychological and social experts do not go and visit them, their parents are more close-minded, students with special needs do not have the possibility to learn in special classes, or sometimes teachers have to face even with situations when parents do not admit that their children have disabilities or have special needs, and expect from the teachers to assess them with high grades.

Difference and correlation between traditional and modern methods

In contemporary education discourse, a notable dichotomy exists between traditional and modern pedagogical paradigms. Traditional education typically emphasizes rote memorization, while modern educational methodologies prioritize critical thinking and creative problem-solving. Bringing this division is the value-based approach, which amalgamates the virtues of both traditions, fostering individuals capable of navigating a dynamic landscape while adhering to ethical principles.

According to curriculum difference, a crucial distinction between the traditional and modern perspectives on curriculum lies in their conceptualization thereof. The traditional viewpoint perceives the curriculum as a rigid framework of predetermined subjects arranged in a linear sequence. In contrast, the modern outlook regards the curriculum as comprising all intentional learning experiences, both within and beyond the confines of the classroom, with a focus on holistic development.

Assessment methodologies further outline the differences between traditional and contemporary educational models. Traditional assessments typically manifest as standardized exams featuring selected-response items like multiple-choice or true/false questions. Conversely, modern pedagogies advocate for authentic assessment strategies, wherein students are tasked with utilizing acquired knowledge to generate tangible outcomes or engage in practical demonstrations of mastery. (Principles and Methods of Assessment, July, 18, 2015)

Testing in English Language instruction

As mentioned by Saragih (Saragih, 2016, p.75), "testing continues to be the most used tool by teachers to assess their students in English Language. Testing is a method of measuring students' abilities, knowledge or performance in a given domain. Test questions should be structured and explicit. The test format commonly used by teachers is:

1. Tests with multiple choice questions
2. A writing prompt with a scoring rubric
3. An oral testing based on a question script and a checklist of expected responses to be given by the student".

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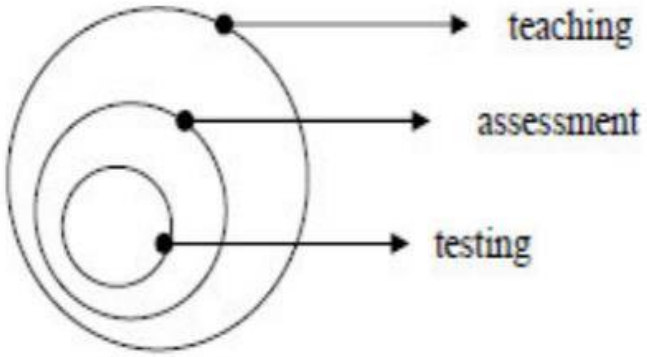


Figure 3. Testing and assessment as subsets of teaching

METHODOLOGY

This study was born in mind due to many difficulties, as an EFL teacher, encountered many years in this regard. First, the concept was thought, the idea was discussed and the theory was searched. This topic, as seen, is of great concern yet very pleasurable to deep into. This because many EFL teachers are concerned on this matter and this demonstrates, the effort, the great commitment, and the confidence teachers have in perfectly doing their jobs.

CONCLUSIONS

Communication is a key concept to be learning and practicing throughout life. People have many different ways to discharge this function. Some of them communicate by gestures, eyes, words, using letters, and even silence is a form of communication. As known, people learn the basics from the elementary education, then they go higher to the secondary education and so on. Teachers of foreign languages have been struggling with finding best suitable methods to teach a new language to students, having their accent be very proximate to the natives of that concerned language. Since grading, assessment, and evaluation are the ground basis for motivation and capacity building of students, it was a very great need to conduct a topic pertaining only the assessment methods/strategies to boost students' motivation and interest in learning a foreign language, in this case, English language. Thusly, this research was conducted to evaluate the assessment strategies of great significance to the education system, in particular in terms of EFL teaching. It tended to measure the preferences for and actual assessment methods/strategies used by teachers, and how effective were they in evaluating students' learning process and their achievements in this regard. Measuring many methods including the participation-based and attendance-based assessment followed with grading, whether low or high marks.

The literature on students' assessment methods/strategies in secondary education is progressing, yet very variable in type and quality and also scattered and fragmentary in nature. Many reports are case studies from subject specialists. Studies of higher methodological quality are very varied in the type and organization of assessment methodologies researches that a best evidence synthesis is still in the future. However, the current research does identify pertinent commonalities and differences to encourage further advancement of assessment methods/strategies to the benefit of both teachers and students simultaneously. Hence, many studies have shown various assessment strategies and methods useful in this regard, however there are also many obstacles to assessing students fairly and adequately!

FUTURE IMPROVEMENTS

Regardless of our results, future improvements shall take place. Competent authorities need to divide the number of students and form a classroom with very much less number than the actual number. In addition, the classrooms should not be divided by the index but by the level of knowledge in English language. This could help us, as teachers, and students in finding a better solution to teach/learn effectively and efficiently and also to motivate and be motivated by proper and fair grades or, if grading process ceases to exist, proper and fair assessment whatsoever.

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There is room for improvements in all life areas, including personal and professional spheres. The life sphere is filled with many challenges. From birth to death, we never stop learning and changing, implying since little kids we start receiving information of every kind, and creating ideas in that respect. Hence, the human personality starts being formed and having many changes especially at the stage of puberty where, indeed one creates a scheme for himself/herself and his/her role. Teachers therefore play an extremely important role in this regard. Thus, other studies need to be conducted to produce results regarding the improvement of assessment and regarding the capacity building of students for much effective learning at an early age, especially when it comes to learning a new language.

Besides reducing the number of students in a classroom, it is also necessary to extend a class hour, from 40 minutes as it is now, to longer minutes such as 60 minutes in order for the teaching hour to be as effective as possible. Our educational system has many limitations in this regard. Moreover, there is a lack of sufficient training sessions delivered to teachers regarding to the assessment methods/strategies. It should be worked more in this regard. Our cadre is very skilled despite the lack of the aforementioned actions; however, they need to be more advanced to the benefit of both parties, i.e., students and teacher themselves.

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THEORIES OF FOREIGN LANGUAGE LEARNING

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Abstract

When it comes to learning a foreign language, children learn it much easier compared to adults and have no obstacles in it. Before turning one year old, a child can differentiate between sounds that adults cannot. Many experts agree that learning a foreign language largely depends on the individual learning it. Because same individual is different, the application of foreign language learning theories will greatly facilitate foreign language learning in children. All theories are based on the need to study the vocabulary and grammar that will be applied in the communication between the student and the teacher, in the process of learning the foreign language.

Keywords: learning, foreign language, foreign language learning theories

INTRODUCTION

The individual who teaches a foreign language needs to possess knowledge of the mental mechanisms during learning. These are insights into memory, processes, learning outcomes, and motivation. It is necessary to understand the way student learns in order to choose the very course of the teaching process when learning the foreign language.

There is a new science that tries to combine the old and new knowledge of the related sciences of foreign language didactics and which simultaneously conducts its own research, and that is the science of foreign language learning. The basis is in the process of learning, acquiring knowledge and long-term memorization.

Not a single science can be built without knowledge of related old sciences, not even the science of learning foreign languages, so it is very useful to know the theories of learning foreign languages that have been established over a long period of time.

THEORIES OF FOREIGN LANGUAGE LEARNING

To the present several theories have been set for the way we should study a foreign language, and the same are followed in the appendix.

Contrastive theory (Fries/Lado)

The contrastive hypothesis originates from behaviorism and starts from the fact that the mother tongue systematically affects the learning of a foreign language, that is, during learning, the habits of the mother tongue are constantly transferred to the study of the foreign language. A negative transfer is possible due to the different phenomena of the two languages (native and foreign) and difficulties and mistakes occur, but also a positive transfer if the two languages have the same elements and rules.

Galperin's theory

This theory is based on the human and his constant interaction with the environment because he must constantly solve tasks in the form of physical and mental activities. According to this theory, the foreign language is not learned through repetition, but through generalization of the language act and reduction of the orientation part. The learning process takes place in five stages:

- Finding an orientational basis for the type and purpose of the activity, which must be understandable and complete for the student (the help of the teacher is not excluded here).

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- The activity is organized by the teacher based on models, schemes, diagrams, etc. He controls and gives instructions when solving the tasks.
- At this stage, there is no help from the teacher and it is aimed at complete communication in the foreign language.
- Forming thoughts only in a foreign language, without speaking.
- At the end of the activity, the student presents the entire activity aloud.

Theory of psycholinguistic mechanisms (Krashen)

According to this theory, each person possesses certain mental mechanisms for learning a foreign language that indirectly govern the process of learning the foreign language, even though he is not aware of it. This mechanism can be influenced very little externally. For the complete study of the foreign language, Krashen proposes the following theories:

- Identity theory – by activating the innate mental processes regardless of the native language and age, the foreign language with all its elements and rules is learned in such a way that a striking similarity with the native language is observed. The structure of the foreign language, not the native language, is decisive here.
- Monitor theory – distinguishes a strong and a weak version of the identity theory. The strong one starts from the fact that all students learn the foreign language in the same, superficial-structural order, while the weak one is that this process is the same for everyone.
- Input theory – studying the foreign language through the input (the language offer) which is slightly above the usual level of acquired competences and the student understands what he hears or reads. The teacher uses simple language, with a slow pace and paraphrases, that is, he uses the best way of teaching.
- Affective - filter theory - is based on the fact that success is mostly influenced by motivation, desire for integration, self-confidence. The learner tries to get more input and communicates with people who speak the foreign language he is learning.

Hypothesis of interlanguage (inter language)

According to this theory, the student creates a specific language system during the study of the foreign language, that is, he creates an interlanguage. It is actually a learner's language, with features of both the mother tongue and the foreign language, but these features are not actually inherent in either of the two languages. Interlanguage is variable and changes in the direction of the target language, because it is influenced by the learning strategies and communication strategies of the foreign language. According to his context, the student discovers new words or according to his set rules that he has already learned, to understand the foreign language.

Theory of competition (Felix)

This theory starts from the mental mechanisms for learning a foreign language, where the two innate congitive mechanisms of language processing are taken into account. Just like with the mother tongue, natural processes work.

Theory of supplementation-model of complementation (Nold/Diness)

This theory offers a new model of foreign language learning due to the shortcomings of previous theories. Due to genetic conditions, a specific mechanism of processing first comes to the fore, under the influence of which phonology, syntax and morphology are learned.

RESEARCH METHODOLOGY

The subject of the research is which theories teachers apply in the process of learning foreign languages. The research includes certain analyzes and presentation of the data obtained from them. Special emphasis is placed on teachers in primary schools in the Southwest region of the Republic of North Macedonia.

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As a problem of this research I emphasize the denial of the benefits of using these theories. All educational environments in the country face this problem. It is investigated whether and how much it is necessary to apply some of the theories, one or a combination of more, depending on the competencies of the teaching staff.

The purpose of the research is that every teacher should determine the need to apply the theories for learning foreign languages.

Based on the subject of the research, the methodology used during the research is determined, and the methods will be combined depending on the content, i.e. the element under investigation.

According to the nature of the research, it is developmental, in order to determine whether the teachers apply the theories for the study of foreign languages.

According to the content, this research is social, because it treats a phenomenon that is happening at the same time in the Southwest region of the Republic of North Macedonia.

According to the time duration of the monitoring of the research phenomenon, this research is transferable, because it will be realized in a short period of time, in different workplaces, in different conditions.

Primary and secondary researches are used for the preparation of the paper. Secondary sources refer to professional literature, scientific works in the field of curricula for learning foreign languages, in theory and in practice.

The general scientific methods used in data processing are:

Analytical-synthetic method - analysis of certain phenomena, breakdown to the ultimate basic parts, their grouping according to common characteristics and based on that drawing and presenting new concrete conclusions.

Inductive-deductive method - determination of general conclusions, through individual specific attitudes and observations, and vice versa, arriving at new specific conclusions through general attitudes.

Method of description - as a procedure for describing or presenting the object of scientific research with scientific interpretation and explanation. During the description, a large number of scientific and professional literature and specific researches from prominent experts from the country and abroad were used.

Statistical method - collected data were processed statistically, they were interpreted and then analyzed on the basis of which appropriate conclusions will be drawn for the researched phenomenon. The statistical method and its application will enable sorting and organizing the previously collected data according to various criteria, all of which will be supported by statistical tables and graphic displays in order to more easily and clearly determine the relations of conditioning of this phenomenon.

For the needs of this paper, the analysis was used as a procedure, which, with the help of a survey questionnaire, allowed to collect data for the research of teachers in the Southwest region of the Republic of North Macedonia.

The obtained data were analyzed both qualitatively and quantitatively.

Methods of scientific knowledge

The interpretation of the obtained data is based on several methods of scientific inference, and:

a. basic procedure of scientific inference

• analysis;

b. auxiliary procedures of scientific inference:

• comparative analysis;

• synthesis.

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Personnel plan: The teachers were randomly selected.

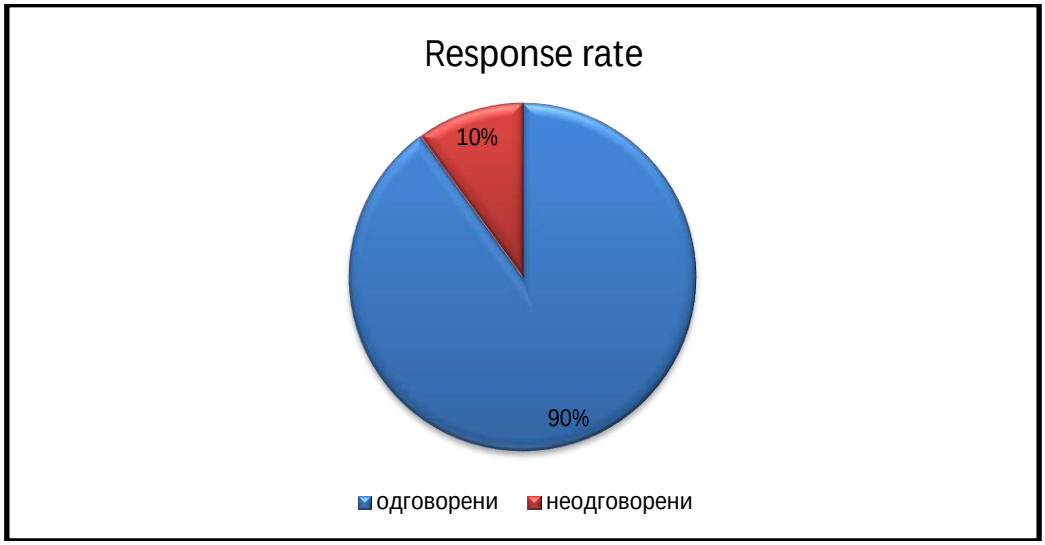
Time plan: The research was conducted in the period from January 2024 to May 2024 according to the following course:

1. Technical preparation of survey questionnaires;
2. Survey questionnaires were delivered and answered by randomly selected respondents.
3. Collection and classification of survey questionnaires.

The results of the research will be useful for teachers who teach foreign languages, but also for the entire social community.

RESEARCH RESULTS

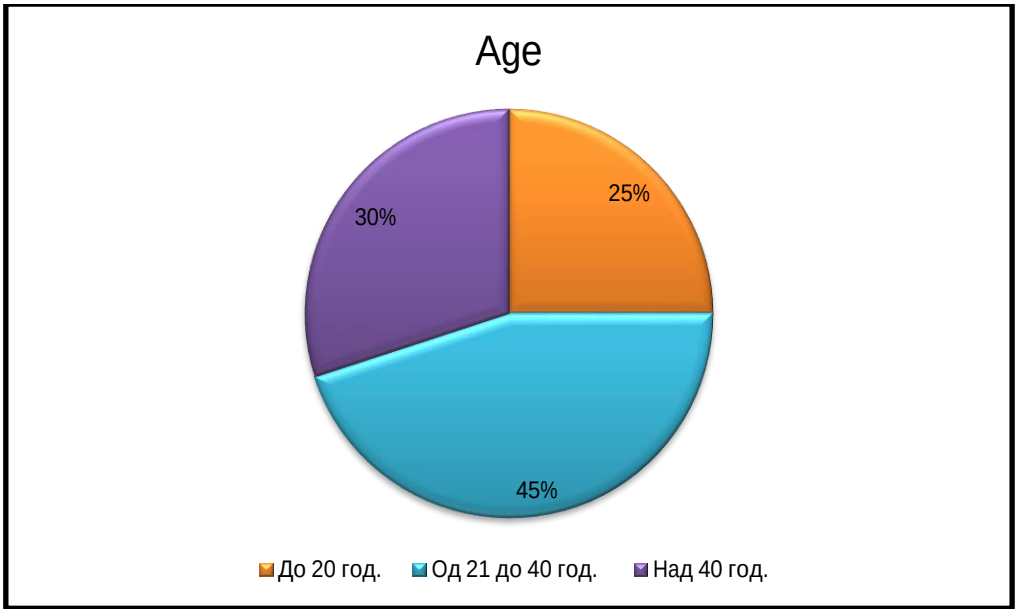
The survey included 150 randomly selected respondents. Survey questionnaires were sent to them electronically. The first part is with demographic data for the respondents. The second part of the survey questionnaire contains survey findings with offered answers, to which respondents had to decide according to their opinion. The third part is the evaluation of the offered survey findings by the respondents. I will show only a part of the graphs in the attachment.



Structure of the respondents according to the response rate of the survey questionnaire

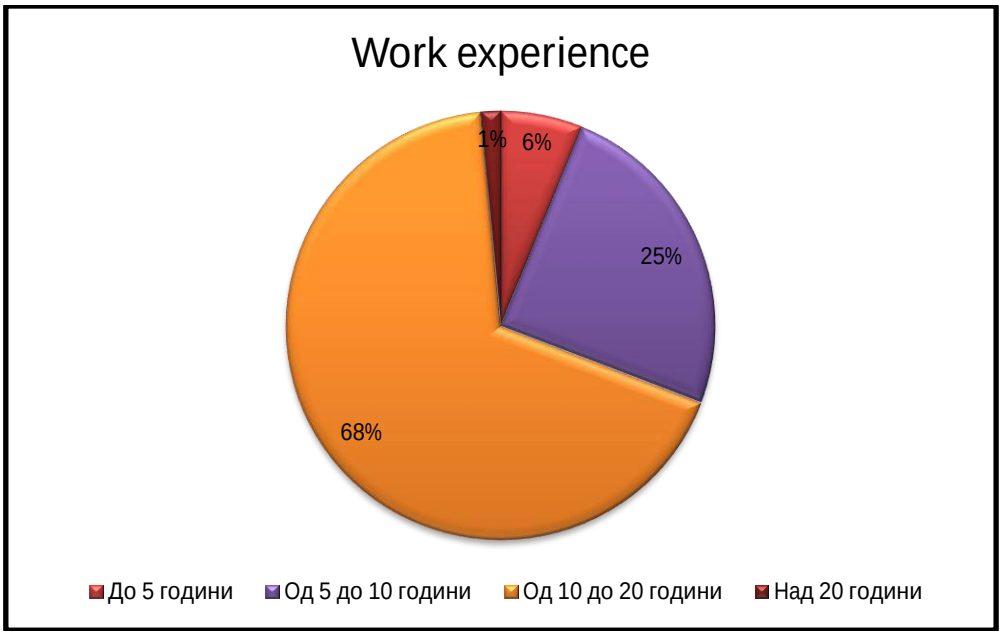
From the survey questionnaires sent to the respondents, I received a response of 90%, in my opinion it is a satisfactory percentage and I think that the topic met with interest among them.

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Structure of respondents according to age

The graph represents the structure of respondents by age. 25% of the total number of respondents were under the age of 20. From 21 to 40 years were the largest part or 45%, and the remaining 30% are over 40 years old.



Structure of respondents according to work experience

The graph contains the structure of respondents according to work experience. The largest percentage of the total number of respondents, 68%, have work experience of 10 to 20 years. A smaller part ie 25% have 5 to 10 years of experience, 6% have up to 5 years of work experience, and the smallest part ie 1% have more than 20 years of experience. These results interact with the age structure of the respondents.

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Application of the theories

The graph above represents the result of the research on the application of the theories by the teachers who were the subject of the research on the study of foreign languages. As can be seen, the majority or 58% of the total number of teachers who were the subject of the research, are based on the input theory, 32% are based on the interlanguage theory, and the smallest part or 10% on Galperin's theory.

CONCLUSION

Knowledge of the processes for learning a foreign language, about the positive and negative factors that influence them, are very small, so it is difficult to make certain conclusions about teaching a foreign language. The results of the research and the data obtained, if compared, contradict each other. Each of the theories uses one-sided research and neglects other aspects. A common conclusion that can be drawn is that there is no age limit when learning a foreign language, both children and young people and the elderly can learn. With age comes a decrease in the ability to imitate, spontaneity, speed of learning and the ability to maintain attention, but it is compensated by increased activity in the process of learning a foreign language.

As the results of the conducted research showed, we can conclude that more than half of the total number of examinees apply the imputation theory. My recommendation is that every teacher who teaches a foreign language should make an independent decision, which theory for learning foreign languages, he will apply in his work. Which theory will be their basis during the process of learning the foreign language among their students, in my opinion, depends to a certain extent on the abilities and skills of the teacher himself.

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CHALLENGES OF ONLINE EDUCATION IN MACEDONIA IN THE SUBJECTS OF MUSIC EDUCATION AND MUSICAL ARTS

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Abstract
This study examines the application and challenges of online education in the field of music education and art. With the development of new technologies and the internet, online education becomes increasingly prevalent in the educational system. The study provides an analysis of various sources to identify the methods and tools used for the successful implementation of online education in music education and art. These methods include real-time virtual classes, video lectures, and virtual musical instruments. The research also reveals challenges associated with the use of these methods, such as technical issues, limited interaction, and access to resources. In the final part of the study, strategies are proposed to overcome these challenges and improve the effectiveness of online education in music education and art.
Keywords: online education, music education, musical art.

INTRODUCTION

The period before the emergence of online learning (Bruck-Pirija, 2016; Lasić-Lazić, 2016; Nadrljanski, 2016) was a time of significant technological changes in human civilization. The development of computer technology, the internet, and digital communication means not only signified technical progress but also dramatic changes in the way people live and work.

In education, these changes significantly altered standards and expectations. Educational institutions faced the need to adapt classical teaching methods. Then, the need for the integration of information and communication technologies in the learning of students appeared.

One of the most secure ways to achieve this is through electronic or online learning, which implies the use of various digital tools and education platforms. This enabled learning to be eased and enhanced using interactive content, video lectures, assignments, and many other methods.

The implementation of online education has created various forms of learning, such as traditional classroom teaching, ICT-assisted teaching, hybrid teaching, and fully online teaching. Each of these forms has its advantages and challenges, but they all enable access to better education, in line with modern technologies and the needs of students.

E-learning today finds application even in situations where there is no physical distance between teachers and students. Computer technology is used to better visualize certain processes and as additional stimulation to traditional learning methods. This allows teachers to create interactive and engaging lectures and other educational resources that increase student engagement and motivation. With the help of various visual and interactive tools, students have the opportunity to learn in ways that are interesting, thus improving their learning and understanding abilities. This transforms the traditional model of learning into a process that meets the needs of modern students and teachers.

ADVANTAGES OF ONLINE LEARNING IN MUSIC EDUCATION AND ARTS

Online learning in music education and art offers many advantages that open doors to new opportunities and experiences for students:

The first advantage: Online learning provides accessibility and flexibility. Students easily access instructional content and study it at their own chosen time and space. Learning is structured and

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adapted to a variety of students with different needs. This flexibility significantly facilitates access to education for students with various commitments and resources.

Moreover, online learning allows students to study music from their homes, without the need for physical presence in music studios or schools. This represents a change in the way of learning and accessing education, making it easier and enriching the experience for students, making learning more adaptable to the needs of modern lifestyles.

The second advantage: Online learning offers a vast amount of information available through online platforms. In this way, students can access various videos, audio recordings, interactive tools, and other materials that enrich their learning.

Online platforms enable students to access diverse videos and audio recordings showcasing different techniques and styles of musical performance. This allows students to see and hear various types of musical performance, which will inspire and stimulate their learning.

The interactive tools available through online learning enable students to practice various aspects of musical performance, such as instrument playing techniques, music theory, and composition. These tools enrich students' experiences.

The abundance of online information allows students to enhance their musical and aesthetic knowledge, improve their music performance skills, and explore different methods of musical performance. This contributes to the richness and quality of their learning in the field of music, utilizing a wide range of necessary information available through online platforms. Students can access videos, audio recordings, interactive tools, and other materials enriching their learning and introducing them to various methods of musical artistic performance.

The third advantage: Online learning offers the possibility of collaborative learning (Johnson, 1999) and sharing experiences among students. Through online platforms, students can collaborate, share their musical performances, give and receive information from their friends, enriching their knowledge and improving their skills and performances. Collaborative learning through online education allows students to create joint projects, increasing motivation and engagement. Sharing experiences and knowledge among students can lead to different perspectives and approaches to musical artistic performance, enriching student experiences and developing their creativity.

Also, through collaborative learning, students can receive feedback from their teachers, helping them improve their performance. This encourages students to collaborate, share ideas, and expand their knowledge in the field of music.

All these advantages make online learning in music education and art innovative and inspirational, opening doors to new ways of developing students' musical talents and skills.

ADVANTAGES OF ONLINE LEARNING IN MUSIC EDUCATION AND ARTS	
First advantage:	Availability and flexibility
Second advantage:	Vast amount of information
Third advantage:	Collaborative learning and sharing experiences

VARIOUS TOOLS AND RESOURCES FOR THE NEEDS OF MUSIC EDUCATION AND ART

In online learning for music education and art, there are various tools and resources that enrich students' knowledge and develop their musical skills. Some of the notable tools include:

1. **Music Software:** Specialized computer programs for music composition and arranging, such as Sibelius, Finale, MuseScore, and GarageBand, allow students to create and arrange music on their computers.

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2. **Virtual Musical Instruments:** Online platforms like Virtual Piano, Virtual Drum Kit, and Virtual Guitar enable students to play and practice on different musical instruments through the computer, without the need for physical instruments.

3. **Video Instructional Content:** Websites like YouTube and Vimeo offer a wide selection of video lectures, tutorials, and performances by professional musicians and experts, enriching students' experiences.

4. **Music E-books and Online Resources:** Various online resources and e-books, such as IMSLP (International Music Score Library Project) and MusicTheory.net, provide students with free sheet music content, music theory, and exercises.

5. **Virtual Music Courses and Webinars:** Platforms like Coursera, Udemy, and Skillshare offer various online courses and webinars for music education and art, where students have the opportunity for learning from home, interaction, and communication with experienced musicians.

Various tools and resources for the needs of music education and art	
Music Software	Sibelius, Finale, MuseScore, GarageBand
Virtual Musical Instruments	Virtual Piano, Virtual Drum Kit, Virtual Guitar
Video Instructional Content	YouTube, Vimeo
Music E-books and Online Resources	IMSLP (International Music Score Library Project), MusicTheory.net
Virtual Music Courses and Webinars	Coursera, Udemy, Skillshare

For successful participation in online learning for music education and art, students should have the following tools:

1. **Computer or Smartphone:** To access online resources and tools, students need a computer, tablet, or smartphone with an internet connection.

2. **Headphones or Speakers:** For listening to musical pieces, exercises, or lectures, students need headphones or speakers for their computer.

3. **Music Composition Software and Tools:** For composing music as part of the curriculum, students need access to music composition programs such as Sibelius, Finale, or MuseScore.

4. **Web Browser:** To access online resources, lectures, and exercises, students will need a web browser like Google Chrome, Mozilla Firefox, or Safari.

5. **Communication Tools:** For communication with teachers and classmates, students use communication tools like email, chat, or video conferencing tools such as Zoom or Microsoft Teams.

6. **Musical Instruments (as needed):** Depending on the type of instruction and curriculum, students may require online musical instruments for practice and performing assigned exercises.

With access to the above tools, students can engage and successfully participate in online learning for music education and art.

In Macedonia, students studying music education and art can use various tools and resources to enhance their learning. Some of the current tools being used include:

Music Software: Students can use music software such as MuseScore or Noteflight for computer-based music composition.

Audio and Video Resources: Websites like YouTube, SoundCloud, and Spotify are used to access various audio and video recordings of musical pieces, concerts, historical recordings, and other relevant materials.

Virtual Musical Instruments: Virtual musical instruments like Virtual Piano, Virtual Drum Kit, and Virtual Guitar are available online and can be useful for practice and experimentation with different instruments.

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Educational Platforms: In some cases, students may access specific educational platforms or portals that offer lectures, exercises, tests, and other learning resources for music education, such as eLearning.mk, OpenCourseWare, Edmodo, Center for Educational Technology (CET), Channel 77 Education, and others.

Web Applications for Music Theory: Web applications like Teoria and MusicTheory.net provide interactive exercises and lectures for learning music theory, including notation, harmony, rhythm, and more.

Virtual Learning Platforms: Some schools may use virtual learning platforms like Google Classroom or Microsoft Teams for posting materials, communication with teachers and classmates, and assignment submissions.

These are just some of the current tools used in Macedonia for learning music education and art, and there may be other resources and platforms in use according to the needs of students and teachers.

In Macedonia, there are several platforms with educational content for music education and art that students can use. Some of them are:

"Uci.mk"(Учи.мк): This platform is part of the "E-Education" project and provides various educational content for all subjects, including music education and art. Here, students can find learning materials, exercises, tests, and video lectures for music education and art.

"E-School" (Е-Училиште): This platform provides access to various educational content for all levels of education, including music education and art. Students can find materials, tests, solved problems, and other learning resources.

"I Conquer" (Освојувам): This platform is dedicated to online learning and provides various educational content for students. It has content for various subjects, including music education and art, offering necessary exercises, tests, and video materials.

The above are some of the Macedonian platforms with educational content that can be useful for students in the field of music education and art, depending on the needs and choices of schools or teachers.

STRATEGIES FOR OVERCOMING THE CHALLENGES

Technical issues, lack of interaction, limited internet access - these are some of the challenges that would pose obstacles to the successful implementation of online teaching in music education and artistic music. Developing stable technical infrastructures, creating interactive school environments, and ensuring access to a variety of music resources are some of the strategies for overcoming the challenges in online teaching.

In Macedonia, online teaching in the field of music education and music art has started to gain significance and application, especially in recent years. With the rapid advancement of technology and the development of the internet, many schools and music schools have begun to use various online platforms and tools to transfer their teaching curriculum to a virtual environment.

Experiences in Macedonia with online teaching in music education involve various approaches and models. Some schools and music schools organize live virtual classes through video platforms, where teachers can conduct classes with students in real-time. Additionally, video lectures and instructions are used, which students can watch at their convenience, allowing flexibility in learning.

However, despite significant progress, we also face several challenges in implementing online teaching in music education in Macedonia. Some of the challenges include technical issues such as unstable internet connections, malfunctioning software tools, lack of interaction and communication between teachers and students, as well as limited access to certain music tools and materials needed for learning.

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Nevertheless, there is growing interest and engagement from educational institutions, teachers, and students to develop and improve online teaching in the field of music education in Macedonia.

CONCLUSION

Online teaching has the potential to enhance learning in subjects such as music education and art, but to harness this potential, it is necessary to overcome challenges and develop effective strategies for integrating technology into schools.

With the emergence of new technologies and the advancement of the internet, online teaching is constantly gaining importance in the educational system. This transformation has a significant impact on the way students learn and the subjects they study. In this context, in subjects like music education and art, there are challenges and opportunities for innovation and adaptation to the new reality. This effort seeks to identify and examine aspects of the implementation of online teaching in these subjects, as well as to study the challenges faced by teachers and students in this context.

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THE GLORIFICATION OF THE CYCLICAL LIFE FORM
(Remembrance of Gjore: Seven Returns to the Aspen Motif)

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Abstract

This paper provides an analysis of the eight-verse poem 'Remembrance of Gjore' by Blaže Koneski, through the semantic interpretation of the symbols. We compare Koneski 's poem with the poem "Seven Returns to the Aspen Motif" by Gane Todorovski, in order to present the main message about the cyclical confirmation of life, about its eternal duration, understood through the mystical - religious concept. Both poetic texts represent significant foundations in the further creation of Macedonian modern poetry.

Key words: symbols, tree, aspen, apple tree, cyclic life cycle

1. Verses

IN MEMORY OF GJORE
Gjore is dead.
It's been a year.

The apple tree in his yard deserted
whispers to itself:
"I must hold on for two or three more days."
not to bloom
of sorrow for him
Then the spring will crush me. (Koneski 1981:273) .

SEVEN RETURNS TO THE ASPEN MOTIF

1.
Green eyelids sleepless.
Green, no waviness
It is lovely in the middle of a field
in the middle of a filed, dream starving.

2.
Its figure is a greenness of butterflies
captivated forever in a cherry vertical.

3.
Lusting for peace, wanders restlessly,
trembling as it is stands, peering into the clouds,
it follows the road, mourns for the nomads
and it freezes when the mid-summer winds sweat.

4.
Does it suffer from insomnia, does she shake in fear
sinful - transgressed heifer infatuated?

5.
Was it baptized by me, I would baptize it with anxiety,
unrest-restlessness-, non-native Polish highlands.

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If I were a vespers, its trembling would be bristle
the trembling, an image of fearful solitude.

6.
What a scarecrow it is, it will show you itself
Always twinkling: Morning, Midday, Eve.

7.
The birds are envied
nests that silk in it,
envied for the sleep, childbirth, and rest,
Insomnia. A barren. Green anxiety.

(Vangelov 1993:48-49) (Verse translation by assistant professor Vesna Milevska, PhD)

This short, only eight verses composed poetic text by Koneski - "Remembrance of Gjore", can rightfully be qualified as a virtuoso poetic expression. The semantic meaning of the text is multifaceted and here is presented an attempt to make the analysis as comprehensive as possible, that is, to finally reach the main message addressed to the recipient. It is about a tree - an apple tree, to which both anthropomorphic and dendromorphic features are implied. Here immediately comes to mind the aspen of Gane Todorovski, which is also invested with more anthropomorphic than dendromorphic features. The anthropomorphic features of the apple tree are: it whispers, mourns the loss of Gjore and even tries not to bloom for at least a few more days, to endure because it is aware that it will beat the spring - it will bloom, as an inevitable phase in the physiology of every living plant (tree). In Koneski's apple tree, its anthropomorphic and dendromorphic features - the flowering - are contrasted.

And with Todorovski's aspen in Seven Returns to the aspen motif, significantly more anthropomorphic features are invested compared to dendromorphic ones (33%). In his respectable analysis of Gane Todorovski's poetic text, Atanas Vangelov even selects the anthropomorphic properties of physical (green, high) and spiritual (trenched, restless). (Vangelov, 1981:164) The aspen is aware of its barrenness, it trembles eternally in the middle of the field, it is a high tree, green and personal, a mute tree, unborn, restless and sleepless, a timid tree, similar to nothing and itself similar in the wooden civilization. (Vangelov, 1981:167)

2. The semantics of symbols

The tree according to the Dictionary of Symbols „is one of the richest and most widespread symbolic themes. Just the bibliography for it would make a whole book. Mircea Eliade singles out seven different interpretations (ELIT: 230-231), which he does not consider exhaustive, but which are arranged around the idea of a living Cosmos that is in constant regeneration" (Chevalier, Gerbran,2005:261)

Basically the tree is the symbol of life, because it develops continuously and its growth towards the sky is associated with the symbolism of vertical: Leonardo Da Vinci's tree. The tree is a symbol of cyclical character of cosmic evolution as well, approval of cyclical character of life through death and bearing again and again. The common symbolism of the tree includes the following explanation: its roots are deep into the ground and its branches strive towards the sky in a way that symbolizes the relationship, representing the symbol of the relations between the ground and the sky. There is an apple tree into the text that belongs to the deciduous plants and which is an immanent confirmation for that cycle through falling of the leaves and growing

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up new ones again each year. Thus, „it possesses the central character to the extent that the Tree of the world is a synonym for the Axis of the world." (Chevalier; Gerbrand 2005 : 262).

And the Christian tradition confirms the relation between the tree of life and the divine phenomenon. The analogy directs to continuation of the tree of the first testament, the tree of life in the „Book of Genesis" and the tree of the cross or the tree of the new testament, which regenerates the man. (Chevalier; Gerbrand 2005 : 263).

The cross which is erected on a mountain in the centre of the world entirely lengthens the ancient image of cosmic tree or the tree of the world. In the Christian iconography, the images of cross with leaves or tree-cross are frequent, where by separation of the first two branches we can identify the symbolism of the fairy and its graphic diagram of Y or of the singleness and doubleness. To the final extent, it's Christ himself, who according to metonymy becomes the tree of the world, a scale. (Chevalier; Gerbrand 2005 : 262). Path to immortality and eternal life.

The apple or apple-tree precisely, the subject of our semantic analysis has a multiple symbolic function. In the literature we can notice the bone of contention which Paris gave away, the golden apples in the gardens of the Hesperides, the apple that Adam and Eve tasted, the apple in song of songs and according to Origen it represents the fertility of the word of God. In our context the most important is the fact that it presents the means of knowledge, which is the fruitage of the tree of life, but it is also the fruitage of the tree in recognizing the good and the evil.

Death, according to the interpretation in the Dictionary of Symbols, signifies the absolute end of something positive: a human being, an animal, a plant, a friendship, an alliance, peace, an era. As a symbol, death represents the transient and destructive aspect of existence, that which disappears in the inevitable development of things, but it is also associated with the symbolism of the earth. On the other hand, every initiation is connected to the phase of death, before entering into new life. Nevertheless, the mystery of death is traditionally felt as a difficulty and is portrayed as frightening. It is interpreted as a resistance to change and to the unknown form of existence, rather than a fear of disappearing into nothingness. (Chevalier, Gheerbrant,2005:933)

The flower is a generative organ from which seed and fruit are formed, and according to the physiology of plants, it provides the reproductive state or continues life-giving birth to fruit. According to medieval symbolism" in a deep Christian sense, the flower signifies the hope of resurrection, symbolizing eternal spring and heavenly joy" (Petkanova, 2000:120)

3. The Message as a Summary

The poetic text of Todorovski is organized into a seven-part verbal structure, and the number seven, according to what Cassirer states in Greek mythology, has acquired a mystical-religious character. The number seven is associated with the goddess Athena, a virgin without a mother, unique, eternal, constant, immovable, equal to herself, and different from everything else. (Cassirer, 1972:7)

In Koneski's poetic text, the verbal material is organized into eight verses, and the number eight always represents cosmic balance. This is the number of the main cardinal directions along with the secondary ones (Chevalier, Gheerbrant, 2005:737). Further interpretations of the symbol of the number eight suggest that the eighth day, which comes after the six days of creation and the Sabbath, is a symbol of resurrection and transformation, heralding the future eternal era. It signifies not only Christ';s resurrection but also human

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resurrection. If the number seven is primarily associated with the Old Testament, then eight belongs to the New. It foretells the bliss of the coming age in a different world (Chevalier, Gheerbrant,2005:739). We could add, in support of this context, that the mathematical symbol for infinity is a horizontal eight.

In the poetic text Seven Returns, Atanas Vangelov places the motif of the aspen in the following context: it is not an expression and verbal articulation of ideal life forms, which are tragic precisely because they do not undergo multiplication since they are unique and unrepeatable, similar to themselves and thus unreal, but a metaphor of death-final and irrevocable-so opposed to a real fact in the mystical-religious understanding of the world.

This consciousness, which constructs the image of life's inexhaustibility through the permanence of the birth-death cycle, now confronts the eternally elevated vertical, with the eternity of life. That it is not eternal life but the eternal renewal of life that affirms the meaning of life-a series of testimonies cited by Eliade from the history of the mystical-religious tradition of human civilization attests to this. (Microreading, 1993:59) Vangelov further refers to the fact that Eliade points out that Alexander the Great, during his conquests in India, expressed amazement at how people could seek a means for eternal life rather than a means for rejuvenation. And, according to Eliade, rejuvenation is nothing other than renewal. Ultimately, this can be understood as a way of returning to the initial state, that is, confirmation of the cyclical course of life. (Eliade, 1975:252)

Both poetic texts by Koneski and Todorovski, from different aspects (confirmation and negation) are nothing more than an awareness of the cyclical nature of life, through the three phases of birth-maturation-death, i.e. confirmation of the eternity of life through the eternal cycle of renewal.

On the one hand, the aspen is petrified, eternally elevated in a lofty vertical because it is barren and thus as if punished with eternal life, which on the other hand excludes it from the tree hierarchy, and Koneski's apple tree is confirmation that with the arrival of spring and blossoming, the life cycle continues.

All in all, the two poetic texts, the most comprehensive in Macedonian poetry, confirm the eternity of life, its constant renewal, but also the presence of eternal effort and human non-surrender.

These two poetic texts are in a true sense crucial for the development of Macedonian contemporary poetry.

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HOW ARTIFICIAL INTELLIGENCE IS TRANSFORMING EDUCATION

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Abstract

Today's modern society is often dependent on advanced technologies, and artificial intelligence (AI) is emerging as a significant factor in this. Artificial intelligence is rapidly finding use in various segments of our lives, including education, which is a key part of the development of any society. The application of AI in education is significantly changing the way teachers and students approach learning and how educational processes are administered. From personalized learning to data analytics to improve student performance, artificial intelligence offers countless innovations that enable more effective educational experiences. In this paper, we will review the most significant ways in which artificial intelligence is transforming education and analyze the challenges that come with this technology.

Keywords: Artificial intelligence, ICT, education, learning,

Introduction

Artificial intelligence as an idea has been around for a long time, but its current development began in the middle of the last century, when the term "artificial intelligence" was first introduced at the first AI conference, which many consider to be the beginning of this field (McCarthy et all., 2006). Due to the limited power of machines at that time, progress was slow. Later, the concepts of machine learning began to gain popularity, and algorithms began to improve. With the arrival of the Internet and the ability to collect and quickly analyze a multitude of data, artificial intelligence experienced a revolution. In the last decade, deep learning, which uses neural networks inspired by the human brain, has enabled the creation of systems that can recognize speech, analyze images, and play games at a level higher than that of a human (Eliseeva at all., 2020).

Today, AI is integrated into many industries and segments of everyday life. The rapid development of artificial intelligence is transforming almost every aspect of our daily lives, including education. AI introduces new ways of learning, development, and administration in schools and universities, enabling customized learning methods, new ways of interacting between teachers and students, and improving the assessment process. Through adaptive teaching platforms, intelligent tutors, and advanced data analysis algorithms, AI offers the potential for effective learning that is focused on the needs of each individual student (Niemi et all, 2022).

This integration is introducing changes in the way students learn and teachers teach. However, while artificial intelligence brings significant potential, its integration brings challenges related to ethics, participant privacy and educational equity.

Personalized Learning through AI

Personalized learning is one of the most significant and widely used examples of AI in education. Most often, in traditional education systems, all students are taught the same materials in the same way, regardless of their individual needs, learning styles and interests. Personalized systems analyze the behavior of the student, his successes, and challenges during the lesson (Iqbal, 2023). The systems use algorithms to collect and process data from the student, such as his successes, failures, interests, and learning style, to suggest a special approach only for him. By analyzing individual progress, AI can adapt new tasks that are optimal for the student's current level of understanding. For example, platforms like Khan Academy, powered by AI, allow students to learn at their own pace, while algorithms suggest what material should be studied next (Tabarrok, 2023). This personalization increases student success and motivation, as they receive content that is tailored to their needs. Teachers

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also receive detailed reports on each student, which helps them provide support and focus on areas where the most attention is needed.

Recent years of integrating AI applications in education have led to the development of Intelligent Tutoring Systems (ITS). These systems represent a transformative shift from traditional teaching methods by providing personalized, adaptive learning experiences tailored to the individual needs of students. These Intelligent Tutors, also known as virtual tutors or assistants, assist students in mastering new content and solving problems. These tutors operate through interactive conversations with students and generate immediate feedback (Marouf et all., 2024). The importance of ITS lies in their ability to detect the different learning styles and paces of students, which are often difficult to identify in a traditional classroom. By analyzing student data, ITS can tailor the curriculum and the pace at which it is taught to each student individually, thereby improving learning outcomes.

AI as a support for teachers

Artificial intelligence is not intended to replace the role of teachers, or to completely exclude them from the educational process. On the contrary, AI complements and assists them in their work. By automating administrative tasks, such as grading tests, filling out reports, and tracking student progress, AI frees up more time for teachers to focus on deeper interactive learning and supporting students.

The application of this technology in the learning process leads to Learning Management System or abbreviated LMS. This system has not only found benefit in education, but it's used in different organizations where it helps in the development of electronic courses, enabling fast and stable access to them and constantly upgrades them. LMS has moved into a powerful tool for organizations which have in their nature tendency to constant improving skills of their staff. The impact of such systems is mostly felt beyond traditional educational institutions, although this same technology is always changing today's classical classroom. LMS delivers and manages all types of content, including videos, courses and documents. In the areas of lower and higher education, LMS should include a variety of functionalities similar to corporate versions, but there will also be features such as forum sections, teacher and instructor courses, place for discussion, and often the use of a curriculum. The curriculum is rarely a feature in the corporate LMS. LMS can be used to create professionally structured course content. The teacher can add text, pictures, tables, links and text formatting, interactive tests, a slide show and more. In addition, LMS can create different types of users, such as teachers, students, parents, visitors, and editors. Helps to control what content the student can access and monitor progress in it. Teachers can manage courses and modules, enroll students or set up self-enrollment, view student reports, and invite students to their classes online. In higher education, the use of LMS is more a means of subsistence than a consequence of technological development. With less and less investment in public universities lately, students and their parents have higher tuition fees. Many countries are developing education systems to reduce costs, increase teaching flexibility and expand access to higher education (Petrovski, 2020).

Impact of AI on the development of students' skills

Digital technologies are easily integrated with physical systems, thereby pushing the boundaries of industries. Traditional education systems must adapt and evolve for the rapidly changing demands and opportunities. Artificial intelligence tools have shown their potential to revolutionize various aspects of education - from content creation and personalization to interactive engagement and beyond (Baidoo-Anu & Ansah, 2023). With the development of artificial intelligence, learning has become much more dynamic and focused on developing critical, analytical and creative skills in students. AI enables the creation of simulations and virtual environments in which students can experiment and solve real-world problems. In this way, students are motivated to be active participants in the learning process, not just passive listeners (Alam, 2023).

For example, AI in STEM education facilitates the development of skills through interactive tasks such as programming robots or solving mathematical problems with AI assistants. The student can face challenges that simulate real-life situations and learn how to solve them through an iterative

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process of experimentation and analysis. (Nagaraj et all., 2023). This technology allows students to face real-world problems that would be complex or impossible to replicate in traditional classrooms.

Marrone with his colleagues investigated the relationship between creativity and artificial intelligence by interviewing students in Australia about their experiences with artificial intelligence. The authors found in their research that students with a greater understanding of artificial intelligence had more positive ideas about integrating artificial intelligence into their classroom activities. Students understood AI and used it skillfully in completing their tasks, and these experts recommended that students be allowed to use AI applications in educational tasks (Marrone et al.,2022). This approach not only improves students' understanding, but also helps them develop important 21st century skills such as critical thinking, problem-solving, teamwork, and adaptability. Through AI-based tools, students can analyze data and make fact-based decisions. Interactive platforms encourage deep thinking through simulations and complex scenarios. By using AI, students can receive immediate feedback, which encourages the development of independence and self-confidence. AI-based systems often provide space for students to independently solve tasks and track their results, which motivates them to take responsibility for their learning and encourages them to explore and learn in creative ways.

Improving inclusiveness in education

One of the major benefits of AI in education is its potential to make education more accessible and inclusive for all. AI plays a key role in facilitating learning for students with disabilities. Traditional education systems often fail to meet the needs of many students, especially those with specific educational needs. AI-based teaching aids can provide students with physical and cognitive challenges greater access to learning content, through adaptive interfaces, text-to-speech, and other assistive technologies.

One way AI can help inclusive students is through interactive reading or writing tools. Programs that use AI can identify a student's weaknesses and offer them customized methods for improvement, such as audio materials or interactive visual tools. This allows students to learn in a way that works best for them, even when they have specific needs that traditional teaching methods do not address. Additionally, artificial intelligence enables the translation of educational materials into multiple languages, which greatly benefits students from different cultures and linguistic backgrounds. AI translation systems can instantly translate texts, allowing students to learn in their native language while learning content in a new language. This not only facilitates learning, but also encourages the development of language skills in students and makes education more inclusive for those who struggle with language barriers.

Challenges in using AI in education

While the integration of AI holds great potential, it also raises ethical and practical concerns. AI systems rely on large amounts of data to provide personalized learning experiences, creating privacy risks that must be carefully managed.

While AI can automate many aspects of the teaching process, overuse of AI can lead to a lack of human interaction between teacher and students. This personal communication is crucial in developing social and emotional skills in students, something that AI systems cannot provide. Reduced interaction can make it difficult to build trust and empathy, which are the foundation for effective learning. When teachers start to rely on AI for certain aspects of teaching and assessment, they risk losing the autonomy and flexibility that characterize their profession. When students rely on AI for automated problem solving or answers, they risk developing a passive approach to learning. AI can help them achieve results, but it can also discourage them from developing critical thinking and creativity. This is especially important because creativity and problem-solving skills are essential for students' personal and professional development.

In addition, using AI in education can widen the digital divide, where students who do not have access to technology may be left behind. Therefore, a balanced and careful inclusion of AI in education is needed, ensuring equal access for all students.

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Addressing these issues requires careful oversight, ensuring that AI applications are developed and implemented with ethical standards and equitable access in mind.

Conclusion

The integration of AI in education has enormous potential to improve teaching, learning, and administration. Personalized learning, immersive experiences, and efficient administrative solutions are some of the transformative benefits that AI brings to the education sector. The future of AI in higher education is exciting as there is always innovation and new developments. As technology advances, we will see more advanced AI-powered tools and platforms that can enhance student learning. AI will also grow in importance in administrative tasks, helping to reduce costs and streamline processes.

However, the success of AI in education depends on addressing ethical challenges and ensuring equitable access. By adopting responsible AI practices, educators and administrators can leverage AI to create inclusive, engaging, and effective learning environments, preparing students for a rapidly evolving future. While AI can significantly contribute to the modernization and personalization of the educational process, its application must be carefully considered. Appropriate ethical and legal regulations, as well as frameworks for privacy protection, need to be developed. It is important to balance the advantages and disadvantages to ensure that AI will be a support, not a replacement, for teachers and students, in order to achieve an inclusive, equitable and safe education system.

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INTEGRATION OF PROJECT MANAGEMENT IN LIBRARIES

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Abstract

Typically, a project is conducted within a specific timeframe, with start and end dates. Projects are unique, one-time processes aimed at achieving predetermined goals. They differ from everyday routine tasks, which are repetitive in nature. The realization of planned projects requires several initial phases and factors, such as time, scope, resources, budget, etc. The second phase of project implementation involves integrating the necessary inputs required to achieve the project's objectives. If the project involves human resources, they must be well-acquainted with the goals, plans, procedures, and phases of project execution, stay updated with ongoing developments, and be well-trained and motivated to successfully carry out the project and achieve the planned objectives. Achieving project goals involves the rational connection of all resources, such as financial, human, and other resources, which is indeed a complex endeavor.

Keywords: project, project management, project governance, project manager.

Introduction

Project management involves a discipline that includes the processes of planning, organizing, and managing available resources, contributing to the successful realization of plans and the specific goals to be achieved through the execution of a particular project. Projects exist in all organizations, educational and cultural institutions, ministries, governments, military, research institutions, industrial, agricultural, educational, and other institutions, in both the private and public sectors, regardless of their focus and primary activities. Projects can be financially supported by private and public funds, foundations, the European Union, banks, pharmaceutical industries, ministries, governments, business communities, civil societies, and associations, among others. The purpose of the projects varies depending on who is creating and implementing them and for what intent, so every organization, company, educational or cultural institution, etc., has the right to engage in projects within their capacities.

Libraries in North Macedonia, as part of the educational process, have extensive experience in project work related to promoting reading. This often involves projects conducted between libraries within the country, projects funded by the respective Ministry, and international projects, contributing to the visibility of libraries and their work, promoting books and reading, and exchanging ideas, experiences, and knowledge. Through project management, that is, through the management and execution of projects, libraries become richer, and more well-known to the public, improving their operations, development, equipment, employee motivation, and experience. All of this leads to a successful library with high-quality and recognizable services.

Concept of a Project

The development and survival of modern society depend on the unique processes carried out within it, namely, projects. A project, as a singular process aimed at accomplishing specific tasks, can be defined as a temporary organization required to achieve a unique and predefined outcome or result within a predetermined timeframe using pre-established and planned resources, which typically include human, financial, and material resources. The Project Management Institute (PMI), a global organization for standardization in project management, defines a project as a temporary endeavor to create a product, service, or result. (Project Management Institute: A Guide to the Project Management Body of Knowledge, 2017). A project can also be defined as a set of activities intended to bring about a desired change within a specific period. The discipline of project management provides a framework

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that guides an organization from its current state to the desired state, meaning that projects conclude when their objectives are met. (Thackeray, 2012). The term "project" is used to describe the activities an organization undertakes over a certain period, not daily, but rather activities that are occasional and based on need, making them unique and temporary. Projects achieve something new, provide specific results, solve problems, and offer answers and accurate information that will serve as tools for guiding new visions, plans, and measures in the future.

Every project is characterized by several features, such as a defined start and end, limited duration, clearly defined tasks, goals, and achievements with measurable results, a series of activities executed in phases during the project implementation, and often limited resources (material, time, and human). To successfully realize a project, the following are necessary:

Clearly defined goals;
Commitment;
Proper division of tasks among participants and project executors;
Planning;
Communication;
Flexibility;
Adaptation;
Control of implementation.

The necessary elements for every project include:
Participants;
Communication and coordination among participants;
Their interaction;
Institutional foundation; and
Working under pressure.

Project management involves overseeing projects through the efficient and rational use of employees from different sectors engaged in the implementation of the given project. By correctly establishing authority and project goals and by properly organizing the team working on the project, a project management organization and team are created, with the main goals being the full realization of the project by giving their maximum effort. Project management allows for control over time, costs, and financial resources, precisely and clearly defined goals, faster execution of objectives, clearly defined tasks, providing guidance for the project's phases, managing conflicts, and planning for risks during task execution, among other aspects.

Project management is carried out by the project management team, which involves the practice of planning, directing, executing, overseeing, controlling, and completing the activities of the project team, aiming to achieve the project's plans and goals, while meeting certain success criteria within a limited timeframe. The main challenge of project management is achieving goals within given constraints, such as time, financial, human resources, and others. Additionally, project management entails planning, organizing, monitoring, and controlling all aspects of the project, including motivating the team to more easily achieve the planned and desired goals.

Typically, the preparation phase of project execution should answer several questions regarding the need or purpose of the project's realization, the actions, methods, and activities required for its successful execution, the expected responses, the project's outcomes, priorities, etc. These and other answers are crucial for the project itself, its execution, value, and realization, as well as for the employees involved in its creation. The team must have a detailed description of the project, its goals, what needs to be achieved through it, potential failures, risks, costs, and final outcomes.

The organization in which project management is carried out, meaning where the project implementation occurs, must adapt to the project's duration, purpose, goals, complexity, and execution. There are no strict rules for a successful project, but based on analyses of global experiences, several factors have been proposed that determine a project's success:

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Setting clear project goals;
Directing human potential during project development;
Establishing mutual relations, activity, and time assessment;
Scheduling activities;
Implementing plans;
Determining participation and motivation of project participants;
Internal communication among the team;
Individual and team competency within the project team;
Encouragement to take risks and increase creativity.

Today, in the Republic of North Macedonia, project management exists in almost all state administration bodies, local and regional self-governments, private companies, agencies, associations, public institutions, chambers, foundations, trading companies, etc. Libraries, as national institutions or part of university and school structures, are continuously and actively involved in projects that improve the quality of their services, offerings, accessibility to users, and more.

Phases of the Project

There are several fundamental phases required for the successful development of a project. These phases include initiating the project, specifying and determining the project's objectives, establishing certain priorities that need to be achieved, aligning activities and resources, developing and approving a high-quality project plan, leading the team toward achieving the set goals, monitoring and controlling activities and progress, making adjustments to the plan if necessary, and completing the project within the planned resources and budget.

The European Commission's cooperation division, EuropAid, considers that the project cycle for projects in which it financially participates comprises six phases: strategy building, identification, preparation, financing, implementation, and project evaluation. (Džuričić, 2015).

Basic Idea and Conceptualization of the Project

The first and most fundamental step in developing and executing a project is the idea. The idea represents the initial phase, which then evolves into a vision.

The vision is the starting point for analyzing and planning how the project will unfold, what needs to be done and achieved, which activities will be necessary, how much funding will be required, the human resources needed, and so on. The vision should be clear and direct. The advantages of having a clear vision relate to the goal that is intended to be achieved through the realization of the specific project, managing the project through pre-planned, organized, and controlled activities, and ensuring that the project team members are well-informed, so they understand the goal and significance of the project and maintain good communication. A clear vision also facilitates the evaluation of what has been achieved, the assessment of the importance of issues that arise during the project development, and more. Every goal should be clearly defined, understandable, realistic, reasonable, and achievable within a specific timeframe.

In defining the project, the participants must reach a consensus on several key questions, such as: What is the goal? What are the intentions? What should the results demonstrate? What are the expectations? What is the value and the success criteria? For whom and for what purpose is the project intended? Who will be the participants?

Identification

Identification refers to the justification of the study and involves analyzing stakeholders, target groups, possible solutions, and similar factors. This phase includes all the activities, measures, and resources—whether human, financial, or otherwise—that will facilitate the realization of the proposed project. It involves defining the intentions and goals that need to be achieved, identifying potential opportunities and risks that may arise, estimating the time required for project execution, determining the personnel who will work on the project, and directing and utilizing their potential effectively.

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Preparation for Project Development

Preparation for the development of the proposed project involves creating project plans, plans for available resources, and scheduling the project's execution. This phase includes all necessary activities that must be undertaken, such as:

Communication with team members and all external factors that will affect the project's development. This includes engaging with companies and enterprises for tasks that the team members are not equipped to handle, such as computer programming, technical work, or printing.

Coordination with construction companies, printing houses, and other relevant institutions.

Collaboration with other state institutions, private companies, and individuals, both domestic and international, if the project is international in scope.

Meetings and communication with various organizations, associations, and stakeholders as relevant to the project's type and content.

Completion of forms, templates, and other project documentation.

These preparatory activities ensure that all aspects of the project are addressed and that the necessary resources and cooperation are in place for successful project execution.

Project Financing

In the initial phase, particularly during the ideation and visioning of the project, significant attention must be given to the financial aspect. Finance is crucial for the project's realization. Project analyses and plans should include a detailed financial proposal, outlining the total amount of funding required. The team working on the project should be aware that the requested funds may not be fully approved or disbursed, and they need to be prepared to adjust the project to fit a potentially reduced budget.

Typically, institutions in the education and cultural sectors, such as libraries, receive financial support through the Ministry of Culture of the Republic of North Macedonia. These institutions apply for annual grants published by the Ministry, submitting a financial report detailing the cost of the proposed project. Subsequently, the Ministry's committees decide whether to approve the project.

If a project undertaken by a library is approved by the Ministry of Culture, the next phases involve the allocation and disbursement of the necessary funds for project execution. The procedure is similar for private or other project sponsors, where funds must be planned to carry out the project.

Recently, projects funded by the European Union, various foreign embassies, UNDP, the Erasmus program for international student exchanges, and others have become quite prominent. These projects benefit not only the project sponsors but also institutions, other employees, service users, citizens, tourists, and the general public, contributing to the popularization of institutions, municipalities, and the country as a whole.

Implementation

The achievement of set goals and plans, the work involved, and all necessary activities contribute to the project's implementation. Adhering to deadlines and rules, taking care of team members, ensuring their constant awareness and motivation, resolving conflicts, maintaining professionalism with external factors, taking risks, and working under pressure are all crucial activities and events for successful project implementation. Through the implementation phase, the planned objectives are met, the work done is evaluated and assessed, and the clear purpose and need for the project become evident. This phase concludes with the project reaching the stage where its lifespan diminishes, and the application of the plans comes to an end.

Project Evaluation

Project evaluation is the final phase, occurring after the project has been completed and achieved. Once a project is finished, evaluations and assessments can be made to measure its goals and needs, identify its strengths and weaknesses, and determine its overall value. The evaluation will

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influence the future need for a similar project or a revised and improved version, and it will address any questions and analyses that were posed.

During the evaluation, project results and their performance are presented, results are delivered within the planned timeframe, recommendations for future research are gathered, feedback among project team members is collected, final results are compiled, project results are presented, and the project is officially declared complete. It is important to note that each project is unique and is executed under different circumstances, times, organizations, and people. Every project requires varying levels of attention, financial resources, and time for its execution. Nonetheless, what remains crucial for every project is its final evaluation and overall value.

Project Team

Successful project execution relies heavily on teamwork. Just as people form the backbone of an organization, they are equally crucial to the success of a project. The human factor, or team collaboration, is a fundamental requirement for achieving project goals. Building an effective project team involves leveraging human potential to ensure the successful realization of objectives. This includes a blend of knowledge, creativity, motivation, integration, risk-taking, and conflict resolution.

Typically, a single individual is designated as the project lead, but to execute the project, this person needs a team of others who will work on the project's completion. Thus, the project lead faces the challenging task of assembling the team, aligning tasks, motivating and guiding team members, keeping them informed, and steering them toward the ultimate goals. Additionally, the project lead must address emerging risks and resolve conflicts as they arise.

Required Skills for Effective Project Management

To effectively manage project management and projects in general, it is essential to possess certain skills and knowledge that should be continuously updated to be successfully implemented in projects that require new skills and knowledge. These skills and knowledge entail transforming acquired knowledge into abilities, behaviors, and activities that can be technical, interpersonal, strategic, communication-based, motivational, analytical, and more.

Some of these skills result from education, some from experience, and others depend on the personal traits of the project manager. Globally recognized and esteemed skills that a project manager should possess include the ability to use power effectively and responsibly, the ability to understand others, the ability to inspire, and the capability to create a conducive working atmosphere for action and motivation.

In addition to the above, there are other skills that the project leader should possess, including:

Technical or Specialized Knowledge: This involves specialized knowledge in a specific field, domain, or discipline, applying specific models, techniques, and procedures for solving complex problems.

Social Knowledge: This pertains to knowledge and application of good behavior with the environment, which means the project manager's ability to communicate, motivate, guide, and direct team members, build good collaborative relationships, and create a supportive and secure environment.

Project leaders, just like in management, need to possess several characteristics such as:

Vision: Ability to define and communicate a clear vision for the project.

Responsibility: Taking responsibility for the success or failure of the project.

Knowledge: Having the necessary expertise and understanding related to the project.

Authority: Building respect and authority among team members.

Ability to Motivate and Lead: Ability to work with and motivate others, guide them, take risks, direct team members, and continuously inform them about the status, plans, etc.

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Methods, Techniques, and Tools in Project Management

To thrive in today's turbulent environment, management within an institution needs not only relevant knowledge and experience in project work but also the ability to select appropriate methods, techniques, and tools that significantly contribute to the success of a project. Without certain knowledge and experience, it is difficult to choose suitable quality methods, techniques, and tools for project management. It is a fact that there is a broad range of techniques, methods, and tools, and their appropriate use and application can enhance the chances of project success.

These methods, techniques, and tools serve as support for the project manager in making decisions related to the project.

Various methods of project management exist, and these methods depend on the phases of the project lifecycle. (Majstorović, 2015). The methods can be categorized as follows:

Selection Methods: In the initial phase of the project, qualitative and quantitative models of selection are used.

Planning Methods: During the planning phase, network planning methods and cost estimation methods related to the project are outlined.

Risk Analysis: In the execution phase, risk analysis is conducted.

Control Methods: In the final phase, or the project control phase, several control methods are employed, which are often divided into simple (traditional) and complex (modern) techniques of project control.

In public institutions, the models used for project development are typically traditional, extreme, and adaptive models.

Traditional Model: This model focuses on planning techniques, forecasting, and monitoring all activities to ensure the project is completed within the specified timeframe.

Extreme Model: This model aims to achieve a balance between flexibility and stability.

Adaptive Model: This model emerged as a compromise between the aforementioned models. The adaptive approach is based on the plan, with time and costs defined at the beginning of the project. (Špundak, 2006).

Conclusion

Project management is a complex process with a defined beginning and end. Projects are undertaken to achieve predetermined goals and missions. Each project is unique, differing from others, and must be completed within a set timeframe and under constraints such as financial and human resources. Projects in the cultural sector are specific and address complex systemic goals, such as the preservation of movable and immovable cultural heritage, the production of books, reports, and other scientific endeavors that significantly contribute to culture.

Project management involves balancing project goals with risks, changes, and constraints. It requires the application of knowledge, skills, abilities, tools, methods, and techniques with the singular aim of successful project execution. Each project undergoes several phases: idea and vision, identification, preparation, financing, execution, and final evaluation. The project management process entails planning and assessing work activities, finances, and internal and external conditions, as well as communication and collaboration both within and outside the project team.

Effective project management demands adaptability and resourcefulness in dealing with changes, risks, problems, and deviations from the plan.

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INTEGRATION OF THEMATIC MATERIAL RELATED TO BYZANTINE CHURCH SINGING INTO THE CURRICULA OF THE SUBJECT MUSIC EDUCATION IN PRIMARY SCHOOLS

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Abstract

This study explores the ways and directions for integrating Byzantine church singing into the music education curriculum in elementary schools. Byzantine singing represents an opportunity to enrich the educational process of students. By presenting Byzantine singing as a part or innovation in the curriculum, a comprehensive plan is presented for the integration of Byzantine singing into various subjects, including music, history, and the like. The plan explains curriculum allocation, teacher training, strategies for student involvement, resource development, cultural enrichment activities, assessment methods, and community involvement. Through the integration of Byzantine singing into the educational process, schools aim to support cultural enrichment, musical development, spiritual enrichment, and student inclusion. Through this interdisciplinary approach, students gain knowledge of Byzantine music and history while also promoting cultural diversity and inclusion in the educational process.

Key words: Byzantine singing, music education, teaching process

1. INTRODUCTION: Byzantine Chant: Its Significance and Influence

Byzantine chant, also known as Byzantine liturgical music, represents one of the most significant musical elements in the history of the Christian Church. Its origins trace back to the time of the Byzantine Empire, where it developed as a central part of worship and liturgical practice. This musical tradition not only shaped the spiritual life of Byzantium but also left a lasting mark on music worldwide.

Byzantine chant differs from Western musical traditions in its unique tonal system, melodic system, and performance style. Melodic lines are often enriched with ornaments and complex rhythmic patterns, creating a characteristic sound that reflects the deep spirituality and beauty of the liturgy.

One of the key characteristics of Byzantine chant is the use of the specific Byzantine notation system or neumatic notation. This system employs special symbols to indicate pitch, but it also has specificities regarding interpretation and performance style. Therefore, Byzantine chant requires deep spiritual understanding and emotional dedication from the performers.

In the liturgy itself, Byzantine chant serves not only to embellish the worship service but also to convey a spiritual message and a sense of divine presence. Through its melodies and texts, Byzantine chant calls upon the faithful to rise above the ordinary everyday occurrences and to approach the spiritual dimension of life. It becomes a means of prayer and meditation, a path leading to spiritual enlightenment and inner peace.

The influence of Byzantine chant on world musical culture is enormous. Its melody, harmony, and rhythm have inspired many composers throughout history, both in spiritual and secular music. The influence of Byzantine chant can be heard in the traditional music of the Balkans, Russia, the Middle East, and even in modern music, where elements of this ancient musical style are often used.

In summary, Byzantine chant is a part of the world's musical heritage. Through its rich history and spiritual depth, it remains a source of nourishment for generations of believers and musical artists around the world.

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2. The importance of integrating Byzantine chant into the curriculum

The integration of Byzantine ecclesiastical singing into the music education curriculum in primary schools carries significant potential in the educational process, especially within the realm of music education. Integrating Byzantine singing into educational programs offers several advantages:

1. **Preservation of Cultural Heritage:** Byzantine singing represents a rich cultural and religious heritage. Its inclusion in educational programs helps preserve and promote this tradition for future generations.
2. **Musical Education:** Introducing Byzantine singing familiarizes students with its specific tonal, melodic, and rhythmic elements, which differ from Western music. This broadens their musical knowledge and fosters respect for diverse musical traditions.
3. **Historical Understanding:** Learning about Byzantine singing provides insights into the history, spirituality, and liturgical practices of the Byzantine Empire and the Eastern Orthodox Church. It enriches students' understanding of historical contexts and cultural developmental tendencies.
4. **Spiritual and Religious Awareness:** Byzantine singing serves as a gateway for exploring spirituality and religious traditions, particularly within the Eastern Orthodox Christian faith.
5. **Interdisciplinary Learning:** Byzantine singing intersects with various disciplines, including musicology, theology, history, and artistic cultural studies. Integrating this into interdisciplinary educational approaches encourages critical thinking.
6. **Cultural Diversity:** Integrating Byzantine singing into the educational process promotes cultural diversity and inclusiveness. It fosters the multicultural character of society and encourages respect for different religious and musical traditions.
7. **Performance and Collaboration:** Including practical elements of Byzantine singing, such as vocal performance or ensemble work, encourages artistic expression among students.
8. **Community Engagement:** Byzantine singing often holds significance in local communities, particularly those with Eastern Orthodox Christian traditions. Educational initiatives involving Byzantine singing can strengthen connections between schools, religious institutions, and community groups.

By integrating Byzantine singing into the educational process, teaching staff can offer students comprehensive knowledge from multiple directions: musical, historical, cultural, and spiritual dimensions, and basic elements of Byzantine singing that can be implemented in the teaching process in primary schools.

Implementing basic elements of Byzantine singing in the teaching process in primary schools can be a beneficial experience for students. Ways this can be achieved include:

1. **Learning Basic Byzantine Melodies:** Students can master basic Byzantine melodies, focusing on tone, rhythm, and expression in music education classes.
2. **Studying Byzantine Notation (Neumatic Notation):** Students can learn how to read and interpret Byzantine notation, developing their musical skills and understanding of the Byzantine tradition.
3. **Studying Byzantine Texts and Liturgical Songs:** Within various subjects such as music education, religion, or history, students can explore Byzantine texts and liturgical songs, understanding their spiritual and cultural significance.
4. **Practical Performance of Byzantine Melodies:** Students have the opportunity to perform Byzantine melodies in various musical activities, such as concerts or musical events in the school itself.
5. **Presentation of Byzantine Music and Culture:** Extracurricular activities can introduce students to Byzantine music and culture through projects, presentations, guest appearances, or visits to performances.
6. **Integration into Other Subjects:** Byzantine chant can be integrated into different subjects to create interdisciplinary activities, enhancing students' understanding across various domains.

Through these methods, Byzantine singing can be implemented in schools as an important part of the cultural and musical education of the students and also enrich their knowledge and tradition.

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3. Plan for the implementation of Byzantine church singing in the teaching process

Implementing Byzantine ecclesiastical singing into the educational process in elementary schools requires a well-prepared and proposed plan to ensure effective integration. Here is the proposed plan:

Step 1: Integration into the Educational Process

Identification of Relevant Subjects in the Educational Process: Selection of appropriate subjects where Byzantine singing can be integrated, such as music education classes, history, etc.

Alignment with Educational Standards: The integration of Byzantine singing must align with educational standards and learning objectives in the teaching process.

Curriculum Development: Development of lesson plans and preparation of teaching materials that integrate Byzantine singing into existing subjects.

Step 2: Teacher Training

Professional Development: Providing training, resources, and tools for teachers to become familiar with Byzantine singing, including its history, notation, and performance techniques.

Workshops and Seminars: Organizing workshops and seminars where experts can enhance the knowledge and skills of the teachers.

Step 3: Student Engagement

Introduction to Byzantine Singing: Students will have the opportunity to learn the basics of Byzantine singing, including melodies and neumatic notation.

Practical Exercises: Engaging and guiding students through practical exercises to learn Byzantine melodies, practice singing, and get the feeling of the rhythm.

Providing Suitable Performance Opportunities for Students: Ensuring appropriate events or opportunities where students can showcase their knowledge through performances within the school and beyond.

Step 4: Resources and Teaching Materials

Textbooks and Multimedia Tools: Developing and preparing textbooks, audio recordings, videos, and online resources to assist in learning Byzantine singing.

Musical Instruments: Providing musical instruments to facilitate the learning of Byzantine singing more effectively.

CONCLUSION

Introducing Byzantine ecclesiastical singing into elementary schools enriches students with new knowledge, skills, and experiences. Through this process, students will have the opportunity to become acquainted with the rich tradition of Byzantine music, which is part of religious life and an important aspect of the cultural heritage of many communities.

Furthermore, introducing Byzantine singing establishes a foundation for mutual communication among students, their parents, and the community as a whole in the educational process. Through Byzantine singing classes and performances at events, students can share their experiences and convey the messages of Byzantine music to a broader audience. This creates a sense of belonging and supports the development of values such as respect for tradition, collaboration, and mutual understanding among students.

In conclusion, introducing Byzantine ecclesiastical singing into elementary schools is an important step in enriching the educational process and supporting the overall development of students. It not only offers new musical and cultural experiences but also encourages students to interact with each other.

1. "Byzantine music is not just a sound; it is the soul that is absorbed in silence and flows into the soul."

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2. "Byzantine music is the expression of the soul; it is the word without sound, the voice of eternity." (Quotes are primarily from anonymous authors and appear on various literary and internet pages, but are not linked to a specific source).

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THAT'S INTERNET FOR "SARCASM": SARCASM IN DIGITAL DISCOURSE

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Abstract

In the digital landscape of now, in which emojis and memes reign supreme, sarcasm is expressed in novel ways – from irregular capitalization (sUcH aS tHis), through the use of certain emojis and exaggerations, all the way to the "embrace" of quotation marks ("see"). Yet sarcasm continues to be difficult to convey online. Which is why Internet users have successfully implemented these and other ways of signaling it.

The literature review conducted for the purpose of this qualitative study reveals that many unique linguistic and non-linguistic means play a crucial role in signaling sarcasm online. By purposefully altering the standard capitalization rules, using emojis, misplaced formal language, too many punctuation marks and obvious exaggerations, users create a visual dissonance that conveys the intended sarcastic tone. Furthermore, to convey insincerity, users also use quotation marks or hashtags as an additional layer of their insincere indication.

This study's findings contribute to a deeper understanding of sarcasm's evolution in digital English.

Keywords: Sarcasm, Digital English, Online Communication, Digital Discourse

1. Introduction

In this digital age of constant text-based communication, conveying nuanced emotions poses a formidable challenge. One such intricate emotion is sarcasm. Bousfield and Clark (2007) define sarcasm as "the use of strategies which, on the surface appear to be appropriate to the situation, but are meant to be taken as meaning the opposite in terms of face management.". As such, sarcasm is a form of verbal irony that relies heavily on context in face-to-face communication. However, in the realm of digital discourse, where things like tone of voice and non-verbal cues are conspicuously absent, the apt and precise transmission of sarcasm remains a conundrum.

In the online environment which focuses heavily on concise messages, the misinterpretation of sarcasm can lead to issues in communication and, potentially, even conflicts. Hence, the ability to clearly convey and understand sarcasm online stands as a crucial skill for digital communicators. Understanding the complexity of sarcasm in the digital discourse, this paper aspires to contribute to the growing body of literature on digital communication.

2. Sarcasm and Irony: Basic Notions

Sarcasm and irony are one of the most complex linguistic phenomena. They have been the topic of research across various disciplines: linguistics, psychology and even computer science. Though similar, however, both terms have unique features and should not be used interchangeably.

Irony is a rhetorical device or figure of speech where the intended meaning of words is opposite to their literal meaning. According to Giora (1995), irony is often used to show a certain contrast between expectations and reality, and its interpretation depends heavily on the context and shared knowledge between interlocutors. Irony is, thus, considered to be broader as a concept. It encompasses various forms, including situational irony, dramatic irony, and verbal irony (Dynel, 2014).

Sarcasm, on the other hand, is considered to be form of verbal irony characterized by a mocking or contemptuous tone whose main goal is to either criticize or ridicule (Attardo, 2000). While irony can be subtle, sarcasm is generally more direct and hostile (Clift, 1999). Unlike irony, which might be used to make humorous or light-hearted remarks, sarcasm often serves as a social corrective, targeting specific individuals or groups and showing disapproval for them (Kreuz & Glucksberg, 1989). In the

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context of online communication and internet discourse, sarcasm and, more specifically, its detection are challenging – there are no vocal cues and facial expressions to help us understand that someone is being sarcastic (Hancock, 2004).

Some of the features of sarcasm and irony, however, overlap. Thus, it is sometimes difficult to distinguish between the two, Some researchers argue that sarcasm should be viewed as a subset of irony (Wilson & Sperber, 2012), while others advocate for treating them as separate constructs given their different pragmatic functions and effects in communication (Burgers et al., 2012). Burgers et al. (2012) suggest that sarcasm tends to involve a "victim" – someone targeted by the mockery. Irony, according to the authors, does not necessarily have such a target and can function more broadly.

Regardless of the way we choose to define it, both irony and sarcasm are difficult to detect in internet discourse. And if humans struggle to detect them, it is no surprise that NLP (Natural language processing) systems and AI (Artificial Intelligence) models struggle with the computational detection of sarcasm and irony. Research in this area has focused on developing algorithms capable of identifying sarcastic content by analyzing lexical, syntactic, and contextual cues (Joshi et al., 2017). And in this regard, the distinction between sarcasm and irony is important because it affects the design and performance of 1) sentiment analysis models and 2) the accuracy of automated systems in understanding human language (Ghosh & Veale, 2016).

This makes sarcasm and irony an ever-interesting thing to research, both in online and in offline contexts.

3. Broader research context: Linguistic and non-linguistic means of conveying sarcasm

Sarcasm, as the focus of this paper, typically relies on many linguistic and non-linguistic cues to convey meaning. Linguistically, sarcasm is conveyed through different elements, including lexical choices, syntactic structures, and discourse markers. Lexical choices typically involve words or phrases that are overly positive or negative, creating a stark contrast between the literal meaning and the intended sarcastic interpretation (Camp, 2012). For instance, exaggeration or hyperbole is a common tactic, where a speaker may use extreme language to indicate sarcasm (Colston, 1997). Studies have shown that sarcasm frequently employs intensifiers like "so" or "really," or superlatives like "best" or "worst," which help signal an ironic reversal of meaning (Gibbs, 2000).

Syntactically, certain structures can serve as markers of sarcasm. For example, rhetorical questions, conditional clauses, and parallelism can all be used to signal a sarcastic tone (Bryant & Fox Tree, 2005). Rhetorical questions, for one, seem to be widely used, as they imply an answer that is contrary to the literal question, thus signaling the speaker's true intent (Dynel, 2014). But sarcasm doesn't only rely on them. People trying to convey sarcasm also use specific discourse markers, such as "yeah, right" or "as if," which can be a very direct cue for the listener (Dews & Winner, 1999).

Though important, the linguistic means of conveying sarcasm are often not enough. Therefore, there are many non-linguistic means of conveying it, especially in face-to-face communication. For example, prosodic features such as intonation, pitch, stress, and tempo can all signal sarcasm. Research has shown that sarcastic speech often involves a specific tonal pattern, such as a lower pitch, slower tempo, or exaggerated stress on certain words (Cheang & Pell, 2008). Bryant and Fox Tree (2002) found that listeners could reliably identify sarcasm even in "low-pass filtered" speech, where the lexical content is hidden but prosodic cues are kept/shown.

Facial expressions and body language also contribute. Studies in pragmatics suggest that sarcasm is often accompanied by a "knowing smile," raised eyebrows, or eye-rolling, which show the speaker's true intent (Attardo et al., 2003). These cues are critical in contexts where sarcasm might otherwise be vague and hard to detect. Rockwell (2000) emphasizes that the absence of these cues in text-based communication, such as emails or social media posts, can lead to misunderstandings. Thus, he emphasizes the need for explicit sarcasm markers like emojis or punctuation (e.g., "/s" or "!"). Understandably, the lack of non-linguistic cues in digital discourse is an ongoing challenge for sarcasm detection. And as there are no facial expressions, body language, or prosody online, sarcasm must rely on linguistic markers and additional contextual knowledge (González-Ibáñez et al., 2011). Some researchers have also studied the use of emojis or GIFs and their role in imitating non-verbal cues online (Tian et al., 2016). Understanding them is becoming increasingly relevant, especially for the

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development of more sophisticated sentiment analysis tools and sarcasm detection algorithms in NLP (Joshi et al., 2017).

4. Methods

To investigate sarcasm in the digital discourse, the study adopts a qualitative research design (Janusheva, 2022), focusing on papers detailing both linguistic and non-linguistic elements of sarcasm and how they work together to convey such meaning. The study is descriptive in nature (Kumar, 2014) and the corpus of this study consists of papers that include the keywords:

1. Sarcasm on the Internet;
2. Sarcasm in Digital discourse;
3. Digital Sarcasm
4. Digital Irony
5. Social Media Sarcasm
6. #sarcasm

Other criteria for the review protocol include:
Language: English – only papers written in English are considered;
Type of study: both qualitative and quantitative;
Exclusion criteria: studies not peer-reviewed are not considered.

The two databases of Google Scholar and ResearchGate are thus searched. Some examples found during the research are also included.

Though the study aims to provide a comprehensive overview of the available studies of sarcasm online, it is still inherently limited by the rapidly evolving nature of digital communication and digital English, in general. This could mean that this study's findings may have a limited "shelf-life" as new expressive means online emerge almost daily. As for its ethical integrity, the study strictly adheres to the ethical guidelines regarding research.

This study is based on the research question "What are the existing theories, methods, and findings on the use of sarcasm in online communication?"

5. Systematic overview: Sarcasm in Digital Discourse

Sarcasm relies heavily on context and both verbal and non-verbal clues. And although device-mediated communication cannot fully encompass them all, users have still found various ways to convey sarcasm online. Gordon (2022) analyzes how sarcasm is marked in text-based digital discourse, primarily on social media posts and in messaging apps. He identifies three main ways of marking sarcasm in such communication: explicit (using hashtags or tone indicators), suggested (using emojis or contrasting contexts), and ambiguous (using formatting or broad contexts). Thompson and Filik (2016) elaborate on the use of emojis to mark sarcasm in the online communication realm, claiming that certain emojis (also referred to as "emoticons") can help clarify the sarcastic intention of the speaker. The authors found that, in that period, the winking face emoji and sticking out one's tongue emoji, were mostly used to make up for the lack of nonverbal cues in online communication. Kostadinovska-Stojchevska & Shalevska (2018: 160), in a study exploring the socio-linguistic features of memes, mention that certain emojis (such as the slightly smiling face emoji), were used to denote sarcasm even in their primal form of punctuation marks only (:-)). In the most comprehensive study of digital English to date, McCulloch (2019) notes the extra language elements sometimes used when conveying sarcasm online, such as the use of elements from programming languages (like in: <sarcasm>I fail to see the problem with this</sarcasm>), the use of hashtags (as in #sarcasm), as well as the use of the ~sarcasm tilde symbol, and its alteration, the sparkles emoji ( ). The author notes that in online discourse, users even used whole sentences as sarcastic remarks, as in "Thanks, Sherlock!" as a response to a very apparent, simple deduction.

As for the verbal clues, like the use of exaggerations, and non-literal language (including hyperbole and non-veridicality), Bamman & Smith, (2021: 575) state that linguistic markers that mark sarcasm, often involve the use of interjections, intensifiers, and lexical indicators. Mikhailova (2020) further explores the graphic markers of irony and sarcasm in computer-mediated communication,

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stating that sarcasm in the online realm marks linguistic creativity and the ability to break communicational barriers.

Outside of social media posts and messaging apps, Chubaryan & Danielyan (2022) analyze the use of sarcasm in English media and news articles, focusing on the linguistic and pragmatic features of sarcastic utterances. Adopting a multimodal discourse analysis approach (focusing not only on the verbal, but also on the visual, auditory, and gestural modes of communication), this study identifies four distinct types of sarcasm: verbal irony, rhetorical questions, hyperbole, and understatement. As for why such sarcasm was used, the authors highlight the functions and effects of sarcasm in media, such as expressing criticism, humor, or solidarity, as well as, influencing the audience's attitudes and opinions. Recognizing this, Frenda (2018) proposes a research project to investigate the role of sarcasm in hate speech online. She argues that sarcasm is a creative linguistic device that can be used to disguise or enhance aggressive messages, making them more difficult to detect and counteract. She also points out that as of now, sarcasm and hate speech detection is lacking and the current methods and resources cannot accurately detect sarcasm.

Sarcasm detection in online communication has also been thoroughly researched. In fact, a multitude of researchers have developed various computational models and datasets to successfully detect sarcasm online. Their detection models often rely on multimodal information, combining verbal and non-verbal cues, as well as contextual information, to improve sarcasm detection accuracy (Castro et al., 2019). For instance, Ptáček et al. (2014) focus on multilingual (English/Czech) sarcasm detection, especially on Twitter threads. Using a machine learning approach, they use a self-made corpus of 7,000 manually labeled tweets in Czech and compare it with an English corpus of 100,000 tweets, in which the hashtag #sarcasm is used as an indicator of sarcasm. They have found that the language-independent approach significantly outperforms adapted state-of-the-art methods in English (F-measure 0.947) and also represents a strong baseline for further research in Czech (F-measure 0.582). In a similar manner, Dimovska et al. (2018) also aim to detect irony and sarcasm in microblogging posts, by using a corpus of 3834 diverse tweets from the SemEval2018 challenge. The study's findings reveal that text preprocessing has minimal impact on the detection results, while word and sub-word frequencies emerge as the most effective characteristics for identifying irony in tweets.

All in all, the studies mentioned above provide valuable insights into the complexities of sarcasm in the digital discourse and its detection.

5.1. Other Linguistic Markers Observed

During the research for this paper, the authors encountered several notable examples of sarcasm markers in online discourse – examples they felt were important to include.

5.1.1. Irregular Capitalization

Some examples of random, irregular capitalization of alternating capital letters (also referred to as "sticky caps"), "SuCh aS tHiS", were identified as a prominent sarcasm marker. Typically, one would repeat a person's statement, using alternating caps, to mock them and thus, convey sarcasm, as in:

[1] @SpongebobMockMe:
Friend: "I don't wanna drink tonight."
Me: "i DoN't WaNnA dRiNk ToNiGhT..."

This form of irregular capitalization (often used alongside the meme/picture 1 from: New York Times - Sponge Bob Meme) is used to convey a mocking tone. This capitalization was popularized by the so-called Sponge Bob meme in 2017. In this popular meme, the main character of the cartoon – Sponge Bob Squarepants stands in a funny manner. The image was/is accompanied by text in alternating caps, imitating and mocking what the other person/character has said. Although this meme popularized this practice, the notion of using alternating capital letters to impair word identification dates from the 70's. Coltheart and Roger (1974) in an experiment, found that the alternating-case condition significantly influences readability even when the character size is the same for all of the characters used.

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Figure 1. Sponge Bob Meme

5.1.2. Use of Overly Formal Language

This marker, observed during the research, serves as a form of verbal irony. It involves the use of language that is more formal, sophisticated, or verbose than is typically expected in a given context. By using words typically reserved for the formal register in a casual context, the speaker can express disapproval or mockery and can sarcastically emphasize the absurdity of something or someone. This is also often seen in parody, where the exaggeration of formality becomes a tool for satire. The elevation in language style can seem out of place, making it evident to readers or listeners that the speaker is intending to be humorous or sardonic, as in:

[2] @grassinthesnake:
I am profoundly impressed by your grasp of facts, logical arguments and the English language.
A tweet to rank with such greats as "I want my mummy " "Trump is great" and "who used the last piece of toilet paper now I'll have to use my fingers"

5.1.3. Over- or Understatements

An overstatement is an exaggerated expression that shows something as being beyond reasonable limits. When used sarcastically, the exaggeration is so extreme that it becomes obvious the speaker does not truly mean what they are saying. Contrary to that, an understatement is a deliberate minimization of a situation's significance. So, it downplays something obvious or dramatic to highlight its absurdity, as in:

[3]@IrishRebel1965:
Nothing to see here folks, just Mikey and his mates getting excited at the thought of their fantasies of mass m*rder coming true

5.1.4. Fixed phrases

Fixed phrases like "No shit, Sherlock" come with an established, culturally understood meaning that conveys sarcasm or mockery. These phrases are often used in response to a statement that is overly obvious or unnecessary.

As a response to a tweet that stated "Corruption review finds 'red flags' in more than 130 Covid contracts ", user (@DanielRigal1) replied by sarcastically saying: No sh*t Sherlock, therefore using this fixed phrase to convey mockery and sarcasm.

5.1.5 The hashtag #sarcasm

The hashtag #sarcasm is often appended to a post or comment to make it clear that the preceding statement should not be taken literally. This explicit signal helps prevent confusion or misinterpretation.

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Some people criticize the use of #sarcasm because it removes the nuance and cleverness that often accompanies well-crafted sarcasm. Part of the humor or wit in sarcasm lies in its subtlety and the audience's ability to "get it" without needing an explicit label. Using #sarcasm can be seen as "spelling it out" too much, making the sarcasm feel less sophisticated. This is best seen in:

[5] @GraceMothering

I think it's weird when men dance. Men shouldn't be coordinated. Coordination is effeminate. #sarcasm *cause some of y'all are so gullible.*

5. Closing Remarks

Conveying sarcasm online is a challenging task and a task that would not be possible without some overt markers found by many researchers. These markers, as per the literature review, act as substitutes for the non-verbal cues and help reduce ambiguity in digital English. Multiple authors' findings suggest that there's more to explore and understand in the ever-changing landscape of online linguistic expression. Sarcasm is not easy to convey nor pick up so the main advice would be: When in doubt, maybe don't overdo it?/s

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[2] @grassinthesnake. 2022. https://twitter.com/grassinthesnake/status/1564323564177821696
[3] @IrishRebel1965. 2024. https://x.com/IrishRebel1965/status/1833221916796326219
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