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ATTITUDE OF PRACTICING TEACHERS AND STUDENT TEACHERS ON USING LUDIC ACTIVITIES IN THE SPANISH LANGUAGE CLASSROOM[1]

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Abstract

The paper addresses the issue of using ludic activities in the process of teaching Spanish as a foreign language. The theoretical framework provides an overview and a comparative analysis of the research in the field. It underlines numerous advantages and challenges of the use of play in a foreign language classroom. The empirical part of the paper is aimed at determining the attitude of the study participants observed through three dimensions: a cognitive, an affective and a behavioural one. A quantitative approach was used and the data were gathered by means of a questionnaire. Structural characteristics of the sample (N = 100) indicate the existence of two subsamples: the participants with teaching experience (practicing teachers) and those without it (student teachers). The results indicate that the participants have an overall positive attitude towards the research subject but certain differences related to the teaching experience arose, i.e. the participants with teaching experience show a lower level of readiness to use ludic activities at the behavioural level. The paper confirms the importance of using ludic activities in the teaching process but underlines the need to align the cognitive and the behavioural dimensions of teachers' attitude, i. e. calls for a better integration of theory and practice of teaching.

Key words: ludic elements, practicing teachers, student teachers, work experience, Spanish as a foreign language

Introduction

The man is fundamentally a thinking, acting and ludic being - *homo ludens*. Ludic activities have been an integral part of human lives from the earliest times. Offspring of many mammals also engage in playful behaviour, which helps them develop skills required for survival. Thus, hunting, fighting or chasing skills are acquired and improved through simulation with no real danger present. Similar occurs in humans as well. Many games derive their origin from various

[1] Original scientific paper

religious rituals dating back to the first civilisations and are portrayed in the form of pictures and signs on the walls of ancient Egyptian temples and tombs (Andreu Andrés and García Casas, 2000), so it may be said that play is considered an intrinsic element of human personality: it is an innate human impulse. Plato claimed that education is based on ludic activities and that one's soul is in need of play and music in the same sense as one's body requires recreation in order for a human to achieve a healthy equilibrium. Aristotle emphasised the difference between physical play and more elaborated types of play aimed at more specific objectives (Labrador Piquer and Morote Magán, 2008). Play has had an important role in many cultures since it contributes to leisure activities, enhances social relations and improves learning. It also represents a teaching method used in order for young children to develop skills and prepare for the tasks they will be faced with later in life. Ludic activities are not a novelty in the educational context: for example, in the Renaissance period they were particularly important during professional education of pupils (Sánchez Benítez, 2010). Play and learning have several features in common: they both include the willingness to overcome (new) obstacles and challenges, they both involve practice and repetition, which results in developing new skills and abilities, and the application of strategies leading toward success (Sánchez Benítez, 2010). Also, both during play and learning it is possible to experience the feeling of enjoyment and pleasure (Andreu Andrés and García Casas, 2000). Although at first sight it may seem that the prevalent role of ludic activities in teaching is their leisure purpose, many authors reveal, for instance, their impact on cognitive and affective development, multiculturalism and social skills in both younger and older learners. Neurolinguistic research has proven that during learning activities both left and right hemispheres are activated and Danesi (1988 in Mardešić, 2019) suggests that the function of the left hemisphere is related to language elaboration and processing while the right hemisphere governs the comprehension of metaphor and prosodic features, global perception as well as dance and music. Thus, in view of promoting a holistic approach to foreign language learning, it is not only the left hemisphere but also the right one which needs to be activated. Including ludic elements in teaching activities has proven to be beneficial to that end.

Play also contributes to creating a positive and motivational atmosphere in the classroom, to using various teaching materials as well as to developing a positive perception, creativity and originality, which is nowadays, due to robotisation and technological development, a highly positive characteristic in both learners and teachers. In addition, participants in the teaching process are used to behaving in a certain way but during play these behavioural patterns determined by the conventions are erased and originality becomes more relevant. However, originality does not arise automatically but needs to be cultivated in a way to create a motivational atmosphere in the classroom in order to stimulate in learners a desire to learn (Robles Garrote, 2016). Play has also a positive impact on learners' socialisation regardless of their differences so even learners who lack self-confidence or are introverts have a chance to be successful and develop social skills and a positive self-image. Also, in these situations learners who are self-confident learn how to help others and they develop cooperative learning strategies. Educational component of play is important as well since learners learn how to respect their colleagues, respect the rules, accept defeat, be patient, take responsibility, help others and develop a sense of order (Duran, 2001). An additional positive feature of using ludic activities in the classroom is the fact that they can be introduced any time during a lesson and there is always a justified reason to do so: classes become more dynamic and interesting, each student has an opportunity to be an active participant of the learning activity, various skills and strategies can be developed, competitive spirit is fostered and knowledge learned through play is more robust. During play, learners are more motivated to participate and a positive spirit is transferred to learning as well. To ensure successful foreign language, or any other school

subject, learning, the learning itself should be practical, applicable and related to real communication and life situations. Play provides all these elements so learners are glad to accept it. It is important to understand that a high motivation achieved through play does not impact only learning but the quantity of the material learned as well, so highly motivated learners use higher-order cognitive processes and acquire and learn more than their colleagues. This is why for ludic activities to be successful and to shape a motivating and creative atmosphere, teachers who include play in their classroom are more inclined to use games with rules (Guastalegnanne, 2009).

Research on the role of ludic activities in the field of learning Spanish as a foreign language supports the assumption that creativity and imagination activated through play in learners may facilitate and enhance language learning. The study carried out with Swedish teachers interviewed about their attitude on the use of play in the Spanish language classroom confirms that ludic activities facilitate learning, make it less formal, create a more relaxed classroom atmosphere, enable learners to be more creative and lower their foreign language anxiety and all classroom participants have benefits from using these activities during the teaching and learning process (Ledin and Malgren, 2011). Teachers state that they most often use drama activities and role plays, they also sing songs, create rhymes and play Memory to review and practice vocabulary but they rarely use dance activities. While some teachers state that curriculum requirements do not allow them to introduce play with older learners, others state that ludic activities are equally present in all of their classrooms. A study carried out in Brazil with Spanish language learners aged between 14 and 20 also suggests that play has a positive role in the Spanish language classroom. The data were gathered by means of interviews and observation, and the authors concluded that the activities which include play enable learners to gain a positive attitude towards language learning and Spanish as a school subject since they have the opportunity to use it in real, authentic situations (Hernández and Silva, 2020). As it was the case in the Swedish study, the authors underline that using play stimulates creativity in learners, promotes interest and desire to participate, creates peaceful and motivating environment and fosters interaction between learners. Triana Garcia (2015) came to a similar conclusion stating that ludic activities in the context of learning contribute to a holistic development of individuals, increase learners' motivation, facilitate development of other skills, increase learners' interest in classroom participation, improve communication among learners and stimulate creativity. The author also observes that including play in the classroom innovates teaching practice and promotes problem solving skills. In other words, she concludes that ludic activities contribute to both educational and cultural development of both teachers and learners. Benito Marcos (2016) conducted a study with Spanish language learners by means of a questionnaire administered before and after implementing ludic activities in the classroom. Before ludic activities, learners were questioned about affective factors associated with play as well as on their attitude towards classroom testing practices related to grammar and communicative competence. Then, they participated in ludic activities and answered questions about the level of satisfaction related to them. The author confirmed that introducing play in Spanish language teaching increased classroom dynamics, encouraged learners' participation as well as group work and developed the sense of belonging to a group. It is especially emphasized that the aforementioned can be useful to mitigate social vulnerability issues which arise in some schools. Play was used in this study to minimise negative affective factors which may be present in the foreign language learning process (such as anxiety related to speaking). The aim was achieved because learning through play was a positive experience for learners since it enabled them to practice speaking in a safe and relaxed environment. Tisaj (2014) analysed types of ludic activities present in Spanish language textbooks from the perspective of their advantages for teaching and examined whether they enable creating real

communication situations in the classroom. The results revealed that many ludic activities encourage authentic communication in the classroom, which is one of the main objectives of modern foreign language teaching. In addition, it was concluded that learners, engaging in different communication situations, lower the level of fear from making mistakes since the focus is not placed on the form of their oral production. They become active participants of their learning, gain additional self-confidence as well as the opportunity to evaluate their own learning which is also one of the important features of the contemporary communicative approach to foreign language teaching and learning. Šokčić (2020) presents similar results in his research carried out among Croatian high school students divided in two groups. Two short games, one being competitive and the other cooperative one, were presented to each group. The participants filled out a questionnaire before and after being engaged in ludic activities evaluating their participation and reflecting on the possible change to their initial attitude toward those games. Although their teachers do not use games often in their classrooms, the majority of students have a positive attitude toward ludic activities whereby they are preferred by almost all first graders and by more than a half of third graders. In addition, students have an equal preference for both competitive and cooperative ludic activities: competitive ones bring excitement and the cooperative ones a relaxing atmosphere. Thus, the initial hypothesis on competitive ludic activities being more preferable was rejected. Šuštić (2014) examined the reasons to include ludic activities in the context of Croatian foreign language schools revealed by teachers working with adult students and concluded that the participants consider play as an activity which may enhance the quality of their teaching practice but they do not include it because they feel they lack training, acquaintance with teaching materials and textbooks and, to some extent, they consider play to be related to child activities and entertainment rather than teaching. The author considers that such results are not surprising given the fact that the participants were teachers with little teaching experience and who rarely participate in professional development courses. The majority of available research on the role of ludic activities in the Spanish language teaching process suggest certain common conclusions. First, authors mostly underline that teachers in many countries see the need to introduce ludic activities in the classroom and they make it a part of their teaching in various ways. Then, the fixed structure of the education system and rather traditional didactic approaches, which partially limit the teachers in their pedagogic choices, are mentioned. Finally, play and ludic elements in the Spanish foreign language classrooms are represented to a different extent in various educational contexts and there is a need to replace sociocentric approaches by pedocentric ones which will enable students to learn in a more efficient and interesting way.

Research design and methods

Based on the results of the available research we have concluded that previous studies have shown many advantages of using ludic activities in foreign language classrooms and we have assumed that the key factor is the teacher, who guides the teaching process and is responsible for its creation and implementation. This is why the objective of this study is to gain an insight into the issue under review from teachers' perspective. Teachers do not share a unanimous standpoint on using ludic activities in the classroom. Moreover, the same teachers do not have a common view on implementing play in foreign language classrooms as regards various dimensions of their attitude (cognitive, affective and behavioural one). A comparative analysis of approaches in various countries indicates diverse experiences related to the teaching practice. Therefore, in this paper we want to examine various dimensions of teachers' attitude within the Croatian educational system. After the literature review and the analysis of the research conducted so far, the paper focuses on three empirical challenges. The first research area deals with the analysis of the attitude of the study participants, the second one compares

three dimensions of attitude while the third research area is aimed at determining the differences depending on the presence/absence of teaching experience. In line with the research objective and three research areas, three hypotheses were formed.

H1: Study participants have a mainly positive attitude towards the research subject.

H2: Study participants show the lowest level of disagreement in the behavioural dimension.

H3: Study participants' attitude differs depending on their teaching experience.

The research was qualitative and the instrument used was a questionnaire consisting of a series of statements about which the study participants expressed their attitude. The questionnaire is based on the Three-Component Model of Attitude stating that attitude consists of three different dimensions: cognitive, affective and behavioural one (Pennington, 1997.). The cognitive component involves persons' opinions about the object, the affective component relates to persons' feelings about the object and the behavioural component contains persons' behaviours and actions towards the object. All three components together create an overall attitude towards the object, i.e. ludic activities in teaching Spanish as a foreign language. Attitude towards play was measured by means of a Likert self-assessment scale. The participants assessed their level of agreement or disagreement with individual items on the five-point scale (1 – Very untrue, 2 – Somewhat untrue, 3 – Not sure, 4 – Somewhat true, 5 – Very true). The cognitive dimension is defined as a positive or negative opinion of practicing teachers and student teachers on using ludic activities in the Spanish foreign language classroom. The affective dimension is defined as a positive or negative emotional reaction observable based on the attitude of the study participants towards ludic activities in the Spanish foreign language classroom. The behavioural dimension is defined as a positive or negative conduct of study participants towards ludic activities in the Spanish foreign language classroom. The dependant variable is the attitude of study participants in the three dimensions of attitude (cognitive, affective and behavioural one) and the independent variable is the status of study participants related to their teaching experience (practicing teachers with teaching experience/ student teachers without teaching experience).

The sample consists of 100 participants and it can be observed through two sub-samples: one is formed by practicing teachers of Spanish with teaching experience and the other by student teachers, i. e. future teachers of Spanish. Non-probability sampling was used since the selected participants should have fulfilled research prerequisites: professional engagement as Spanish language teachers in educational institutions and enrolment in the graduate study programme in Spanish language and literature. The participation in the research was voluntary and the questionnaire was administered electronically. The study participants were Spanish language teachers working in Croatian primary and secondary state schools and foreign language schools and students enrolled in the first or the second year of the graduate study programme in Spanish language and literature at the Faculty of Humanities and Social Sciences of the University of Zagreb and the Department of Hispanic and Iberian Studies of the University of Zadar. Before data processing and analysis, negative statements were inverted so all items are oriented in the same positive direction. Data were analysed by means of SPSS 26 using standard deviation, mode, minimum result, maximum result and arithmetic mean measures for confirming or rejecting the first two hypotheses and the Mann-Whitney test for confirming or rejecting the third hypothesis.

Table 1 shows the structure of the sample depending on the teaching experience.

Table 1: Sample structure in relation to teaching experience

	Percentage of study participants
With teaching experience	47
Without teaching experience	53

The structure of the sample shows equal representation of study participants with teaching experience and without teaching experience.

Figure 1 shows the sample composition in relation to workplace.

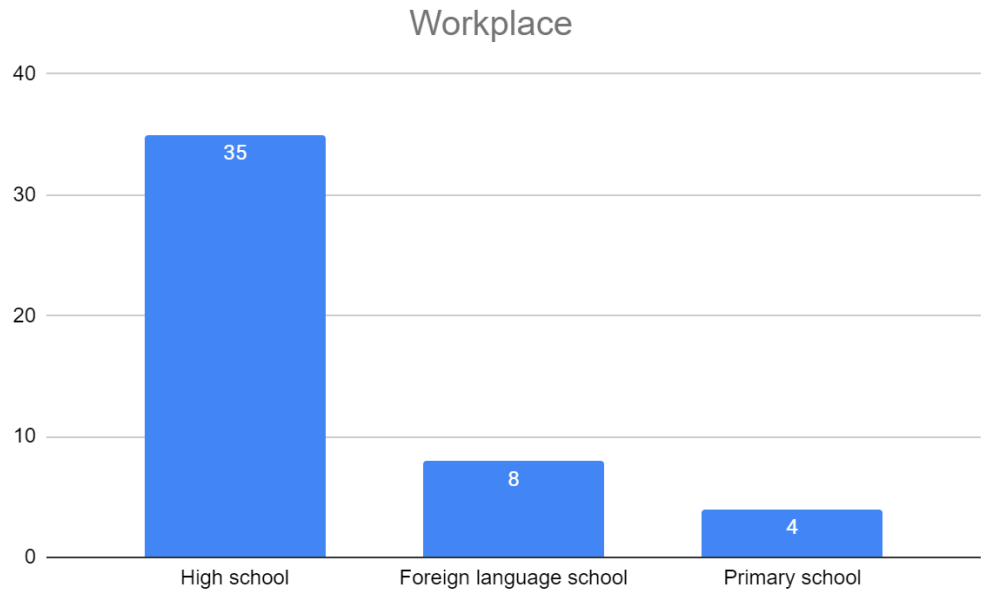


Figure 1: Sample composition in relation to workplace

As shown in Figure 1, participants with teaching experience work mainly in high-schools (35%), foreign language schools (8%), and primary schools (4%).

Research results

With the aim of answering the first research question, we have determined the direction of participants' attitude regarding individual items by means of descriptive statistics. Study participants chose an answer on the five-point scale: 1 – Very untrue, 2 – Somewhat untrue, 3 – Not sure, 4 – Somewhat true, 5 – Very true. Since these are all rank variables, we will interpret the mean values applied to these variables. Descriptive statistics are shown in Table 2.

Table 2: Descriptive parameters for participants' attitude orientation

	Median	**Mode**	**Min**	**Max**
1. The following may describe me: Play is play, work is work.	3	4	1	5
2. In language games including social elements learners learn how to help others and develop skills required for cooperative learning.	4	5	1	5
3. Knowledge acquired through ludic activities is more permanent than knowledge acquired by studying from the textbook.	4	5	1	5
4. Successful language learning should include practical knowledge.	5	5	2	5
5. In language games including social elements learners learn how to respect the rules and take the responsibility.	5	5	1	5
6. Teaching which includes ludic activities enables students to implement various learning styles to a greater extent than in traditional classrooms.	4	5	2	5
7. It is difficult to combine ludic elements and the educational content.	2	2	1	5
8. The atmosphere in class where play is used is dynamic and more interesting.	5	5	1	5
9. I am glad that play lowers foreign language anxiety in learners.	5	5	1	5
10. I am not motivated to create teaching materials for play in my foreign language classroom because it is difficult and time consuming.	2	3	1	5
11. When learners during group play in the classroom use their mother tongue, I lead by example showing them that it is desirable to use the foreign language.	3	3/4	1	5
12. I do not feel like creating games for my own classroom.	2	1	1	5
13. I feel awkward in the classroom where play is used because I lose control over learners and they are less disciplined.	2	1	1	5
14. I have the courage to experiment by introducing ludic activities in the foreign language classroom.	4	4	1	5
15. I would use play as an activity only to fill the time during class.	2	2	1	5
16. If I had a chance, I would participate in trainings which would provide me with necessary knowledge to implement play in the foreign language classroom.	5	5	1	5

17. I often seek for a reason to introduce play or any other ludic element in my teaching.	4	4	1	5
18. I would try to work with learners on the teaching content using ludic elements in cases of boredom or tiredness.	5	5	2	5
19. I would not introduce fun activities in the classroom because I do not feel competent enough.	1	1	1	5

As shown in Table 2, in 17 out of the total of 19 items the participant replied in the range from 1 (minimum) to 5 (maximum). Based on the median as the average value dividing participants in two halves in a way that 50% of participants chose the answer which equals the median or lower and the other 50% of participants selected the answer higher than the median, we selected the items related to which the participants expressed the most positive or negative attitude.

A highly positive attitude of the participants can be observed in relation to the following items:

- *In language games including social elements learners learn how to help others and develop skills required for cooperative learning.*
- *Knowledge acquired through ludic activities is more permanent than knowledge acquired by studying from the textbook.*
- *Successful language learning should include practical knowledge.*
- *In language games including social elements learners learn how to respect the rules and take the responsibility.*
- *Teaching which includes ludic activities enables students to implement various learning styles to a greater extent than in traditional classrooms.*
- *The atmosphere in class where play is used is dynamic and more interesting.*
- *I am glad that play lowers foreign language anxiety in learners.*
- *I have the courage to experiment by introducing ludic activities in the foreign language classroom.*
- *If I had a chance, I would participate in trainings which would provide me with necessary knowledge to implement play in the foreign language classroom.*
- *I often seek for a reason to introduce play or any other ludic element in my teaching.*
- *I would try to work with learners on the teaching content using ludic elements in cases of boredom or tiredness.*

In relation to items towards which the participants expressed their positive attitude the mode was in most cases 4 or 5. In contrast, in relation to items towards which the participants expressed their negative attitude the mode was in most cases 1 or 2. In cases where they were indecisive, the mode mostly is 3. The research results confirm the first hypothesis which assumed that the study participants have a mainly positive attitude towards the research subject.

In order to answer the second research question formed through the second hypothesis, we analysed the participants' attitude through three dimensions shown in Table 3.

Table 3: Descriptive parameters for particular dimensions of attitude

	Cognitive	**Affective**	**Behavioural**
Mode	5	5	5
Median	4	5	4
Arithmetic mean	4.087	4.161	3.774
Standard deviation	1.084	1.055	1.221
Variance or dispersion	1.175	1.113	1.491
Sum	4161	2097	2676
Maximum	5	5	5
Minimum	1	1	1
Interval	4	4	4

The research results shown in Table 3 suggest that the degree of agreement with items relating to particular dimensions varies. The highest degree of agreement can be observed in relation to the cognitive and affective dimensions. These findings indicate that the study participants are conscious of the importance of play in the teaching process. A lower level of agreement can be observed in relation to the behavioural dimension of attitude. In other words, although at the cognitive level the study participants agree with the items provided in the questionnaire, at the practical level the degree of agreement and the readiness to introduce ludic activities are somewhat lower. These results are mostly expected since the gap between the theoretical and practical knowledge can be observed in other didactic segments as well. The research results confirm the second hypothesis which assumed that the lower degree of agreement is to be found in the behavioural dimension.

In view of answering the third research question we formed the third hypothesis dealing with the role of teaching experience. For the purpose of confirming the hypothesis, we divided the participants in two groups (practicing teachers and student teachers) and administered the Mann-Whitney test. The sample consisted of 47 practicing teachers and 53 student teachers, with a total of 100 participants. The results related to the third research question are provided in Table 4.

Table 4: Mann-Whitney test for attitude in relation to work experience

Item	Study participants	Teaching experience	Mean rank	Sum of ranks
1	Practicing teachers	YES	49.87	2344.00
	Student teachers	NO	51.06	2706.00
2	Practicing teachers	YES	42.35	1990.50
	Student teachers	NO	57.73	3059.50
3	Practicing teachers	YES	42.39	1992.50
	Student teachers	NO	57.69	3057.50
4	Practicing teachers	YES	50.31	2364.50
	Student teachers	NO	50.67	2685.50
5	Practicing teachers	YES	50.95	2394.50
	Student teachers	NO	50.10	2655.50
6	Practicing teachers	YES	45.86	2155.50
	Student teachers	NO	54.61	2894.50
7	Practicing teachers	YES	56.86	3013.50
	Student teachers	NO	43.33	2036.50
8	Practicing teachers	YES	48.34	2272.00
	Student teachers	NO	52.42	2778.00
9	Practicing teachers	YES	47.36	2226.00
	Student teachers	NO	53.28	2824.00

10	Practicing teachers	YES	49.17	2311.00
	Student teachers	NO	49.80	2540.00
11	Practicing teachers	YES	49.24	2314.50
	Student teachers	NO	49.74	2536.50
12	Practicing teachers	YES	51.60	2425.00
	Student teachers	NO	47.57	2426.00
13	Practicing teachers	YES	55.11	2810.50
	Student teachers	NO	43.41	2040.50
14	Practicing teachers	YES	52.04	2446.00
	Student teachers	NO	49.13	2604.00
15	Practicing teachers	YES	47.65	2239.50
	Student teachers	NO	53.03	2810.50
16	Practicing teachers	YES	54.67	2569.50
	Student teachers	NO	45.78	2380.50
17	Practicing teachers	YES	52.68	2476.00
	Student teachers	NO	48.57	2574.00
18	Practicing teachers	YES	47.70	2194.00
	Student teachers	NO	52.00	2756.00
19	Practicing teachers	YES	45.59	2142.50
	Student teachers	NO	53.99	2807.50

Table 5 shows statistical significance (p values) of differences between the study participants with teaching experience and without it.

Table 5: Statistical significance of differences between practicing teachers and student teachers

Questionnaire items (N =100)	p values
1. The following may describe me: Play is play, work is work.	0.835
2. In language games including social elements learners learn how to help others and develop skills required for cooperative learning.	0.005
3. Knowledge acquired through ludic activities is more permanent than knowledge acquired by studying from the textbook.	0.006
4. Successful language learning should include practical knowledge.	0.939
5. In language games including social elements learners learn how to respect the rules and take the responsibility.	0.865
6. Teaching which includes ludic activities enables students to implement various learning styles to a greater extent than in traditional classrooms.	0.102
7. It is difficult to combine ludic elements and the educational content.	0.016
8. The atmosphere in class where play is used is dynamic and more interesting.	0.392
9. I am glad that play lowers foreign language anxiety in learners.	0.178
10. I am not motivated to create teaching materials for play in my foreign language classroom because it is difficult and time consuming.	0.909
11. When learners during group play in the classroom use their mother tongue, I lead by example showing them that it is desirable to use the foreign language.	0.929
12. I do not feel like creating games for my own classroom.	0.463
13. I feel awkward in the classroom where play is used because I lose control over learners and they are less disciplined.	0.030
14. I have the courage to experiment by introducing ludic activities in the foreign language classroom.	0.601
15. I would use play as an activity only to fill the time during class.	0.337
16. If I had a chance, I would participate in trainings which would provide me with necessary knowledge to implement play in the foreign language classroom.	0.067
17. I often seek for a reason to introduce play or any other ludic element in my teaching.	0.455
18. I would try to work with learners on the teaching content using ludic elements in cases of boredom or tiredness.	0.407
19. I would not introduce fun activities in the classroom because I do not feel competent enough.	0.111

Statistically significant differences in favour of study participants without teaching experience, i.e. student teachers, who show a more positive attitude towards the use of play than the study participants with teaching experience, i.e. practicing teachers, can be observed in four items:

- In language games including social elements learners learn how to help others and develop skills required for cooperative learning. ($p<0.05$)
- Knowledge acquired through ludic activities is more permanent than knowledge acquired by studying from the textbook. ($p<0.05$)
- It is difficult to combine ludic elements and the educational content. ($p<0.05$)
- I feel awkward in the classroom where play is used because I lose control over learners and they are less disciplined. ($p<0.05$).

The content of the items where statistical difference was observed refers to experiential aspect of teaching related to classroom discipline, cooperative learning, use of the textbook as knowledge source and positioning of play within the educational framework. As far as other items are concerned, we may conclude that student teachers and practicing teachers show equally positive or negative attitude, depending on the item ($p>0.05$), and that teaching experience does not impact their attitude. The research results thus only partially confirm the third hypothesis.

Discussion

Based on the obtained results, it can be observed that there are differences in attitude on the use of ludic activities in the Spanish language classroom between the study participants with teaching experience and those without it. These findings reveal the need to achieve a better connection between teaching theory and practice. In 12 out of 19 items, student teachers express a more positive attitude on using play in their teaching than practicing teachers but statistical significance was found in only four of them. The four items referred to the durability of knowledge acquired through play in comparison to other methods and activities, the ability to combine ludic elements and the educational content, learners' discipline in classes where play is used, emotions it provokes in teachers, and cooperative learning skills which can be developed owing to language and board games. Student teachers were more convinced than practicing teachers that the knowledge acquired during play is more durable which is also confirmed by Andreu Andrés and García Casas (2000), who claim that play is the activity which has a positive impact on the memory process in a way that the content learned through play is remembered for a longer time, especially in case of new vocabulary and grammar structures. On the other hand, practicing teachers find it difficult to combine play and educational content and express their fear in relation to a possible loss of control over the teaching process (Robles Garrote, 2016). This is supported by the research results confirming that teachers who are used to a more traditional approach object to using play in the classroom and they often feel awkward because of the lack of discipline in learners. Despite these results, in this situation discipline should not be considered a problem since during play learners tend to pay attention to their teacher and cooperate with their colleagues more, especially because they do not want play to be interrupted because of disobedience (Araya Cortez, 2012). Although student teachers exhibited a positive attitude towards using play in the foreign language classroom more often and especially as regards the cognitive and the affective dimension, these differences were reduced in the behavioural dimension of the attitude, which can be explained by student teachers' insecurity due to their lack of teaching experience. The

same refers to, for example, experimenting with play in the classroom and to the self-perception of competence to introduce ludic activities. Practicing teachers more often expressed their willingness to participate in trainings which would serve as an encouragement to use play in the foreign language classroom. Trainings as a part of lifelong teacher development reveal to be very important for practicing teachers and including play in the classroom improves teacher competence and enriches teaching practice (Triana Garcia, 2015). The importance of knowing and accepting learning styles in foreign language learning is beyond any doubt. By using ludic activities, the teacher can create the teaching process focusing it on learners and offer the activities which would require the use of various learning styles thus enabling learners to exhibit different talents and pedagogic potential they possess (Simović, 2012). Some practicing teachers (and a small number of student teachers) revealed to be less motivated to create teaching materials related to play because they considered it to be demanding. Based on the positive attitude in general, we may conclude that the future of ludic activities in the foreign language classroom is bright since, as noted by Todorović (2018), motivation is a very important factor together with cognition, and during ludic activities it is intrinsic motivation which is predominant in students since while playing they enjoy not only in the learning result but in the learning process as well (Guastalegnanne, 2009).

Practicing teachers' attitude on play in the foreign language classroom and the manner in which they introduce it as a classroom activity are very important since the way learners will accept and view play to a great extent depends on teachers. It is essential that the teacher believes that play is useful and that he or she possesses enthusiasm in its application since a teacher's positive attitude is thus transferred to learners who are more open to accept play and learn about it (Mardešić, 2019). The fact that student teachers show a more positive attitude on using play in the classroom than practicing teachers may be explained by initial teacher training of students who are, within the university courses in pedagogy/didactics/teaching methodology, exposed to a more intensive and explicit positioning of ludic activities in the educational process, which is reflected in various course syllabi. Other possible explanation of student teachers' more positive attitude may lie in the age of that sub-group of study participants. It also opens a new research question on the impact of teachers' age in their readiness to implement play, which could reveal to be significant in relation to their attitude.

When comparing the results of research conducted so far, including the present study as well, the following may be synthetised: although the views of practicing teachers on ludic activities show certain elements of the so-called "open mind" suggesting that by using play teachers may enhance the quality of their teaching practice, ludic activities are not represented enough in the classroom itself. It is significant that there is a difference in the cognitive and the behavioural dimension of the attitude. Although study participants mostly agree with the characteristics of play in the teaching process, in the practical sense there are various obstacles and obstructions providing room for improvement of the teaching practice. Several reasons may be given in explanation of the aforementioned: practicing teachers do not consider themselves competent enough, in their opinion, teaching materials are unavailable and unknown to them, and they show a certain resistance towards introducing play in their teaching practice. Therefore, we conclude this discussion by calling upon the need for further teacher development in relation to the topic of ludic activities in foreign language classrooms, the need to overcome the limitations of the existing traditional teaching systems as well as the importance of changing the implicit teacher pedagogies in accordance with explicit pedagogies advocated by pedagogical experts (Kolak, 2016).

Conclusion

The insight into the didactic culture of the school has proven that one of the most negative emotional reactions of learners in the classroom is the feeling of boredom (Kolak, 2014). In order for the boredom not to have a significant impact on learning outcomes, it is necessary to direct learners' attention, make classes more interesting and dynamic and aim them towards learners' needs and demands. Using ludic activities in teaching can result in improvements related to this particular segment of the didactic culture. Foreign language teaching has been organised based on the principles of communicative language learning which gives space to the use of play and ludic activities since they may create the authentic language context in which learners communicate spontaneously and with pleasure without fear from making mistakes, using various language skills. Having in mind the aforementioned, as well as the role of psychological and sociological factors in learning (such as age, motivation, foreign language anxiety, readiness to communicate), we consider that well planned ludic activities in the classroom have a great pedagogic and didactic potential. Since practicing teachers and their attitude play a key role in that process, we aimed the empirical part of our paper at teachers' perspective on ludic activities.

Research results indicate that attitude of study participants on the use of ludic activities in the Spanish language classroom is overall positive and thus the first hypothesis is accepted.

The second hypothesis has also been accepted since the attitude of study participants in the behavioural dimension shows the lowest level of agreement.

The third hypothesis aimed at determining attitude of study participants depending on their teaching experience is partially accepted since statistically significant differences were found only in four items.

It can be observed that student teachers perceive more advantages in using ludic activities in the classroom, consider that during play learners develop cooperative learning skills and that knowledge acquired through play is more durable than the one acquired through textbooks. In addition, they do not consider that it is difficult to combine ludic elements and the educational context and that learners are less disciplined, and student teachers do not feel awkward during these activities. Although differences between attitude of practicing teachers and student teachers were also found in relation to other factors (such as the sense of competence, classroom atmosphere and learning styles), they revealed not to be statistically significant. Both practicing teachers and student teachers assessed that during play learners have more opportunities to use various learning styles, that classroom atmosphere is more dynamic and interesting, that foreign language anxiety in learners is lowered and that especially in situations where boredom or tiredness arises it is beneficial to introduce some ludic elements. They disagreed about the level of motivation to create teaching and learning materials since some study participants consider it to be demanding and time consuming.

In sum, based on the research results we underline the importance of the behavioural dimension of attitude which has the most significant impact on teaching practice and the advantages ludic activities may bring to the foreign language classroom. We consider the teacher, as a reflective professional critically thinking about the teaching process and the learner's central role of therein, to be the key figure in altering the teaching practice and developing optimal implicit pedagogy.

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THE ROLE OF EXTRACURRICULAR ACTIVITIES IN IMPROVING THE EDUCATIONAL FUNCTION OF PRIMARY SCHOOL[2]

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Abstract

The paper presents the results of a research that aimed to examine the opinions of teachers and students of the final grade of primary school on the role of extracurricular activities in improving the education function of school. The research was conducted on a sample of 556 participants, 247 of which were teachers and 309 were primary school students in the Republic of Serbia. Descriptive research method was used in this research, as well as a Questionnaire for examining the opinions of teachers and students on the effect of extracurricular activities in achieving the education role of primary school. Frequencies and percentages, mean with corresponding standard deviation were used as statistical procedures. Differences were tested using Student's t-test. The obtained research results show a more detailed picture of extracurricular activities and their benefit to improving the education role of school from the perspective of teachers and students of older school age in primary schools in the Republic of Serbia. As an insufficiently used type of school's educational activity, extracurricular activities require teacher support in terms of greater engagement, accessibility, involvement and affirmation of students in order to provide conditions for improving the education role of school. By taking part in extracurricular activities, students decide to spend part of their free time at school. School should recognize that as a possibility for additional educational activities. Research findings can serve for a deeper analysis of this very important pedagogical issue.

Key words: *extracurricular activities, aspects of educational activities, educational role of school, teacher, student.*

INTRODUCTION

Understanding the education process and creating pedagogical preconditions for educational activities in school is necessary for proper organization of institutionalized education and its improvement. School can achieve its educational function by showing readiness and willingness to respond to students' needs, as well as the needs of parents and teachers. As an educational institution, school is characterized by: purposefulness – there are goals that are to

[2] Original scientific paper

be achieved; complexity - consists of elements that can be identified and interconnected with the set of targeted activities; and overview of goals and structure in relation to the environment (Milosavljević Đukić, Bogavac, Radovanović (2020), according to: Dymara, 2009: 42).

The perception of the school environment depends on how students experience the school environment, which is determined by various socio-emotional relations and organizational structure. The branched structure of school activities offers a higher level of satisfaction with school among students and development of favourable relationships with peers and teachers (Milosavljević Đukić, Bogavac, Mikić (2021), according to: Marsh & Kleitman, 2002).

Well-established education activities encompass establishing such relationships in school that would increase students' satisfaction with school. Extracurricular activities encourage the child's potentials and capacities through voluntary participation and develop a sense of belonging to a peer group based on common interests.

The importance of extracurricular activities can be seen in acquiring pragmatic and empirical application of acquired knowledge, development of social relations, as well as in the sports and recreation. As a variety of activities, they have pedagogical foundation and they are interesting to students while at the same time acquiring knowledge of a certain subjects, and enable the overview of the significance of education through increasing the educational achievements of students. What is most remembered in adulthood, and related to extracurricular activities, is getting out of the classroom routine (Pace, Tesi, 2004).

By studying the literature that analyzes school as an educational environment, it can be said that in this segment of educational activities it is insufficiently researched because it requires empirical evidence in the form of perception of teachers and students about the organizational structure of extracurricular activities. However, the perception of the school as an educational environment is a subjective perception of the environment and personal characteristics of the peer group context of student development.

BACKGROUND

School is one of the main factors in adolescents' lives and their perception of school directly affects their overall well-being and satisfaction with life, better academic results, better school behaviour, more adaptable attitudes and beliefs about school (e.g., educational self-efficacy) and better mental and physical health (Milosavljević Đukić, Bogavac, Mikić (2021), according to: Tian, Tian & Huebner, 2016).

As an educational environment, school strives to take responsibility for students' leisure time and to "use" it for "extended" educational activities to encourage personal and social development of students. The organization of extracurricular activities guided by individual interests and free choice, offers the possibility of developing personal potential of students through various activities. By participating in extracurricular activities, students expand their social experience by interacting with peers (Vukic & Zrilic, 2016).

Peer context of development, leisure time and interests are seen as the developmental needs of students, which school should respond to through educational activities using the resources provided by extracurricular activities. Students do not like rigidity, strict boundaries between

extracurricular activities and regular classes and between their certain forms. The potential of extracurricular activities is recognized in diversity, freedom of choice, content creation, various forms of work, which makes school more flexible and sensitive to the differences that exist among students. With their content and style that are in line with the interests, preferences and abilities of students, extracurricular activities are a very important factor in the education of students (Marsh & Kleitman, 2002; Lawhorn, 2008; Lunenburg, 2010; Vidulin & Papak, 2018; Coker, Martinez et al., 2018, Narkabilova, 2021).

The results of a research conducted by Kravchenko & Nygård (Kravchenko & Nygård, 2022) on the impact of extracurricular activities on academic achievement and student satisfaction with school as an educational environment show that extracurricular activities are useful for academic results only if young people participate in activities that meet their special needs, and that benefits depend on the quality of activities. Negative rate of student participation in extracurricular activities in school occurs when they are integrated into the formal education structure, and when they do not differ from regular school activities that are based on curriculum, which is very standardized and highly differentiated (Kravchenko & Nygård, 2022).

Student participation in extracurricular activities encourages the development of their skills, inclinations and abilities, allows for expressive actions by giving students the opportunity to explore their personal talents and interests and formulate their identity (Fredericks & Eccles, 2006). Extracurricular activities provide a structure of students' free time, ensure positive interpersonal relationships (Gilman et al., 2004), and the formation of a positive self-image and the development of supportive attitude towards school (Durlak et al., 2010). Involvement of students in extracurricular activities is important in developing strengths and abilities to avoid undesirable behaviour, in reducing juvenile delinquency, school misconduct and negative peer influence leading to alcohol and drug abuse, in improving student achievement, reducing student absenteeism etc.

The quality of extracurricular activities depends on a diverse offer tailored to the different needs and interests of students, as well as on motivating as many students as possible to get involved in extracurricular activities and on achieving continuity in their implementation (Šaljić, 2015). The responsibility for the affirmation of extracurricular activities, as well as the possibility of using interesting learning material belongs to the teacher.

Teachers' content planning and implementation often influence what impact extracurricular activities will have on students. Connecting extracurricular activities with classroom concepts implies that teachers experientially adjust learning activities in order to stimulate interest, motivation and students' desire to research and gain practical experience, which can further improve learning in a formal context. If, with the help of some types of extracurricular activities, classroom instruction is enhanced with pedagogical education strategies, students will better understand learning content, be more actively involved in the learning process, take responsibility, self-learning, etc. (Jurčić, 2015).

In an empirically-based research, Matuszak (Matuszak et al., 2019) presents a teaching model that instructs teachers how to perform extracurricular activities. The efficiency of the model was measured through the following criteria: how familiar teachers are with the content of extracurricular activities, whether there are preconditions to carry out extracurricular activities at school and skills to organize extracurricular activities. As a result of an extensive overview of the published empirical evidence, the abovementioned author mentions the following main

categories in the common axis of categorization of the criteria: (a) the level of knowledge about the content of extracurricular activities; (b) knowledge of the conditions to carry out extracurricular activities in school; (c) skills in choosing forms of extracurricular activities; d) organizational skills; e) skills to write summaries and activity scenarios; and f) planning skills (Matuszak et al., 2019).

The educational aspect of extracurricular activities includes the organizational model of educational activities performed by teachers where active and personally oriented approaches are used, humane style of communication is established, professional and pedagogical activities are organized to create preconditions for students' involvement in various extracurricular activities (Tazhbayeva, 2015).

METHOD

The main goal of the research is to examine the opinions of teachers and students of the eighth grade on the role of extracurricular activities in achieving the educational function of primary school. In accordance with the goal, the following research tasks were set:

1. Identify the opinions of teachers on various aspects of educational activities in primary schools;
2. Identify the opinions of teachers about the organizational structure of extracurricular activities, as well as the extent to which school meets the interests and needs of students in different areas of extracurricular activities;
3. Examine the opinions of eighth grade students on various aspects of organizational structure of extracurricular activities in primary school;
4. Explore the differences in the opinion of eighth grade students about the activities with a dominant educational component, with regard to the independent variable "participation in extracurricular activities".

The main research hypothesis was set as follows: It is assumed that teachers and students have recognized the benefit of extracurricular activities in achieving the educational function of primary school.

The research was conducted on a sample of teachers and students that included 556 participants, 247 of which were teachers and 309 were students of the final grade of primary schools in Serbia. As for the teachers, statistical data show that fifty of them (21.7%) declared as males, and 180 declared as females (72.9%), while seventeen teachers did not declare their gender. As for the eighth-grade students, 167 (54.8%) participants were female, and 138 (45.2%) were male, while four participants (1.3%) did not answer the question about gender.

Descriptive research method was used in this research. For the purposes of the research, a questionnaire was designed to examine the opinions of teachers and students on the benefit of extracurricular activities in achieving the educational function of school. The questionnaire consists of three subscales that showed excellent reliability (Cronbach's Alpha = 0.876 - Cronbach's Alpha = 0.921). The first subscale includes teachers' opinions on various aspects of educational activities in primary school, operationalized through categorical issues such as: preconditions for successful implementation of learning objectives and teachers' self-assessment of their educational activities in primary school. The 5-point Likert scale (ranging from 1 = strongly disagree to 5 = strongly agree) examined the level of agreement with items related to: teachers’ opinion on elements of organizational structure of educational activities in

primary school and teachers' assessment on aspect: achievement of educational activities of schools. Another subscale included teachers' opinions on the organizational structure of extracurricular activities and how the school meets the interests and needs of students in different types of extracurricular activities, operationalized through categorical issues such as: teachers' assessments on the aspect - organizational structure of extracurricular activities. In the second subscale, teachers used 5-point Likert scale (ranging from 1 = strongly disagree to 5 = strongly agree) to express their views on how much the school meets the interests and needs of students in various areas of extracurricular activities. The third subscale was designed for the needs of eighth grade students on various aspects of the organizational structure of extracurricular activities in primary school. The content of the third subscale was operationalized through categorical issues related to the inclusion of students in extracurricular activities in primary school and the reasons why students' chose certain extracurricular activities that are organized in school. On the 5-point Likert scale (ranging from 1 = strongly disagree to 5 = strongly agree), students expressed the degree of satisfaction with certain activities organized in their school, as well as their view of the extent to which the school meets students' interests and needs in these areas.

Frequencies and percentages, as well as mean with corresponding standard deviation were used in data analysis. Differences were tested by using Student's t-test. IBM SPSS ver. 24 was used to analyse the data.

RESULTS AND DISCUSSION

In accordance with the goal aimed at examining the opinions of teachers and eighth grade students on the benefits of extracurricular activities in improving the educational function of primary school, we highlight certain opinions of the survey participants, teachers and students separately, where statistical significance in differences was found. In the result interpretation, the results obtained by teacher survey are presented first, followed by the results obtained by the survey of students of the older grades of primary school, within the defined research tasks.

The first research task was to examine the opinions of teachers on various aspects of the educational activities in primary school within the following aspects: elements of the organizational structure of educational activities of school; realization of educational activities in primary school; preconditions for successful realization of learning objectives and self-assessment of teachers about educational activities in primary school.

Teachers' assessments of the above elements of the organizational structure of educational activities of primary school, i.e., the extent to which they provide conditions for the realization of the educational function of school are as follows: teachers firstly emphasized the importance of regular classes for the realization of the educational function of school (4.51 ± 0.84), followed by the role of visits, trips, field trips (4.23 ± 0.95), homeroom classes (4.20 ± 0.91), the role of extracurricular activities (3.82 ± 1.04), supplementary and additional classes (3.67 ± 1.10) and lastly student organization, Student Parliament (3.41 ± 1.31). The results of teachers' assessments show that the educational function of school heavily relies on regular classes, while the significance of extracurricular activities received a lower score.

When we look at the above-mentioned activities, teachers claim that they regularly organize supplementary and additional classes (4.77 ± 0.45), exchange opinions with colleagues (4.60 ± 0.57), organize extracurricular activities (4.52 ± 0.89) and collaborate with professional associates in school (pedagogue, psychologist) (4.46 ± 0.73), and least often cooperate with social factors (3.63 ± 0.88). Teachers firstly single out those activities that are directly related

to teaching activities, followed by other activities related to education: I regularly improve my skills in school and outside of it (4.37 ± 0.96), I cooperate with student family (4.34 ± 0.78) and with social factors (3.63 ± 0.88).

In order to successfully realize learning objectives in school, teachers estimate that the most useful learning material is related to everyday life (34.4%), followed by well-planned learning materials (31.6%) and thematically organized homeroom classes (31.6%). Moreover, teachers claim that, in order for the teaching process to be successful, there have to be diverse extracurricular activities (28.7%), which they claim is more important than the official instruction on how to teach the course content (25.5%) and also than the didactic-methodological instruction for lesson planning and programming (17.0%). Teachers believe that didactic-methodological articulation of the lesson (6.1%) is the least important for the realization of learning objectives, followed by the course methodology (4.9%).

As for the organization of class activities, 147 (65.9%) teachers are of the opinion that learning activities primarily take place during regular classes; 54 (24.2%) teachers believe that homeroom classes are those were learning objectives are met; 16 (7.2%) teachers mentioned field trips and outdoor classes, and only six (2.7%) teachers carry out educational activities in extracurricular lessons.

The results of research related to the examination of teachers' opinions on various aspects of educational activities in primary school have shown that within the elements of the organizational structure of educational activities of school, teachers in their assessments give preference to regular teaching activities over extracurricular activities. They recognize the importance of extracurricular activities for the realization of educational activities in primary school, and single out various aspects of extracurricular activities as preconditions for successful realization of learning objectives, but they do not recognize them as factors in achieving the educational function of primary school. The results of the research are shown in Table 1.

Table 1 *Teachers' opinions on various aspects of primary school educational activities*

	N=247
Elements of the organizational structure of the educational activities of school, M±SD (Min–Max)	
Regular lessons	4.51±0.84 (1 – 5)
visits, field trips, outdoor classes	4.23±0.95 (1 – 5)
Homeroom classes	4.20±0.91 (1 – 5)
extracurricular activities	3.82±1.04 (1 – 5)
supplementary and additional classes	3.67±1.10 (1 – 5)
Student Parliament	3.41±1.31 (1 – 5)
Teachers' opinion on the aspect: realization of educational activities of school, M±SD (Min–Max)	
I regularly teach supplementary and additional classes	4.77±0.45 (1 – 5)
I exchange opinions with colleagues	4.60±0.57 (1 – 5)
I organize extracurricular activities	4.52±0.89 (1 – 5)
I cooperate with professional associates in school (pedagogue, psychologist)	4.46±0.73 (1 – 5)
I regularly improve my skills in and out of school	4.37±0.96 (1 – 5)
I collaborate with student family	4.34±0.78 (1 – 5)
I cooperate with social factors	3.63±0.88 (1 – 5)
Teachers' opinion on the aspect: preconditions for successful realization of learning objectives, n (%)	

learning material is related to everyday life	85 (34.4)
well-planned learning materials	78 (31.6)
thematically organized homeroom classes	78 (31.6)
diverse extracurricular activities	71 (28.7)
official instruction on how to teach the course content	63 (25.5)
didactic-methodological instruction for lesson planning and programming	42 (17.0)
didactic-methodological articulation of the lesson	15 (6.1)
course methodology	12 (4.9)
Teachers' self-assessments of educational activities in primary school, n (%)	
regular classes	147 (65.9)
Homeroom classes	54 (24.2)
Field trips, outdoor classes	16 (7.2)
extracurricular activities	6 (2.7)

Abbreviations: M±SD (Min – Max) = Mean±Std. Deviation (Minimum – Maximum).

The second research task was to examine the opinion of teachers on the aspect of the organizational structure of extracurricular activities for the purpose of educating students and how the school meets the interests and needs of students in different areas of extracurricular activities.

Teachers' assessments of the elements of organizational structure success and the conditions that extracurricular activities should meet are as follows: in order to meet the educational function, extracurricular activities should be based on experimenting in order to enable students to develop their talents, according to most teachers (35.6%). Teachers further stated that extracurricular activities should be diverse in order to meet the interests of students (32.4%) and to help students acquire the social skills needed for effective interaction with peers and cooperative relationships (32.4%). Teachers also claimed that extracurricular activities should be organized at the suggestion of students through different types of cultural, musical, sports and similar activities (31.2%). A small percentage of teachers are of the opinion that it is necessary that the programs and contents of activities are designed based on student needs and together with them (29.1%) and to enable students to be included in the immediate social environment (21.1%). A low percentage of teachers believe that extracurricular activities should be organized by students choose their own activities (9.7%).

In order to modernize the program structure of educational activities outside of regular classes, teachers are expected to be able to achieve the set learning goals and objectives in this aspect of school activities. Teachers are of the opinion that the school mostly meets the interests of students in sports activities (4.48 ± 0.69), followed by literary (4.23 ± 0.68), humanitarian (4.18 ± 0.89) and music activities (4.04 ± 0.84). At a slightly lower score, there are art activities (3.97 ± 0.93), technical activities (3.95 ± 0.87), social activities (3.82 ± 0.93), while the school is least successful in meeting students' needs in regards to scientific and research activities (3.44±0.99). Also, teachers' opinions indicate that activities that enable students to express personal preferences and abilities are under-represented (3.76 ± 0.91).

The results of the research show that teachers recognized the importance of a diverse offer of extracurricular activities in the organizational structure of primary school, which includes respecting age differences of students, their needs, abilities, knowledge, skills, interests, degree of independence. Teachers recognize the need to improve the quality of extracurricular activities to meet the interests and needs of students. In order to meet the educational function, extracurricular activities should be based on research and discovery in order to enable students

to develop their talents. Teachers are of the opinion that school mostly meets the interests of students in sports activities, and the least in activities that enable students to express personal preferences and abilities. The results of the research are shown in Table 2.

Table 2 *Teachers' opinions on the aspect of the organizational structure of extracurricular activities and the extent to which school meets the interests and needs of students in different areas of extracurricular activities*

	N=247
Teachers' assessments on the aspect: organizational structure of extracurricular activities, n (%)	
They should be based on research and discovery to enable students to develop their talents	88 (35.6)
They should be diverse in order to meet the interests of students	80 (32.4)
They should help students acquire the social skills needed to interact effectively with peers and cooperate	80 (32.4)
They should be organized at the suggestion of students through different types of cultural, musical, sports and similar activities	77 (31.2)
Programs and content of the activities should be designed based on the needs of students and together with them	72 (29.1)
They should enable students to be included in the immediate social environment	52 (21.1)
They should be organized so that students are in a position to choose extracurricular activities	24 (9.7)
Teachers' assessments on the aspect: the extent to which school meets the interests and needs of students in different areas of extracurricular activities, M ± SD (Min – Max)	
sports activities	4.48±0.69 (1 – 5)
literary activities	4.23±0.68 (1 – 5)
humanitarian activities	4.18±0.89 (1 – 5)
musical activities	4.04±0.84 (1 – 5)
art activities	3.97±0.93 (1 – 5)
technical activities	3.95±0.87 (1 – 5)
social activities	3.82±0.93 (1 – 5)
personal preferences and abilities	3.76±0.91 (1 – 5)
scientific and research activities	3.44±0.99 (1 – 5)

Abbreviations: M±SD (Min – Max) = Mean±Std. Deviation (Minimum – Maximum).

The third research task was to examine the opinions of eighth-grade students on various aspects of educational aspect of extracurricular activities within the improvement of the educational function of primary school within the following: student participation in extracurricular activities; students' assessments of satisfaction with certain extracurricular activities that are organized in their school; students' opinion about the extent to which their school meets the interests and needs of students in these areas of extracurricular activities and what are the reasons why students choose certain extracurricular activities that are organized in primary school.

After the survey, out of the total number of participants (N = 309), 200 (64.7%) eighth-grade students did not enrol any extracurricular activities, while the other 109 (35.3%) students answered that they took part in some extracurricular activities.

The results of the assessment of satisfaction of eighth-grade students with the organization of certain activities in school show that students are most satisfied with activities related to the organization of visits, trips and field trip (4.26 ± 1.22), homeroom classes (4.20 ± 0.87) and regular classes (4.01 ± 0.99), followed by supplementary (3.66 ± 1.14) and additional (3.62 ±

1.35) classes, and they showed the least satisfaction in relation to the organization of extracurricular activities (3.52 ± 1.31) and the Student Parliament (3.16 ± 1.41).

Statistical data related to students' opinions on the extent to which the school meets the interests and needs of students in the field of extracurricular activities show the following: students are of the opinion that their school mostly meets the interests and needs of students in sports (4.33 ± 0.77). According to the students, the research findings related to other types of extracurricular activities are very similar and range in the following order: social (3.67 ± 1.39), humanitarian (3.66 ± 1.35), music (3.63 ± 1.36), art (3.42 ± 1.38), technical (3.41 ± 1.27), literary (3.37 ± 1.28) and scientific activities (3.37 ± 1.28). Students are of the opinion that the school least meets the needs of students in the field of personal skills and abilities (3.15 ± 1.26).

Statistical analysis of the obtained data, which refers to the reasons why eighth-grade students opt for certain extracurricular activities organized in primary school, showed that the largest number of students - 95 (31.3%) believe that extracurricular activities should be chosen by students themselves. Furthermore, students estimate that the reasons for opting for a particular extracurricular activity are as follows: 49 (16.1%) students believe that activities should be diverse and meet the interests of students, 43 (14.1%) students believe that extracurricular activities should rely on research and discovering something new, 38 (12.5%) students think that these activities should include different types of cultural, musical, sports and similar activities, 37 (12.2%) students believe that they should be organized at the suggestion of students and together with them, and the same number of students 37 (12.2%) are of the opinion that extracurricular activities should enable public appearances. Only four students (1.3%) are of the opinion that such activities should help students acquire the skills needed to socialize with peers. The results of the above answers given by eighth-grade students are shown in Table 3.

Table 3 *Opinions of eighth-grade students on various aspects of the organizational structure of extracurricular activities in primary school*

	N=309
Number of students who take part in extracurricular activities in school, n (%)	
No	200 (64.7)
Yes	109 (35.3)
Students' level of satisfaction with certain activities that are organized in school, M ± SD (Min – Max)	
visits, field trips	4.26±1.22 (1 – 5)
Homeroom classes	4.20±0.87 (1 – 5)
regular classes	4.01±0.99 (1 – 5)
supplementary classes	3.66±1.14 (1 – 5)
Additional classes	3.62±1.35 (1 – 5)
extracurricular activities	3.52±1.31 (1 – 5)
Student Parliament	3.16±1.41 (1 – 5)
Students' opinion on the extent to which the school meets the interests and needs of students in these types of extracurricular activities, M ± SD (Min-Max)	
sports	4.33±0.77 (1 – 5)
social	3.67±1.39 (1 – 5)
humanitarian	3.66±1.35 (1 – 5)
musical	3.63±1.36 (1 – 5)
fine arts	3.42±1.38 (1 – 5)
technical	3.41±1.27 (1 – 5)
literary	3.37±1.28 (1 – 5)

scientific	3.37±1.28 (1 – 5)
personal preferences and abilities	3.15±1.26 (1 – 5)
Reasons why students choose certain extracurricular activities organized in primary school, n (%)	
students choose extracurricular activities themselves	95 (31.3)
They should be diverse and meet the interests of students	49 (16.1)
They should be based on researching and discovering something new	43 (14.1)
That they include different types of cultural, musical, sports and similar activities	38 (12.5)
They should be organized at the suggestion of students and together with them	37 (12.2)
They should enable students to make public appearances	37 (12.2)
They should help students acquire the skills needed to socialize with peers	4 (1.3)

Abbreviations: M±SD (Min – Max) = Mean±Std. Deviation (Minimum – Maximum).

The fourth research task was to examine the opinion of eighth-grade students on various aspects of the educational role of extracurricular activities on the independent variable "participation in extracurricular activities" within the items related to the perception of how much school gives importance to certain activities important for educating students. After a descriptive analysis of the data, it was established that students of the eighth grade of primary school differ statistically significantly from the aspect of certain activities with the dominant educational component, and with regard to the independent variable: participation in extracurricular activities. T - test for large independent samples examined whether there is a statistically significant difference between eighth-grade students who attend and do not attend certain extracurricular activities. There is a statistically significant difference in the following items: development of ecological culture for nature conservation ($t = -3.28$, $p = 0.001$) and fight against addiction ($t = -2.35$, $p = 0.019$). Students who participate in some extracurricular activities are more of the opinion that school is engaged in developing an environmental culture for nature conservation, as well as the fight against addiction. As for the items: physical activity, learning about behaviour, learning about beauty and aesthetic values, acquiring the necessary knowledge and skills for future education, developing creativity, developing skills for socializing with peers, developing skills of respect for the elderly, no statistical significance of differences was observed. The results of the research on the statistical significance of differences in the independent variable "participation in extracurricular activities" are shown in Table 4.

Table 4: *Eighth-grade students' opinion about school activities depending on their "participation in extracurricular activities" and the level to which school pays attention to these activities important for the education of students*

	Do you take part in an extracurricular activity in school?	N	M	SD	t	p
physical activity	No	195	4.3077	1.21320	.890	.374
	Yes	109	4.1927	.78737		
Learning about behaviour	No	195	3.9641	1.01216	.082	.935
	Yes	109	3.9541	1.02185		
learning about beauty and aesthetic values	No	195	3.2615	1.27559	-.422	.674
	Yes	109	3.3211	.98958		
acquiring the necessary knowledge and skills for further education	No	195	3.8923	.82092	-1.657	.099
	Yes	109	4.0734	1.06028		

developing creativity	No	195	3.6000	1.15500	.620	.535
	Yes	109	3.5138	1.17548		
developing the skills of socializing with peers	No	186	3.6290	1.14231	-2.754	.006
	Yes	109	4.0000	1.07152		
developing respect for the elderly	No	195	3.6821	1.18471	-1.544	.124
	Yes	109	3.9083	1.29487		
developing an ecological culture for nature conservation	No	195	3.5949	1.06247	-3.286	***.001***
	Yes	109	4.0000	.97183		
fight against addiction: smoking, alcoholism, drug addiction, gambling, internet	No	195	3.4359	1.62447	-2.354	***.019***
	Yes	108	3.8611	1.26386		

Note: Student's t-test was performed; Mean±Std. Deviation are showed in table.

CONCLUSION

The presented research examined the opinions of eighth-grade teachers and students on the role of extracurricular activities in achieving the educational function of primary school. The results of the research related to the examination of teachers' opinions on various aspects of the educational role of primary school have shown that from the aspect of the elements of the organizational structure of educational role of school, regular classes have an advantage over extracurricular activities. In order to achieve educational role of primary school, teachers recognize the importance of extracurricular activities and highlight various elements of extracurricular activities as preconditions for successful implementation of learning objectives, but do not recognize them as factors to achieve the educational function of primary school. Namely, the results of the research show that teachers recognized the elements of the organizational structure of educational activities of primary school, highlighting the importance of regular lessons (4.51 ± 0.84) in the first place, while extracurricular activities (3.82 ± 1.04) were underutilized potential of the educational activities in schools. Teachers firstly single out those activities that are directly related to teaching activities, such as: additional classes (4.77 ± 0.45), exchange of opinions with colleagues (4.60 ± 0.57), organization of extracurricular activities (4.52 ± 0.89) and cooperation with professional associates in school (pedagogue, psychologist) (4.46 ± 0.73). The results of teachers' opinions about the realization of educational activities in primary school indicate that, in addition to regular classes, teachers try to organize other activities in the interest of students in terms of meeting their needs. For the successful realization of educational tasks in school, teachers estimate that they benefit most from the learning contents related to everyday life (34.4%), followed by well-planned lessons (31.6%) and thematically designed homeroom classes (31.6%). Furthermore, teachers recognize the potential of diverse extracurricular activities (28.7%) because they contribute to the achievement of educational goals in different areas, with different learning materials and through different forms of activity. The largest percentage of teachers 147 (65.9%) are of the opinion that learning activities primarily take place during regular classes, and only six (2.7%) teachers carry out educational activities in extracurricular lessons. These results indicate the rigidity of the education system, which is often not "tailored" to students and the lack of flexibility of teachers when it comes to the learning requirements set before students, related to independence in choosing activities, examining their own needs, opportunities, interests. Extracurricular activities, as a form of working with students, include the ability of teachers to carefully plan their own activities and design student activities that create conditions for students to participate as much as possible in creating extracurricular activities and their realization. The role of teachers is less visible, but complex, which implies

the need for teacher training in the field of lesson planning outside of regular classes in this segment of work.

The second research task was to examine the opinion of teachers on the aspect of the organizational structure of extracurricular activities for the purpose of educating students and how the school meets the interests and needs of students in different areas of extracurricular activities. Diversity, freedom of choice and the ability of students to influence the creation for choosing extracurricular activities are key elements in organizing this type of lesson in order to meet its educational role. Teachers are of the opinion in order to meet the educational function, extracurricular activities should be based on experimenting in order to enable students to develop their talents, according to most teachers (35.6%), teachers further stated that extracurricular activities should be diverse in order to meet the interests of students (32.4%) and to help students acquire the social skills needed for effective interaction with peers and cooperative relationships (32.4%), and they should be organized at the suggestion of students through different types of cultural, musical, sports and similar activities (31.2%). A low percentage of teachers believe that extracurricular activities should be organized by students choose their own activities (9.7%), which is justified because if there is pressure on students to engage in extracurricular activities they are not interested in, or are realized in a similar way to regular lessons, their meaning and purpose are endangered. Teachers recognize the need to improve the quality of extracurricular activities to meet the interests and needs of students. Extracurricular activities can be realized in areas where there are student interests. Teachers are of the opinion that the school mostly meets the interests of students in sports activities (4.48 ± 0.69), followed by literary (4.23 ± 0.68), humanitarian (4.18 ± 0.89) and music activities (4.04 ± 0.84). To the least extent, the school meets the interests and needs of students in scientific research activities (3.44 ± 0.99). Moreover, teachers believe that activities that enable students to express personal preferences and abilities are represented at a low score (3.76±0.91). When organizing extracurricular activities, it is necessary to take into account the differences that exist among students of different ages, their needs, opportunities, knowledge, skills, interests, degree of independence When organizing extracurricular activities, with younger students, the focus is on socialization, psychomotor development of students, getting to know their own thoughts and feelings and their expression, and with older students the focus is on intellectual, emotional, moral, physical and social development of students, especially through peer companionship and friendship.

The results of the research within the third research task show that the eighth-grade students recognized various aspects of the educational role of extracurricular activities within the improvement of the educational function of primary school. The largest number of surveyed eighth-grade students (64.7%) participate in extracurricular activities, and the most common reason for students to opt for certain extracurricular activities organized in primary school is that students can choose them themselves (31.3%). Students are most satisfied with the activities related to visits and field trips (4.26 ± 1.22), homeroom classes (4.20 ± 0.87) and regular classes (4.01 ± 0.99). Students are of the opinion that the school mostly meets the interests and needs of students in the field of sports (4.33 ± 0.77). The main feature of extracurricular activities, viewed from the perspective of students, and which is reflected in their purpose, is the option to choose them themselves. Having in mind the requirements that are placed before the students within the educational system of primary school, it is necessary to encourage them to make their own choices by examining their own needs, opportunities, interests. By involving as many students as possible in the activities they can choose, create, the system becomes more flexible and sensitive to the differences that naturally exist among students.

The obtained research results within the fourth research task were related to examining the opinion of eighth-grade students on various aspects of the educational role of extracurricular activities on the independent variable "participation in extracurricular activities" within the items related to the perception of how much school gives importance to certain activities important for educating students. The obtained research results show that eighth-grade students have a positive attitude about extracurricular activities that are organized in school. After a descriptive analysis of data, it was found that students differ statistically significantly from the aspect of certain activities with the dominant educational component, and with regard to the independent variable: participation in extracurricular activities. Students involved in extracurricular activities believe that the school is engaged in developing the environmental culture of its students (4.00 ± 0.97), $p = 0.001$. The school's activities in the fight against addiction were also rated higher by those students who have membership in extracurricular activities (3.86 ± 1.26) compared to eighth grade students who are not involved in these activities (3.43 ± 1.62), $p=0.019$. Strengthening the educational role of school by improving extracurricular activities does not mean that education does not take place through regular classes, but that extracurricular activities, which are not new to our educational system, gain an important role as underutilized potential of primary school educational activities.

From the perspective of teachers and students of the eighth grade of primary school, the main hypothesis of this research is set: It is assumed that teachers and students recognized the benefit of extracurricular activities in achieving the educational function of primary school, and the hypothesis is partially confirmed.

The obtained research results offer a more detailed picture of the educational role of extracurricular activities from the perspective of teachers and students of older school age in primary schools in the Republic of Serbia. The research findings can serve for a deeper observation of this very important pedagogical problem, in order to work on greater engagement, greater involvement in creating and maintaining a more positive attitude of students and teachers towards extracurricular activities in order to improve the educational role of school. By engaging in extracurricular activities, students decide to spend part of their free time at school. The school should recognize that as a possibility for additional educational activities.

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DRAMA AS A TECHNIQUE FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE[3]

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Abstract

How do you introduce real-life situations in a classroom? How do you enable your students to use the language learned at school in everyday situations as means of communication ? The real world provides a multitude of contexts. Classroom is much more limited in this regard. This research aims to show the advantages of using drama as a technique, the areas which can be improved, as well as the ways to achieve a relaxed atmosphere.

Comparison is made between an experimental and a control group that, after the determined period for using drama techniques, shows that the students from the experimental group have better results and are more willing to participate in the classroom activities . They are 9th grade students form "Gjorgji Sugarev" Primary school Bitola. The results from both groups will be compared with SSPS 18 statistical software.

The comparison between the two groups will show that through role-playing and games, students become more fluent in speaking and freer in using language.

This research intends to help teachers in the application of drama techniques in class which would make their teaching more effective and would make their students' learning fun.

Keywords: Drama techniques, drama activities, learning EFL , teaching EFL , motivation

1. Introduction

The started reform efforts in primary education are one of the basic motives for finding ways for greater participation of students in the educational process.

The changes caused a review of teaching and learning process in schools by parents, teachers, educators, politicians and others. They are increasingly concerned about the standards, criteria and assessment of students on one hand, and about school violence, nationalism and upbringing on the other.

Drama offers a possible solution to this challenge, as it is a learning technique that can be used to integrate a number of areas, while at the same time developing students' social awareness. Drama techniques allow students to look at the world from a different perspective, including situations where they have to make decisions and then bear the consequences. That is why drama is a way of learning, thinking and doing.

Drama is not a communicative study of language, i.e a new theory of language learning, but a technique that would be used to develop certain language skills.

Drama techniques allow students to use language in a simulated context or situation, in order to express their thoughts and feelings when developing a particular text. Drama techniques can be: improvisations, hot seat, pantomime, role-playing, dialogues, games, simulations, etc.

[3] Original scientific paper

The aim of this research is to show the importance of drama techniques in simulating authentic classroom environments and to present to teachers different views on the use of drama techniques in teaching, hoping that they will recognize its potential to increase the motivation of their students.

At the same time, this research aims to explain what are the benefits of using drama as a technique and how it supports both teaching and learning.

1.1 Hypotheses

In order to prove that the activities in which drama is used as a technique, increase the results that have been examined, comparative analysis was performed between an experimental and control group which should show that the students who are taught using drama techniques have better results at the end of the testing period. Drama activities are used in the experimental group. The control group was taught with communicative approach.

1. Zero Hypothesis : The results obtained from experimental and control group are close to each other as before the beginning of the period specified for the use of drama activities .

2. Alternative Hypothesis: Students taught with drama techniques show higher results than students taught with communicative approach in all examined areas.

2. Methodology

The analytical-comparative method was used to compare two groups (control and experimental) composed of 9th grade students at the elementary school "Gjorgji Sugarev" - Bitola. Given that the number of students per class is small and as such inadequately presents the results obtained, the results of the groups were combined as follows (9-2 and 9-3 grade) so that the control group was 29 students and (9-1 and 9-4) so that the experimental group also counted 29 students. When combining the groups, in addition to the number of students, the previous knowledge of the students was taken into account, which was quite equal. Both groups were tested at the beginning and the end of the study.

3. Results from the research, analysis and discussion

58 students were included in this research - 29 in the experimental group and 29 in the control group. Given that the number of students per class is small, they were grouped as follows: the experimental group (9-1 and 9-4, i.e 14 + 15 students, total 29) and the control group (9-2 and 9-3, ie 13+16 students in total 29). All students (from all four grades) participated in both the tests and the research.

The groups were exposed to different approach during the testing period. In the experimental group, drama techniques appropriate to their knowledge were used, in order to understand better the grammatical parts, as well as the vocabulary they were studying in that period. All four grades (ie both groups) were given a test that would repeat the material studied so far. The same test was given to both groups at the end of the study. The test consisted of 20 multiple-choice questions (a, b, c or d) from which students had to circle the correct one. The textbook was the same for both groups. It is “Pet Buster” Student’s book by Lisa Kester -Dodgson , Cynthia Gilmore Alston and Attilio Galimberti . In the period provided for research, the grammatical contents and the vocabulary from the ninth grade were reviewed.

The control group was taught with a communicative method, based exclusively on the activities in the textbook. No additional drama or any other activities were introduced in the control group except those in the textbook. The students were sometimes presented with the rules, and sometimes they had to come up with the rules for forming and using the tenses themselves. The grammar was explained through the tables or examples from the textbook, the rule written

as a formula on the board, and then the students were asked to write sentences according to them. At the end, the teacher wrote down the answers on the board so that the students could check the spelling and location of the apostrophes.

While the students worked on their examples, the teacher helped them if needed. The answers were read aloud one by one. Using pre-prepared pictures or those from the textbook, students wrote their own sentences, using the rule, and they were read aloud. Texts that students can easily identify with and that they can use in everyday speech were reviewed. Grammar was reviewed through the same texts, as well as exercises on how well the students understood the text. The Macedonian language was used as infrequently as possible, in order for students to hear and use only English. The vocabulary was first introduced through pictures, questions, drawings, then the examples in the textbook were reviewed, followed by listening and repetition exercises. Finally the words were used in exercises with gaps or questions about them. In the skills section, students had to listen to the text, as well as fill in and answer certain questions. They were also read aloud.

Unlike the control group, in the experimental group, in addition to the textbook activities, additional drama activities were introduced that included pantomime, role-playing, and games that contributed to language learning and practice. In the experimental group the students were active and participated in the activities of the class. The teacher was the guide, and sometimes just their friend. The textbook was the same as in the control group. But the teaching was not based only on the exercises in it. The teacher introduced additional activities, such as role-playing and games. The grammar that was taught was practiced through them.

Most of the students were not in the mood to talk at first, so the teacher introduced warm-up activities in order to make them feel more comfortable and relaxed. She paid great attention to achieving a safe and free atmosphere.

There were also withdrawn students who believed they would not be able to communicate in English. However, the research itself was aimed at increasing communicative competence, primarily through mutual cooperation between students. The teacher used warm-up activities and at the beginning she participated in the role play in order to relax and help them. Those were small roles. That way she could monitor what was happening and control the class and the tension. Acting in small roles also gave her a chance to encourage and support her students while they worked.

After getting used to this approach, students began to get used to talking in pairs, in groups or in front of an entire class. The main emphasis was on the application of speaking skills and the use of English in communication. The students felt free and relaxed to speak in the assigned activity.

The Macedonian language was not used by the teacher in order for the students themselves to get used to the use of English only. If there were any parts that the students did not understand, the teacher used gestures and facial expressions to explain them.

After the teacher made sure that the students understood what to do, she withdrew and only observed and noted any mistakes in the activities, but never interrupted the activity. The correction of the errors followed after the completion of the activities.

In the beginning, role-playing was practiced in pairs. The students could sit, but if they wanted to, they could act in front of the whole class. They were not forced to do so. They had the freedom to decide for themselves how to rehearse their roles.

While acting, the students had time to prepare and understand the roles they would play and to apply the grammar rules they had previously learned. The couples then acted in a predetermined order. This activity usually lasted 10 to 15 minutes, because longer than that could cause boredom in students and thus lose attention in class.

Drama activities sometimes involved two groups, sometimes couples, group work or the whole class was involved.

Prior to the dramatic activities, the students were allowed to discuss with each other how they would do their part. This part lasted about 5 minutes.

The period when the drama techniques were used in class was not the same for every lesson. Sometimes they were used at the beginning of the class to motivate students or to warm up, and sometimes they were used to repeat the material in a relaxed atmosphere.

Drama activities were also performed in the middle of the class when students got bored. They lasted 5-10 minutes, so as not to create a longer break in the class.

Drama activities were also used to rehearse the new material at the end of the lesson after the material had been handed over.

Drama techniques were applied from the easier to the more complex, in order to motivate students to apply these techniques.

The techniques related to the grammar part, as well as speaking, were practiced in different periods in order for the student not to get bored.

At the end of the research, the students from the experimental group were convinced that speaking a foreign language is not as difficult as they thought. They were also not forced to speak without error. Sometimes students, looking at each other, unconsciously corrected their mistakes. They did not feel pressured because they were learning and practicing English in an atmosphere of fun and enjoyment.

After almost 8 weeks, each group was given the same test again. After the points from the second test were considered for both the control and the experimental group, the points of both groups were analyzed one by one. A T-test was then performed to determine if there were significant differences between the points of the control and experimental groups.

The results were statistically determined through SPSS 18 (Statistical Package for the Social Sciences) program and T-test . The mean (arithmetic mean) or average and the standard deviations for each of the groups in each of the tests were calculated.

The tables show a significant improvement of the experimental group in the second test, and the tables also give the result of the testing of the students in the control group.

The results of the T-test clearly show the improvement of the experimental group. The control group also showed improvements after the end of the study, but they are weaker than the experimental group.

The tables below show the results of the analysis of the data obtained by the T-test.

Table 1. T-test results obtained according to the points from the first test of the students in the experimental and control group

Group	No.	P	SD	SS	t	Level of importance
Experimental group	29	4.31	1.62	56	1.8	It does not matter
Control group	29	5.13	1.86			p> .05

No: Number of respondents SS: Degree of freedom
Q: Mean (Arithmetic Mean) t: Value of the T-test
SD: Standard deviation

Table 1 presents the points that students received after the first test. The experimental and control groups consisted of 29 students each. The average of correct answers, the standard deviation and the degree of freedom are given. The level of importance is p> .05. This indicates that there is no significant difference between the results of the experimental and control groups

in the first test. Based on these results, it can be said that the control and experimental groups are equivalent to each other in terms of knowledge.

Table 2. T-test results obtained according to the points from the first and second test of the students in the experimental group

Test	No.	P	SD	SS	t	Level of importance
First test	29	4.31	1.62	56	19.05	Important
Second test	29	17.27	3.59			p <.001

No: Number of respondents SS: Degree of freedom
Q: Average (Arithmetic mean) SD: Standard deviation

Table 2 compares the results of the experimental group from the first and second tests. Considering that p <.001 we have a significant difference in the results. There has been a significant progress as a result of the use of drama techniques. The results confirm that the results of the second test of the experimental group are higher than the results of the first test.

Table 3. T-test results obtained according to the points from the first and second test of the students in the control group

Test	No.	P	SD	SS	t	Level of importance
First test	29	5.13	1.86	56	8.89	Important
Second test	29	11.51	4.05			p <.001

No: Number of respondents SS: Degree of freedom
Q: Average (Arithmetic mean) SD: Standard deviation

Table 3 compares the results of the control group from the first and second tests. The level of importance here is p <.001 which means that here we have a significant difference in the results from the first to the second time. Although the result shows significant improvement in the control group, it is not as much as in the experimental group where (t = 19.05) compared to the control group (t = 8.89). So we would conclude that the total amount of results in the control group in the second test is higher than in the first, but there is no noticeable increase as in the experimental group.

Table 4. T-test results obtained according to the points from the second test of the students in the experimental and control group

Group	No.	P	SD	SS	t	Level of importance
Experimental group	29	17.27	3.59	56	5.72	Important
Control group	29	11.51	4.05			p <.001

No: Number of respondents SS: Degree of freedom
Q: Average (Arithmetic mean) SD: Standard deviation

Table 4 shows the results of the second test of the experimental and control group. Given that p <.001, it is considered there are significant differences in the averages of the two groups in the second test. The results show that the total points from the second test of the experimental group are higher than the total number of points of the students in the control group. This suggests that the experimental group is more successful in terms of learning grammar and vocabulary, as well as more developed communication skills compared to the control group.
The results of this analysis of the data showed us that the experimental group, in which it was taught using dramatic techniques, proved to be more successful than the control group. Greater improvement was observed in the experimental group. I would conclude that drama as a

technique in teaching English has helped students learn grammar, vocabulary, and increase their communication skills.

5. Conclusion

For many teachers, teaching children is the greatest and most rewarding challenge. For the students, the new school, the new friends, the new subjects, the new experiences come together and make their stay at the school exciting. It is also the time to lay the groundwork for their approach to learning. This is especially true for foreign language learning, where first experience determines their approach to language learning.

The communication exercises in each of the textbooks are given in order for the students to demonstrate and answer as much as possible, in that way it will be seen what they know, as well as the parts with which they have problems.

The comparison between the two groups showed that through role-playing and games, students become more fluent in speaking and freer in using language. Students are encouraged to make the most of their experiences and fantasies and to be fully involved in a particular activity, in order to facilitate their language learning both for themselves and for the whole class. The experimental group, through dramatic activities, showed excellent results and great improvement after the period set for the application of dramatic techniques. The control group, studied using a communicative method, did not make such noticeable progress.

The results of this research showed that drama as a technique has a positive impact on learning a foreign language. Through drama as a technique, students experienced "real situations" in the classroom itself. It was also noted that later, after the end of the research period, the students in the experimental group were more willing to participate in class activities and were more comfortable to make mistakes. They were full of self-confidence and showed respect for themselves and other classmates. The activities used in the lesson had to be creative. At first, the students did not want to participate in the activities. But the monotony of the class was shattered by drama activities. When the students realized that the activities were as effective as they were enjoyable and that they were learning while acting, they became more involved.

The purpose of this paper was to answer the question of how drama as a technique would help and facilitate the study and whether its application would bring higher results. The comparative analysis of the two groups showed that its application was the reason for the higher results of the experimental group.

English teachers should be aware of the benefits and importance of drama as a technique and should try to use it in their classrooms to make their teaching more effective and to help their students use English for communication.

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INCLUSIVE EDUCATION AND THE DISABLED STUDENTS' ASSESSMENT[4]

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Abstract

The inclusive education is an especially relevant segment of each educational system. Worldwide, numerous discussions on this issue continue to interpret its various aspects, pointing out mostly the disabled students' assessment. Therefore, in line with the ongoing exchange of view on this matter, the present qualitative study aims to deliver general insights into these students' assessment in the municipality of Bitola, RNM. Considering the inclusive education as a new phenomenon in the RNM and the complexity and multidimensionality of the regular students' assessment process, this research posts a single, however very relevant question: What is the teachers' practice in the disabled students' assessment so far? In order to answer it, interviews with 5 teachers are conducted. Data analysis comprises interviews coding and general interpretative/inductive method. Research results highlight the insufficient teachers' knowledge to assess these students, and promote the urgent necessity of trainings related to the disabled students' assessment.
***Keywords**: inclusive education, assessment, students with special needs.*

1. Introduction

According to UNICEF (2003), the inclusive education has its base in the fundamental human right to participate in quality education, meaning that each student, regardless of his disabilities, sex, ethnical and cultural background should have equal access to education in the community, which nourishes the student's potential. As a new concept in the Republic of North Macedonia, several international legal documents, such as the UN Declaration on humans' rights (1948), the UN Convention for the child's rights (1989), and the UN Convention for persons with disabilities rights (2006) endorse the inclusive education. This Convention (2006) is the first legal document, which obliges the states to implement inclusive education. It aims to promote, protect and provide equal human rights and freedoms for all persons with disabilities, prescribing their rights to be included in the general educational system and effective and individual measures for their support. Consequently, these persons have the right for maximal academic and social development, signifying that the society has to promote and upgrade their rights and dignity and to struggle against stereotypes, prejudices and harmful practices toward them.

The Regulation introduced by the Ministry of education and science in the RNM (MES) (2021) anticipates the disabled students' assessment according to the Individual educational plan goals or through modified teaching process. Correspondingly, these students are not involved in the regular teaching process. Given that assessment of the students' achievements is a complex and multidimensional part of the teaching and learning process (Janusheva & Pejchinovska,

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2011; Talevski, Janusheva & Pejchinovska, 2014; Talevski & Janusheva, 2015), the issue with the disabled students' assessment leads to one inevitable research question: What is the way the assessment is conducted in the inclusive education? Answering this question enriches the inclusive educational theoretical and practical frame, and contributes the continuing studies.
It is more than clear that more developed countries, like Sweden and England, have more advanced inclusive educational practice in relation to the disabled students' assessment. The Macedonian Bureau for development of the education, states that Sweden educational system relies on the philosophy that all students have the same personal growth and learning rights. Hence, it does not express separately the students' rights for special support. Disabled students' quality indicators rest on the goals and the schools' plans in order to meet the national goals. Depending on the goals, the evaluation system functions on several levels, including the school boards, communities, the educational national agency and the government. In line with the Bureau for development of education's examination, in England the schools have to supply curricula, which do not discriminate disabled students. Teachers must set the interventions for helping and teaching and the students can completely participate in all segments of the teaching programs. Teachers have the right to make reasonable adjustment where needed.

1.1. Law for elementary education (2019)

Several articles in the Law for elementary education (2019) in the Republic of North Macedonia mention the inclusive education. For example, article 5 deals with the protection of discrimination and promotion of equality; article 11 defines the inclusive education as a process which considers the different individual enhancement needs, providing equal opportunities of using the right for progress and quality education. Further, according to this Law, the inclusive education involves content, structure and teaching strategies changes and adaptations. Furthermore, this Law states that the infrastructure, individualized support and the teaching plan and program reasonably adjust to the students' individual needs. Article 16 from this Law prescribes the existence of inclusive school team, comprised of pedagogue (psychologist and social worker), teachers, parents/tutors, special educators and rehabilitators and the school principal who holds the responsibility for the school inclusive politics and practice and the students that are included in individualized educational program, as defined in article 30 of this Law. The school team is obligated for the activities design and implementation; if needed, it invites other teachers, students or parents; if needed, it appoints experts from centers for students' learning endorsement and/or from schools with resource centers. The school team cooperates with other teachers and experts who are partaking in the students' educational process as well.

Correspondingly, article 18 from the mentioned Law determines the role of the elementary school with special classes' principal in establishing a resource center to reinforce the disabled students' learning. This center provides material and human resources to deliver appropriate assistance to these students, teachers, parents and the inclusive teams from other elementary schools. Article 19 specifies the boost from the elementary schools regarding the disabled students, meaning that schools assign educational assistant, personal assistant, and proper expert's help from the learning support center, as well as inclusive team and assistive technology. The schools that do not have resource center or learning support center must get help from the one that have such centers in the community. In compliance with article 30 of this Law, the individualized educational plan includes the educational results' adjustment and modified programs designed for students with complex needs, which determines the educational results based on the students' skills to develop their independence, personal growth and social relations.

1.2. Regulation for the educational assistants' assignments (2020)

In accordance with article 5 from this Regulation, the educational assistant prepares personal programs cooperating with the student appointed by the principal, teacher/teachers, and other inclusive team members as well as with the elementary schools with resource center. The educational assistant is not a carrier of the teaching process and does not make the individualized educational plan or altered programs and resources needed for work with the student. Article 10 defines the educational assistant cooperation with the parents/tutors, pointing out that he should act with respect and understanding and that he represents a person the parents can rely on when sharing expectations in their children's need, under the teacher's supervision. The educational assistant exchanges information with parents for each student's alteration, under the teacher's supervision as well and acts carefully with the information obtained from the parents, which are especially sensitive. Article 11 determines the educational assistant cooperation with the teacher on the methods and activities he implements in a particular teaching class. Further, the educational assistant respects the teacher's opinion and, in collaboration with him, arranges the level and the type of help these students need. Furthermore, he gets and provides feedback for the teacher and is capable to propose methods and activities that he sees as helpful for the students. In addition, he observes the students' behavior during the teaching class and the breaks and supplies the teacher with information on improvement of the socio-emotional and inclusive school climate.

1.3. Regulation for assessment of the disabled students (2021)

This Regulation is amongst the most relevant documents that determines the disabled students' assessment. Article 4 from this Regulation states that the students' get their grades after finishing a program topic/area and a specified period (trimester, semester, the end of the school year). These students can get the grade after the achievement of the adjusted learning results of the teaching program (these results are included in the individualized educational plan) and the students with complex needs can get their grade after the accomplishment of certain learning results according to the modified program. What is very important, this article stresses out that the grade will include only the attainment of the adapted learning results. Students with complex needs participating in the modified program obtain a descriptive grade, again considering only the learning results defined in the modified program in regard with teaching content remembering and reproducing and teaching content understanding and comprehension, i.e. the students' ability to implement the learning content in particular assignments. In forming the descriptive grade, teacher uses all the instruments and formative assessment evidences in order to achieve students' assessment objectivity.

2. Broader research context

Substantial studies indicate positive and encouraging changes in the broader public knowledge and attitudes toward the disabled students (UNICEF, 2014, 2018), in sense that people know more of these students and comprehend that what has to alter is the environment and not the children themselves. According to this research, the public also supports the view that the disabled students should live more independently and productively and that they should be involved in the education among their inmates without disabilities. The UNICEF's analysis also demonstrates the change in the terminology, i.e. replacement of the phrase handicapped children with disabled children. Further, the Research education sector within the Bureau for

the development of the education in the RNM (Hasipi et al., 2018) provides insights in the actual inclusion of disabled children in the RNM elementary education. They find out that the majority of the examined schools have prepared personal programs, action plan for the work of the inclusive school team and procedures for design of the individualized education plan, although certain inclusive teams do not have developed such procedures, pointing out the teachers' lack of training in such activities, as a main reason. Furthermore, in regard to assessment, this research shows that 68,9 % of the schools have prepared procedures for following the disabled students' advancement and results. Besides these results, some studies indicate teachers' lack of knowledge on the ASD (autistic specter disorder) which leads to negative attitude toward the ASD persons' inclusion (Mitrovska & Trajkova, 2013). They conclude that solid bases for real inclusive education implementation in the RNM do not exist yet, thus they recommend compulsory workshops/trainings and simulative activities which introduces teachers in these students' specific needs. Moreover, Mitchell (2015) concludes that the inclusive education improves disabled students' writing, reading and mathematics achievements, thus pinpointing its philosophic ground to recognize and accept the students' diversity, socially and emotionally, which, accordingly, will fulfill the key criterion of the inclusive education concept. Atanasova (2018) claims that disabled students included in the regular education constantly show better results than those who are not part of the inclusive education. Talevska (2019) sees the following as barriers to real inclusive education: lack of education, trainings, teachers' and pedagogical-psychological service's motivation, lack of parents' education (they who have children with typical and with special needs), as well as lack of proper technical factors for the inclusive education quality. Dvojakova (2019) stresses out that there is no uniform and unique way to identify the disabilities and believes that the Ministry of labor and social politics estimation model will lead to changes.

In addition, plenty of researches focus on the inclusive education connection with disabled students' assessment. Chickering & Gamson (1987) comprehend the assessment through the students' work quality, communication with students and teachers, students' motivation on how to learn and what to focus on, students' and teachers' work. Radulov (2004) stresses the formative assessment developmental character and its motivational function and confirms the difficulty to explain the differences in the quality of students' achievements especially if they have the same grade and if the grades refer to different types of curricula. Rouse (2008) highlights the irrelevant teaching programs, didactic methods, inappropriate assessment systems and the insufficient teachers' training as most relevant barriers to inclusive education. Silva, Munk & Bursuck (2015) insist on the mutual teacher, parents and children cooperation in decision-making, which brings out criteria for students' assessment and the way it will be conducted. Hence, they appeal on adaptations in various types of assessments, which will make the assessment process more relevant and fair for disabled students. Angeloska-Galevska & Ilikj-Peshikj (2018) argue that teachers in the educational process encounter difficulties when assessing the disabled students' knowledge, especially for those involved in inclusive classrooms, and indicate that many teachers implement informal individual assessments, thus inferring the lack of specialized politics and recommendation in this area. Finally, Ilikj-Peshikj (2021) states that there are ideas for assessing the disabled students according to the accomplishment proposed in the individualized education plan during the school year and according to the goals of the regular teaching program at the end of the school year, which, according to her, is unfair and unacceptable. As she says, it is very hard to explain the disabled students that they cannot achieve the grade they deserve according to the individualized education plan due to not fulfilling the standards and criteria prescribed with the general educational norms. She adds that the solution for these problems is the descriptive assessment, which, unfortunately, does not apply to higher classes. According to her, descriptive assessment gives insights on the scope and quality of the students' advancements, on the

achieved goals and on establishing the future goals. This means that the students can achieve the goals set in the individualized educational plan and get a higher grade, however, compared to other students, their grade should be lower. In this sense, the disabled students' assessment can lose its objectivity. Hence, if the students' achievements are assessed only according to the individualized education plan, which is more acceptable, then the grade does not provide correct information to the outside world and parent will get unreal picture of their children's improvement, which further leads to problems and misunderstandings. She recommends the need of teachers' trainings that will promote their competencies to assess these students and improve their skills to prepare an IEP as well; the upgrading of the teaching approaches that will contribute to higher students' achievements; the role of the inclusive school team in addressing the question related to assessment.
This short survey indicates that all conducted research concentrates on the fact that teachers do not have proper knowledge on how to assess the disabled students, thus they insist on enhancing the teachers' training in this very relevant segment.

3. Methods

The present qualitative study aims to contribute the inclusive education and assessment connection, answering a single, yet a very significant question: What is the teachers' practice in the disabled students' assessment in Bitola municipality RNM so far? Therefore, informal interviews with 5 teachers from Bitola who are the main inclusive educational process carriers and who can provide objective and practical insights for the research question serve as a sample, having in mind Lincoln & Guba's (1985) view that each sample is determined according to certain goal, hence, in this sense, each sample is purposeful. Then, Maxwell's (2005) claim that the reasons for the choice of the mentioned sample should be revealed is considered, as well as Dörnyei's (2007) stance that those interviewed need to deliver different and rich understanding of the phenomenon being examined. When there is only one research question, it is justified to use a small sample size (Myers & Barnes, 2005). The authors record the interviews and then transcribe them. Data analysis comprises interviews coding, i.e. inductive coding, initial, axial and selective coding and constant comparison (Corbin & Strauss, 1990) and the general qualitative interpretative/inductive method (Dey, 1993; Merriam, 2002; Thomas, 2006; Creswell, 2009; Morse, 2011; Kahlke, 2014; Harding & Whitehead, 2016).
The main research question entails three meaningful aspects on the disabled students' assessment: the role of MES in supporting teachers' work with disabled students; teachers' IEP writing competencies; and teachers' assessment practice related to these students.

4. Analysis, results and discussion

4.1. Teachers' interviews

During the initial coding (reading the transcribed interviews for the first time), many in vivo codes emerge, such as: training, MES, Regulation (2020), knowledge, IEP, program, section, knowledge, tests, writing assignments, knowledge, quizzes, games, dilemmas, certificate, program, grades. Then, the second and the third author read the transcripts, and they agree with the initial established codes. These in vivo codes come up directly from the participants' answers, showing that they represent a big concern for them. After that, the authors turn to axial coding in which they develop categories consider the similarity of the initial codes. The codes training, MES Regulation, knowledge, program, dilemmas, certificate and grades form the category named MES; the code paying arise a memo writing; the codes IEP, program,

section and knowledge refer to the category IEP; and the codes tests, writing assessment, quizzes and games form the category named methods.
The first category indicates that the main teachers' concern relates to the MES. According to the participants, MES does indeed conduct several teachers' trainings helping them to understand the inclusive education concept and providing assistance in working with disable students and they really broaden their horizons on these students' nature, complexity and needs. These trainings make them aware that disabled students really need inclusion and deserve the right to participate in quality education. Moreover, teachers comprehend that various barriers may constrain the disabled students' involvement in the society and their equal rights as others. In addition, they understand the society efforts to include these students in the general educational process. However, in the participants' words, none of the trainings focuses on the disabled students' assessment issues, which contributes to their lack of knowledge for this relevant matter and to the teachers' uncertainty of whether they assess these students correctly. Obviously, the disabled students' assessment is among the factors that worries them. One participant says:

"*Simply, I do not have knowledge to assess disabled students. I do not know how to conduct it. I am uncertain of whether I am assessing them correctly. I am afraid that I can harm their feelings.*"

Other participant says:

"Believing that these students deserve an objective and proper assessment and not having any training related to their achievements assessment, I have paid for a personal training myself. Yet, in my opinion, it does not seem right for teachers to pay for trainings themselves."

The abovementioned item regarding the teachers' payment for training engenders numerous inclusive education questions. Although, in this case, it is the teacher's intention to pay, the MOES should not allow such payments and should provide proper teachers' help and assistance. What comes in mind is that many careful and concerned teachers want to work with these students taking into consideration their interests, motivation and needs. Hence, teachers are entitled to appropriate trainings with respect to disabled students' assessment. This will direct teachers to assess disabled students appropriately and motivate them to adjust various assessment activities to meet these students' necessities.
Correspondingly, the teachers' need for special training on the disabled students' assessment is apparent. In the participants' words:

"*We do have a need for more training, it is really complex matter, after all, we are qualified to work with so called regular students, whose assessment is also quite demanding and multidimensional process.*"

The lack of trainings on the disabled students' assessment and specialized politics and recommendation in this area correlates with the findings declared in the search of Rouse (2008), Angelovska-Galevska & Ilikj-Peshikj (2018) and Hasipi et al. (2018). However, this contributes to some considerations regarding the teachers' training. Namely, all of the teachers, so far, conduct teaching with so-called regular students. Thus, the MES beliefs that these teachers can manage the disabled students' needs are debatable. Whether the teachers' trainings will really make them competent in working and satisfying disabled students' needs, given that there are special persons (special educators, rehabilitators etc.) who are educated in this

complex area is also arguable although teachers state that they believe trainings will help them to deal with this complex matter.
All of the participants claim that they adhere to the Regulation for the disabled students' assessment issued by the MES, meaning that they adjust the regular teaching program to these students' needs and use instruments and formative assessment evidences. While the first appears to be true, i.e. each teacher adapts the regular teaching units to the disabled students' needs, the second requires further elaboration related to the category methods because none of the participants mention the words instrument and formative during the interviews. Yet, they list special tests, writing assessments, quizzes and games which are formative assessment techniques. The reason for such answers can be twofold, firstly they may not quite comprehend the question, and secondly, they may expect that there are some particular techniques, methods, procedures and strategies for these students' assessment that they have no knowledge of and that these methods, techniques and procedures differ from the ones they use in their everyday practice. In line with the study of Janusheva & Pejchinovska (2011), Talevski, Janusheva & Pejchinovska (2014) and Talevski & Janusheva (2015), there are many evidences from the practice, which certifies that the formative assessment techniques, methods and procedures are quite suitable for assessment of the disabled students' achievements. Only one teacher uses quizzes and games that he creates for these students' assessment:

"*These techniques work well with regular students, i.e. quizzes and games are always welcomed because they increase students' motivation and achievements and encourage their independence, critical and creative thinking. Therefore, I use these techniques with the disabled students and it appears that they work fine with them too*."

What comes out is that teachers' creativity is amongst the very factors that can boost these students' confidence and customize different assessment methods, techniques and procedures to their needs, which correspondences to the research of Silva, Munk & Bursuck (2015). Still, it is incomprehensible that teachers have no knowledge on formative assessment techniques and do not even consider adjusting them to the disabled students. One logical conclusion is that, as said before, teachers are uncertain that these techniques will work with the disabled students and that in their opinion there are some special assessment techniques that distinguish from the one they use in their teaching practice. If inclusive education needs adjustment and modifications during the teaching process, then it is easy to assume that customizing the formative assessment techniques will have effect in the disabled students' assessment.
Furthermore, in respect with these students' assessment, teachers raise their dilemmas bond to the adjusted teaching programs, certificates and grades, stating that the students' certifications should clearly indicate that these students get their grades according to the adjusted teaching program. They support their arguments with the regular students' complaints that disabled students learn less material, but obtain higher grades. All participants say:

"It is not fair, the disabled students certifications should definitely articulate that these students' accomplishments are gained within the adapted teaching programs. It does not seem right to equate the grade 5 given to these students and the grade 5 given to the regular students. Many things are still not clear."

In this sense, the Ilikj-Peshikj (2021) proposal for descriptive assessment of these students sounds reasonable. Regarding the disabled students' assessment, it is apparent that they will obtain their grades according to the IEP. However, when it comes to students' grades in the certifications, many things are still confusing the teachers. If disabled students' education with inmates without disability is amongst the society's priority, as seen in UNICEF's study and

other research, then the society efforts to provide real and not only declarative education is amongst the key concept for the inclusive education. Hence, the MES should specify whether the students' certification suggest that the disabled student's achievements are result of the adapted or modified teaching programs.

Additionally, the interviews signify the lack of teachers' knowledge on preparing the IEP. As said before, they all adapt the teaching lessons to the disabled students' necessities. Yet, what is the nature of this adjustment? Do teachers have uniform model for IEP writing? Does the IEP refer each disabled student separately given the disability complexity and variety? If each teacher tailors the teaching program within his view on what should this program contain, then there will be different modifications on one lesson unit and this practice further hardens the disabled students' assessment. Hence, the MES should refer to these concerns as well

However, four participants' IOP lack the assessment section, meaning that they do not fill in the section referring to these students' assessment, saying:

"*I do not know what to write in this section. I am not sure whether the formative assessment instruments, methods, technique and strategies used for regular students comply with the disabled students' needs.*"

Only one teacher fills in this section. However, his knowledge is a result of a training he paid for himself. He says:

"I prepare the IEP and fill in the assessment section, thanks to the training for which I have paid. I include checklist, anecdotal notes, portfolio, working sheets with illustrations and control list. I compose all these documents for each teaching class and for each topic. During the teaching class, I mostly use the checklists and at the end of the class, the anecdotal notes. Then, when I need to assess these students, it is not hard at all because working on these activities allows me to follow the students' achievements and I have already insights on their achievements."

As seen from this participant's state, the mentioned techniques are in fact formative assessment techniques teachers use when assess the regular students' achievement. It is obvious that they work well with the disabled students' as well. Therefore, the fact that this particular teacher pays for his training and four teachers do not fill in the assessment section sound a little bit odd and leads to dilemmas and hesitations. How can it be for teachers having experience not to be aware that if inclusive education connects with adjustments and modification, assessment needs adaptation as well. This provides a solid base to infer that teachers' confusions reflect their classroom activities and inclusive education concept needs to be clarified.

5. Conclusion

From all mentioned above, it is clear that the inclusive education is still at the beginning of its development and the debate of whether there are solid basis for its introduction are still going on. Besides many other difficulties, dilemmas, hesitations and confusions related with the inclusive education nature, multifold issues refer to disabled students' assessment. The general conclusion is that MES should conduct continuous training and workshops to strengthen teachers' assessment competencies, which helps to clarify the dilemmas and improves the inclusive educational climate. Further, the cooperation among the relevant factors responsible for the students' inclusion is extremely important in order to adapt the inclusive education closer to the disabled students' needs. In relation to the assessment, it seems that assessment

adaptations lift the assessment process on a completely new level and make this process more objective and rightful.

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QUALITATIVE SURVEY FROM THE APPLICATION OF NEW METHODS IN MACEDONIAN LANGUAGE AND LITERATURE TEACHING[5]

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Abstract

This paper aims to display the new methods as methodological models in Macedonian language and literature teaching that contribute for improving the activity, and the overall success of students, in other words, they contribute for development of methodology as a science. New methods, such as the action model and the application of the Boolean matrix, give excellent results in various forms of work (individual, group), develop discussions, the students' creativity, develop critical thinking, and also a success in working with talented high school students as well as university students.
The action model and the Boolean matrix as tools in Macedonian language and literature teaching are very useful for analyzing a dramatic text because they facilitate the learning process by helping students to focus their attention and effort on what is most essential, especially to the fundamental gender categories such as: character, action, conflict, motivation, play, etc.
In this paper, the focus is on the positive sides or the benefits of the new tools application in Macedonian language and literature teaching, such as: it is produced an in-depth analysis of a dramatic text, enhancing students'ability to construct action models, the ability to develop Boolean matrices, development of creative and critical thinking abilities, evaluation criteria are specified and self-initiative is increased, students name and play dramatic texts for analysis with the help of these tools, the self-initiative also increases in relation to the current approaches when it comes to the considerations that are imposed in relation to different thematic review, typical for the given context.

***Keywords**: Boolean matrix, action model, critical thinking, vertical reading, fiction.*

Positive facts from the application of new methods - action model and Boolean matrix

The implementation of new methods as an experimental factor in Macedonian language and literature teaching indicates many positive benefits and lead to a number of activities for students that are of special value and importance. The results or activities are some type of success for implementation of new methods as tools in Macedonian language and literature teaching.
Positive aspects of the application of the new methods in Macedonian language and literature teaching are:

[5] Revisional scientific paper

Stimulating the cognition and skills for in-depth analysis of a dramatic text

New methods allow vertical reading of a dramatic text. It means a qualitative and inventive insight of the pupil and the student in the structure of the play. Practice has shown that after the initial theoretical aporia, [6] students gradually, step by step, adopt the "mechanism" of the action model and after a few visual exercises, they master the action model theoretically and they are already trained to "write" dramatic situations with their acronyms, then to read them as action sentences (which are basic nuclei in the dramatic structure). These activities with coding (filling in the actants with actors) and decoding (syntactic interpretation of the model in whole or in parts), students accept as an inventive and interesting game with analytical tricks: construction of real situations (from the student or home life).

Students can understand the motivation of the characters as a psychological category, ie as if the character is a living individual. Action analysis, especially if it is broken down into the so-called psychological triangle, eliminates this naive representation of the character as a man of reality and points to the world of fiction which is a closed and autonomous world with laws that are not subject to checking the laws of reality or, in MacDonald's words: "First, we must to point out that the term "fiction" is often used in an ambiguous way: it means as well what is fictional as the work that exposes fiction. In this way, the "fiction" of "fact" is opposed, just as the imagination is opposed to reality. "It should be emphasized, however, that the fictional work itself is not imaginary, fictitious or unreal." [7] Thus, although we do not believe in ghosts, we are convinced that in the first act of Shakespeare Hamlet a ghost appears (the ghost of the father of the character of the same name) because Hamlet's friends who "saw" and "heard" his message are also convinced of that. Skillfully building the fictional world of the play, the good writer has the power to portray the character as acting exactly that way, and not otherwise, because he is motivated by the motivating force of the addressee, addressed only to the world of that play and not to anyone else. Analysis of the so-called a psychological triangle instructs the teacher how to enter the world of characters without falling into a naive feuilleton interpretation, in which the character mixes with the prototype, fiction with reality.

Through the activities with the psychological triangle applied to the play texts provided by the curriculum, the students insight deeply into the essence of motivation. The most talented, especially in their project activities (which we described them in the theoretical part), show inventive ideas and solutions. Thus, the addressee in the ancient play Antigone by Sophocles was articulated as an abstract force with immeasurable cosmic dimensions, starting from the specific sociological categories: man - family - polis (state) to the gods, ie the cosmos. The addressees, on the other hand, in the Macedonian play from the first half of the 20th century, students perceive as standardized motivational impulses with folklore-bit provenance and know how to distinguish the semantic charge of actors synonymous Eros or Amor (for example in Shakespeare, Romeo and Julio Garcia Lorca, Uncle Vanya from Chekhov and many others) versus Merak (actant addressee in all our bit plays, but also in our folk love lyrics). This example clearly confirms that the action model is an excellent methodological tool for going

[6] aporia - a statement that is logical, but contradicts our logic

[7] Vangelov, p. 44.

deeply into the structure of the play - where the so-called traditional methods rarely manage to work with. Getting familiar with the so-called ideological triangle, students delve into the essence of theater. And this theatrical sphere is almost completely absent in Macedonian language and literature teaching, because the play is analyzed primarily as a text! The ideological triangle connects with a very important phenomenon - the power of the theater as a medium that every government wants to possess. Analyzing Chernodrinski's play, *Macedonian Bloody Wedding*, as a synegodic transformation of the characters (actors according to Ann Ibersfeld terminology) in the same action and in different sequences, the students come to a response to the spontaneous and spectacular decision of a large audience of the play in Sofia - to become comites and to leave in Macedonia in a short time.
After the first analytical activities, students quickly understand the so-called Conflict (or dramatic) triangle: subject - object - opponent and can write a dramatic situation with usual abbreviations for actants and fill it with specific characters, and then to discuss.
Students acquire the category of dramatization through the analysis of the active triangle which is fundamental for the genre. Following the activities with the composition of Shakespeare's play Hamlet, they are convinced that it is more logical to understand the dramatic not as action, but as the impossibility of action. Their insights into the inner limitation of this hero of Elizabethan dramaturgy, which delay the order of the father-ghost (to take revenge) until the very end of the play, were interesting and creative, and some with Freudian provenance.
Action analysis clarifies a very complex category such as *character*. From the very first theoretical and practical activities, the students realized that there is an essential difference between the actant (permanent, unchangeable syntactic unit) and the character or actor (variable unit that belongs to any story or play).

Developing and improving the ability of students to construct action models.

The students are able to analyze a play, construct an action model with one subject and analyze plays and construct action models with multiple subjects through the application of the action model in Macedonian language and literature teaching.

Development and improvement of the ability to prepare a Boolean matrix as a mathematical tool

Solomon Marcus, in his "Mathematical Poetics", works with special interest on the hierarchy of dramatic characters according to their meaning. His approach (his methodology) is the most precise because he defines the categories of play with the help of the science of all time - mathematics.
The Boolean matrix is the "first table" in the mathematical analysis of a dramatic text. It consists of rows and columns that intersect with each other. Each row represents a character, and the column a middle sequence. The table below is an excerpt from the Boolean matrix to "Money is death" (for all sequences of the first act).

Table No.1

Sequences	I act											
Actor	1	2	3	4	5	6	7	8	9	10	11	12
Mitre	*	*	*	*	*	*	*	*	*	*	*	
Mara	*	*	*	*	*	*	*	*		*	*	
Angele	*	*	*	*			*	*		*	*	
Kata	*		*	*	*	*	*	*	*	*	*	*
Sofre												
Ana												
Kote/Depa			*	*	*	*	*	*	*	*	*	
Fr/Sp/Ta					*	*	*	*	*			
Pande							*		*			
Jankula							*		*			
I/II child												
A peasant												
Harvesters												

We read like this: Mitre, Mara, Angele and Kata are presented in the first sequence. The characters Mitre, Mara and Angele, etc. appear in the second sequence. From the Boolean matrix we get data and for each situation individually, which means that anytime we have insight into which characters are presented or absent on stage, or which sequences are massive, and monologically presented in one of the characters. The only monologue sequence from the first act of the play"Money is death" is the 12th sequence, where the monologue is expressed by the character of Kata.

According to Solomon Marcus, the total number of intermediate sequences (N) is an important parameter for studying the strategy of dramatic characters. According to the number of secondary sequences, one (incomplete) ranking list can be created for the Macedonian bit plays.

❶ „ Fugitive “ 83
❷ „Corbadzi Teodos“, „Antica“..... 69
❸ „ Money is death “..... 58
❹ „Workers“..... 47
❺ „ Sold “ 41

Only by observing the Boolean matrix we can obtain a specific data about the sequences, for example, about their stage population. First we look for the sequence that interests us and in the column we count the asterisks that indicate the stage presence of a character. There should be at least one asterisk in each column (monologue situation), and at most up to the total number of characters. The number of characters in the poster is almost always greater than the number

of rows in the Boolean matrix, because Solomon Marcus recommends that concomitant characters (who always appear and leave at the same time) should be considered as one character.
The stage presence is easily determined by the Boolean matrix: the stars are counted for each character separately and the number of intermediate sequences is obtained where it appears. The preparation of the Boolean matrices is a new opportunity to consider the dramatic action, or the students have an insight from the Boolean matrices anytime, they can know which characters are on stage or absent or which sequences present monologically.

Creative abilities and critical thinking development

Creative abilities and critical thinking are developed outside the framework of the dramatic content, so the students can apply some of the skills acquired through Macedonian language and literature lessons. A typical example of these abilities is the debate, the controversy over the play "Antigone" as a project activity. The action model is related to the socio-cultural code and acquires its true meaning through the question of the sanctity of the family versus the question of the sanctity of the defense of the state or the homeland.

Own and others' views are reviewed (through discussions and debates that are imposed during the analysis with the action model, the students reevaluate to what extent they are with their thoughts and attitudes and, thus, they are able to influence each other, to identify their mistakes, to listen to other people's opinion, to respect it, but also to accept it, if it is more appropriate and wiser and more justified, if it is full of relevant facts).

Positive impact of the new methods for assessment criteria in Macedonian language and literature

The application of new methods in Macedonian language teaching has a positive effect in order to specify the criteria for assessment in Macedonian language and literature (the teacher of Macedonian language and literature is able to inform students how these models will affect assessment, ie which will need to be done from the students' activities to get enough - 2, good - 3, very good - 4 or excellent - 5. Such specification of the criteria will lead to motivation, activity and satisfaction).

Positive impact of new methods on students' self-initiative

The students name dramatic texts for analysis, and show initiative to apply it to the novels that are part of the curriculum. Self-initiative also increases in relation to the current approaches and discussions imposed with regard to various thematic reviews, characteristic for the given dramatic text and context.

CONCLUSION

With the application of the new methods in Macedonian language and literature teaching we come to the conclusion that the cognitive abilities are developed (with the application of the action model and the Boolean matrix the following abilities are acquired: abilities for memory, thinking and learning, cognitive intelligence as a mental ability to notice, research, analyze, conclude and solve problems and tasks imposed by a given situation in the analysis of a dramatic text).

The interest for application of research procedures in Macedonian language and literature teaching is increasing (students are especially pleased to appear in the role of researchers, in relation to the needs imposed by these methods, when it comes to discovering new knowledge and facts needed for successful realization of the given tasks).

Interest and attention are expanded (using the action model in teaching as well as the Boolean matrix as a mathematical tool definitely improves knowledge and enhance interest and curiosity for new knowledge).

Students are not passive, but active (students are not passive observers, but active creators of the teaching process, because they discover their talent, thoughts and attitudes).

The application of these methods increases the active vocabulary, the number of words that the student uses in communication and, thus, it becomes more eloquent, and the cooperation between students develops, they get to know each other better and theres a real interaction). The students'responsibility for dramatic text analysis indicates an improvement (the students are motivated to perform the tasks). Originality and individuality of students are highlighted (each student can emphasize their flexibility, originality, creativity, ambition, their emotional abilities, skills and values) and develops a natural, spontaneous way of dialogue and discussion (students develop the dialogical form of communication and improve the language).

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THE IMPORTANCE OF MEDIA LITERACY AND ITS CRITICAL REVIEW[8]

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Abstract
The purpose of this research is to critically analyze the scientific literature to describe the concept and issues of media literacy and to draw attention to the importance of its promotion given the rapid development of information and communication technology and its role as an important factor for active citizenship. in today's information society. The methodology applied for research on the topic of labor included insights into the literature relevant to the media and information literacy. Because media literacy is a relevant educational concept in Western Europe and America, professional literature is more prevalent in English.

Keywords: media, literature, media literacy, critical review

Introduction

We are surrounded by mass media to the point that we no longer pay too much attention to their influence and their messages. The mass media shapes our reality and equally shapes our opinions and attitudes because we live in a world full of information. In order to be able to identify media messages at all, it is important to be media literate. When it comes to media literacy, most users think they know enough and consider themselves media literate. We know how to access the various information, music and photos offered to us through the media to have fun or explore a particular area. We recognize celebrities or go a step further and identify with them, choose the music we like, shape our taste. We will be able to enrich our messages with photos, data, videos and upload them to various websites. We are familiar with most websites, applications, musicians and artists. Obviously, we know how to access the media. If we know enough to access either information or entertainment content, why bother learning about the media? All of the above does not mean that we are really media literate. By accessing different information, we undoubtedly understand the language, interpret photographs, read. These are all skills that we take for granted. Every day we encounter a kind of media problems that we are not even aware of. Media messages are so present that they simply clog our space. The concept of media literacy is still difficult for users to define and that we have neglected to think critically when developing certain skills. For most people, the level of media literacy has remained the same since their youth, while the number of messages sent by the media has increased immensely. Several new pages have appeared on the Internet, new songs have been broadcast, new types of media messages have been sent, and the number of movies, series and shows is constantly increasing. On the other hand, few of us have in the meantime dealt with the mass media industry, which is behind that industry, which controls and decides what content will be broadcast and how and in what way it all affects society. If each of us learns

[8] Revisional scientific paper

more about these relevant issues, we could make more active decisions about our exposure to the media. In that way, a critical attitude towards the media can be taken and everything can be seen from a distance. This paper will show how the mass media use sophisticated methods to influence the way we experience the world. The typical mass media user allows the media to shape it. They shape our vision when it comes to relationships, success, health, fame, problems and answers. On an unconscious level, our attitudes are shaped and until we are aware of what beliefs are shaped in that way, we remain under the permanent and subtle influence of the media, completely unaware of the media influence.

1. Media literacy as a phenomenon

Media literacy was defined in 1992 by the National Leadership Conference on Media Literacy as "the ability to access, analyze, evaluate and send messages through the media"[9]. As stated in the introduction, media literacy consists of three important segments: use of skills, critical understanding and communication skills. Because today citizens prefer to receive information from the media rather than from written sources, it is important that everyone is literate - "literate" in the sense that they know more than numbers and letters. Insufficient critical thinking about the media contributes to a lower level of media literacy.

The basis of media literacy is the mastery of critical and creative skills, ie knowledge that helps us to connect complex ideas, to constantly ask questions, to get the right answers and to notice misconceptions, which is the basis of intellectual freedoms. The previous notion of literacy was to be able to read and write, which for centuries was more than enough. Given the rapid and rapid development of information and communication technology, two types of literacy have become extremely important - information and media literacy. Media literacy is not just intellect or reason. Media literacy is the ability to gain access to the media, to understand and critically evaluate different aspects of media and media content, and to communicate in a variety of contexts. It is a fundamental skill for both the younger generation and the adult[10]. Nada Zgrabljiќ Rotar believes that it includes different types of literacy: informative, visual, documentary, innovative, mass media literacy as well as "new languages" (film, radio, television[11]). Media literacy means critical evaluation, analysis, creation of media messages of all kinds. It affects the personal professional development, the behavior of a person, the way we spend our free time, look at the world and process information. The interactive technology available to us affects the standard of our lives, and at the same time we take great care of our own privacy and the security of our computers. Therefore, everyone today should be somewhat media literate.

Media literacy has become a major topic of research and action today. Literacy is what enables people to express critical thinking and to be creative creators of an incredibly wide range of pictorial, linguistic and audio messages. As communication technology transforms society, so does our understanding of ourselves, our communities and our diverse cultures, making media literacy a key skill for 21st century life.

2. The concept of media literacy

Referring to the European Charter for Media Literacy, media literate people can: - use media effectively to access, store and share content to meet personal or common needs and interests;

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[9] Aufderheide, P. (1992). *A Report of the National Leadership Conference on Media Literacy*.Maryland: The Aspen Institute.

[10] http://www.europarl.europa.eu/atyourservice/hr/displayFtu.html?ftuId=FTU_5.13.2.html

[11] Zgrabljić, R. N. (2005). *MEDIJI - Medijska pismenost, medijski sadržaji i medijski utjecaji*Medijska pismenost I civilno društvo, Sarajevo: MediaCentar, str.2.

- access to various media content regardless of the origin of the source and making informed decisions; - understand how and why media content is produced; - critically analyze the techniques, languages and conventions used by the media and the messages they convey; - to use the media creatively to express and communicate ideas, information and opinions; - identify and avoid media content and services that may be harmful and offensive; - to use the media effectively to exercise their democratic rights and civic responsibilities[12].

From the above, we can see that one of the main features of media literacy is multidimensionality. It is not only cognitive, but also emotional, aesthetic and moral. All four of these segments make up media literacy. For example, while watching a movie, we can learn historical facts, the director's views, a given topic and all together they will produce an emotional reaction. Media literacy is a continuum, not a category. In other words, there are degrees of media literacy and each of us to some degree represents that media literacy. People who are not literate enough in the media understand the media less and interpret the messages sent to them equally poorly[13]. Although the media should be a positive source of information and entertainment, we actually need different knowledge and skills to interpret these media. Developed societies are a positive example of how to devise different social strategies relevant to media literacy. UNESCO raised the issue of media education in the 1970s. The Declaration on Media Education, signed in 1982[14], advocated the inclusion of media education in school systems around the world[15]. No matter how much the concept of media literacy has changed since then, one thing has remained the same: media literacy is based on communicative rights arising from communities, primarily the United Nations Charter on Human Rights (1945)[16] and the European Convention for the Protection of Human Rights. Rights and Fundamental Freedoms (1950)[17]. Media literacy develops different skills:

1. technical (ability to access the media),
2. critical (understanding of media content, ability to interpret and critically evaluate)
3. practical (ability to create media messages)[18].

They enable the media to be understood and accepted in a good way, without stereotypes, in a society that views them carefully and critically. Subjects of media literacy studies are potentially harmful media content (violence, advertising, stereotypes or pornography), media influences and harmful content, regulation and self-regulation (conventions, national laws and codes of ethics for journalists and advertisers), and new technologies and their social role. This includes the industrialization of information, entertainment and culture, interactive communication, new media genres such as blogging, etc[19].

Furthermore, media literacy is an important feature of a democratic society. Every day we witness the influence of the media on the main democratic processes. Democratic citizenship requires critical thinking and self-expression skills. Media literacy enables primarily children, future citizens - political choices, understanding of political discourse and participation in it. This creates the preconditions for them one day as adults, as adults, media literate and well-educated citizens to make informed decisions[20].

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[12] http://www.euromedialiteracy.eu/charter.php

[13] Zgrabljić, R. N. (2005). *MEDIJI - Medijska pismenost, medijski sadržaji i medijski utjecaji*Medijska pismenost i civilno društvo, Sarajevo: MediaCentar, str.2.

[14] Declaration On Media Education, (1982), UNESCO, Grunwald

[15] Media and Information Literacy Curriculum for Teachers (2011), UNESCO, Pariz.

[16] Povelja Ujedinjenih naroda; Narodne novine - Međunarodni ugovori 15-35/1993.

[17] Europska konvencija za zaštitu ljudskih prava i temeljnih sloboda, Narodne novine – MU, br. 18/97, 6/99, 14/02, 13/03, 9/05, 1/06, 2/10.

[18] Peruško, Z. (2008). *Mediji, kultura i civilno društvo,* Zagreb:Hrvatsko sociološko društvo

[19] http://www.medijskapismenost.net/o-medijskoj-pismenosti.

[20] Masterman, L. (1985). *Teaching the Media,* London: Routledge

3. The importance of media literacy

The mass media shapes our reality and equally shapes our opinions and attitudes because we are surrounded by a world full of information. In simple terms, we can say that our mind works automatically, and the only reason we are still functioning is that our culture is so saturated with information that only in this way can our mind be protected from the arrival of constantly new information. . Why is it important to raise the level of media literacy? When it comes to media literacy, most users think they know enough. We are familiar with most websites, applications, musicians and artists. If we know enough to access either information or entertainment content, why bother learning about the media? Every day we encounter a kind of media problems that we are not even aware of. Media messages clog our space.

Hollywood distributes more than 700 hours of movies a year. Who's video platforms like YouTube upload more than 100,000 hours of video a day, according to 2013 data. Each year, more than 48 million hours of video are broadcast worldwide on television commercials, while radio stations broadcast 65.8 million hours of radio programming. We can choose from 140 million different books as 1,500 new titles pop up around the world every day. The internet has become so huge that we do not even see its end. In 2013, Google recorded 13.4 trillion web pages, which is estimated to be only 1% of the total pages[21].

Accelerated growth also means that in just two years the total amount of information will double. There are more and more artists, musicians, scientists and they will all produce information on easily accessible platforms that are equally easy to use. Borders are slowly being erased thanks to the internet, social networks and the media in general. It also supports the fact that the media is very attractive and people tend to spend their time in comfort and carefree. The media has become an important aspect of everyday life, and we are constantly on the lookout for direct (live listening, media messages on radio, television, surfing the Internet) or indirectly related to them (we comment on media messages with friends, we apply the standards imposed by the media). In short, we are constantly connected to friends, family, society and the world through the media. Furthermore, in order to be up to date with all the given information, we process it simultaneously (a term known as multitasking)[22]. Multitasking, for example, means talking on a cell phone to a friend while simultaneously following the news and searching for an online store offer. In this way we are only more exposed to media information. Because the media informs us on so many topics on a daily basis, it is our job to select the information that is relevant and to choose well[23].

Media literate people notice the difference between the real world and the world that the media has shown us. When you are media literate, you can critically look at the artificial reality that the media causes in us and live the life you have chosen for yourself. Media illiteracy is as dangerous as it is poisonous to the human spirit. Then we are not able to judge for ourselves what is good for us and what is not. The constant desire to own has proved to be one of the obvious products of the mass media and we can never fully satisfy that desire. That is why we are constantly depressed and sad.

The media condition our behavior as much as they choose our information. Unfortunately, this does not mean that this is the information we need most.

Many European governments have approved funding for media literacy projects, but much remains to be done. Experts and authors believe that libraries should impart media skills and knowledge to students, adults and other citizens. An aggravating circumstance is that more

[21] Potter, J. W. (2016). *Introduction to Media Literacy* Thousand Oaks: SAGE Publications.

[22] Multitasking is a word in English that means the ability to perform multiple tasks or jobs, often simultaneously.

[23] Roberts, D.& Foehr, U. (2008)*Trends in Media Use*, New Jersey: Centre for the Future of Children.

users use the Internet than traditional sources when searching for information. Web plugins are fast, easy to access and confidentiality does not seem to be a big deal. Users often do not know how to evaluate the collected documents or how to select relevant documents for their works. Therefore, libraries need to work with education professionals as well as the media.

4. Inclusion of the concept of media literacy in the legislative framework

Given the growing development of the media industry and market laws that increasingly regulate information, strategic documents have been adopted that define the concept of media literacy, some of which have been adopted globally and others at European level. By creating successful media policies, democracies have sought to protect the most vulnerable groups of citizens, especially children.

The European Union considers media literacy to be an important factor for active citizenship in today's information society. The Council Conclusions of 30 May 2016 on the development of media literacy and critical thinking through education and training emphasize that media literacy is more important in the age of the Internet and social networks than ever before and should be an integral part of education and training in general[24]. .

Legal documents today raise awareness of the importance and promotion of media literacy guided by the protection of the communication rights of children and adults, as well as the protection of media rights and freedoms. Some of the most important documents are: - European Convention on Transfrontier Television of the Council of Europe (1989), Art. 7[25];

- EU Directive "Television without Borders" (1997) Art. 22, 22a and 22b[26];
- EBU Guidelines for Dealing with Violence (1992)[27];
- Bratislava Resolution (1994)[28];
- Children's Television Charter (1995)[29];
- Asian Declaration of the Rights of the Child and the Media (1996)[30];
- UNESCO Cultural Development Action Plan (1998)[31];
- Recommendation 1215 on the ethics of journalism (1993)[32];
- The Rights of the Child and the Media: Guidelines for Journalists (1998)[33];
- EU Recommendation on the Protection of Minors and Human Dignity in Audiovisual and Information Services (1998)[34];
- Declaration of the Asia-Pacific Forum for Children and Youth (2001)[35];

Commitment to the Future, Thessaloniki, 2001[36].

These documents change, or rather change, the broader paradigm of "child protection" in the media environment and clarify the concept of "human communication rights[37]". Despite the constant demand for a balance between media freedom and the communication rights of media users, successful regulation depends on the constant cooperation of the media, governments

[24] http://www.europarl.europa.eu/atyourservice/hr/displayFtu.html?ftuId=FTU_5.13.2.html
[25] https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/132
[26] http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3Al24101
[27] https://www.ebu.ch/about/legal
[28] http://www.nordicom.gu.se/en/clearinghouse/bratislava-resolution
[29] http://www.nordicom.gu.se/en/clearinghouse/childrens-television- charter
[30] http://www.nordicom.gu.se/en/clearinghouse/asian- declaration-child-rights-and-media
[31] http://www.nordicom.gu.se/en/clearinghouse/unesco-action-plan-cultural-policies-development
[32] http://assembly.coe.int/nw/xml/XRef/Xref-XML2HTML- en.asp?fileid=15249&lang=en
[33] https://www.unicef.org/media/media_tools_guidelines.html
[34] http://www.nordicom.gu.se/sv/clearinghouse/european-union-recommendation-protection-minors- and-human-dignity-audiovisual
[35] http://www.nordicom.gu.se/sv/clearinghouse/declaration-asia-pacific- television-forum-children-and-youth,
[36] http://www.ecfaweb.org/wp content/uploads/2001/03/World_Summit_on_Media_for_Children2.pdf
[37] Nada, Z. R. (2005). MEDIJI - Medijska pismenost, medijski sadržaji i medijski utjecaji

and parents and that the issue of child protection in the media environment can not be resolved in one step, but very small activities and actions[38]. In other words, media literacy must become the most important interest of society and provide children and young people with freedom and creativity in using the media and understanding economic principles. of media and media discourse. In addition to the media themselves, media literacy includes civil society, governments and scientific institutions. The society must actively contribute to all efforts and carry out actions to sensitize the public and governments, the media must develop appropriate self-regulation and there must also be mechanisms to monitor the media implementation of these codes. To achieve the ultimate goals, governments must enact laws in their media policies that, in accordance with international conventions, will regulate the rights of children in the media. Scientific institutions should fund research on media use and the impact of the media on children. Public media must play a special role in promoting and protecting media pluralism, the quality of media programs that children need, and controlling the broadcasting of negative content commercialized through violence, pornography, and the like.

5. Institutions working to promote media literacy

Numerous institutions around the world are involved in raising awareness and promoting media literacy, and one of them is of course the libraries. Each of us has probably noticed a lecture, workshop or media and media literacy poster in our library by now.
School libraries have great social significance and the introduction of technology in the work of the school librarian affects the expansion of the communication capabilities of the library. Many school libraries have opted for student media literacy by reading titles. They decided to digitally process children's reading works by making audio and video recordings, online posters, picture books, quizzes, games, multimedia stories, blogs, online diaries, etc. The works are made according to the pattern of the novel or other title. These projects require the collaboration of a school librarian and a teacher who incorporates media culture into regular teaching. In addition to libraries, the following organizations are active in promoting media literacy: Foundation for Media Literacy (MEF), non-profit an organization that collects documentaries, transcripts, links, articles on media education, the Center for Media Literacy (CML), MediaSmarts and UNESCO[39].
CML through media literacy information programs and workshops that serve as pedagogical support for teachers, offers media interpretations on topics such as violence, alcohol abuse, MediaLitKit launched in 2002 and has been regularly updated since then, is a basic guide to media literacy. Their posters and materials can be used in school work, in work with primary teachers and various other forms of education. The monthly newsletter offers new tips, events and the latest findings.
The Media Literacy Project (MLP)[40] is a non-profit organization dedicated to media education and media justice. Their goal is to create more and more critical media users. It has its own press room, which regularly publishes news related to media literacy. They also follow local and national reports on their work and publish everything on their blogs.
MediaSmarts[41], a Canadian non-profit charity, has been promoting more than 15 years of media and digital literacy, beginning with the Canadian Radio and Television Initiative for Violence.

[38] Nada, Z. R. (2005). MEDIJI - Medijska pismenost, medijski sadržaji i medijski utjecaji
[39] Yildiz, M. N. (2015). *Handbook of Research on Media Literacy in the Digital Age*, Chicago:IGI Global,pp.239-240
[40] Yildiz, M. N. (2015). *Handbook of Research on Media Literacy in the Digital Age*, Chicago:IGI Global,pp.239-240
[41] Yildiz, M. N. (2015). *Handbook of Research on Media Literacy in the Digital Age*, Chicago:IGI Global,pp.239-240

Thus, in the distant 1996, MS became an autonomous organization and since then the skill of critical thinking has been promoted among young people.
Media literacy is responsible for changing the understanding of the literacy paradigm, from traditional literacy to a new type of literacy influenced by various new media. The role of the media is ambivalent: on the one hand they are an educational factor, on the other hand they have a manipulative function. In order to better understand the past and the changes that are happening in the present, it is important to promote media literacy among researchers, scientists, teachers and anyone who has the opportunity to make decisions. For an individual it means analyzing messages, news and advertisements and their application in everyday life.
Through conferences, seminars, symposia, publications and research, UNESCO has made a huge contribution to the development of media literacy. UNESCO has been promoting media literacy for over 40 years, but when we add the "Pinterest" or "Tweet" option to their documents and declarations, everything sounds much more modern. The concept of information literacy reached even greater proportions at the UNESCO conference in Alexandria in 2005 when it became known as "civil law"[42]. After many years of training and cooperation with scientists, teachers, academics and prominent teachers, UNESCO should serve as a model for national school systems. UNESCO, in cooperation with Muslim Arab countries, wanted to preserve the rich heritage of local culture through the curriculum. In addition to the rich material as instructions for protection against computer fraud, shooting from a certain angle and perspective, there are also definitions for computer systems. Media and Information Literacy (MIL) deals with teacher education, public television and radio services and workshops[43]. This aims to enable access and development of information and media competencies for every citizen. World Media and Information Literacy Week held in early November 2016 in Sao Paulo. The topic of the conference was Media and Information Literacy: New Paradigms for Intercultural Dialogue[44].

6. The relationship between media and information literacy

In the past, "literacy" meant the ability to read and write, meaning a standard type of literacy that includes both numerical and technical literacy. With the development of informatics, information literacy appeared, which includes knowledge of working with a computer, knowledge of the use of computer systems and programs, and then information and all other types of literacy[45].
Information and media literacy are two very close concepts. According to the terms themselves, it is clear that information literacy has grown from information technology and therefore its main purpose is to find information, evaluate it and use it. In addition to the concept of information literacy, media literacy is often mentioned, because the development of information literacy skills is not possible without media literacy - understanding the way media works. They are also associated with the terms computer, internet or digital literacy. These are related, but different concepts. For professionals coming from the wider field of information science and librarianship, information literacy is a superior term that includes other types of

[42] http://archive.ifla.org/III/wsis/info-lit-for-all.htm
[43] http://en.unesco.org/themes/media-and-information-literacy
[44] http://www.unesco.org/new/en/communication-and-information/media- development/media-literacy/global-alliance-for-partnerships-on-media-and-information-literacy/global-mil-week
[45] Stričević, I. (2011). *Pismenosti 21.stoljeća: Učenje i poučavanje u informacijskom okruženju*, Zrno: časopis za obitelj, vrtić i školu, 22, Zagreb,str. 97-98;

literacy[46]. Information literacy intertwines the ability to use print sources, libraries, digital materials and media.

Information literacy, unlike digital or media literacy, affects a variety of information phenomena: from oral information, analog paper-based sources to digital information[47]. Information literacy is possible only with a combination of cognitive and technical skills for access and access to information. .

The coinage of information literacy was first introduced by Paul Zurkowski in 1974, defining it as the effective use of information in the context of problem solving. F) Because they know how knowledge is organized, how to find information and how to use it in a way that anyone can understand (...) These are people ready for lifelong learning[48]. Thus, information literacy has become relevant in the library environment. Furthermore, the same document stated that it is necessary to "restructure the learning process for students to be actively involved in the educational process in order to encourage them to be aware of their need for information, to identify information that can solve the problem, to find the information you need, evaluate the information, organize it and use the information effectively[49]. "

Cortes and Laugi recognize the differences between media and information literacy by purpose. Evaluation and critical use of information are characteristics of both types of literacy. The authors link information literacy with the use of resources for educational and scientific purposes, while media literacy for them means focusing on civic awareness and has broader social functions[50].

In the last 40 years, we have witnessed great progress in information and communication technologies. The information society has made access to information and knowledge amazing. Everyone is enabled to use their own potential and improve the quality of their own life, which leads to significant changes in both society and the economy. Wherever we are, we are much better connected thanks to social media and mobile technology, although some marginalized groups still do not have access to information due to digital sharing. The rapid development of digital technologies and their applications have had an unprecedented impact on global societies and world economies. It is believed that human history has not yet witnessed this development, in which new technology has penetrated so deeply into all the pores of everyday life of people around the world.

At the same time, the information society carries many risks and dangers. When so much information is available to us, it becomes increasingly difficult to find, receive and process the information we need. Modern information technologies can lead to manipulation of human consciousness and behavior. Therefore, it is necessary to prepare individuals for new living conditions and to learn how to effectively use the opportunities arising from this environment to protect themselves from all negative influences.

Information and communication technologies and information literacy are interrelated. The Organization for Economic Co-operation and Development (OECD), through its project called the International Adult Literacy Survey, has found that people with developed computer literacy skills are also likely to have higher levels of general literacy. communication technologies. It was also found that 15-year-olds with access to home computers have more

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[46] Bawden, D. (2001). *Information and digital literacies: A review of concepts,*Journal of Documentation, *57*(2), pp. 218-259.

[47] Špiranec, S.& Banek, M. (2008). Zagreb: Zavod za informacijske studije odsjeka za informacijske znanosti Filozofskog fakulteta Sveučilišta u Zagrebu,str. 83.

[48] Zurkowski, P. G. (1974). *The Information Service Environment Relationships and Priorities*, Washington, DC: National Commission on Libraries and Information Science

[49] Špiranec, S.(2003). *Informacijska pismenost - ključ za cjeloživotno učenje*. Edupoint 3

[50] Jesus, C.& Jesus,L. (2009). *Information Skills: Conceptual Convergence between Information and Communication Sciences, Comunicar: Scientific Journal of Media Education*. Vol. XVI, No 32, 25-38

developed reading skills than their non-home peers. It is important to note that this link has been noted but the cause has not been determined. Providing greater access to information and communication technologies opens up the possibility of access to many benefits of modern society, including education, which is one of the possible reasons for higher levels of literacy[51]. Although children and young people largely master key skills and competencies on their own and through popular culture, pedagogical guidance is also needed. Empirical research has confirmed that skills and competencies related to the use of information and communication technology are mainly achieved through informal channels (help from colleagues, friends and relatives) and independent study. through learning through computer media, that is, through learning through making. Jasmina Vrkić Dimić states that a systematic approach is needed to overcome the three central problems. The first is the participatory gap - unequal access to opportunities, experiences, skills and knowledge, which will prepare young people for full inclusion in the world. tomorrow; the second is the issue of transparency - the challenges that young people face in learning to clearly see the ways in which the media shape the perception of the world; and ethical challenge[52].

After efforts over the past decades to try to define different types of literacy, the idea of merging the two concepts emerged. Because the world is flooded with different types of media, and thus information, the UNESCO approach is often applied, which does not treat these two concepts separately. Then we talk about media and information literacy (MIL)[53]. In order to stimulate interest in media and information literacy, enable its measurement, and thus integration in education, UNESCO in mid-2011 published a document proposing variables and indicators for media and information literacy. Media information literacy responds to the increasing number of content generated by users, the use of cyberspace and citizen journalism. Media information literacy promotes the right of the individual to receive and disclose information and in particular encourages the evaluation of media and information[54].

Modern technology means constantly new opportunities in the media industry and constantly new requirements for training of media users. Not just computers but other media - television, radio, movies, the internet, games, digital cameras, satellite TV, and more. - require some knowledge of technology and how to use it, which means constant media literacy. Interactive TV and online radio, cheaper, faster and more diverse variants of the predecessor - radio and television - bring new challenges and adapt to the needs of new users, but also require new knowledge[55]. The entire mobile telephony industry is increasing the number of services every day and is becoming an increasingly sophisticated form of human communication. In addition to technological media literacy, the modern concept of media literacy includes the latest media, computerization and computerization. Media literacy means learning about all media, their history, production and economic principles of operation, who owns and controls the media, what is the concentration of media ownership and its consequences - concentration of social power, impoverishment and commercialization of content, etc. The media should defend the weaker and more vulnerable groups such as children, and should equally promote diverse and quality programs. Man has always needed means of communication. Media literacy teaches the understanding of specific symbolic languages of individual media. The grammar of these

[51] Vrkić, D. J. (2014). *Suvremeni oblici pismenosti*, Školski vjesnik, god.63-br.3, Zagreb, str.385
[52] Vrkić, D. J. (2014). *Suvremeni oblici pismenosti*, Školski vjesnik, god.63-br.3, Zagreb, str.385

[53] UNESCO (2008) *Media and information literacy curriculum for teachers*
[54] Lasić-Lazić,J. Špiranec, S. & Banek, Z.(2012):*Izgubljeni u novim obrazovnim okruženjima – pronađeni u informacijskom opismenjivanju*, Medijska istraživanja, Zagreb, str. 125-142
[55] Zgrabljić, R. N. (2005). *MEDIJI - Medijska pismenost, medijski sadržaji i medijski utjecaji*Medijska pismenost i civilno društvo, Sarajevo: MediaCentar, str.2

"new languages" is completely unknown to us. Additionally, all those operating within their national systems[56].
Each of them interprets reality in its own way and differently. Relying on Svetlana BezdanovGostimir, who writes that these languages "combine music and art, language and gestures, rhetoric and color, preferring simultaneous visual and auditory images. Therefore, media literacy must include an aesthetic dimension, learning about the "art of the media" and learning "speech and rhetoric" because it is an integral part of media content and messages and journalistic and media discourse. Nada Zgrabljic Rotar concludes that each of these languages a certain metaphysics[57].

7. Media and media literacy

The term "media" is broader than the term "mass media". It can be defined in several senses. It is interpreted differently depending on the scientific field or the field of social action. In communication science, the medium is basically a technical or physical means of converting a message into a channel that can be sent. John Fiske distinguishes between presentation media (voice, face, body), which are limited to "here" and "now", because the media is the communicator himself; representative (books, pictures, photographs) used by cultural and aesthetic conventions to create communicative works and a certain dialogue; mechanical (telephone, radio, television) a portable medium for presentation or presentation, and the categories are derived on the basis of differences[58].
Beatty connects the term in four ways[59]:

- in a physiological sense when the medium means communications: auditory, visual, tactile, olfactory and their relation (intermediality),
- in the physical sense when the medium means a substance with which a new message is published, it is expressed: stone, color, tone, language,
- in the technological sense in which the medium means a means of mediation between the production and consumption of signs
- in sociological, in which the media is understood as an institutional and organizational framework of communication, ie. it is about economics, politics, science or education.

Seen in this way, the term media seems to be equated with the term discourse which is superior, which is also possible. Medium comes from the Latin word medius ("medium"), which means the environment or set of conditions in which something happens (in relation to discourse), a person who can be a mediator between something or someone and a means of mass communication. As part of this discipline, they explore the concept of media and its significance in the mass communication system. Maurice Janowicz defined mass communication in 1986 as a concept that included institutions (mass media, press, radio, television, film) and techniques used by experts for his slightly optimistic approach linking cities and mass media, arguing that the media serve integration and social solidarity[60]. Such an integrative interpretation of media power is in stark contrast to the American current of the 1970s and George Gerbner, who led the media on the rise of violence and crime[61]. The mass media are social institutions that impartially, thirdly urgently and publicly transmit information

[56] Carpenter, E. (1991). *The New Languages, u Rodman, George* (ur.) *Mass Media Issues*. Iowa: Kendall/Hunt Publishing Company, pp.218-223.
[57] Zgrabljić, R. N. (2005). *MEDIJI - Medijska pismenost, medijski sadržaji i medijski utjecaji*Medijska pismenost i civilno društvo, Sarajevo: MediaCentar, str.2.
[58]
[59]
[60] Janowitz, M. (1981). *Reader in Public Opinion and Mass Communication*, Detroit: Free Press.
[61] Balnaves, M. & Hemelryk, S. (2009). *Media Theories and Approaches: A Global Perspective*, London Palgrave, pp. 72

to the general public. In democratic societies, the media act as intermediaries between the authorities and the public. They should represent government oversight and inform the public about all relevant community issues, in order to properly shape citizens' public opinion, taking into account their form which constructs rather than reflects reality. These media shape and restructure the primary media. For example, private speech in the media becomes public speech, and thus a new medium. The media differ in how much they influence the audience. Radio overpowered newspapers, and television did the same for film and radio. Although no media outlet has "lost" its followers, the audience is interesting to everyone in their own way because each of these media outlets meets their needs differently. The book was the first medium. Its role has changed today as the book becomes more widely produced, but the book still manages to retain some exclusivity. What no other book can do, no other medium can, and so it is not surprising that media theorists believe that it is still the basis and prerequisite for media literacy and understanding of media-constructed reality.

The most used and most influential medium is television. Television flourished in the post-war period, that is, from the 1950s onwards, with the establishment of specific economic systems in Western societies that enabled large sections of society to engage in processes. education and democracy. Technological developments have made the media widely available. Television is an audiovisual medium with very complex technology and work organization, which operates across national borders. It is universal because it uses not only language but also image. Due to the risk of political influence, there are various regulations on this medium at international and national level. Television provides entertainment and enjoyment for both adults and children. She is like a family member, so many times today we can see children drawing TV next to their real, biological parents.

However, media critic and communicator Neil Postman is still in the mid-1980s and his book Amusing Ourselves to Death[62] draws attention to this prevailing media ideology based on pleasure and entertainment. He linked the process to the growing influence of television on other media. In his view, television is only one possible form of social control over individuals, as Aldos Huxley had predicted in TheVeryNewWorld. The agreement that television promotes as a primary principle leads to the destruction of society because it reduces the seriousness of public discourse. Further, portraying violence in a fun way degrades moral human and social laws and jeopardizes the value of life itself. The reading that is directly related to the rationality and the analytical approach to the situation is neglected[63].

Radio is a medium of mass communication, based on technological inventions of the telephone and telegraph, and is characterized by a complex way of transmitting information. Nikola Tesla officially introduced the radio. He was the first to develop and explain the method of producing radio frequencies, the principle of harmonized resonant circuits in the transmitting and receiving antennas, and publicly presented the principles of radio and long-distance signal transmission. For this invention in 1897 he received patent no. 645576 for a device described as a wireless data transmission system[64]. It is characterized by auditory content (speech and music) and a wide range of genres. Radio as a medium has its own characteristic complex principles of operation that are simplified by modern computer technology. However, there is a danger in that, because the already observed trend of impoverishment and predictability of radio content will increase.

Media literacy studies the history and development of daily newspapers. Newspapers, the first modern medium for mass communication, are among the print media. Unlike posters, books or

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[62] Postman, N. (1986). *Amusing Ourselves to Death.* New York: Penguin Books

[63] Zgrabljić, R. N. (2005). *MEDIJI - Medijska pismenost, medijski sadržaji i medijski utjecaji*Medijska pismenost i civilno društvo, Sarajevo: MediaCentar, str.2

[64] http://www.pbs.org/tesla/ll/ll_whoradio.html

comics, newspapers are published regularly, enriched with informative content, paid advertisements and advertisements ... They are intended for the urban audience and the public sphere and function as consumer goods. The social and economic history of newspapers varies from country to country, but what they have in common is circulation. All newspapers operate on the basis of sales of printed materials and advertisements. Yellowing and sensationalism are becoming a driving force and a way to increase circulation. Media literacy examines the economic principles of action, ethics and censorship issues, and editorial autonomy, graphic design, and print genres[65].

The Internet is a global network, the fastest flow of information related to a computer network[66]. The Internet has influenced lifestyle changes. With the advent of computers, new technological backgrounds and systems have enabled the reconceptualization of social and cultural communication. The reception of media content is democratized and individualized, the number of possible forms of communication (e-mail, websites) has increased, the speed of information flow from source to recipient has increased, as well as the speed of obsolescence of information. At the same time, trust in the media as a reliable source of information is completely lost. The computer has made media globalization, because with it the whole world has become a global village. Children are its main users. Generation Y or "millennials" are defined by this communication component and their whole life is different from the lives of previous generations thanks to the Internet[67]. In the past, owning a computer and allowing a child to use the Internet was associated with well-to-do, modern and reputable families. Today they are consumer goods, almost everyone has access to the Internet, but that does not mean they are media literate.

Modern technology has become an indispensable part of the lives of all age groups, and the issue of media literacy is largely left to the school. The fact is that children are not afraid of the technology that separates them from their parents, but they need a lot of knowledge and upbringing to use the same media. More and more children are opening Facebook and Instagram profiles and Youtube channels. There they gather different information, connect with peers of similar interests and thus develop social skills. The benefits of developing new technologies are many, but they are also great for parents of fear because it is difficult to assess how much and what is acceptable behavior of children and young people on the Internet. Parents play an important role in children's media literacy, and an important prerequisite for children's media literacy is the media literacy of the parents themselves. The research of the anthropologist Josko Sindik from 2011 showed, among other things, that in principle older children, and the children of older and working parents, with more children in the family, spend more time with the media and use them in different ways[68].

A significant correlation was also found between the parents's level of education and the duration and manner in which the child used the computer. It turned out that the children of parents with higher and higher education did not differ from the parents of secondary education in terms of the duration and ways of using computer, television and radio. It was also found that in families with more children, children consume different types of media (television, radio, computer) longer and in different ways compared to children from families with fewer children.

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[65] Zgrabljić, R. N. (2005). *MEDIJI - Medijska pismenost, medijski sadržaji i medijski utjecaji*Medijska pismenost i civilno društvo, Sarajevo: MediaCentar, str.2

[66] Willinsky, J.& Hunniford, M. (1986). *Reading the romance younger: The mirrors and fears of a preparatory literature*. Texts of desire, pp.87-103.

[67] Williams, P. & Rowlands, I. (2007). *Information Behaviour of the Researcher of the Future; Work Package II: The Literature on Young People and Their Information Behaviour*. London: CIBER, UCL

[68] Sindik, J. (2012). *Kako roditelji percipiraju utjecaj medija na predškolsku djecu*? u Medijska istraživanja, Zagreb, str. 3.

If we look at the discussions about the influence of the media on people, we will notice that they are present as much as the media themselves. Their main goal is to understand and interpret human communication. Media content can have positive effects, can be used in teaching and educational purposes. On the other hand, we are witnessing daily claims that television is harmful to children and to society as a whole and creates individuals incapable of abstract thinking and understanding of concepts because images have become more important than words[69].

The Frankfurt School[70] believed that the media deceived the masses, and the postmodernist Baudrillard[71] in his sociological interpretation pessimistically criticized the production, consumption and exchange of goods, ie analyzed the complex system of socio-economic and cultural change in developed societies. According to him, the mass media are a reason for non-communication and prevent the exchange of communication at all. According to him, modern man, under the influence of the mass media, is deprived of his own space of reality because the media has placed him in what he calls "simulacrum" or hyper-reality. they do not exist at all, they have become a reality. , and the connections between reality and illusion have disappeared. He is not capable of empathy, he suffers from the images shown to him by the media in the news, he reacts and acts mentally. The media produces simultaneity, simultaneity is the father of spectacle, and spectacle is the end of compassion and reflection[72].

Noam Chomsky[73], one of the most influential philosophers of today, believes that the media in modern society play a key role in the system of mass control and that they are governed by private capital and private interests. He also believes that schools do nothing to protect people from this, but are themselves part of that apparatus of indoctrination and disinformation. Therefore, it is not only what is gained through the media, but also the passivity of the environment in which children grow up and equally passive schools. Personally, we have become emotionally and intellectually passive, not wanting to coexist with the media. Furthermore, media influences are not always clearly visible here and now, as they do not act immediately, but can have delayed effects, making them difficult to investigate and prove their origin. Finally, the violence, thoughts, and attitudes a child encounters in the immediate environment may be part or parcel of what they see in the media and highlight media influences[74].

According to Potter, media influences can be short-term or long-term[75]. Short-term are those whose impact appears immediately after consuming the media, while long-term are those that have certain consequences long after media exposure. He points out that one learns from the media, so the media have consequences for knowledge. Second, the media shape our position on an issue, that is, they create our opinion and strengthen it. Third, the media influences emotions, so while watching movies we feel fear, pain, sadness, joy, happiness. Fourth, the media provoke physiological reactions such as increased heart rate, increased blood pressure, increased adrenaline, especially with content that does not scare or sexually arouses. Fifth, the media influences viewer behavior. Media literacy refers to the impact of media content as an

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[69] Zgrabljić, R. N. (2005). *MEDIJI - Medijska pismenost, medijski sadržaji i medijski utjecaji*Medijska pismenost i civilno društvo, Sarajevo: MediaCentar, str. 11-12

[70] Zgrabljić, R. N. (2005). *MEDIJI - Medijska pismenost, medijski sadržaji i medijski utjecaji*Medijska pismenost i civilno društvo, Sarajevo: MediaCentar, str. 11-12

[71] Baudrillard, J. (1989) *From Marxism to Postmodernism and Beyond,* Redwood City: Stanford University Press.

[72] http://www.philosophicalsociety.com/Archives/Baudrillard's%20Thoughts%20On%20Media.htm#"The Media Are What Always Prevents A Response"

[73] Chomsky, N (2006). Mediji, propaganda i sistem, Zagreb: Što čitaš?*Zagreb* 2006. (treće izdanje)

[74] Zgrabljić, R. N. (2005). *MEDIJI - Medijska pismenost, medijski sadržaji i medijski utjecaji*Medijska pismenost i civilno društvo, Sarajevo: MediaCentar, str. 11-12

[75] Potter, J. W. (2001) *Media Literacy.* Second Edition. London: SAGE Publication.

important way of understanding the consequences of media exposure[76]. The media can create, strengthen or reduce our attitudes, they can influence our emotions, they can make us take action, they can excite or calm us down. The media does not always have to be negative. They are often a source of pleasure or can serve as a source of very useful knowledge, whether it is dealing with society or interpersonal relationships. However, due to the negative effects, it is important to raise awareness of these processes and mechanisms in the media and their role in shaping our opinion. Despite the various interpretations of scholars when it comes to media influences, we can also use the premise of James Haloran, who in the 1970s saw a way out to stop thinking about what the media does to people and replace it with the idea of what people do with the media[77]. Nada Zgrabljić Rotar also thinks that we should stop considering the media as omnipotent and start seeing them as constructors of social reality.

8. Critical media literacy

Information can be obtained in different places and in different forms and as such is available in unfiltered form. It is realistic to doubt their credibility and confidentiality. The very notion of critical media literacy can be defined as the possibility of selective choice between forms of pop culture[78]. Cultural studies believes that critical media literacy covers the way society and politics are structured and how they work in their favor or not. He defines the postmodern current as the way people interpret popular texts, depending on their interests or social and historical conditions. Extreme, feminist currents believe that the essence of critical media literacy is to produce certain connections in the form of gender and power that people will use to oppose what they have learned in school. Critical media literacy primarily deals with the importance that the audience attaches to many written and unwritten texts. Meanings are conditioned by various factors, such as age, race, religion, social status. Whether it is a video game, CD, song or magazine, everyone will do so receiving a different message from the users, regardless of the fact that these users may share the same cultural background. Therefore, we can neither predict what significance the audience will produce, nor say that popular culture is part of a passive media process.

The potential conflict lies in the fact that one source can provoke completely opposite interpretations. Twenty years ago, Carmen Luke advocated learning critical analysis for students[79]. In this way, they were able to decide for themselves whether to agree or disagree with the media messages, shifting the focus from deconstructing written and unwritten messages to problematizing. The concept of culture, closely related to the critical observation of media literacy, some researchers call popular culture, while Kellner suggests the term media culture. Our culture, according to him, is media culture, which means that the media have colonized our culture and are basic factors of spread and distribution in culture, as it was a book and a spoken word. In a 1984 case study, Janice Redway[80] focused on identifying audiences with fictional female characters in novels. In a study called ReadingtheRomance, the author noted that among 42 readers (most of whom were married), popular romance novels indirectly evoke feelings of nurture and attention. Through interviews, questionnaires and answers,

[76] Zgrabljić, R. N. (2005). *MEDIJI - Medijska pismenost, medijski sadržaji i medijski utjecaji*Medijska pismenost i civilno društvo, Sarajevo: MediaCentar, str. 11-12

[77] Halloran, J. (1970). *The Effects of Television*, Panther.

[78] Kellner, D. (2005). *Toward Critical Media Literacy: Core concepts, debates, organizations, and policy, Discourse*: Studies in the Cultural Politics of Education, Vol. 26, pp. 369-386.

[79] Luke, C. (1997). *Media literacy and cultural studies* u Muspratt, Luke, Freebody (ur.) Constructing critical literacies: Teaching and learning textual practice (pp. 19–49), Cresskill, NJ: Hampton Press, Inc.

[80] Radway, J. (1983). *Women Read the Romance: The Interaction of Text and Context*, Maryland: FJN

Redway revealed how women read this type of novel to take a break from everyday household chores. Today it is an equally sold and popular book because it also serves as an anthropological, sociological, historical and library study. The Willinsky and Haniford[81] study continues the work of Janice Redway and found that young girls behave in the same way as adult women. Young girls, the study showed, tend to think that their love affairs will be similar to those they have read and dreamed about, when in fact it has been found that they are more influenced by books than adults. A similar finding was made by Finders when it concluded in a 1996 study that the most popular teenage girls at school read teen magazines like Sassy, Seventeen and YM to stand out from their peer group, whom they considered inferior. The teen magazine was their guide when it came to youth experiences, but it also gave them a special social status. No critical approach to these readers meant that they unreservedly accepted the opinions expressed in these articles without questioning the way the text was written. What is the purpose of fact-checking? Correcting wrong and giving correct information, encouraging the level of thinking which develops critical thinking and reducing the belief in dogmas and forming attitudes and values are some of the possible answers. The texts and views listed there should be critical of how we can create and shape our own views. Teachers who want to improve students' critical media literacy should use the power of popular texts to achieve their goals. The genres that attract them young people need to find their place in the classroom. In this way students could strengthen their media literacy skills. Today, with the advent of new technologies, the literacy of young people is changing, and with it their media literacy. They were offered more creative and effective methods, from CD books, audio books, computer notebooks to online shopping. Therefore, it is very important to develop a critical attitude towards new types of media literacy. If we fail to do so, we are depriving young people of the fullness of life in the advanced 21st century, whether they live here and now in writing or not[82]. Critical media literacy can promote multicultural literacy that encompasses the heterogeneity of the cultures and subcultures of today's multicultural world. It not only teaches students to learn from the media by resisting their manipulation, but also to use media materials in a constructive way. Equally, it takes care of the development of skills that every responsible citizen should possess, while at the individual level it creates more motivated and professional individuals than individuals. Teaching critical media literacy should be a joint project that will lead to higher development of democracy, debate and inclusion. Because students are often more proficient in technology, watching movies or TV shows together should be encouraged, with teachers and parents in a position to encourage comments, new ideas, interpretations and views.

The following questions may also contribute to the development of critical media literacy:

1. Who conveys the message to us?
2. Why take a stand?
3. What language (text, video, graphics, audio) is used in the message?
4. Who is the target audience?
5. What medium is used and what language to convey some of the most common stereotypes?
6. Do these messages conflict with current research?
7. What communication strategies can we use to dispel misconceptions?

[81] Willinsky, J.& Hunniford, M. (1986). *Reading the romance younger: The mirrors and fears of a preparatory literature*. Texts of desire, pp.87-103

[82] Willinsky, J.& Hunniford, M. (1986). *Reading the romance younger: The mirrors and fears of a preparatory literature*. Texts of desire, pp.87-103

The biggest disadvantage of teaching critical media literacy is the fact that there is no pedagogy, methodology or some standard teaching that we can rely on. In the process, teachers and students come together to uncover some of the myths hidden behind media messages. It should also be borne in mind that although in cases of critical media literacy we can contribute to the educational process, we can also deviate if we use a media dialect that promotes sexism, racism, homophobia and questionable attitudes. Carmen Luke concluded in 2000 that if teachers did not commit to teaching critical media literacy, corporate experts would soon decide what we learn, how much we learn, and what literacy means to us. Thus, such literacy is crucial for participation in the local and global economy, politics and culture. It empowers people and allows them to create their own meanings of identity and to shape materials according to their own culture and society[83].

Conclusion

Every day we witness the influence of the media on the main democratic processes. As pointed out in the paper, democratic participation of citizens requires skills for critical thinking and self-expression, and media literacy is an important feature of a democratic society. Media literacy enables primarily children, future citizens - political choices, understanding of political discourse and participation in it. It allows them one day as adults, media literate and well-educated citizens to make the right decisions.

The ability of young people to critically understand is underdeveloped, especially when it comes to, for example, political topics, which is a result of superficial education and lack of democratic culture, but also underdeveloped investigative journalism and lack of quality media content. Evidence thrives when it comes to not recognizing hate speech and propaganda in the media and blindly believing media reports. Although some media organizations try to educate young people on this issue, it is unacceptable for such an important issue to remain an issue for certain NGOs or organizations. It is necessary to formally introduce media literacy in the education system and to constantly work on the implementation of modern not outdated programs that will declaratively advocate for media literacy, and all this is insufficiently accompanied by technologically advanced devices.

The essence of media literacy is to notice the difference between the real world and the world that the media creates for us. When you are media literate, you can critically look at the artificial reality that the media causes us and also live life as you are. selected. Keep this in mind because media illiteracy can be dangerous to the human spirit and we can judge for ourselves what is good for us and what is not. The constant desire and urge to own has proved to be one of the obvious products of the mass media. This desire is difficult to satisfy. The media condition our behavior as much as they choose our information. Unfortunately, this does not mean that this is the information we need most. When we look at the situation from the perspective of media literacy, we see how we allow ourselves to be influenced and instead of being programmed by the media, we follow our own ideas.

The world around us is changing rapidly, not only because we can find out what we want on almost every topic, but also because each of us has the ability to create and share our own message using new information technologies. By cultivating media literacy, we are slowly beginning to replace the attitudes that the media have instilled in us with those that we have consciously chosen or formed.

[83] Kellner, D. (2005). *Toward Critical Media Literacy: Core concepts, debates, organizations, and policy, Discourse*: Studies in the Cultural Politics of Education, Vol. 26, pp. 369-386

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DIGITAL COMPETENCES OF FUTURE TEACHERS IN THE REPUBLIC OF NORTH MACEDONIA[84]

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Abstract

In the last two decades, information sciences have gained special importance in the field of education. This was especially felt by the teachers who had to adapt to the new values brought by the integration of ICT in all segments of modern life, but especially in teaching. During this period, teachers had to create their own attitudes, skills, and values when using digital technologies and tools in their work. As a result of the rapid development of using ICT in education, the faculties in our country, which produce future teaching staff, had to adapt their curriculum to increase the digital competencies of future carriers of educational processes. This paper will focus on the current state of teachers' digital competencies and the skills they obtain during their studies to be able to cope with the convergence of digital teaching.

Introduction

The growing and accelerated application of new ICT technologies in almost all segments of society, largely came to the fore in education where should prepare all involved sides for the digital age, or technology-based society. In North Macedonia, the Covid-19 pandemic revealed lot of problems in the educational process, starting with numerous challenges in terms of the existence of information infrastructure, to the training of teachers for the application of digital technologies in their teaching. The focus was on the issue of digital education, which means having digital literacy, i.e., digital skills and competencies of teachers and students, as well as innovative pedagogy based on the use of new technologies in teaching.

According to the definition of UNESCO (Ansong-Gyimah, 2017) digital literacy is the ability to identify, understand, interpret, create and communicate computer content, as well as use printed and written materials related to different contexts. A digital competent person will have a number of skills: knowledge of the basic principles of computer hardware, skills in using computer networks, the ability to engage in online communities and social networks. Digital literacy does not replace traditional forms of literacy, it is just one of the new forms of modern literacy in the information age. Unlike computer and information literacy, the concept of digital literacy is recent. It has emerged and been defined in the last decade and mainly refers to the

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use of the full range of digital technologies for information, communication and problem solving in all aspects of life.

To understand the key elements of digital competence and how to approach them, the European Commission in 2017 published the "The European Framework for the Digital Competence of Educators" (DigCompEdu) (Redecker, 2017). DigCompEdu is part of the *European Digital Competence Framework* (DigComp). DigComp defines digital competencies for all citizens in order to successfully achieve the goals of work, learning, leisure and community participation. All competencies (21 in total) are grouped into 5 areas of digital competence: Information and Information Literacy, Communication and Collaboration, Digital Content Creation, Security and Troubleshooting. DigComp provides a common reference for digital competencies in Europe. The aim is to help citizens and organizations identify the digital skills gap and how to overcome the problem.

The European Framework for the Digital Competence of Educators is intended to enable teachers to determine their level of competence in the digital field and thus to determine their individual need for further training. Of course, it must be understood that teachers must also adapt to new circumstances in an increasingly digital world. However, most of the competencies that need to be acquired are not just new methodologies, but also question the traditional image of teachers. There are many teachers for whom this is the first problem to overcome. The learning process can begin only after it is resolved and there is interest and enthusiasm for something new. "In order to reach this stage, it is necessary to be aware of the fact that this is a modern education for the next generation and the future of society, and that the change of society cannot be denied" (Council of Europe Higher Education, 2010).

DigCompEdu distinguishes three areas of competence for digital teachers:

- professional competence of teachers
- pedagogical competence of teachers
- students' competencies.

Digital competence has been gradually introduced in school curricula, assessment tests and classroom practice over the past decade. During the same period, the term underwent many types of researching that resulted in descriptions of digital skills as one of the five core school learning skills. The term has also been the subject of several academic processes of definition. Common to development in both politics and academia is that it largely refers to students' digital competence understood as the end product being conceived. Europe's digital transformation will accelerate with the rapid advancement of new technologies, such as artificial intelligence, robotics and cloud computing. As technology advances, digitalization is affecting the way people live, socialize, learn and work. That is why the lifelong development of digital competence is important. At the same time, the proper use of digital technologies in education can be beneficial for the teaching and learning processes of all other competencies. Classrooms can open up to the world of research, industry and other cultures. Teachers and students can improve their competences through online resources and collaboration. The

European Commission assists teachers, schools, policymakers and other stakeholders with a range of online tools and resources. (Biberhofer et al., 2019).

Current state of North Macedonia education

In our country so far, there has been almost no experience with digital competencies in the field of education of educational staff. In recent years, a relatively large number of strategic documents have been adopted to raise the quality of digital skills among both teachers and students. A significant number of actions are predicted in computer literacy, distance learning, etc., but no specific activities and measures are provided for introducing the study of digital competencies in the formal education system, i.e., no national platform has been established to support the entire education system. One document according to which the reforms take place at all levels in education in our country is the Strategy for Education 2018 - 2025. In the Strategy, gaining digital competences is mentioned only in the noted challenges in the higher education where it is stated that there are not enough opportunities due to incomplete legal framework and poor development of learning platforms. At this moment, there is preparation of national standard for the necessary achievements of pupils in the primary education, followed by the preparation of standards for the achievements of students in high school. Here, the Strategy is in line with the relevant documents from the European Commission in the domain of Digital Competences. The standards provided in the area of Digital Competences will serve not only for the development of curricula that are directly related to the field of ICT, but they will be incorporated in the curricula of all other subjects where it is necessary to develop knowledge, skills and attitudes in this area. As a part of USAID project for increasing teachers' competences in North Macedonia, two publications were issued *Basic Professional Competencies for Teachers* and *Competencies for Principals in primary and high schools* where is tendency for certain digital competencies to be incorporated in the future teachers training. (MCEC, 2016)

According to the Eurydice report from 2019 (European Commission, 2019), most of the European education systems have included digital competencies as a subject and have included 13 learning outcomes. Although all education systems have some sort of strategy for monitoring and assessing the achievement of digital competencies, it is usually part of a more comprehensive strategy in Eastern European countries, while in others (mostly from Western, Central and Northern Europe) it is a separate strategy. In the Republic of North Macedonia, digital competencies according to the program documents are acquired through a special subject (compulsory and elective) and as an interdisciplinary lesson in all levels of education.

In terms of school support, most countries plan investments in digital infrastructure, and only one third envisage training measures for school management to promote digital competences. About half of the countries have policies to support and engage the so-called digital coordinators performing technical and pedagogical function. The situation is similar in our country. At one time all schools were equipped with a large number of computers (government program: Computer for every child), but today most computers are either obsolete or not in use. All teachers received training in basic ICT skills, and the principals in their training also

have a training module for using ICT in their work places. In most of the educational systems, and also in our country, teachers are expected to be digitally literate, and digital competencies that are specific to teachers are recognized as part of the basic competencies of teachers. Although the definitions and scope of skills are different, they all suggest that teachers need to know how to integrate digital technologies into teaching and learning and be able to use them effectively. The authorities are responsible for ensuring continuous professional development in relation to digital education through various initiatives that focus on different aspects of the digitalization of society. Teacher networks dedicated to digitalization in education have been established in several Balkan countries. In our country, the application of ICT in teaching at one time was one of the priorities in education, some of the teachers attended appropriate trainings, but such trainings are not offered as part of professional development. In general, the assessment of digital competencies in teaching is a process that provides teacher autonomy and is insignificantly regulated by higher education authorities.

In our country, the knowledge and skills acquired within the subjects are assessed: Basic computer use, Introduction to programming and Informatics in all level of education. As we can see no digital competencies are demonstrated. The OECD Education and Innovation Survey entitled "Teachers as Designers of the Learning Environment" (OECD, 2019) offers guidance that can help develop educational policies and improve the educational process. The research emphasizes that pedagogy is crucial for the realization of the teaching and learning process, as well as for defining educational policies. Namely, educational policies recommend and support the approaches in pedagogy in order to achieve the educational goals and the predicted results. The goal is for students to have higher educational achievements, attitudes and competencies needed to live in a modern digital society and to be able to learn for life. The research focuses on pedagogical innovations in education, which guide and are important in the process of introducing a change in the way of learning and teaching. Pedagogical innovations require fundamental changes in teachers' practices and their role in the progress of teaching. This way, teachers use and combine a series of methods, approaches, practices and techniques to achieve complex goals. Research suggests that this requires deep expertise and understanding, not just a routine of implementing techniques. The introduction of innovative approaches influences teachers and the way they teach. The research emphasizes that neither the use of ICT nor the technology applied alone improves learning. Innovation in pedagogy means changing the practices and roles of teachers. Learning communities or networks need to be established to support transformation through the development of pedagogical approaches, materials, knowledge sharing and leadership.

Related researches

North Macedonia is a member of the European Training Foundation (ETF) as part of the Western Balkans group. ETF contributes in reforming skills and education policy for a brighter future in educational processes in North Macedonia. ETF with its strategic approach connects digital skills and provides competencies through the use of digitally innovative teaching and learning methods. At the webinar "Learning digital skills", held on June 17, 2020, the topic was the development of digital competencies in the countries of Southeast Europe, so our

country was part of this group. From this webinar, two researches can be singled out, which include the Republic of North Macedonia. Kastrati (Кастрати, 2020) states "The Western Balkans need to go the extra mile and shape digital skills policies to respond to new technologies for the benefit of all." It is estimated that in European countries almost 90% of jobs require knowledge of certain digital skills, and 42% of the EU population still lacks basic digital skills. As a solution for the countries of the Western Balkans, where digital competencies are at a very low level and there are still no dedicated strategies, the instructions are clear - the study of digital competencies must be imposed through education development strategies, primarily among educational service providers and then in all other segments of the educational process. Measures must be impact-oriented at national and regional level. Sharic (Шарић, 2020) clearly states that the strategies for the development of education in every Balkan country must change and focus on the development of digital competencies, especially among the bearers of the educational process. According to her, the needs must be analyzed at three levels: individual (self-assessment of teachers), school (school self-evaluation, external assessment) and national (assessment of ministries), and then set Digital Competence Standards for the teaching profession.

Zherevska, (MIA, 2021) in her study clearly emphasizes the need for information and digital literacy as priorities of the education system and assesses that the forced teaching at home due to the pandemic accelerated the reform process and showed the importance of digital technologies in education, and also gained insight into the shortcomings of the current education system. Innovative digital methods must be tailored to their needs. This is an opportunity to be used in order to design a modern educational system that will follow the tendencies of modern times, referring to the pedagogical aspect of the new methods based on digital pedagogy. We need teachers who are educated in digital skills and we need an infrastructure that will be standardized and the same for every school and every student. This means, she adds, that they will be able to more easily adapt to changes in the world, to have well-paid places and to continuously develop, i.e., to be part of lifelong learning.

Kordalov (MIA, 2021) shares the view that digital literacy is an important, and perhaps the most important segment we must work on in reforming education. The importance of knowledge and advanced application of digital skills by today's students mean great importance to be able to work in the professions of the future. According to Eurostat statistics, 64% of young people in Macedonia aged 16 to 24 have basic or above basic digital skills, and in more developed countries this percentage is over 90. It is time for ordinary and traditional lectures that are filled with only statistics and numbers to be enrich with digital content, and for that you need a digitally educated teaching staff. Therefore, the curriculum must be changed in higher education and the creation of a national curriculum of teaching content related to the development of digital competencies of teachers.

Professor Trajkovic, (MIA, 2021) who is also a top international expert, agrees that the pandemic focuses on digital literacy, but says it is just a tool, perhaps more complex, but essentially similar to others tools used in education. As a tool, it provides access to, use and creation of digital educational resources. Traditional pedagogical principles in lesson organization, interaction, monitoring student activities and assessment must be transformed.

According to the Eurydice 2019 Report on Digital Education in Europe, which covers 43 countries including North Macedonia, in 2/3 of the educational systems digital competencies are included in the general framework for competencies of teachers, and this includes our country.

Digital competencies of future teachers

As a result of digital innovations, in addition to the professional qualifications that students acquire by completing their studies at the Faculty of Pedagogy, it is necessary to possess a number of other skills, especially digital competencies, i.e., the ability to use digital technologies in order to transfer their knowledge to their students and digitally educate them.

In the Republic of Northern Macedonia there are four pedagogical faculties (Skopje, Bitola, Tetovo and Stip) that produce primary and secondary school teachers. The stated goals, priorities and activities in the Education Strategy 2018 - 2025 can be considered as a starting point and framework for planning the implementation not only of specific activities but also their expansion and incorporation of digital competencies in study programs.

Previous research has shown that these institutions lack the acquisition of digital competencies, but according to the Strategy in the future they will have to be included in the program. As the needs for the study of digital competencies in primary education change, so do appropriate subjects in the higher education. These are the competences that students now acquire at the pedagogical faculties in North Macedonia according to the DigCompEdu Framework:

- use digital technologies to enhance organizational communication with learners, parents and third parties.
- use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experiences and collaboratively innovating pedagogic practices.
- use digital sources and resources for continuous professional development.
- to identify, assess and select digital resources for teaching and learning
- to organize digital content and make it available to learners, parents and other educators.
- to plan for and implement digital devices and resources in the teaching process, so as to enhance the effectiveness of teaching interventions.
- to use digital technologies and services to enhance the interaction with learners, individually and collectively, within and outside the learning session
- to use digital technologies for formative and summative assessment.
- to use digital technologies to provide targeted and timely feedback to learners
- to incorporate learning activities, assignments and assessments which require learners to effectively and responsibly use digital technologies
- to empower learners to manage risks and use digital technologies safely and responsibly.

According to DigCompEdu these are just a few of the competencies that a modern teacher should have. However, it must be noted that the pedagogical faculties are faster adapting to the demand of modern trends and regularly implement digital competencies in their curricula.

Summery

In order to develop into "21st century teachers", students of pedagogical faculties need to be fully supported in the acquisition of digital competencies (both pedagogical and information).

First of all, it is necessary to provide basic conditions and technical means for conducting quality teaching. Then, it is necessary to train teachers for information literacy and data comprehension: browsing, searching and filtering data, evaluating data, information and digital content management, Professional support for teachers and professional associates should be provided through accredited training programs by the Bureau for Development of Education, as well as through direct professional and advisory assistance by advisors from the Bureau for Development of Education and the Center for Vocational Education and Training. ICT and digital competencies are developed in the seventh pillar of the National Strategy, so-called General priorities in the education system. Hence, one of the priorities (Priority III) set out in the Action Plan, which is an integral part of the Strategy, is to ensure the widespread use of ICT in education and digital competences. As sub-priorities, among others, are identified: Use of ICT in the learning process, Establishment of a unified electronic platform for teaching and learning and methodological resources.

This paper emphasizes the need for digitalization of practical teaching, but also of resources for learning. Namely, it will be a great advantage if there is institutional platform that connects all pedagogical faculties to enable simplified management of the entire study and learning process, avoiding administrative procedures, allowing access to digital learning resources, equipping laboratories with the latest technologies for learning and practical training, as well as digital communication among teachers, but also with the rest of the students.

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TEACHERS' COMPETENCIES - A CONDITION IN ACHIEVING SUCCESSFUL LEARNING OF FOREIGN LANGUAGES[85]

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Abstract:
Education has always been a fundamental driving force in the creation of civilization paradigms and standards for perception, evaluation and action. Each country has its own specifics and traditions. But changes in the socio-political structure of the modern world also show that no education system can survive in a historical and social vacuum. The democratic progress of the society and the results from the functioning of the education system are not always conditioned only by the planning, management and control of the educational process. There is a great dependence on the professional qualities of the teaching staff, ie the key competencies of the teachers.

Introduction

When we ask someone what they do or what their profession is, we often think if and how professional they are, i.e how competent they are for the work they do. Etymologically, the word competence comes from the Latin word competentia, which is translated as competence, validity. There have been numerous attempts to define this term, and according to some authors, competence is "a set of related special characteristics such as knowledge, attitudes and skills". Its most important elements are ability, behavior and personal characteristics. For example: knowledge means having a certain degree of experience and qualifications. Personal characteristics are associated with motivation, character and self-confidence. It is of special importance to point out that competence is not a limited category, because it can be rewarded with self-employment, further training, further education or independent learning. In essence, a person can always work on his/her competence and improve it. It can therefore be concluded that in any job, including working in the education system, there should be an employed person who is constantly advancing because if one stays at the same level of knowledge, it is equal as falling behind. It is very important for everyone who works in the education system, to have competencies through which he/she will instill ethical values in his students. Only in this way we will be able to secure future generations who will continue to nurture ethical values. In today's modern society, there are different worldviews and different value systems. Hence, the need to build education systems on a broad social consensus. It is not possible to form only one "good system" that would be considered unique, in the presence of various modern educational strategies.
The role in education is to enable a person to develop his creative potentials, and especially the sense of responsibility for his own life and for achieving his own goal. Hence the only reason to emphasize the cultural aspects of education that will indicate an understanding of other people's individuality. It is very important for teachers who teach foreign languages to pay attention to getting to know the cultures that speak that language. Unfortunately, modern

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educational policies are pressured by economic and financial factors, but still remain generators and creators of new value systems in which the development of human cultural and spiritual qualities is of primary importance.

Each educational system is a kind of expedient activity that functions according to a certain work platform dictated by the current value system in a given society. Whether good results will be achieved and whether the education system will be successful is directly conditioned by the professional qualities of the teaching staff engaged in the education system. The social role of education and the impact of social change on the formation of concepts of educational systems are closely intertwined. The term "education" should not be limited to organized teaching that includes children and youth, but should primarily refer to the educational and humanistic activity that connects and unites people of different genders, racial, confessional and national background. Education is a power based on the highest ethical, cultural and civilizational achievements of mankind. Education is not just a profession, it is a mission of all who work in this system. An integral part of this system consists of foreign language teachers, including German language teachers.

Division of competencies

Employee competencies are a unique combination of knowledge, skills and behaviors of people related to their work. It is essentially the sum of everything we know (theoretically), how we do what we know (skills / practice) and when we do what we know how we act (behavior). Job competencies play a key role in all functions of human resource management, but are most often used in employee recruitment, employee training and development, monitoring and rewarding of employees, career development of employees. The basic division of work competencies is into generic (general) and specific competencies. Generic competencies are identical for a larger group of employees, maybe for the whole organization, while the specific ones are related to the specific job.
Generic (general) job competencies are:

- Analyzing and solving problems (identifing key facts on complex topics and developing creative and practical solutions).
- Working with others (cooperative work in teams inside and outside the organization and respecting the differences between people).
- Prioritizing and organizing (prioritizing of the most important tasks, flexible operation and efficient organization of its workload).
- Delivery of quality and results (taking personal responsibility and initiatives for performing the work with high quality standards within the established procedures);
- Communication (clear and precise, oral and written).
- Learning and development (developing and improving personal skills and knowledge of the organization and the environment) (Moule, 2011).

Specific competencies represent those job competencies that are required to be available for one job or for a small group of jobs. This is in the direction of quality performance of work tasks, which are related to a specific job (depending on the specification and job description). It can be said that, although there is a difference between general and specific job competencies, they have one common goal, and that is to help each educational organization at the right time, the right employees, to be placed in the right jobs. Teachers, through the foreign language they teach, can have a great influence on students to think about the differences of people, according to language and tradition, but to value them according to their positive character traits and competencies that they possess.

Intercultural competencies of teachers

The concept of interethnic integration in education offers different perspectives for strengthening intercultural competencies among teachers. It is necessary to emphasize that this type of competencies can not be acquired in a short period of time. They are taught, developed and upgraded throughout life, by cultivating intellectual attitudes and ethical values that enable teachers to see a clear picture of their power and responsibility in society. The school is the place where socially formed attitudes towards other ethnic groups can still change. Hence, the efforts of educators should be directed towards overcoming the common belief that one's own culture is only correct and naturally correct. The teacher should know his / her culture, but also express his / her readiness to get acquainted with other cultures, such as German-speaking cultures, in order to promote equality between students. It should be ready to take various actions and measures against all forms of discrimination and hate speech.

Teachers' professional competencies are built on three basic levels (dimensions): cognitive level (knowledge), affective level (values) and pragmatic level (skills). Each level is a separate segment, but at the same time there is a close connection with the other two levels. In the process of building and strengthening the intercultural competencies of teachers, the intertwining of knowledge, attitudes and skills that should characterize a teacher should be taken into account, in order to be able to successfully and effectively respond to the challenges that arise with change and current conditions in education.

Some researchers believe that the key competencies that every teacher should have, especially foreign language teachers, including German, who works in a multicultural environment, should be guided by the following main guidelines:

- Teach students to respect other cultures just like their own;
- To encourage students to gain experience of people's cultural differences and to develop an awareness of the similarities between people as human beings;
- To encourage students to be open to each other, to set common goals and to strive together to achieve them;
- To help students successfully integrate and function actively in a multicultural society.

According to all the above, the intercultural competencies of teachers have a strong impact on ensuring a positive atmosphere and cooperation in the classroom. This includes a number of elements that are generally manifested through the personal identification, language, thought, communication, actions, habits and beliefs of teachers.

The main feature of the Macedonian society is its multiethnicity. The concept of interethnic integration in education is a framework of coordinated activities based on the vision of creating an education system where human rights are guaranteed. All this would not be possible if teachers did not possess the necessary intercultural competencies.

Conclusion

The idea of human dignity is as old as the human race and is present in all cultures and religions. Education is an indispensable tool for the deep and harmonious development of humanity that will respect this idea. Multicultural education is part of the platform for the fight for cultural equality worldwide. Hence we can conclude that the intercultural and interethnic relations in the educational system of the Republic of North Macedonia, naturally and systematically impose the need for constructive communication and interaction in the spirit of modern educational trends. In order for these educational goals and priorities to be successfully implemented, it is necessary for teachers to have adequate knowledge, skills and attitudes, ie adequate competencies. Therefore, it is necessary to pay attention to students as future teachers

and professionals to gain "knowledge of action" not only in a professional sense, but also in a socio-political sense as future citizens of our multicultural society.
We can conclude that the development of intercultural competencies in teachers, especially in foreign language teachers such as German, is a key segment in building the capacity of our multicultural and multiethnic society to integrate and identify common goals and perspectives of all citizens.

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CREATIVE TEACHING[86]

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Abstract

Teaching in primary education is a complex activity. It is an amalgam of countless elements: emotional, intellectual, physical, mental, aesthetic and so on. Classroom life, which means respect, care, trust and integrity, takes place class by class, lecture by lecture, and school year by school year. Today, creative teaching is at the heart of educational policy. It aims to stimulate students to properly engage in the challenges and problems they face on a daily basis, while gaining flexibility in approach, with the help of different solution methods. Researching and stimulating creativity on a larger scale is a great challenge for any educational system.

Keywords: education, creativity, teaching, language

The word "creativity" is often used in everyday speech. It is associated with art, literature, science and innovation. There is a consensus in the public that without creativity there would be no progress in society (Starko. 2010). But, what exactly is creativity, that is, what stimulates it as a process and what is its impact in different spheres of social life?

'Diferentia specifica' of man is his aspiration to invent and create. Through creativity, human beings express their creativity. Today, the awareness is growing that creativity is a fundamental generic trait of the people in general, and not a privilege of a small number of people. Therefore, the development of creativity should be one of the main responsibilities of the modern educational system, especially when in addition to practical needs, there are findings from a large number of pedagogical-psychological studies, which claim that the creative potential of people can be stimulated and developed. The unstoppable breakthrough of the technological means, in the realization of the teaching process, contributes to the re-examination of the efficiency and expediency of the usual methods and techniques used in the educational practice.

According to experts, creativity is learned through practice (Amabile, 2011). While young children are inherently creative, the development of long-term creative potential in the human beings depends on experience. There are several intrinsic processes or skills that contribute to the development of creativity in children. Motivation is one of the key components of creativity that most directly affects children's creative thinking. Creativity involves the transformation of ideas, thoughts and imagination into reality. When creating, children can see the hidden patterns and make connections between things that are not normally related. Their creative

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ability depends on the way he or she thinks and is gained through hard work and problem solving. In this sense, creativity is a central source of energy in children's life. It can be said that all children are born with the potential to be creative. It is only necessary to discover the inner creator in the child's personality and to encourage his or her activity. The famous painter Picasso says that every child is an artist, but the problem is how the child, after growing up, remains an artist. There are experts who believe that schools weaken (stifle) children's creativity by insisting on academic success (Robinson & Aronica 2015). They focus on one of the most critical questions in education today: how to transform an outdated industrial education system into a personalized education system based on today's technological advancements? Children need to develop a love for learning in order to be able to face the challenges of the 21st century. Creativity is the freest form of self-expression of the child. Nothing fulfils children more than the opportunity to express themselves freely. To reject or even ridicule a child's idea, according to Robinson and Aronica (2015), is to discredit the process of developing creativity in children. Of course, children can, without a doubt, come up with bad ideas, but they are often credited with being part of their process of thinking or reasoning. Children who are afraid of making mistakes usually think less creatively. This means creating a learning environment in which children will feel free.

The theoretical approach to creativity should also focus on the impact that the social and cultural context has on the development of the child's personality. According to Bronfenbrenner, every child develops into a particular microsystem (family, school, neighbourhood, etc.), mesosystem (family-school interaction) and exosystem (the social environment that indirectly affects the child's development, for example, the parents' workplace, etc). The broader cultural context (society as a whole, laws, customs and values, western versus eastern culture, national economy, political culture, subculture, etc.) are factors that condition children's creative development (Bronfenbrenner, 1975).

Children grow in families where different parenting styles are encountered. Parenting styles vary from one culture to another, however, all parenting styles strongly influence the support of children's individual growth and development and their ability to adapt to society. Relationships with peers also play an important role in children's personal and social development. Research shows that children who have strong childhood friendships are more capable of fostering sustainable relationships with people than those who had a lonely childhood. Children and adolescents are not always tolerant of change. Sometimes, they can manifest aggression, sometimes, withdrawal.

Flavell's theory, according to which children need to understand other people's behaviour, their desires, beliefs and perceptions, speaks in this direction. Research has shown that children begin to realize this need at the age of four and up. They understand other people's feelings, have similar experiences, and as a result, they may have different views and opinions (Flavell et al., 2002).

School-age children are highly motivated to explore and be competent in functioning in their environments. In the context of the social environment, this leads us to imitate the models and roles they consider competent and authoritative. Thus, in early childhood, creativity can be learned from models (i.e., through the role of parent and teacher as a model). In striving to become competent participants in such institutions and environments, young people from all cultures demonstrate similar patterns of behaviour and thinking.

The Canadian Psychologist Bandura, in his theory of social learning, found that models are an important source for learning new behaviours and accepting new situations. According to him, humans are active beings, information processors and thinkers of the connection between the

behaviour of the individual and the attitudes and reactions of other people (Bandura, 1977). The theory of social learning that influence the process of observational learning focuses on the following factors:

- Attention (including observer models, events and characteristics).
- Content (including symbolic coding and organization of symbolic evidence).
- Reproductive motor skills (including physical abilities, self-observation, reproduction and accuracy of feedback).
- Motivation (including the influence of external factors).

The process of acquiring knowledge and discovering new connections and relations in the human environment has always been the subject of research in various scientific fields such as: philosophy, psychology, anthropology, linguistics, education, culture and others. To date, numerous theories concerning the cognitive and creative abilities of the human mind have been developed. Because of this, the usual ambition of any society is to help young people to be creative.

This challenge is driven by two key elements: to make the students' experience in school relevant, dynamic and inspiring, and to ensure that young people, upon completion of their education, will be able to contribute to the growth and development of social progress. Hence, we can conclude that the educational process is a complex activity.

Teachers, in addition to good professional preparation that includes: pedagogical, psychological, sociological, philosophical, didactic and methodological dimension, should also have a high level of creativity that will stimulate students to express themselves creatively and engage themselves effectively in classes at school.

Creativity is a key factor that affects not only the achievements of students in primary education, but also affects the growth and development of pre-school children. The quality of the curriculum also depends on how much it stimulates students' creativity in problem-based learning. The same applies for the methodological aspects of teaching. The development of methods, principles, procedures or strategies that teachers should apply to stimulate students' creativity, largely depends on the creativity of the teachers themselves. All methodological principles and procedures are determined, in part by the nature of the subject to be taught, and in part by teachers' beliefs and attitudes about how students should learn.

In the period from 1970 to 2000, there was a rapid increase in pedagogical-psychological research that looked into the effects of different methodological approaches in teaching (Westwood, 2008). At the same time, similar studies continue to focus on the learning process, that is, to be interested in how students acquire knowledge, how they process information, how they develop skills and abilities, what attitudes they build and how they think.

Today, the relevance and efficiency of a certain teaching method that stimulates creativity in students can be considered in terms of the type of learning that should be carried out in school and in relation to the characteristics of students. Of course, the research of methodological aspects in teaching continues and the debates arising from different theories of learning and teaching influence the development of methods and techniques that stimulate students' creativity.

Today creativity is stimulated in a global economic context, to support innovation research, the public interest, the values of society and financial profit (Kalin, 2018). That is why it is a special subject of interest in national and transnational education policies. This approach to the

problem of creativity in education is ethically debatable for many experts (Orison & Anne, 2013). Because of this, new pedagogies, which have been developed in response to neoliberalism and marketing in education, critically focus on this understanding of creative processes in education systems (Adams & Owens, 2016).

An important factor for the development of students' creativity is the supporting school culture. It is a school culture that is open to change, gives autonomy to teachers to try new approaches in learning and teaching, accepts the use of technology by students and so on. An important part of this culture is the attitudes and opinions of parents who support teachers' innovations and are not focused only on test results (Saad, 2019). According to some experts (Reynolds, 2015), one of the most important questions about school culture and its impact on the development of creativity in children is: How can teachers teach within the curricular standards and at the same time be creative and contemplative?

Teaching literature is crucial for the development of a quality curriculum for primary education. The purpose of teaching literature is to prepare future citizens who can produce critical writing in the 21st century. Through multimodal texts, this kind of teaching should provide an innovative approach to multiple teaching modalities for language learning through literary texts. Many students want to read for pleasure, but their reading skills can always be improved. Literary works, especially children's literature, are the primary source of inspiration for students' creative thinking and their artistic endeavours.

According to many researchers who have conducted numerous studies on this issue, there is a strong linkage between current trends in teaching literature and the development of children's creativity (Leland et al, 2013). Literary works are culturally and socially located and as a result, they reflect the values of the time in which they were written. The teacher's task is to help students relate the content of the literary work that students read to contemporary social issues.

Stimulating students' creativity in teaching literature gives an original contribution in the field of education in general. In literature classes, students explore history, learn about fiction and fantasy, explore social values in different epochs, enrich their vocabulary, model their own writing style, and more. In this context, the concept of creative learning, originally developed in pedagogy by the American philosopher and psychologist John Dewey (1859 - 1952), contributes to the creation of new perspectives for understanding the role of creative teaching and creative learning in the field of literature. In addition to teachers, according to Dewey, the school as an institution should provide appropriate conditions to stimulate students' divergent thinking (Dewey, 2007).

Furthermore, stimulating students' creativity is also conditioned by the methodical interpretation of literary texts. The teacher, through a well-thought-out teaching and learning process, should enable the students to master the methods and techniques for acquiring knowledge. Creative teaching that is characterized by a free atmosphere, arousing curiosity, dynamism, etc. aims to stimulate students' desire to discover important components in the content of literary works. Students' independent discoveries will influence the construction of their views, thoughts and attitudes.

Research in the field of pedagogy shows that students' creativity is a crucial capacity that needs to be nurtured. Children need to be given the opportunity to realize their potential, and this is possible if a substantial partnership is developed between parents and teachers (Thorne, 2007).

The connection of children's literature with play, imagination and creativity is evident. Hence, strategies for stimulating creativity in teaching literature should be considered by educational policy makers in every country.

Participatory creativity is one of the modern pedagogical concepts that advocate for the introduction of a strategy that assumes equality of all subjects in the creative classroom. The goal of this strategy is to make participation in creative activities and innovations accessible to all students. When it comes to creativity, teachers cannot divide students into gifted and talented, on the one hand, and non-gifted, i.e. average students, on the other. According to experts, creativity is an inclusive and socially distributive process (Clapp, 2016). Students can express themselves creatively in a variety of ways. For example, writing a piece of writing for them may be inspired by listening to music or looking at pictures (Goodwin, 2004). The most important thing for the development of children's writing skills is to stimulate their creative use of language through reading, research, imagining, speaking and participating in a series of engaging and inspiring activities (Cremin et al., 2005).

Finally, the fundamental and common obligation and duty of all entities involved in the education system, regardless of their individual role, is with perseverance and mutual cooperation, to participate in improving the quality of the teaching process and in improving the learning outcome of the young generations. The role of the teacher in the process of stimulating creativity in students is of paramount importance. The teacher's attitude towards creativity is crucial, i.e. his or her conviction that creativity can be learned. In addition to the school and teachers, the family and parents are of great importance for the development of children's creativity. By respecting the choice of activities that their children are interested in, parents can stimulate their independence and provide a positive learning environment for their children. Stimulating creativity in students, teachers and parents can develop when helping children learn to solve problems, giving them the freedom to make mistakes.

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SCHOOL FOBIA[87]

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Abstract

This paper covers a condition known as school phobia, that is often encountered in the educational system and which can grow into a serious problem for the subjects affected in this process. Among other things the paper covers the understanding of the main causes, symptoms and treatments of this phobia.

Almost every teacher in his career will meet at least one student who in a milder or more serious form will manifest fear of coming to school. So, how do we know if the child simply has some adjustment problems with the separation from its parents and the process of adjustment to a new environment, or the rejection of the school is a much more serious problem that can ultimately grow into a severe case of phobia? As we can see throughtout this paper most children who suffer from school phobia manifest very similar behavioral patterns that can be seen as a red flag to both parents and teacher when it comes to distinguishing these two cases. When this condition is also confirmed by a professional (school psychologist, pedagogue, pediatrician) a treatment plan should be created as soon as possible. The first step is identifying the cause of this behavior and as it can be seen in this paper the list of triggers can be a real challenge to everyone involved, but it is an essentional step to recovery. Although this condition is a source of anxiety and discomfort for all concerned, the silver lining is that if approached timely and carefully it can be easily overcome with no severe consequences but only with an honest and dedicated cooperation between parents, teachers and school professionals.

Key words: school phobia, causes, symptoms, treatment…

Introduction

Phobia is a pronounced persistent fear, often excessive or unjustified, and arises in connection with some expectation of a specific object or situation. Most people are afraid of things like height, snakes or spiders, but that fear does not interfere in their everyday life. Such fear turns into a phobia when it prevents them from the normal course of activities, which until then they performed with ease or in some cases even enjoyed.

Adults with a specific phobia are aware of the exaggeration and needlessness of fear, but they can not get rid of it, but when these disorders occur in childhood, they are more specific and difficult and should be approached with high level of carefulness and research. These problems

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have a potentially serious impact on childhood development as well as on the process od preparing children for healthy adulthood.

Disorders that lead to anxiety often occur in multiple membersof one family, so research often begins with genetic basis. Experts believe that children will show such problems if:

1) They have a predisposing gene;

2) They live in a certain environment, which produces a certain pattern of behavior;

3) They experience a certain form of stress.

Such behaviors can be destructive and catastrophic, causing financial, educational, psychological and behavioral problems. They are often the cause of the breakdown of families or other types of relationships, and even lead to suicide. For example, phobias accompanied by depression (common) are a significant cause of many adolescent suicides.

In retrospect, many adult patients with these disorders remember that their school phobia was the basis from which they later developed panic disorder. These results are alarming signals that teachers and mental health professionals around the world must strive to identify and treat children with school phobia.

1. Defining and understanding school phobia

School phobia or school refusal[88] is a type of behavioral problem in childhood that refers to a child's refusal to attend school, often accompanied by irritating fears, psychological problems, bad/angry mood and panic or unpleasant feelings about everything related to school.

This phobia can be in the form of a sharp reaction to a particular situation, which would last until that situation is cured or eradicated. This type of a reaction could be the birth of a smaller child in the family, the death of a member of the nearest family, the divorce of the parents or the entry into a new school. But school phobia can also be a chronic problem that lasts a long time. This may be due to a lack of certain emotional needs, previous phobias, the child's personality disorders or a prolonged family crisis.

Children who are school refusers suffer anxiety and physical symptoms when they go to school. They may have temper tantrums over going to school or become depressed. They may threaten to harm themselves if made to go to school. School refusers usually work to get their parent's permission to stay home. If allowed to stay home, they usually stay in the house or near the parent or caregiver. The child is willing to do make-up school work at home, as long as he/she does not have to go to school.

[88] The term school phobia was first used in 1941 to identify children who fail to attend school because attendance causes emotional distress and anxiety. In Great Britain and as of the early 2000s in the United States, the term school refusal is preferred.

2. What causes school phobia?

Usually there is no specific cause that would lead to this disorder, but it comes from a number of different reasons and their connection. They can range from the basic, genetic, environmental influences, family, to unpleasant experiences connected to school, friends or social media.

Long term analyzes provide lists of possible causes that most often lead to phobias in school. Among the most common reasons, we would like to point out the following:

- Transfer to a new school
- Disrupted family relationships
- Beginning of a new school year
- Death of a loved one
- Depression
- Family member with a history of mental disorder or psychiatric problems
- Frequent change of school
- New teacher
- Inability to learn
- Separation or divorce of parents
- Poor development of the ego
- Problems with the teacher or peers at school
- Vision or hearing problems
- Stress from a situation
- Disease

School discomfort usually occurs between the ages of five and seven, when children go to school for the first time. Then, again at the age of 11 or 12, when they start the third period of elementary schools (when they have different teachers for each subject) and once again around the age of fourteen, when they start their high school education. When it comes to gender, research show that children are equally prone to developing this phobia whether they are male or female.

3. School phobia – symptoms and behavioral patterns

Children with this type of phobia can become overly anxious, even hysterical, on their way to school. They often refuse to leave their home or car, do not allow their parents to leave the classroom or school building, find ways to avoid school, such as frequent visits to the school clinic with various health complaints, to get rid of them and send them home.

Many children with this type of phobia show traits of unusual awareness or cognition, impatience and striving to satisfy their needs and a tendency for comfort. They are often shy and introverted, closed in behavior, feel uncomfortable when separated from their parents or home, and are not interactive to other people. They often feel uncomfortable or disgusted with

other things besides school, or have other phobias. Often, they are afraid of the dark, sounds, animals, insects, crowds, etc.

Children suffering from school phobia often manifest physiological symptoms. They are prone to complain of headaches, toothaches, abdominal pain, muscle aches and a number of other discomforts. Sometimes they "pretend" nausea, diarrhea, loss of appetite, weakness or fainting, especially in the morning. All of these symptoms usually come when it's time to go to school. The big question is “How realistic are these physiological symptoms?”. Often parents and teachers are not sure if the symptoms are real or are the children “faking” these feelings. Experts confirm that these symptoms are real with children that are suffering from this phobia. They really do feel sick and only relax when the danger of going to school passes. This is the reason that many parents, educators and other adults continue to think that the child is "acting".

4. Approaches and treatment of children with school phobia

As in any other health condition the most important thing in approaching the problem of school phobia is to start with identifying the cause of this behavior. Early identification and treatment are essential to help the child overcome this problem and reduce the chances of further facing educational or psychological problems due to school phobia. This is a crucial point because a careless child who suffers from this phobia quickly develops low self-esteem and a sense of failure. Furthermore, frequent absences hinder the learning process and the development of emotional maturity. Research shows that early identification and appropriate treatment of phobias can prevent the development of a later and more serious problem. Children who do not undergo treatment quickly replace the early stages of their phobia with severe issue in this matter. There is also a danger that a child with a school phobia will develop other, more serious mental disorders.

Teachers and parents are usually the first to notice that the child is facing a certain problem related to school attendance. As for the professionals who are most specialized in diagnosing and determining the necessary treatment, they are the doctors, such as pediatricians or child psychiatrists, and the child or school psychologists.

A complete examination by a qualified professional can significantly help determine if this is a serious psychophysical problem that results from the symptoms of school phobia. Although rare, there have been cases where this phobia has been caused by a brain tumor or other rare disease.

The usual treatment consists of individual therapies, family counseling, but if necessary, anti-panic or anti-depressant drugs are prescribed, as well as interventions to change the behavior or thinking actions of the individual. Professionals strongly recommend that the child be kept in school and that the problem is treated as soon as possible, so as not to develop into a chronic phobia.

In order to determine the most appropriate treatment for this phobia, the professional must first determine with certainty whether it is just a simple phobia from school or some other mental disorder. For example, children with a single phobia objectively seek only verbal treatment,

not medical. However, when this case is related to temporary family changes, such as birth, illness, death or similar, it is desirable for family members to participate in the short therapy. Conversely, if other disorders are involved, treatment may be more complex - including medical medication, but also regular and more frequent treatments (with and without family) with trained professionals.

Seeing as teachers are usually the first people outside the family to notice the signals of a child refusing to go to school. They will probably need to seek appropriate help for such cases and build a treatment plan, but throughout the whole process they need to:

- Assure the child of his / her safety and readiness to help;
- Try to find out if the child is experiencing certain school-related problems;
- Seek help from a school counselor, pedagogue or psychologist;
- Scheduling a meeting with the child's parents and the necessary school staff, in order to review the situation;

Working with the child, parents and professionals will lead to the development and inclusion of appropriate treatment.

While struggling with this issue the question that often rises among the subjects concerned is: “Is school phobia permanent?”. We have to have consider the fact that this phobia can be in the form of a sharp reaction to a particular situation, which would last until that situation is cured or eradicated (for example such a reaction could be the birth of a smaller child in the family, the death of the nearest family, the divorce of the parents or the entry into a new school). But school phobia can also be a chronic problem that lasts a long time. This may be due to a lack of certain emotional needs, previous phobias, the child's personality disorders or a prolonged family crisis.

The results of complete recovery from this phobia are relatively good for pre-adolescent children who 1) receive timely and appropriate intervention and 2) whose phobia is associated with a temporary family or school situation. Conversely, the results are much more negative in older children and those who experience this complicated disorder for a long time and which is not detected in time. Therefore, the sooner an intervention is made, the lower the risk that this phobia will develop into a chronic rejection of school and be associated with it.

The usual treatment consists of individual therapies, family counseling, but if necessary, anti-panic or anti-depressant drugs are prescribed, as well as interventions to change the behavior or thinking actions of the individual. Professionals strongly recommend that the child be kept in school and that the problem be treated as soon as possible, so as not to develop into a chronic phobia.

5. Conclusion

Early detection and provision of necessary and appropriate treatment for scool phobia is essential for reducing the risk of further problems. Pre-adolescents with school phobia, who are identified and cured quickly and successfully, should be deprived of further educational or psychological problems that would address this problem. But adolescents with chronic phobias

are at risk of missing a significant part of the educational process, losing self-confidence and trust in general and leading to social and psychological problems in their development.

The role of the parents is essential in overcoming this problem. Once the parents become aware of the problem, accept it as such, the next step is to adhere to the planned treatment. Parents must insist on attending school regularly, regardless of their excuses, pleas, fears and grievances. They should also constantly strengthen his regularity and accept the treatment for help. Praise for appropriate and required behavior is another plus. Only with a healthy and timely collaboration between parents, teachers and professionals the solution to this problem can be achieved so that the child can have a normal life as soon as possible.

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ASSESSMENT OF STUDENTS WITH DISABILITIES[89]

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Abstract

In the last 20 years, the need for inclusion in education and the search for ways to best realize it is especially relevant. This can be best seen according to the adopted international documents that advocate for quality education for all and the various professional movements for their implementation in practice. Inclusive education is a broad concept that covers all groups of children, but for the purposes of this paper we will focus specifically on children with disabilities. People with disabilities are described as "people with long-term physical, mental, intellectual or sensory impairments who, in interaction with a variety of disabilities, can impede their full and effective participation in society on an equal footing with others." Assessment as an integral part of teaching is a process of collecting and interpreting information regarding the learning and achievement of students, through which a judgment is made about the degree of achievement of established standards, teaching goals and their value. The grade is a result of the assessment, conclusion, judgment, opinion, through which the values of students' achievements are expressed. The grade serves to compare the previous and current state of students' achievements with the previously established standards and goals in teaching. The subject of assessment is what the students have learned from the teacher's teaching. The manner of assessment of students with disabilities is performed according to the Rulebook on the manner of assessment of students with disabilities.

Keywords: *inclusion, education, students, disability, assessment.*

1. Introduction

Assessment is a systematic process, which has a great impact on the effectiveness of teaching. It is a process of collecting and interpreting information regarding the learning and achievements of students, through which a judgment is made about the degree of achievement of the established standards, teaching goals and their value. The subject of assessment is what the students have learned from the teacher's teaching. It includes assessing success, assessing students' knowledge and their development in terms of achievement and progress.

Specifically in this paper the focus will be on the inclusion of students with disabilities and how they are assessed. Special attention is paid to the inclusion of students with disabilities,

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for whom there is a possibility of being marginalized, discriminated or excluded from the education system. Regardless of their potentials or weaknesses in some areas, they are included in the regular classes and are provided with appropriate conditions for learning, advancement and participation in school life. The term disability can refer to many different problems in students, including physical, sensory, cognitive, and intellectual disabilities. When it comes to assessing students with disabilities, the same is done according to the Rulebook on the manner of assessing students with disabilities. The way of assessment of each student is specially adjusted based on his cognitive abilities, possibilities and the way of expression. In the assessment process, the teacher uses different, specific methods and assessment instruments that are related to the goals, i.e., learning outcomes, standards for assessing student achievement, the purpose of assessment, the type of disability and the individual abilities and capabilities of students. Inclusive education is a dynamic process that is constantly evolving, in accordance with the culture and the environment and is part of a broader strategy to promote an inclusive society.

2. Inclusive education

Inclusion is part of the great world movement, which proclaims the full inclusion of all people with disabilities in all segments of social life. Inclusive education refers to the philosophy that promotes education for all students in regular schools. (Димитрова-Радојичиќ, 2019) In the last 20 years, the need for inclusion in education and the search for ways to best realize it is especially relevant. This can be best seen according to the adopted international documents that advocate for quality education for all and the various professional movements for their implementation in practice. (Бошковска Розалија, 2020)

There are different definitions and different understandings of inclusive education and inclusive practices in schools. "Inclusion is a dynamic process that involves all children in regular education, respecting basic human rights in education, providing access to regular education and enabling progress according to individual needs." "Inclusive education is a process that includes cooperation, inclusion, sharing, synergy, acceptance." "Inclusion is a philosophy of education based on the belief that every person has the right to participate in society." (автори, 2019)

As a generally accepted definition of inclusive education can be taken the definition proposed by UNESCO: "Inclusive education is a process of addressing and responding to the diversity of needs of all students by increasing participation in learning, culture and community, and by reducing exclusion in, and from education. It includes changes and modifications to the content, approach, structures and strategies, with a common vision that encompasses all children of the appropriate age, and the belief that the state has an obligation to provide education for all children. ”(UNESCO, 2005) In fact, inclusive education is refers to a series of strategies, activities and processes that attempt to realize the universal right to quality, relevant and appropriate education. (Stubbs, 2008) It is a dynamic process that is constantly evolving, in line with culture and environment and is part of a broader strategy to promote an inclusive society. Inclusive education is broader than formal education, encompassing the

home, the community, formal and informal systems, and enabling education systems to meet the needs of all children. (автори, 2019) Special attention is paid to the inclusion of those children, for whom there is a possibility to be marginalized, discriminated or excluded from the education system. Regardless of their potentials or weaknesses in some areas, they are included in the regular classes and are provided with appropriate conditions for learning, advancement and participation in school life. (Бошковска Розалија, 2020)

The essence of pedagogy refers to the promotion of the right of every child and family to be included and respected in the community, to have the opportunity to participate, to work for common goals and to develop their full potential. Also, pedagogy, as a discipline, pays special attention to the most vulnerable groups. The United Nations Convention on the Rights of the Child emphasizes the right of every child to education, to be actively involved in the community and to protect against discrimination. Every child has the right to grow up and be educated in an environment of equality, free from any form of discrimination based on race, color, sex, language, religion, political or other opinion, national, ethnic or social origin., property status, disability status, birth status or other status. (Association, 2011)

2.1 Guiding principles for building inclusive education

To build an inclusive school, the educational process needs to be based on the Multi-tiered intervention model, which includes transformations/interventions in the curriculum and curricula, teaching strategies, activities and materials, as well as continuous monitoring of the process of implementation of interventions. (Бошковска Розалија, 2020) According to the provisions in the concept papers for primary education in the Republic of North Macedonia, teachers and the school have a special responsibility to students who for various reasons have difficulties in learning and achieving educational goals, which is expressed by adjusting the content and methods in teaching towards the different pace of students' progress. ” (MOH, 2007) Also, in accordance with the legal provisions, the bylaws have been prepared, and they are the following: the manner of cooperation between primary schools with a resource center, learning support centers and other primary schools. It is important to note that all the above documents respect the following guiding principles for building inclusive education:

- Access to the whole person, which means that all children and students can learn, develop, achieve and contribute to the community and society at large.
- Fairness or guarantee that all children and students have access to the necessary support in order to realize their potential for learning and development.
- Inclusion is the right of all children and students to access and effective and full participation in a common inclusive educational context.
- Approach, based on the whole school, which means capacity building in the school itself for the development of an inclusive climate and providing systematic support to the entire educational staff. Organizing the educational process according to the student, where the type of support is decided individually for each student, in accordance with his potential, his needs and interests.

- Flexibility - flexible organization of the curriculum, curriculum, school space and time, to enable the educational process, through the application of appropriate teaching methods and activities, to adequately respond to the specifics and learning styles of each student.
- Self-determination - respect for personal independence, taking into account the needs, interests and abilities of students, cultural and linguistic identity, creating opportunities for exercising the right to participate and make decisions.
- Responsibility and autonomy of the school to define a process in which barriers are identified in the learning faced by the student and planning of various strategies and measures to overcome them.
- Support for teachers to develop their knowledge, attitudes, skills, values to build inclusive learning environments. Willingness to cooperate, exchange successful examples from practice and confidence that the ability is not fixed and that all students can develop and learn.
- Involvement of parents/guardians who have the right to participate and information on all aspects of the educational process of their child. In addition to partnerships with parents/guardians, cooperation with civic associations, organizations, and associations of persons with disabilities is necessary in order to share resources to promote inclusiveness, with an emphasis on reasonable accommodations and services.
- Continuous monitoring and evaluation process, which means that the school has developed a plan for monitoring (monitoring) and evaluation (evaluation) in which will be clearly defined: indicators, sources of verification, time frame, resources and responsible persons. (Бошковска Розалија, 2020)

3. Disability as a disorder

Inclusive education is a broad concept that covers all groups of children, but for the purposes of this paper we will focus specifically on children with disabilities. Disability is part of human diversity and is not uncommon. People with disabilities are described as "people with long-term physical, mental, intellectual or sensory impairments who, in interaction with a variety of disabilities, can impede their full and effective participation in society on an equal footing with others." (нации, 2006) Functioning and disability are defined as multidimensional concepts for:

- The bodily functions and structures of persons,
- The activity of the persons and life areas in which they participate and
- Factors in their environments that influence these experiences.

Through this approach, the importance of context and environment in enabling or disabling individuals to participate effectively in society can be seen. This is also known as the social model of disability. (Farkas, 2014)

A number of studies estimate that 15% of the world's population has some form of disability. That percentage is expected to rise, citing poor health care, early-life nutrition and violent civil conflicts. It is also well known that children with disabilities face multiple forms of discrimination that lead to their exclusion from society and education. Attitudes towards

children with disabilities, lack of inclusive learning environment, necessary resources and information, are the challenges that these children face in accessing education. (UNICEF, 2009) However, there are effective ways to build inclusive societies in which children with and without disabilities can enjoy their rights, including the right to quality education on an equal footing with peers without disabilities. Inclusive education is the approach applied by UNICEF to ensure that every child receives a quality education. Inclusive education promotes "recognition of the need to work towards 'schools for all' - institutions that celebrate differences, support learning and respond to individual needs." (UNESCO, 1994) Disability is part of human diversity and people with disabilities are heterogeneous group. Issues of discrimination, inclusion and child development can vary considerably depending on the type of disability, environment, culture, traditions, gender and socio-economic status. These differences and the multidimensional experiences of children with disabilities should always be taken into account when creating disability programs. (Farkas, 2014)

3.1 Types of disability

Disability is a general term that covers impairments, limitations of activity, and limitations of an individual's participation. Impairment is a problem in the functioning or structure of the body; activity restriction is a difficulty faced by the individual in performing tasks or activities; while restriction of participation is a problem that the individual faces when participating in life situations. Disability is not just a health problem. It is a complex phenomenon that reflects the interdependence between the physical characteristics of a person and the characteristics of the society in which he lives. Significantly affects daily activities and can be present from birth, or appear throughout life. This term can refer to many different problems, including physical, sensory, cognitive, and intellectual disorders. Disability is considered an experience that affects all areas of people suffering from it. Even if only one physical or mental element is affected, the problems that arise cause difficulties in a number of different areas. (Warbletoncouncil, 2022)

Regarding the terminology in our country, according to the UNICEF Report, the organizations working in this field have stated that the most appropriate terms are accepted by "persons with special needs" or "persons with disabilities", but there is great diversity and division. . Well, other terms are used, such as "people with disabilities", "people with disabilities", "people with atypical development", "people with disabilities", which are not considered offensive. However, this terminology is considered a less important issue than the need to ensure full respect for the rights of these persons. (UNICEF, 2014)

There are different types of disability and they have different characteristics. Among them we will list the following:

- **Physical disability** means physical or motor disability, ie limitation of the physical functioning, mobility, dexterity or endurance of a person. It is a problem associated with the reduction or elimination of motor or physical abilities, such as the physical loss of a limb or its normal functionality. This type of disability occurs in the context of spinal problems, car accidents, head trauma, medical illness that generates physical limitations,

amputations, congenital malformations, or cerebrovascular accidents. (Warbletoncouncil, 2022)

- **Sensory disability** refers to the existence of limitations that arise from the existence of defects in the senses that allow us to perceive the environment, whether it is external or internal. These are changes in all the senses, although the most common are impaired vision and hearing. (Warbletoncouncil, 2022)
- **Intellectual and developmental disabilities** include many conditions that result from mental and/or physical disorders. These conditions negatively affect intellectual, physical and/or emotional development. People with this type of disability may experience problems with major life activities such as: language, movement, learning, self-help, independent living. (Commission, 2022) According to educational opportunities, people with intellectual disabilities are divided into four groups:
  - People with mild intellectual disabilities
  - People with moderate intellectual disability
  - People with severe intellectual disabilities
  - Persons with deep intellectual disability (Ristevska, 2018)
- **Mental disability** exists when a person is faced with a situation in which behavioral disorders and adaptive behavior occur, which generally stem from suffering from some kind of mental disorder. (Warbletoncouncil, 2022)
- **Visceral disability** occurs in those people who suffer from some kind of deficiency of any organ, which generates restrictions on the life and participation of the subject in the community. This type of disability can be caused by diabetes or heart problems. (Warbletoncouncil, 2022)
- **Multiple/combined disability** indicates a combination of two or more disabilities that can occur in one person. The autistic spectrum of disorders is almost always accompanied by sensory disability, and bipolar behavior, depression, dyslexia, dyspraxia, etc. can be observed. A large percentage of people with intellectual disabilities have impaired vision, hearing, heart problems, spine problems, respiratory problems, mental and emotional disorders and the like. (Ristevska, 2018)

4. Student assessment

Assessment is a scientific discipline that deals with issues related to the system of assessment of student achievement. This scientific discipline can be considered from different aspects, because it is very complex, multifaceted and multidimensional. Assessment is a systematic process, which has a great impact on the effectiveness of teaching. It determines the value of students' achievements, which means comparing their current achievements and established standards (what should be achieved) and determining their value. Assessment as an integral part of teaching is a process of collecting and interpreting information regarding the learning and achievement of students, through which a judgment is made about the degree of achievement of established standards, teaching goals and their value. The information gathered plays an important role for the teacher in making decisions related to teaching.

The grade is a result of the assessment, conclusion, judgment, opinion, through which the values of students' achievements are expressed. The grade serves to compare the previous and current state of students' achievements with the previously established standards and goals in teaching. The subject of assessment is what the students have learned from the teacher's teaching. It includes assessing success, assessing students' knowledge and their development in terms of achievement and progress. The terms interrogation and interrogation are most often used, which primarily refer to the students' knowledge, and less often they talk about the assessment of skills, abilities, attitudes, interests, etc. The curricula contain the learning outcomes, but also the realized goals in teaching, and they are the educational, educational and functional goals. There are different types of assessment, and they are the following:

- According to the way the assessment is performed
- According to who performs the assessment
- According to what the students' achievements will be compared with
- According to the evaluation procedure
- According to the symbols that express the grade
- According to the time period in which the assessment is performed. (Јанушева, 2015)

4.1 Manners of assessment of students with disabilities

The manner of assessment of students with disabilities is performed according to the Rulebook on the manner of assessment of students with disabilities. According to Article 2 of the same, for the assessment of students with disabilities (hereinafter: the student), the teacher:

- plans the assessment;
- selects specific methods for assessment and selection/development of specific instruments and procedures (written Braille tests, enlarged format, electronic version, audio format, use of assistive technology, longer test time, help reading questions from test, supervised breaks and flexible curriculum, presence of an educational assistant);
- conducts the evaluation process;
- forms an assessment;
- performs analysis and information on the findings of the assessment and
- uses assessment knowledge for future teaching planning in cooperation with the school inclusive team.

According to Article 3 of the rulebook, the way of assessment of each student is specially adjusted based on his cognitive abilities, possibilities and the way of expression. The evaluation of the student's achievements is done in the following way:

- Assessment of the student's prior knowledge - diagnostic assessment - perception of the student's knowledge, abilities, skills and attitudes, in order to properly plan the teaching;
- Formative assessment, i.e. a continuous process of monitoring, checking and evaluating students' achievements to provide objective evidence of how the student is learning and progressing, showing good results and what needs to be improved. His results are used to give him feedback, explanation and directions for further work. During the teaching, the

achievements of the students are regularly monitored and evaluated, indicators for their activity, motivation, engagement, commitment to work, team work and

- Summative assessment, i.e. measuring the student's achievements at the end of a certain teaching unit or for a given period of time (quarter, semester, end of the school year), and the results are used to form an assessment of the achievements so far.

According to Article 4 of the rulebook, the teacher in the assessment process uses different, specific methods and instruments for assessment. Assessment methods and instruments are related to the goals, i.e. learning outcomes, standards for assessing student achievement, the purpose of assessment, the type of disability and the individual abilities and capabilities of students. The following methods are used in the assessment process, depending on the type of student's disability:

- For oral examination (conversation, discussion, oral presentation, oral interrogation, non-verbal expression of what has been learned, description and presentation by modeling);
- Methods for assessing written answers (tests and written tests in Braille, answering questions), other written papers (essays, literary papers, research reports) and works (drawings, models, graphs, portfolio); and
- Methods of checking practical competence (dramatic, musical, physical performances, practical work).

According to the evaluation methods and purpose, the following instruments are used in the evaluation process:

- To monitor (monitor) the student's progress (formative assessment): anecdotal notes, observation protocol, tasks for all students, differentiated tasks for a group of students or student, record and checklists and
- To form an assessment (summative assessment) instruments are used that provide greater objectivity and representativeness such as: tests, analytical assessment lists, holistic assessment lists and portfolio.

According to Article 5 for the students who attend classes in IEP and modified program, the grade is formed after completing the program unit (topic/area) and the specific time period in the school year (quarter, semester and end of the school year). For students with disabilities, the grade can be formed after achieving the adapted learning outcomes of the curriculum, included in the IEP, and for students with complex needs, the grade can be formed after achieving certain learning outcomes based on competencies according to the modified program.

According to Article 6 for the students who attend classes after IEP, in determining the descriptive and numerical grade, the teacher takes into account the achievements of the student determined in the curriculum or in the IEP, in terms of memorizing and reproducing the teaching contents; comprehension of the processed contents, i.e. the student's ability to interpret them in their own words; application of the learned contents in specific tasks with known and new elements and in other new situations; as well as higher intellectual abilities of analysis, synthesis and evaluation, which means the student's ability to sort, combine elements into new wholes and the ability to evaluate the justification or science of a claim or work. After the

teacher sees the student's achievements at each of the listed levels according to the assessment standards (for each topic/area), he/she determines the student's grade as follows:

- Grade insufficient (1) does not make even minimal progress in achieving learning outcomes.
- Grade sufficient (2) the student's knowledge refers to memorization and reproduction, the student demonstrates certain abilities to express knowledge in his / her own words and apply it to the simplest tasks, or a student who makes minimal progress in mastering IEP and achieving results from learning by engaging the student and very significant help from the teacher.
- Grade good (3) the student's knowledge, in addition to relating to memorizing and reproducing, understanding and comprehending teaching content, the student demonstrates the ability to apply knowledge to solve simple tasks, or a student who makes progress in mastering IEP; achieving learning outcomes by engaging the student and significant teacher assistance.
- Grade very good (4) - the student's knowledge refers to more complete memorization and reproduction, understanding and comprehension of the teaching contents, the student demonstrates the ability to apply the knowledge to solve tasks of familiar and new elements, as well as the ability to arrange and combine elements in new units, or the student makes significant progress in overcoming IEP and achieving learning outcomes with a high degree of student engagement and insignificant teacher assistance.
- Grade excellent (5) the student's knowledge is over 90% of the contents of the curriculum at the level of memorization, reproduction, comprehension and understanding, the student can apply the knowledge to solve tasks with familiar and new elements, the student can sort, combines elements into new goals and demonstrates the ability to evaluate the justification or scientificity of a claim or work, or the student makes very significant progress in mastering IEP and achieving full learning outcomes, with a very high degree of engagement and insignificant teacher assistance .
- When forming the grade (descriptive/numerical) the teacher uses all the completed instruments and collected evidence from the formative assessment, which are the works of the students, in order to achieve objectivity in the assessment of the specific student. Student assessment also includes frequent, brief checks on smaller units; written knowledge tests using complementary tasks; comparison, with two-member or multi-member selection; checking and assessment that has a stimulating effect on the student; developing a motivation plan, if necessary; developing the ability for self-assessment. (НАУКА, 2021)

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THE LEADING MOTIVES IN CHEKHOV'S PLAYS: "THE THREE SISTERS", "THE SEAGULL", "THE CHERRY ORCHARD" AND "UNCLE VANJA"[90]

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Abstract

This paper shows that the skillful writing hand of Anton Pavlovich Chekhov created plays that are not accidentally classics of Russian literature but of world literature in general. Chekhov, who works as a doctor, he also appears as a doctor of the human soul, through his ability to analyze the human psychological and emotional state through the plays "The Three Sisters", "The Seagull", "The Cherry Orchard" and "Uncle Vanja". Not a single line in his plays is written by chance, on the contrary, each of them is in favor not only of the consequences faced by the characters through life situations and experiences, but also in revealing the reasons that led to those consequences.

After reading the named plays, the reader is in silence or some kind of psychological pause because the characters instead of using sentences without verbs that mean nothing but joy and happiness, unfortunately they use sentences that express despair, sadness, indecision. First, the reader reacts with silence, then with a desire to live a new, different life from that in Chekhov' dramatic characters, with more smiles, with much more life energy, to respect every chance that paves the way for personal happiness and success. Showing how his heroes live, Chekhov shouts how his reader should not live. That is his leading motive in all plays, with an example of how not to ...

The characters give up from many things in the present, promoting themselves as victims, in fact their choice is indecision and escape from reality. Most of characters are indecisive, passive, empty waiting for something to happen without desire to change anything that would lead to a new event, sometimes their characteristic is a lack of courage to take a decisive step, and other times the reason for their misfortune is the conscious bad or wrong choice of partner. In this paper a special place will be devoted to the passive characteristic of the characters, the crucifixion between their desires and possibilities, as well as the influence of tradition on decision making in certain characters who lose the function of entities solely competent to decide on their personal happiness.

Keywords*: passive characteristics, crucifixion, function of entitity, characters and ideals*

INTRODUCTION

Chekhov's dramatic work abounds with psychological elements. Each character is a story but all characters have something in common. They do not live in the present and therefore make the present a space of their non-existence. The leading motives in Chekhov's dramatic work should be deciphered here. By showing the insignificance and passivity of the characters, the author calls the reader to be active in the present and for actions' determination in his life. It is a strong message of maestro Chekhov, but he gives this message so meekly and unobtrusively, so sophisticatedly somehow through a silence, specific to his way of life, which reveals O.

[90] Specialized paper

Knipper to us, in memoirs for Chekhov: "Chekhov, in his life, treated with selfless love and attention to every imperceptible person and found in him a spiritual beauty ... He could not teach and did not want to ... I asked people why they go to Anton Pavlovich, "so he is not a preacher, he can not speak, and they replied with a meek and gentle smile, that when you are with Chekhov, even in silence, you will leave as a new one." [91]

THE PASSIVE CHARACTERISTIC OF THE CHARACTERS FROM THE PLAY "THE THREE SISTERS"

Characters in the play "The Three Sisters" do not take action, they live in the space between dreams and desires. There is a feeling that they are talking to themselves and the dialogue between them often appears as a masked monologue. Irina, one of the sisters in the play in the third act, concludes: "Oh, I am unhappy ... I am already twenty-four years old, I have been working for a long time, and my brain has dried up, I have lost weight, I have become ugly, I have grown old, and nothing, nothing, no pleasure, and time passes, and it seems to me, a person departs from the truly wonderful life, goes farther and farther, into some kind of ruin. I am desperate and how I am alive, how I haven't killed myself until now, I do not understand ... "[92]

In this play, the sisters Olga, Masha, Irina Prozorovi and their brother Andrey Sergeevich, live in a garrison town in eastern Russia for eleven years. Their lives take place in the flood of memories of their life in Moscow and the constantly delayed idea of returning there.

THE CROSS BETWEEN THE WISHES AND OPPORTUNITIES IN THE PLAYS "THE SEAGULL" AND "THE CHERRY ORCHARD"

The theme of the play "The Seagull" is hopelessness and the impossibility of liberation from natural and social circumstances. The play takes place a little over two years, and the location is the property of Petar Nikolaevich Sorin.

Konstantin Gavrilovich Treplev is in love with Nina Mihajlova Zarecna, but she loves Boris Alekseevich Trigorin. Trigorini returns Nina's love, they are immensely happy for a while, and the fruit of their love is the offspring that will not live long. Here is how Treplev tells the interlocutor, a doctor Dornza, the life of his beloved: "She had a child. Her child died. Trigorin stopped loving her and returned to his former relationships, as one might expect ... as far as I could understand from what I knew, Nina's personal life failed.

Dorn: And her professional love, the theater?

Treplev: It seems even worse. She made her debut somewhere in Moscow, in a village theater, then went to the province. That time I did not take my eyes of her for a while, wherever she was, I was there. She played big roles, but she played rough, tasteless, howled and gestured on stage. ... I received letters from her. The letters were warm, smart, interesting, she did not complain, but I felt she was deeply unhappy and her imagination was a little disordered. "She signed herself as a Seagull." [93]

Just before the end of the play, Treplev and Nina meet in the fourth act. Treplev speaks honestly about his feelings: "I did not have the strength to stop loving you ... I suffer", to which she will respond: "When you see Trigorin, do not say anything to him ... I love him. I love him even more than before ... ". After her departure, Treplev commits suicide. His suicide takes place

[91] Boris Corevski, 2004, Memoirs, Center for Culture, Bitola, p.15
[92] Anton Pavlovich Chekhov, 1974, Plays, Misla, Skopje, p.227
[93] Anton Pavlovich Chekhov, 2004, Galeb, Center for Culture, Bitola, p.78

behind the scene. Chekhov makes fun of these two characters, as they are characters from a comic book, they do not find common sense in the key moments of life. Nina continues to love the man who turns his back on her and leaves with another woman, while she is inconsolable in her grief over the lost child. Treplev is no wiser than Nina in anything, he continues to love her and live for her, while she feels nothing for him. Through the dramatic silence typical for Chekhov, the message can be noticed - you should love and respect the one who deserves, only in this way the life makes sense to live and be happy in it.
Nina with her characteristics, attitudes, thoughts is very similar to the character of Love Andreevna Ranevska from "The Cherry Orchard". The circumstances in which these two female characters find themselves are very similar. And Love Andreevna loses her little Grisha: "The little one died ... he drowned ... Why? Why my friend? "In the second act she talks sadly about her ruined life:" My husband died of champagne - he drank terribly, and unfortunately fell in love with another ... I went to Paris, and there he robbed me, left me, he got closer to another, I tried to poison myself ... It's so stupid, it's so terrible", and then the same Love Andreevna told Petar Sergeevich Trofimov in the third act:" I receive a telegram from Paris every day. Both yesterday and today. "That savage man got sick again, he begs me for forgiveness ... he is sick, alone, unhappy, who will look at him there, who will give him medicine on time?" Love Andreevna is obviously very similar to Nina, they both seem to disrespect themselves and as if they do not trust their qualities, they allow themselves to be a toy in the hands of "their" loved ones. They fight with their emotions, but they cannot fight. Love will say at one point: "I love him, I love him ... It's a stone hanging around my neck, I go with it to the bottom, but I love that stone and I cannot live without it." The character of Love Andreevna is very emotional, she mourns her childhood because only that time she was carefree and happy, so she decides to return to her childhood property, she decides to return to the Cherry Orchard.
"Cherry Orchard" as a story refers to the collapse of a family, and also the collapse of the aristocracy at the end of the 19th century. The Cherry Orchard, with all its beauty and splendor, and perseverance, becomes a symbol of a time. At the end she disappears, she is sold due to debts. Andreevna fails to keep her even though it is obvious how emotionally she is to her with all her memories and ancestors. Lopahin buys it, their former servant, who becomes a rich and successful merchant. Lopakhin is a representative of the new age, of a new, different Russia. Nothing in this world is eternal. None of the human race has the privilege of being rewarded, of being immortal by Gilgamesh's attempts and desires, so far the person has failed to find the cure for immortality. The "Cherry Orchard" is a mirror of human life with all its phases - birth, living and dying.

"UNCLE VANJA" – A PLAY FOR THE RUSSIAN WOMAN WHO LOSES THE FUNCTION OF ENTITY ONLY COMPETENT TO DECIDE FOR OWN PERSONAL HAPPINESS UNDER THE INFLUENCE OF TRADITION

The play "Uncle Vanja" is played in the time of the author, on the property of Marija Vasileva. Here is her ex-husband Alexander Vladimirovich Serebryakov, a retired university professor, with his second wife, twenty-seven-year-old beauty Elena Andreevna. Besides the old Maria Vasilevna here are her granddaughter Sonja, the daughter of the professor from the first marriage, as well as Maria's son, Ivan Petrovich Vojnicki. This company also includes Mikhail Lavovich Astrov, a doctor, and Ilya Ilyich Telegin, a poor one.
Ivan Petrovich Voynitsky, called Vanja, loves Elena Andreevna but that love has no a result:

Voynitsky: "May I see you incredibly, when I love you? You are my happiness, my life, my youth! I know my prospects for reciprocity are zero, but I do not need anything, let me see you, let me hear your voice ...

Elena Andreevna: Quiet,please, they can hear you! (Goes to the house)

Vojnicki: (following her): Let me tell you about the love, do not push me away from you and that will be my greatest happiness ...

Elena Andreevna: How painful is that ... " [94]

Sonja loves Dr. Astrov, but without any dramatic effect. Having in mind Sonia's feelings, Elena agrees to talk to Astrov, even though she feels something for him. During the conversation, Elena and Asprov felt the sensitive cosmic vibrations of longing, but unfortunately, they will not be recognized. Immediately afterwards, the professor announces his plan for the possible sale of their property to the Vojnicki family and the way investing the money from the property sold, they can live on interest. Uncle Vanja, irritated by this cognition, will try to kill his former son-in-law. Uncle Vanja shoots again, but does not kill him. This is how the third act ends. The fourth act presents Elena and Srebryakov's preparation for leaving the property.

Here the characters are not fictional, they are real, they run into real situations: instability, lying, envy, jealousy, anger, love and all the problems that humanity poses.

Srebryakov is a type of man who judges unemotionally and it makes a problem. He cannot understand moral beauty as an integral part of spiritual health.

Elena Andreevna is a beautiful, young woman, but she is not enough intelligent to be the captain of her own ship or she loses the function of an entity that decides on her own personal happiness under the influence of Russian woman traditional raising. At one point she finds herself at the crossroads between personal desires and tradition, but she quickly "resolves" the situation by deciding to stay alive with the old, insensitive Srebryakov.

The character of Dr. Astrov in "Uncle Vanja" is mostly interesting, he is the author's resonator. Astrov is delighted with the beauties of nature, the nature is godliness for him, a cult. Astrov, as Chekhov, is an apostle of work, the life for him without work is not a complete life, laziness for him is meaningless. As we can see, doctors have a special place in Chekhov's play, it probably comes from the fact that Chekhov is a doctor. Here is what V. Nemirovich-Danchenko says about him in the memoirs: "I really cannot remember how much time and attention he devoted to the medical profession while living in Moscow, but I remember what it looked like in Melikhovo, where he moved with his family: he wanted to treat the local people. According to the registration of his treatments recorded on piece of paper which he puted on a nail, I saw about eight hundred in a year. For all kinds of diseases. However, as much as he valued his medical degree, his writing work pushed him out of medicine. Nobody even talked about the last one. "Sometimes it hurts him." [95]

CONCLUSION

Chekhov was starving for the peron's longing for happiness. The possibility of personal happiness and free choice are those who are the guides of Czech characters and ideals. He knew how to respect happiness and the beautiful moments of life, and to reject those less beautiful things in life which is confirmed by his wife Olga Knipper: "Life with such a man showed me that it was not difficult to manage the life, he knew how to reject the sludge, all life's trifles, which darkens and spoils the essence and beauty of life."[96]

[94] Anton Pavlovich Chekhov, 2003, Uncle Vanja, Matica Makedonska, Skopje, p. 35

[95] Corevski, p. 30

[96] Corevski, p. 35

Anton Pavlovich Chekhov is considered as a founder of modern dramaturgy. At the end of the nineteenth and early twentieth century, "The Three Sisters", "The Seagull", "The Cherry Orchard" and "Uncle Vanja" make a turn, carry a different manuscript that changes the conventions in the dramaturgy of that time, despite the later changes and movements, they turn into classics to which the world is constantly returning. Chekhov's plays go beyond "late realism" and bring the spirit of modernity into literature, that's why it is said, Chekhov is undoubtedly a modern writer in his dramatic work.

Although Chekhov was not aware of the political events, living in small towns and villages, he knew a lot about the life of the little Russian man and that the everyday life was gray and cruel enough. It is no coincidence that his plays include all classes and social categories and represent a true perfection that gracefully enters in the world literary treasury.

Through characters' creation, Chekhov stands out as a connoisseur of life and a person in general. He is a connoisseur of the human soul, because he manages to penetrate deeply into its vibrations of sensitivity, restlessness on the one hand and the vibrations of joy, happiness on the other. He does it so skillfully, spontaneously, unobtrusively, that the reader delves into the dramatic lines of his heroes with a pleasure. The emotional experiences of the characters are conveyed with a slight tension that only maestro Chekhov knows how to dose properly and to increase the reader's interest for the next line, for the next page, for the next play ...

His contemporaries remember him as an unusually modest man, a characteristic that great people have, here is what the famous director Konstantin Stanislavski says about a specific situation: "When I compare how Chekhov and other authors reacted to the rehearsals, I am amazed at the great modesty of the great man and the boundless arrogance of many more insignificant writers. One of them, for example, at my suggestion to cut a lot of fake, torn monologues in his play, said with great resentment in his voice, "Cut it, but do not forget that you will reply before history." On the contrary, when we dared to suggest to Anton Pavlovich to throw the whole scene - at the end of the second act of the "Cherry Orchard", he was very sorry, he faded from the pain we caused him, but, after thinking and recovering, he replied:

- Cut it!

"And he never said anything about any intervention again." [97]

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[97] Corevski p. 27

LEARNING GERMAN AS A SECOND FOREIGN LANGUAGE - NEED OR DESIRE[98]

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Abstract
Many people support the fact that knowing more than one foreign language is an invaluable asset, hence the great interest of all of us, at any age in life, to strive to acquire that treasure. Some of us gained knowledge of a foreign language during our education, but not all of us had the opportunity to choose which language we were learning. The reason lies in the setting of values in the past social system. Fortunately, nowadays, children from the youngest age of education can choose which foreign languages to learn. Children have this ability to learn from a very young age, so starting to learn foreign languages is of great benefit to them on their own. However, the question remains, is the choice personally theirs or are they influenced by their parents?

INTRODUCTION

In today's turbulent life, it is an indisputable fact that parents have the most difficult task - to ensure a secure future for their children. This is nothing new, caring for the generations is natural in the parental living process. When it comes to learning a foreign language with children, we can not be sure as parents that they will make the right choice. In recent years we have all witnessed that migration is becoming widespread, especially in our country, which is one of the poorest and least developed countries in the world. Many young educated people are leaving the country in search of a safer and better future. Most often these are Western European countries, but some also go to overseas countries, America and Australia. This is confirmed by numerous surveys conducted in our country, which refer to the number of our population. The opportunity for young people to get a degree is really great, because in our country, in addition to state, there are a number of private faculties. In our country, young people do not feel that despite earning a degree, they will be able to find a suitable job and secure their future. Therefore, the role of parents who invest in the knowledge of their children is great. Choosing a faculty is not enough for a young person to find a job more easily. In recent years, preference has been given to knowledge of foreign languages. The fact is that some people find it much easier to master a foreign language than others who have difficulty. No one should ever doubt his ability to learn a foreign language, because there is no age limit when a person can start learning a foreign language. Practice has shown that a foreign language can be learned at any age, but pronunciation is most easily learned at a younger age. This is because the youngest children have the ability not only to hear the word but also the sound, so the pronunciation is mastered mostly at a younger age. Children start extracurricular activities earlier, such as mastering computer work, and at the same time enroll their parents in learning a foreign language.

[98] Specialized paper

Which foreign language to be studied?

The child's learning of a foreign language is influenced by everyone in his immediate environment, especially the people he loves. Most schools in the world teach at least one foreign language. The number of school hours for learning a foreign language varies from country to country, but research has shown that it is not less than three per week. In our country, learning English in schools starts at the age of six. Learning a second foreign language begins at the age of ten. Practice has shown that there are two reasons why teachers refrain from calling in other languages. Foreign language teachers are concerned that the first language that students have learned will affect other languages and that is why they will make mistakes. This is probably a remnant of the time when the contrasting approach prevailed, but it still lingers, so in the case where students are learning German as a foreign language after English, mistakes like "Es war * auf einmal" (based on English) continue to occur. expression "once upon a time") or "* Ich" (using the capital letter "I" as in English) (examples from Marx 2000). There is a fear of interference, which is transmitted not only from the mother tongue, but also from other learned foreign languages. Although there are many theories, most private school teachers agree that the ideal time to enroll in a foreign language school is between the ages of three and four. Before a parent enrolls his or her child in a foreign language, the most important thing is to make a realistic assessment of whether he or she has mastered his or her mother tongue and whether he or she speaks it with understanding. Now the dilemma arises again - which foreign language to be studied? If English is taught as the first foreign language in schools, what should be the second foreign language? In recent years it has been the German language. The interest is growing from year to year, and it is influenced by many factors. Of course, the child is not able to make a decision on his own, so the parents have a big role here. But the most important thing is that the child does not feel that the choice is made by his parents, but that they do it in a way that the child will see the benefits of learning a second foreign language, in this case German. There would be confusion, and it could reach the point of complete disinterest if the child was approached with the words: "Learn German if you want to find a job when you finish college and go to Germany!" At first the child is not aware of the weight in words and at that age does not know how to distinguish between need and desire. Therefore, parents should present to him all the benefits of learning German, in order to stimulate his interest and increase his desire to learn.

Benefits of learning German

How effective a child is at learning a foreign language also depends on his interest. Children who are interested and curious or have excellent memory power will find it easier to master a foreign language than children who are not interested but have to go to classes because their parents want it.

Learning German can enrich your life in a variety of ways. This is especially true when traveling to other countries. There is a greater opportunity to enjoy the holiday if you know the language, and on the other hand much greater self-confidence, in case we need to ask for some service. We would be impressive in foreign restaurants if we pronounce the meals on the menu correctly. Another benefit that parents of their children would say is that if they show foreign language skills in the job application of any company, the chances of getting a job are much higher. In addition to the degree obtained, there will be a chance to choose a job of your choice. Knowing another language helps them realize their dream abroad. Working abroad is a great experience. Learning a foreign language also improves the abilities of the brain. Many studies have shown the different benefits of learning a foreign language. These include better memory, the ability to learn other subjects more easily in class. Children spend a lot of time in computer games, so the next benefit would be an understanding of foreign music and movies. The moment you learn German, a new world of entertainment opens up. In the process of learning

a foreign language, children will become more aware of our mother tongue. Numerous studies have shown that in this way we actually improve our knowledge of our language.
Also, a big role is played by German language teachers who would be happy to point out the connection with English, which is usually their students' first foreign language. Research conducted in recent decades shows that learning other (foreign) languages can be an advantage in learning a new language. For example, a student who has learned or is still learning English as a foreign language has many advantages in learning German. These benefits apply not only to language skills but also to learning strategies and techniques. It is essential that students see the benefits of their already acquired knowledge of a foreign language and use it when learning German.

Conclusion

The study of the German language has taken on a larger dimension, especially in the last two decades. This was shown by the analysis of the private German language schools. A parallel analysis of the migration of the population and the interest in learning the German language will reveal their direct proportional dependence. This begs the dilemma - is learning German a necessity or a desire? Older people study it to make it easier for them to leave the country and find a job. The choice of children to learn German should be their desire, encouraged by their parents who will present the benefits of knowing this language.
Learning German as a follow-up to English, as well as teaching that is adapted to this learning situation, clearly shows that students who are aware of the knowledge and experience gained from other languages can benefit from learning a new language. Those who have negative experiences in teaching English are more likely to approach teaching German as a foreign language with a more negative attitude. In such cases, it is the duty of German language teachers to take a particularly careful approach to learning a foreign language and to show students that they can be successful in learning German.
They should act as a supportive teacher who helps the students, but he himself is not afraid of the impact that English could have on German language teaching. The result would be instruction that prepares students not only for learning German, but also for learning other languages throughout life.

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